Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables

PRIORITY 1: CREATING AN INCLUSIVE LEARNING AND TEACHING ENVIRONMENT

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
1.	Promote our inclusive environment and Athena Swan value centred culture to both **prospective** undergraduate and postgraduate students, tackling gender stereotypes around career choices.	Females are overrepresented at UG and PG level (72.9%F UG; 71.5%F PGT; 65.0%F PGR). SHS has shown persistent over-representation over the last 5 years (2018/19: 82.5%F; 2022/23: 85.0%F) reflecting the popularity of nursing, psychology, midwifery, and allied healthcare professions with female students BAME student representation increased in all Schools and at all levels over the last 5 years (UG: 41.4% to 50.2%; PGT: 40.3% to 43.2%; PGR: 32.5% to 39.4%). We see declining representation of White Males (PGT: from 22.7% in 2018/19 to 14% in 2022/23; PGR from 26.8% to 21.7%), with BAME Males still representing the smallest cohort of PGR students. We have active outreach and widening participation programmes, and School Governors - but have not had a	While demographics are in line with HESA benchmarks (72.9%F UG; 75%F PGT; 64.6.0% PGR) for our specialities and enrolment areas we shall closely monitor recruitment and ensure inclusivity – we will: A) Audit promotional materials (physical and digital) and ensure inclusive and accessible (representative of gender, ethnicity, and disability; intersectional; 2024/25), including current students and alumni to inspire and promote positive outcomes. **(Sept.24-July 25)** B) Work strategically with Schools to support the development of local targets and activity to address underrepresentation by sex, aligning with intersectional APP 2024-2028, including: students who are eligible for free school meals, care leavers, black students and white males from low socio-economic backgrounds **(Sept. 24-July 25)**	VD-TLSE, AD-IEE VD-SR&EDI Directors of Education, Head of Marketing and Communications AD-PGR AD-EDI Directors for EDI	All Programmes to have completed audit of materials during 24/25, and updated by 26/27 using new digital stock and case studies if necessary Development of an inclusive materials pack, including resources on culture and linking to the stellify project, to showcase what studying in Manchester is. Broader dissemination of this pack to international and national partners to support engagement. Evaluation of outreach feedback that reveals that prospective students feel that no career path is closed to them. Publish and socialise research on inclusive recruitment practices and refresh training [ongoing] A greater understanding of demographics of staff volunteers who take part in School Outreach, Widening Participation roles, and act as School Governors – increasing diversity of role models in all career paths (through promoting

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		method to assess diversity of staff volunteers.	C) Working group to identify potential actions to address declining representation of white males at all study levels **(Oct. 24-April 25)** D) Focus groups conducted by Student Inclusion Partners across programmes (24/25) to gain student's early impressions of our website, admissions, open days and inclusivity environment, induction and induction materials **(Nov. 24-Feb 25)** E) Continue to organise regular annual outreach events e.g. 'Discover Days' etc which promoted our inclusive environment and Athena Swan value centred culture to prospective and current students – including targeted access activity for yr 9-11 boys **(Sept. 24-July 29)** F) Enhancing our outreach and access initiatives to target initiatives at groups under-represented in our student profiles (or later career specialities) - e.g. men in nursing or psychology; women into surgery) and assess demographics of those who deliver		opportunities, if necessary and linking with NHS partner organisations). Scholarships/bursaries explored for under-represented groups, particularly those aligned with the APP action plan.

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			outreach activities in Schools and Sixth Forms (including student societies) **(Sept. 24-July 25)** G) Increase engagement with partner clinical trust staff to support role modelling and outreach, with specific focus on underrepresented groups (i.e. male nurses) **(Oct. 24-March 25)** H) Increase our digital stock of Faculty images and videos which capture the diversity of our community and ensure website and social media content are reflective of gender, and intersectional - ethnicity and disability (including hidden disabilities) and LGBT+ visibility **(Oct. 24-July 25)** I) Highlight case studies and career journeys of staff and students from underrepresented groups (e.g. our Excellence in Diversity Scholar profiles), and professions **(April 25-Sept 25)** J) Ensure diverse representation in admissions open days/webinars/FAQ sessions/welcome weeks **(Sept. 24-Sept. 25)**		

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			K) Working collaboratively with other Faculties for wider reach highlighting crossovers in our research and career opportunities (e.g. Bioengineering; Biotechnology and Data Sciences) **(April 25-Dec.25)** L) Explore the potential of our new FCM to assess demographics of academic staff involved in SR, EDI and TLSE outreach activities. **(Nov. 24-March 25)** M) Explore funding opportunities to hold an annual '**Men at Work'** outreach careers day (held near International Men's Day) for boys in year 9-11, and related materials **(March 25-Nov.25)** N) Explore opportunities and areas with potential for developing positive action scholarships or bursaries for programmes and/or disciplines with male underrepresentation **(Oct. 24-Jan. 25)** O). While considering targeted scholarships based on sex (for example, as per the UoM Beatrice Shilling scholarship for female		

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			engineering undergraduates), we will work with UoM and our student community to develop approach for inclusion of trans and non-binary students and communicate this clearly with criteria to students and decision-makers **(Sept. 24-July 25)**		
2.	Improving student experience and outcomes.	Foundation student numbers have dropped (from 215 to 115) and comprise ~1% of our students – most are in SBS (80; 55.7%F), fewer in SHS (30, 67.9%F) and SMS (10; 50%F). More females graduate with a 1st/2i degree (FBMH 2018/19: 85.8% to 2022/23: 86.1%) than males (FBMH: 79.9% to 84%) - but the sex awarding gap has narrowed from -5.9% to -2.1%) with increases in male attainment over the last 5 years. Intersectional analysis found our ethnicity-related awarding gap widened. We have not seen a closing of White-BAME Female awarding gap In our 2022 survey (SMS) students felt students of different genders were not treated equally in terms of	A) Explore Foundation programmes for further widening access with Schools and to facilitate access for students from low and middle income countries **(Oct. 24-Feb 26)** B) Work with TLSE, APSG and the SSH, aligning actions in a cohesive manner to systematically embed gender equality, supported by learnings from Differential Attainment research project, to embed meaningful actions to support student progression **(Oct. 24-Oct. 25)** C) Promote research experience opportunities (including our paid EDI Summer Research Placements) and support/guide progression to postgraduate study, **evaluating effectiveness (Oct. 24-Oct. 26)**	VD-TLSE, AD-IEE VD-I Directors of Education, SSH Head of Marketing and Communications, AD-PGR VD-SR&EDI, AD-EDI	Activities which have promoted our inclusive environment and Athena Swan value centred culture to our current students. Evaluation Feedback, follow on pulse surveys and focus groups reveals students feel that no career path is closed to them. An increase in the proportion of medical students who agree that career options will be not affected by their gender and that all genders are encouraged and treated equally. An increase in student survey responses/positive feedback around LGBT+ role models/ discussions and visibility A greater understanding of awarding gap (though expansion of APP data dashboards; analysis of DA stakeholder qualitative research

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		support and encouragement they receive in their studies and clinical experiences with only 60%F; 69%M, 0% other gender identities agreeing **'There is no gender difference in support and encouragement for students to take up educational and career development opportunities'**. Students of all genders highlighted in free text comments, that often male students were selected e.g. for demonstrations, e.g. *"On clinical placement I feel I have witnessed a few occasions where doctors have favoured male students – directing teaching towards them or giving them more learning opportunities... being dismissive of female students'.* Also highlighted lack of LGBT+ role models/visibility, e.g and *'There is little or no visibility/role models in medical school who are non-binary/non gender conforming'.* Since the student 2022 survey, there has been more LGBT affirmation in curriculum; all year 1	D) Continue to ensure diverse and visible role modelling, inclusive curriculum and environment for all genders **(Sept. 24-July 29)** E) Invite students to co-create our IWD, IMD, LGBT+HM events. Continue work with SIPs, and student societies and Black Student Collective etc – to hold seminars with personal career path stories, professional skills and networking etc. **(Sept. 24-July 25)** F) Continue to monitor and act on any reports arising from our 'Inclusive Curriculum Reporting Form' **(Sept. 24- July 29)** G) Continue to tackle awarding gap through supporting our SSH and APPSG, e.g. GRIT coaching, mentoring, work with Black student collective, and Manchester 10/10 programmes, and **evaluate effectiveness (Sept. 29-July 29)** H) Active bystander training is embedded for medical students and clinical supervisors - Communicate expectations to all staff, tutors, demonstrators, and other educators that **all students** must be actively included in		project – developing an action plan to ensure bespoke interventions and support. A decrease in numbers of negative issues reported through Inclusive Curriculum form, and more good practice noted. GRIT coaching, mentoring, work with Black student collective, and Manchester 10/10 programme evaluated. Work will have reduced intersectional awarding gap in line with APP targets by 2027.

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		and year 2 students have attended workshop with LGBT facilitator; and Active Bystander and EDI masterclasses embedded for all year 3 students and clinical supervisors; and anti-sexism campaign has launched, and we have increased information around R&S – but we need to evaluate impact. A survey of students in SMS revealed perceptions around gender barriers and career options persisted: "**After studying, the career options open to me will be affected by my gende**r" - 68%F, 36%M, 80% other gender identities agreed In last 18 months our 'Inclusive Curriculum report form has received 15 submissions (12 negative issues; other areas of good practice noted), actions taken and feedback loop to students ensured. <u>The form has been a success, with many issues, particularly related to sex and gender in the curricula being improved</u>.	teaching and not be ignored based on gender identity or otherwise – widen EDI training to other programmes in FBMH. **(Sept. 24-Sept. 26)** I) Continue to support anti-sexism campaign, LGBT+ inclusion, and awareness campaigns around harassment (e.g. 'Where do I draw the line', 'Speak up Stand up' etc), in collaboration with SIPS, student societies, Students Union and trusts as we update EDI training for students across FBMH **(Sept. 24-July 29)** J) Ensure clear communication and posters about LGBT+ inclusivity, our inclusive language statement, pronoun use, maps, and signage for buildings all gender toilets (with provision of free period products), are regularly shared with all staff and students **(Nov. 24-Feb 25)** K) Monitor changes in students' perceptions around sexism, gender stereotypes, gender-inclusivity and harassment in follow on survey (24/25) **(Jan 25-July 25)**		

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		Data dashboard to analyse unit scores and awarding gaps intersectionally has been developed by SHS and now expanded across the Faculty.	L) Monitor and act on reports submitted through our Inclusive Curriculum report form and placement feedback – and continue to communicate actions taken (if appropriate) to the students. We will also identify non-formal routes for students to raise concerns in order to encourage reporting and a psychologically safe environment **(Sept. 24-July 29)** M) TLSE, APPSG, and School leads will use new data dashboards to better understand differential attainment across programmes, and assessment types – and engage at national levels e.g. SBS and Bioscience Awarding Gap Network **(Sept. 29-July 25)** N) Improve transition to study in FBMH for International students and design bespoke interventions and support. This will be designed in a co-design format with current students **(Sept. 25-July 26)**		
3.	Career Progression for Teaching only/Teaching and Scholarship Pathways	The number of female teaching only academics in FBMH rose from 110/150 (73%F; 2018) to 185/215 (86%F; 2023) - **men are under-**	A) Introduce 'Early Career Educator Fellowships' to complement existing Research Fellowship offers. This fellowship	VD-TLSE, Directors of Education,	Increased representation of men holding T/T&S contracts at Lecturer/Senior Lecturer level (60%F: 40%M) by 2028

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		represented in these roles, signalling a lack of male role modelling Quantitative nor qualitative data was not available to SAT around switching of contract functions – e.g. T&R to T&S	scheme will have a targeted career progression plan built in, to ensure support and guidance **(Jan 25-July 28).** B) Promote the Teaching and T&S pathway to PGRs and research staff – with a view particularly to increase representation for men **(April 25-April 28)** C) Explore PT/FT demographics of staff currently on these pathways and ensure progression routes are identified/communicated in particular for PT staff **(April 25-April 26)** D) Run bespoke workshops around Scholarship, evidencing, and publishing, outputs for colleagues **(Nov. 24-Feb. 25)** E) Source data re. switching of contact types (substantive staff) and hold survey/focus groups to better understand opinions around contract functions and opportunities/barriers around switching **(Sept. 25-April 26)** F) Collate, analyse and monitor data on proportion of male and female staff transferring to	VD-HoS, HoDs	Data collected on demographics of PT staff. Data collected about contract switching – actions developed to explore by AS SAT if gendered difference is evident. Scholarship workshops advertised and embedded in annual calendar of professional development activities (including information for line managers, for discussion at P&DR) Early Career Educator Fellowships launched in 2024/25 (10FTE per year) Case studies of scholarship activity/ careers developed to disseminate and promote diversification of outputs and increased impact of scholarship activity.

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			Teaching/Teaching and Scholarship contracts from Research contracts over the course of the Plan, and the determinants of transition **(Sept. 25-April 26).**		
**PRIORITY 2: ADDRESSING PROGRESSION FOR FEMALE ACADEMIC STAFF AND THE UNDER-REPRESENTATION OF FEMALE ACADEMIC STAFF ON SENIOR BOARDS AND COMMITTEES**
4.	Improve Career Development and Progression for female clinical academic staff	61.1% of our lecturers and 53.3% of our SLs are female, with female professors still under-represented (38.2%) -with marked underrepresentation in CA

We have seen an increased representation in Female Clinical Professors (from 17.6% to 26.7% in 2023, above the UK average 24.3%F (Medical School Council Benchmarking). However female representation at SL has remained at 44.4% since 2018 (with longer time spent in role)

The number of female teaching only academics in FBMH rose from 110/150 (73%F; 2018) to 185/215 (86%F; 2023), and most are | A) Need to ensure embedded and bespoke support for early career and mid-career CA (lecturers, fellows and teaching only) – promotions workshops and career development/mentorship opportunities **(Nov. 24-July 25)**

B) Conduct focus groups with CA, and work with EDID and P&OD to source data about our FT vs PT staff demographics (clinical and non-clinical) and career development/promotion application and success rates **(Nov. 24-June 25)**

C) Increase no. of clinical mentors through Manchester Gold programme, publicise and encourage CA to apply to be mentees – share reflections from our research on value of | VD for Healthcare Partnerships Director of P&OD, VD-HoS, HoDs, AD-EDI, Directors for EDI | Increased female representation in senior (reader/professorial roles) to 50:50 M/F by 2028 (40%F: 60%M in 2024)

A steady and sustained (+2%, p.a.) increase in F CA at senior reader/professorial level.

Reduction in Teaching-only FTC contracts by 2028 through appropriate workforce planning.

Increased applications for National Clinical Impact Awards from 6 in 2022 to 12 in 2028, aiming for a 50% success rate (Female cohort = 64)

Workshops are rolled out, attendance monitored, and feedback evaluated – then adapted as needed; and increased numbers of |

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		female (170/195 clinical teaching only: 87%). Of these women 55.9% are on fixed term contracts, and 24% are BAME. We need to ensure we not only support female progression, but better understand the under-representation of men in these roles. Data was not available for the SAT around FT and PT staff and contract types, however, focus group discussion highlighted career development around scholarship/leadership/knowledge transfer promotion criteria were difficult to develop and evidence for promotion applications. Our research (semi structured interviews and focus groups with CAs, senior stakeholders, clinicians, and medical and dental students) to explore <u>barriers and facilitators in the CA pathway</u> identified mentors as identified as one of the most important facilitators for CA. However, in Manchester Gold programme (2024) of the 55 FBMH Mentors (46 Academic) - 7 Mentors (and only 5/96 mentees were CA).	mentorships and where possible, personal reflections about Manchester Gold from past CA mentors and mentees **(Oct. 24-Sept. 25)** D) Contribute to UoM pay gap working party with specific reference to our 'bonus' pay gap – typically bonuses for CA **(Oct. 24-Sept. 25)** E) Run dedicated National Clinical Impact Award sessions to encourage applications and success amongst female clinicians **(Jan. 25-May 25)** F) Monitor demographics of staff who apply for year 1 of Diversifying Leadership Secondments (24/25). Include clinical-related projects in the second year of Diversifying Leadership Secondments (25/26) for BAME PS/academic staff - e.g. Widening LGBT+ affirmation in healthcare education across FBMH; and tackling sexism and gender-based violence (building on work done in MBChB) **(Sept. 24-Sept. 25)**		Manchester Gold CA mentors and mentees. Evidence-base to inform actions regarding CA progression, including promotion (application rates and success rates). Increase number of communications/newsletter articles around Manchester Gold and value of mentors. Increased participation of Manchester Gold by CA (to 30% mentors – reflecting clinical/non-clinical) Increased understanding and new actions will align with outputs from pay gap working party and incorporate learnings into dedicated workshop. Secondments have been designed using Theory of Change, we will Monitor demographics/roles of those who apply for Leadership Secondments - and encourage uptake amongst lecturers and teaching only CA in year 2 (and beyond, as necessary) using clinical-focussed titles.

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			G) Continue intersectional workshops and panel discussions through FBMH women's networks (inclusive to non-binary and trans-staff) with wider staff network engagement (Disabled; Neurodiverse; AllOut and BAME staff networks) to support career development through an intersectional lens **(Sept. 24-July 29)** H) Undertake a review of teaching-only FTC contracts to ensure consistency of application of contract type **(Nov. 24-July 25)**		
5.	Increased high value applications and success rates for research grants with a female Principal Investigator	Analysis of funding showed that women in FBMH submitted fewer grants (714F vs 1015M) men tended to be more successful (cumulative analysis: 2019-22; success: 54%F vs 59%M). Principal Investigators (PIs) for the Faculty's live research contract and grants over £250K are predominantly male (63% M vs 37%F). Informal feedback indicates that females take on a disproportionate percentage of citizenship roles, particularly at mid-career stage,	A) Fellowship Academy to be redeveloped to focus on Fellowships and Individual Awards. Their refreshed calendar of workshops to include large value grant writing sessions dedicated to female researchers with presentations and lessons learnt from high-value grant holding female PIs including network-building, and strategic research partnerships **(Sept. 24-March 25)** B) Fellowship Academy to hold a Fellows Forum that explores career needs for early and mid-career researcher/academics, to	VD-R&I ADs-R&I VD-HoS, AD-Talent Management & Fellowships	An increase to 45% of female led applications and successful awards for high value grants by 2028, monitored across all Schools. Meaningful reporting and recording of fellowships to be embedded in the 24/25 academic year. The baseline data can then be used to monitor the diversity of fellowships with the intention of increasing the number of female academics with personal fellowship awards. Number of women and men reporting they feel they have the time to develop their research

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		which takes time away from grant writing. This has not been measurable. The SS 2022 reported that a higher percentage of women feel they do not have time to develop their research identity (57%F; 68%M). The Researcher Staff Development and Concordat Survey revealed only 52%F and 60%M researchers had a P&DR or probation review in the last 12 months – with 74%F and 70%M agreeing it was useful	ensure robust and responsive support during their research journey **(March 25-July 25)** C) FLT to review anonymised allocations of workload across teaching (pastoral, advising, programme directors etc.), research, administration, leadership/management, governance, etc. to review workload across genders **(April 25—July 25)** D) The FCM to be used as a tool to free time for researchers with disproportionate citizenship roles and Heads of Division to be accountable through P&DRs to ensure staff with citizenship roles are supported to maintain their research activity **(Jan 25-Oct. 25)** E) Explore 'between grant funding' research conference travel fund to sustain activities and networks for between funding or when returning from extended leave/stepping out of leadership roles **(Sept. 24-March 25))**		identity to increase from 57% in 2022 to 80% by 2028. No. of women and men undertaking annual PDRs rising to 80% by 2028, with an 80% satisfaction rate as to their value. A more balanced funding portfolio for the Faculty at all levels. Monitor and evaluate success of Fellowship Academy workshops and co-creating package of support (mentoring, grant-writing retreats/clinics) for early and mid-career academics. FCM and P&DRs ensures researchers with citizenship roles have time to maintain their research activity. Equity of workload and task allocation for academic staff, baselining data using the FCM.

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6.	Promote and instil an inclusive research culture and environment, where there is equity and time for career development.	There is not a dedicated academic lead with Research Culture as part of their portfolio and FRIB needs to be a vehicle to champion research culture and success in all its forms. The SS 2022 found gendered differences in terms of lower awareness of (and satisfaction with) researcher career and professional development opportunities from men (50%M and 61%F were aware of available researcher development support) and fewer women reported having time to develop their research identity (57%F; 68%M) Only 11% of respondents in the Research Staff Development and Concordat Survey (2023) agreed that they undertook 10 or more development days per year (12%F vs 9%M). A new online PI toolkit has been recently launched to provide guidance and information on developing research staff. The toolkit has EDI principles embedded throughout and will include signposting to career	A) Work with UoM Central RBE team to shape and implement the UoM Research Culture Framework and accompanying Action Plan. Use FRIB (with SAT member) as the vehicle for Research Culture sessions and embed this as part of day-to-day activity and conversations **(Sept. 24-July 25)** B) Embed Equality Impact Assessments (EIA) for new projects, processes, and structures for FLT consideration, as well as events **(Sept. 24-July 29)** C) Introduction of an annual Faculty Research Conference from 2024, which showcases the research and impact of diverse researchers – ensure diverse speakers and participant, monitor and evaluate feedback **(Sept. 24-March 25)** D) Promote and evaluate Academic Returners Scheme (T&R and T&S) - also exploring reasons why potentially eligible staff did not apply **(Sept. 24-May 25)**	VD for R&I ADs (FRIB), Head of Research and Business Engagement, VD-I, VD-HoS, HoDs, AD-EDI, Directors for EDI	Through the PI toolkit and P&DR we will increase in staff engagement with 10 career development days (to 25%) by 2028, improving reported satisfaction with researcher career and professional development opportunities (60%M and 70%F) and more equitable time to develop their research identity (75%). A Research Culture Framework that the Faculty has helped to shape with clear actions and accountability. Year on year increase in numbers of validated completed EIAs – incorporated in EDI toolkit/Sharepoint. Diverse annual Faculty Research Conference – with yearly increases in engagement from all staff (attendance and feedback). Evaluate feedback from Academic Returners Scheme (applicants and non-applicants) – recommend adaptions as necessary to promote uptake. Monitor engagement with, and feedback from PI toolkit – recommending refinements if needed.

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		development, support, and networking opportunities	E) Promote (and evaluate) our new online PI toolkit to provide guidance and information on developing research staff **(Oct. 24-May 25)** F) Ensure line managers are accountable for communicating and advocating for P&DRs for all staff within their Divisions **(Sept. 24-Dec. 24)** G) Regular communications/ training newsletters to increase awareness of available opportunities **(Oct. 24-Feb 25)** H) Continue discussions around developing international Women in Leadership network with partners in East Africa, GATI and alumni **(Jan 25-Jan 26)**		Building a developing international Women's Leadership network through Faculty partners and alumni.
7.	Research and Academic Promotion, Reward and Recognition	In SS2022 57%F and 55%M staff in FBMH agreed their career aspirations were being met. Focus group feedback highlighted the need to reinvigorate promotion workshops, with bespoke workshops offered to academic (clinical and non-clinical), research staff and for clarity around Professorial rezoning process.	We will ensure the process of promotion is fair, and transparent, and support staff with: A) Expansion of promotion and professorial rezoning workshops – with follow-on drop-in CV/FAQ clinics **(Oct. 24-May-25)** B) Retraining of Schools' Promotion Champions and	VP-Dean VD-HoS, E-DoFO, Directors of School Operations, Director of P&OD, AD-EDI, Directors for EDI	Monitor annual promotion application rates with view to maintain an application rate of at least 6% (across all levels and all Schools), with no statistically significant gender differences in success rate (on all contract types) - ongoing/annual.

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		New criteria for T&S promotions launching for 24/25. Promotion application and success rates are currently analysed by individual protected characteristics (sex, ethnicity, disability) – but not by intersectional analysis. Application rates for both men and women decreased to <5% of potential pool in 2022. We have few Readers with most promotions bypassing Reader stage applying straight to Chair from SL. No data was available for SAT on M/F demographics in Professorial zones (clinical and non-clinical). This may contribute to our gender pay gap and bonus gap (clinical excellence awards). We do see less progress in SBS with regard to female senior academic profile compared to other Schools – linked to cohort moves across to SHS and retirements/leavers, rather than differences in career progression/promotion success	panellists to cover new criteria – ensuring we have promotion champions for all contract types (and clinical/non-clinical) **(Sept. 24-Nov. 24)** C) Undertake a study using focus groups to understand any intersectional barriers and designing enablers to support all staff feel confident in application process **(March 25-July 25)** D) Assessing demographics data on time in Professorial zones to inform development of workshops to inform visibility and clarity/FAQ document **(April 25-July 25)** E) Increased accountability for line managers to have career development conversations. Including piloting (and evaluating) a co-delivery approach to researcher's P&DRs (line manager, plus another member of staff re career development/research culture conversations) **(Sept. 24-Nov. 24)** F) Cementing a stronger link between Division promotion champions and SPC – Promotion		Workshops are rolled out, attendance monitored, and feedback evaluated – then adapted as needed (beginning annually September 2025). Ensure all new panellists undertaken inclusive recruitment training, with refresher training for every panellist every 2 years (January 2025). Promotions champions will have observed one SPC in the 24/25 or 25/26 Promotions Round. An understanding of Professorial zone demographics and 'time in zone' for M/F which will inform future actions (June 2025). Conducted and evaluated a co-delivery approach to researcher's P&DRs (24/25) - expanded across Faculty if successful. An increased positive response in our next staff surveys who agree their career aspirations are being met (to 70% in 2028).

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		rates. We note that promotion application rate (potential pool) and recruitment data was available and analysed as Faculty data – so want to expand this analysis to School level (applicant pool)	champions to be invited to observe a meeting **(Sept. 24-June. 25)** G) Review value and criteria of the Reader level via focus groups/survey **(Sept. 24-July 25)** H) Explore and monitor intersectional aspects re. gender and promotion, and career development opportunities – barriers and enablers (monitoring application rate and success rates where possible). Developing appropriate interventions to assess any disparities (e.g. bespoke promotion workshops, e.g. For Part-Time; BAME; Disabled or neurodiverse staff – working with staff networks) **(May 25-Sept. 25)** I) Investigate alternate leadership training for staff who cannot, or prefer not to travel due to caring, accessibility or other personal reasons **(Sept. 25-Dec. 25)** J) Work with EDID and P&OD to gain more granular data around promotions and recruitments within units, design local initiatives if any disparities are evident (24/25) **(May 25-Nov. 25)**		

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			K) Continue to monitor application rates closely (also time in role/publication/research income) as an indicator of any lasting disruption of COVID-19 on career trajectory **(Nov. 25-July 29)**		
8.	Achieving gender parity at senior levels, and in leadership groups (considering intersectional disparities) and improve staff confidence in leadership.	We see underrepresentation of BAME and Disabled females at senior academic and PS levels (9.5%F Professors (0% Grade 8/9 PS) are BAME; and 5%F Professors (0% Grade 8/9 PS, are Disabled). We do not have sufficiently robust data to explore other protected characteristics (e.g. disability, LGBT+). Underrepresentation of female academics on academic leadership groups including FLT. However, there is an underrepresentation of men in leadership roles for social responsibility or as members on social responsibility committee, including Athena Swan. We have no method of monitoring EDI demographics of applicants to internal leadership roles.	A) Have a positive action statement when recruiting to academic leadership roles and membership of committees for areas of underrepresentation. Embed Qualtrics at application stage so diversity of applicants can be monitored (a forthcoming 24/25 AD recruitment in R&I will be used to test functionality) **(Sept. 24-Nov. 24)** B) Monitor the diversity statistics of Strategic Investment Research Fund (SIRF) proposals and recruitment to ensure that we are self-reflective with respect to selective recruitment. All cases to include how this will impact on diversity within the respective School **(May 25-July 25)** C) Improve numbers of staff who have updated EDI information with P&OD continuing our #CountMeIn campaign **(Sept. 24-July 25)**	VP and Dean E-DoFO Director of P&OD, VD-HOS, HOD, AD-EDI, Directors for EDI	There is 50%:50% academic gender balance on senior leadership groups by 2028. 80% of staff will have completed EDI information on P&OD system by 2028. Leadership role demographics (Division-School-Faculty) reviewed annually - at least 18% BAME staff representation on leadership committees by 2028 (aligning with REC action plan). A year-on-year increase in applications for Diversifying Leadership Secondments.

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
		We see under-representation of BAME staff, especially women, on committees (Roles Occupied on Faculty committees: 15% BAME; School committees 4% BAME and Division 7% BAME) As a community the 2022 SS indicates that male academics are the least supportive of our Leadership and Management structures. '**Senior Leaders in my Faculty/School/Directorate are receptive to the views of staff**' 54%F vs45%M vs 17% other gender identities. SS 2022 also indicates that fewer men feel the '**Faculty is managed well**' (49%F vs 42%M vs 38% other gender identities.	D) Target communications to alumni of Aurora, Stellar HE, 100 Black Women Professor Now and LGBT and Disabled staff training programmes during recruitment for academic leadership roles **(Sept. 24-July 29)** E) Continue to fund external leadership training – and (following evaluation) embed our Diversifying Leadership Secondment scheme (pairing leadership development, with mentoring, senior sponsorship, and network building) **(Sept. 24-July 25)** F) Annually audit committee membership and time served in role. Ensure roles turnover in an appropriate manner so that opportunities become available **(May 25-July 25)** G) Actively encourage recruitment of underrepresented academic male members for EDI and Social Responsibility leadership roles, publicising the FCM and role in leadership and citizenship **(Sept. 24-Dec. 24)**		Develop a process to monitor diversity statistics of SIRF and Deans Prize cases. Women to represent 50% of SIRF and Deans Prizes by 2028 There is an increase of men in social responsibility committees 35%) and in SR/EDI leadership roles by 2028. The SS 2026 results will indicate that male and other gender identities felt more listened to, and improved response to "**I feel my Faculty is managed wel**l" with a 65% satisfaction rate for male and female respondents.

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			H) Conduct focus groups with male academics (and with staff of other gender identities) to understand why there is a more negative perception of leadership and management structures **(April 25-July 25)**		
**PRIORITY 3: CONTINUING TO IMPROVE DIVERSITY AND REPRESENTATION ON EDI-RELATED BOARDS, INCREASE EDI-RELATED RESOURCES, AND INCLUSIVE LEADERSHIP**
9.	Diversity of SAT Membership: Addressing under-representation of men and students, and embedding Inclusive leadership and Faculty accountability of EDI on all boards	Our current SAT membership demographics:72%F; 28%M; 42%BAME; 12% LGBTQ+; 18% with Disability; and 55% shared having a current caring responsibility.\n\nNeed to ensure our membership reflects the demographics of our Faculty to ensure representation of diverse voices and experiences, including males and trans and non-binary staff and students from all Schools.\n\nContinue sharing of good practice across Schools and Faculty Offices and build on our innovative Faculty wide initiatives – with greater student representation from all Schools.	A) Advertise for new SAT co-leads in 2024/25 (academic and PS co-chairs) to deliver this action plan with mentorship from AD for EDI and E-DoFO (current SAT leads) **(Sept. 24-Nov. 24)**\n\nB) Review membership biannually and respond appropriately to resignations, changing charter priorities, expressions of interest etc. **(July 25)**\n\nC) Increase numbers of student members on SAT representatives from all Schools (annual membership, paid SIP roles) **(Sept. 24-May 25)**\n\nD) Actively recruit under-represented male and maintain BAME members for the SAT,	VD for SR&EDI,\n\nAD-EDI,\n\nE-DoFO	By end of 24/25 and onwards we will have a SAT whose members embody all stakeholders of FBMH and have a diverse range of work/life experiences and genders.\n\nIncrease the diversity of SAT representation to 65% female: 35% male (maintaining representation of BAME, LGBTQ+ and Disabled staff/students) to reflect Faculty demographics within SAT by 2029.\n\nIncrease SS response rate to at least 70% (by 2025) and Research staff survey to 65%.\n\nStudent representatives from all Schools will join SAT by 2025.\n\nAnnual AS/EDI deep dive will commence from 24/25 between

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
		Low survey response rate (<50%) and change in SS provider meant longitudinal response tracking was difficult, and potentially a consequence of survey fatigue. Need to ensure communication and wider senior leadership (FLT/PSLT/School Leadership Team) and accountability for progress.	publicising the FCM and the role in leadership and citizenship for both academic and PS staff **(Sept. 24-Nov. 24)** E) Work with UoM EDID and P&OD teams to inform data reporting beyond binary (M/F) to close our data gaps; and with survey development /coordinated release to avoid survey fatigue (e.g. Pulse surveys, biennial Staff Surveys, PGR, UG,and researcher surveys) to improve response rates, with ongoing analysis of intersectional results **(Sept. 24-May 25)** F) Monitoring Effectiveness and progress of Action Plan through developing an interactive AP tracker to support FLT decision making, annual AS/EDI deep dive with SAT, EDIC, and FLT, with FLT having ownership and accountability of the AP **(Nov. 24-March 25)** G) Audit representation of AS/EDI roles on all committees. Formalise inclusion of AS/EDI on all Faculty level Boards and School Leadership teams to embed this		SAT, EDIC, and FLT as we assess gender-equality progress and co-develop priorities and actions for the year ahead. We will use Theory of Change methodology to ensure measurable impact. FLT members will act as sponsors for appropriate annual objectives and all Faculty level Boards and School leadership teams will have a formalised EDI rep by December 2024.

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			culturally. Where not already, EDI will be a standing item on Faculty and School Boards **(March 25-July 25)**		
10.	Recognition of EDI engagement.	Academics have time allocation for SAT and EDI in FCM, and EDI contributions are recognised in promotions/probation criteria. However, we do not have parity for research-funded and PS staff who undertake AS and EDI contributions.	A) Explore through FRIB how best to embed recognition and time-allocation for significant EDI contributions of research-funded staff **(Nov. 24-March 25)** B) Increase recognition for PS colleagues through REP Scheme and "Thank You" schemes and incorporate their EDI activity in P&DR actions **(Oct. 24-July 29)** C) Awareness raising for PS staff of the value of leading EDI activity and initiatives, and its contribution to career development through project management and network building. Build commitment to EDI into new job descriptions. **(Sept. 24-July 25)** D) Model Inclusive Leadership across all levels of leadership as 'role models for inclusion' and embed leadership development framework for Faculty senior leaders that includes inclusive leadership as key capability **(Jan 25-Dec 25)**	VD for SR/EDI, AD-EDI, E-DoFO, VD for R&I, VD-HoS, Directors of School Operations/ Directors for EDI	Working group recommendations sent to FLT to outline how to proceed with embedding time allocation for research staff on EDI activity. Working group recommendations sent to FLT 2024/25 with the agreed mechanism for staff recognition in place for the start of the 2025/26 academic year. PS SAT members will be recognised through REP/thank You schemes for substantial roles in the AS submission process, and/or significant leadership of follow-on actions. PSLT and FLT members gain more appreciation and cultural competency/humility about obstacles for minoritised individuals, embed EDI actions in their own, and their teams P&DR objectives and priorities annually, and participate in Active Bystander training.

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			E) SLT and PSLT support AS activities, and our '*Equality in FBMH*' events; and act as sponsors/mentors/advocates providing leadership and board level experience to cohorts of Diversifying Leadership secondees, and Leadership course participants **(Sept. 24-July 29)**		
11.	Communicating our Athena Swan data, progress, resources and impacts.	EDI stories are communicated across a range of blogs and communications and social media. There is a no way to track overall engagement, progress, or successes. EDI resources need to be consolidated into a central shared hub. Staff and students outside the SAT can currently only view the 'static' action plan – not our progress.	A) Establish a quarterly EDI newsletter to promote gender-equity work in the faculty. This will feature publications, events and news stories, SAT member profiles - amplifying impact of Athena Swan work, building up from our Athena Swan/Women in BMH blog pages **(Oct. 24-Nov. 24)** B) AS and EDI resources from Schools and Faculty to be consolidated into new FBMH webpages/EDI toolkits (**Nov. 24-April 25**) C) Transparency and accountability for AS progress will be enabled through development of an internet-based, updateable Action Plan tracker **(Oct. 24-April 25)**	VD for SR&EDI, AD-EDI, Head of Marketing and Communications, Directors for EDI	Use Faculty and School EDI newsletters to highlight publications and impact, and track of increased (and sustained) readership of the EDI communications. Updated EDI webpage, with and toolkits/share hub for resources for staff and students Action Plan tracker will be developed (24/25), visible to all staff, and updated on a quarterly basis.

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			PRIORITY 4: ADDRESSING GENDER/BAME UNDER-REPRESENTATION ACROSS COHORTS IN THE PS COMMUNITY, WITH CLEARLY DEFINED ROUTES OF PROGRESSION		
12.	Address under-representation of staff groups in our PS community.	We have a large PS community of 1090 staff that is predominately female (72%F vs. 28%M) with most senior leadership roles at G8 and G9 are female (60%F vs. 40%M), and numbers of BAME senior PS are very low. Fewer staff in Faculty Offices report having a P&DR in last 12 months (58%F; 51%M) - lowest in FBMH. Focus groups highlighted lack of opportunities and formal progression pathway particularly by female PS participants. SS2022 revealed 51%F and 45%M PS in Faculty Office agreed that **'My manager takes time to develop and coach me'** Male mentees and mentors are underrepresented on Manchester Gold compared to staff profile and PS senior mentors have dropped in number from 18 in 2023 to 9 in	A) Work with UoM Head of Workforce Planning to 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 **(Sept. 24-July 25)** B) Use gender decoder to support inclusive language use during recruitment and highlighting paternity support and flexible working and implement the recommendations of Inclusive Recruitment review **(Jan. 25-July 25)** C) Ensure PSLT Leads are accountable for communicating and advocating for P&DRs for all staff within their teams **(May 25-Sept. 25)** D) Work with L&OD to increase engagement with management	E-DoFO, PSLT, P&OD, VD for SR&EDI, AD for EDI	Through targeting recruitment with inclusive language see an increase in applications from male candidates male PS community from 35% to 50% by 2028. Working with L&OD see an increase of 25% of staff engaging in management and leadership programmes by 2028 and see an increase of 25% of male mentees and mentors for Manchester Gold. Increase the percentage of BAME PS staff in development programmes by 10%. Increase uptake/delivery of Faculty Office P&DRs (80%) through clear line management responsibilities. Commence FBMH Inclusive Recruitment Ambassador Pilot (Academic and PS) (24/25), collect and evaluate feedback from Ambassadors, and recruiting managers (25/26), refine scheme as needed and continue to monitor

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		2024 (9/55 mentors from FBMH are PS; and 35/96 Mentees are PS). Declining PS engagement with management and leadership programmes, however females more likely to engage with training and development (e.g.2017-2022: Manchester GOLD 102F vs 23M PS) Lower representation of BAME female PS participants on the women's Career Accelerator programme and internal Women into Leadership programme. UoM Inclusive Recruitment review is ongoing through 24/25 generating recommendations for pilots (including our own Inclusive Recruitment Ambassador Pilot – 24/25).	and leadership programmes and actively target male mentees and mentors to participate in Manchester Gold **(Oct. 24-July 25)** E) 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. Enabled by implementation of Learning Management System **(Sept. 24-July 25)** F) Use the faculty forum and website to highlight male PS narratives and roles **(Sept. 24-July 29)** G) Launch our Inclusive Recruitment Ambassador Pilot, gain feedback and evaluate **(Oct. 24-July 25)**		annual recruitment demographics (24/25-28/29).

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
13.	Improve Career Development, Progression and Representation for Technical Staff	Although there is overall gender parity in technical roles (57.2%F) there is significant under-representation of females in senior roles (there are 14 male Senior Experimental Officers and 1 female Senior Experimental Officer).	A) Through our ongoing technical review, we are identifying clear pathways for development and progression with support from UoM workforce planning specialists and job family analysis **(Sept. 24-July 25)** B) Draw upon the UoM Apprenticeship Strategy (launched 2023/24) to diversify our technical apprentice intake (target 33%F annually) and improve the senior technical pipeline, particularly for the SEO community **(Sept. 24-March 26)** C) Increased support and development for those wishing to attain Chartered Scientist **(April 25-Oct. 25)** D) Through the Technical Forum and working in partnership across the Faculties, continue to raise the profile and esteem for the technical community by showcasing Technician achievements **(Sept. 24-July 29)** E) Ensure that there are dedicated categories for technical staff across our Staff Awards portfolio (including at FBMH	E-DoFO Head of Technical Operations, P&OD functions	Clear career pathways and job families are created through the Technical Review (and to be implemented by 2025). Improved staff satisfaction scores for technical staff in the 2026 staff survey results, in particular: Overall satisfaction with the Role and Development theme to increase from 67% in 2022 to 80% in 2025 Overall satisfaction with Reward and Security to increase from 47% (M/F) in 2022 to 60% in 2025, increasing to 75% by 2028. Specific question on "**My job security at the University is good**" to increase from 51% in 2022 to 60% in 2025, and 65% by 2028 Increase of SS response rate from 49% in 2022 to 70% in 2025 and 80% by 2028 To aim to increase in female technicians to diversify the SEO pipeline with an increase to 20%F by 2029. Through workforce planning, increase the proportion of technicians on permanent contracts.

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			International Women's Day events) **(Oct. 24-July 25)** F) Work with the career office to highlight Technical Operations as a career pathway and optimise recruitment for technicians from the undergraduate and PG community **(Oct. 25-April 26)**		Technician categories embedded in our awards portfolio and monitored and evaluated.
14.	Clear opportunities for development, which support career pathways for all.	The SS 2022 found gendered differences in terms of: agreeing that '**I have access to the training and development I need to do my job**' (72%F; 65%M; 62% other gender identities) and to '**My career aspirations are being met here'** (57%F; 55%M, 46% other gender identities) - with particularly low satisfaction in Faculty Offices (42%F; 41%M).	A) For PS staff, embed Transferable Skills Framework and job families providing varied career routes, PS Stories series, promoting fairness/transparency **(Sept. 25-July 26)** B) Increase gender diversity on external boards and committees through greater publicising of opportunities, running workshops for prospective committee members/chairs – FAQS/shared experience/tips **(Sept. 24-July 25)** C) Promote emerging leaders through the Faculty's PS Development Network, and commit to Faculty investment to support activities, increasing diversity of attendees at this event **(Sept. 24-July 26)** D) Continue Diversifying Leadership programme of career	E-DoFO, PSLT, VD-HoS, HoD, Director of P&OD, VD & SR/EDI, AD-EDI Directors for EDI	Monitoring of male:female representation at PS Development Network Events and PS Staff Forum. Over SS2025 and SS2027 see an increase in gender parity for responses to '**I have access to the training and development I need to do my job**' and to '**My career aspirations are being met here',** with minimum 70% satisfaction across male and female in line with academic objectives.

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			development (open to PS grade 5-7; Academic lecturer-reader), subject to positive evaluation **(Sept. 24-July 29)** E) Embedding 10 days career development awareness into line manager and PDR guidance - making 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. **(March 25-Oct. 25)** F) Operationalise and evaluate the FBMH Inclusive Recruitment Ambassador pilot (initially for senior PS and academic appointments), career development opportunity with network building, to inform the UoM Inclusive Recruitment review **(Jan. 25-Oct. 25)**		

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	**PRIORITY 5: ESTABLISHING A SUSTAINABLE AND STABLE COMMUNITY OF ACADEMIC AND PS STAFF**
15.	Addressing over-representation of women on FTCs in the Technical job family.	The percentage of technical staff on Fixed Term Contracts is disproportionately female (65%F vs 35%M). The percentage of technical staff on permanent contracts again favours male colleagues (60%M vs 40%F).	A) Through our ongoing Technical Review Project, we are identifying clear pathways for development and progression with support from UoM workforce planning specialists and job family analysis **(Sept. 24-July 25)** B) As part of the anti-casualisation P&OD project to review the types and numbers of Fixed Term Contract staff, with the aim of moving as many as feasibly possible to permanent contracts, with the consequential effect of creating parity for male and female technicians. **(Sept. 24-July 25)**	E-DoFO, Head of Technical Operations	Through workforce design, significantly reduce the proportion of staff on fixed term contracts, with a significant reduction in the FTC gender balance. Year on year reduction in FTCs – with appropriate targets to be set through UoM Contracts working group. An increase in the number of staff reporting positively on the SS25 question "**My job security at the University is good**" from 51% in 2022 to 60% in 2025, and 65% by 2028
16.	Addressing over-representation of women on FTCs in the PS Community	Women are overrepresented on FTCs in clerical/secretarial (83.6%), administrative and management (78.0%F) while underrepresentation persists in computing roles (22.2%F).	A) 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 **(Sept. 24-Dec. 25)** B) Utilise workforce EDI data to inform the targeting of recruitment advertising **(Nov. 24-Feb. 25)**	E-DoFO, DoSO, Heads of Faculty Offices	Through workforce design, significantly reduce the proportion of staff on fixed term contracts, with a significant reduction in the FTC gender imbalance. Year on year reduction in FTCs – with appropriate targets to be set through UoM Contracts working group An increase in the number of staff reporting positively on the SS25

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
					question "**My job security at the University is good**" from 51% in 2022 to 70% in 2025, and 80% by 2028
17.	Addressing over-representation of women on FTCs across academic roles.	Women are over-represented on FTCs (66%F) within the Academic and Research community. However, numbers are reducing (2018 65%Females were on FTCs; now 41%; and Males (2018: 51% now 32% on FTC) - arising through our shift to permanent externally funded or permanent university funded contracts after 4 years. Shows notable changes in Research contracted staff and Teaching only staff contract types. This switch is linked to finite funding and we still need to support career precarity.	A) Explore reducing time needed in continuous FTC employment to 3 years (from 4). This is a decision at university wide level **(Sept. 24-July 25)** B) Working group set up to scope' to support and retain research staff between contracts by identifying an area in FBMH, and trialling a scheme to retain researchers at the completion of the contract (including consideration of impact of maternity breaks) until another suitable post arises (with appropriate career and professional development offered to these staff in association with Fellowship Academy, People &OD, and Researcher Development) **(April 25-Sept. 25)** C) Create a mechanism for matching staff with opportunities/vacancies **(Sept. 25-July 26)**	VP-Dean, VD-HoS, VD-R&I VD-TLSE. P&OD, AD-EDI	An increase in the number of staff reporting positively on the SS25 question **"My job security at the University is good"** from 51% in 2022 to 60% in 2025, and 65% by 2028 Staff to be moved to permanent externally funded or permanent university funded contracts after 3 years continuous employment. Talent bench working group commences August/September 2024 – to scope out: • Identification of an academic/research area to develop pilot. • Trial FBMH Talent Bench (2025-2026), evaluate viability, costs and feedback to determine if this is scalable. Year on year reduction in FTCs – with appropriate targets to be set through UoM Contracts working group

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			PRIORITY 6: TACKLING SEXISM, BULLYING, HARASSMENT AND DISCRIMINATION		
18.	Continue to communicate senior commitment to tackling bullying, harassment, and discrimination and #NEVER OK campaign and the routes to R&S Report and Support.	SS 2022 revealed persistent levels of bullying/harassment at work (8%F, 6%M) staff and of those staff who had experienced it (in the last year), few were satisfied with how it was addressed (9%F; 12%M). Of staff who said they had been discriminated against in the last 12 months– only 19%F and 16% M reported it; with 62%F and 65%M agreeing that they would feel able to report bullying/harassment without worrying that it would have a negative impact. SMS staff reported lower confidence in this than other Schools/Office Comparable results were evident in our Researcher survey (2023) - although 78.9%F and 80.4%M agreed that their PI/research leader would act on bullying/harassment concerns, 10.5%F and 11.5%M disagreed.	A) Development of a University and Faculty induction which sets out the values of the University and Faculty and its vision/mission and reinforces the obligations of all colleagues to embedding an inclusive and equitable environment **(Oct. 24-July 25)** B) Develop a Behavioural Competency framework, which reflects our values and commitment to inclusivity, and embed in all recruitment, induction, development, and PDR discussions **(Jan. 25-Jan. 26)** C) Expand our regular messaging/newsletters against bullying, discrimination, and harassment into a Campaign and training designed to Improve awareness raising once new UoM Dignity at Work and Study Policy (in progress) is published **(Oct. 24-July 25)** D) EDIC and FLT to review quarterly R&S reports and Senior Leadership responds to any issues that arise (e.g. reminders about	VD-SR&EDI, AD-EDI VD-TLSE, E-DoFO, Head of Marketing and Communications, Head of PCG, Director of P&OD, Directors of EDI	An increase in the numbers who agree the SS25 question '**I would feel able to report bullying/harassment without worrying that it would have a negative impact on me**', to 70% in 2025, across the Faculty Increased awareness of R&S and confidence in the process. In future staff surveys we want to see (across FBMH, particularly in SMS): An increase in the number of staff reporting confidence in Faculty Senior Leadership and the support offered by line managers in SS from 53% in 2022 to 60% in 2025 and 65% by 2028. A decrease in the number of staff reporting experience of bullying and harassment from 8% in 2022 to 5% in 2025 and 3% by 2028. An increase in the number of staff agree with the question '**I am**

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			Dignity at work and Study policies and our zero tolerance for discrimination (on hearing about student use of discriminatory homophobic language) **(Sept. 24-July 25)** E) Expand our stickers/posters for R&S and Safe zone apps to all Faculty buildings **(Oct. 24-Nov. 24)** F) We will work with EDID to generate an FAQ for staff about R&S processes – including anonymised/historical case studies and examples of how negative behaviours or practices were reported and managed, and examples of changes that have occurred to prevent reoccurrence – to be more transparent and increase staff understanding and confidence **(Feb 25-June 25)** G) We will continue to promote all EDI training opportunities, but also explore the potential and routes for roll out of essential EDI and Active Bystander CPD training for all in FBMH. We have an existing 'in house' proof of principal for scalable processes and delivery through the outstanding work of		**satisfied with how bullying and harassment are addressed in the part of the University I work in'** from 9% in 2022 to 20% in 2025, and 25% by 2028. Dignity at work and study Campaign launched (social media, comms and physical posters and talks/training delivered) – and evaluated FAQ document rolled out to staff about R&S processes. Wider roll out and uptake of EDI training – e.g. PRIME Workshop content which included EDI such as 'Inclusive Learning Environments - active bystander,' 'Role modelling and leading'. SMS to collect feedback from their project to inform wider actions across FBMH.

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			PRiME (Professionals in Medical Education in SMS) a staff development programme for anyone teaching on the MB ChB programme (including external clinical supervisors in trusts) **(Oct. 24-April 25)** H) Work with student anti-sexism campaign leads (SMS) and Faculty SIPS and SU partners to expand Anti sexism (and more) work across FBMH **(Oct. 24 – July 25)** I) SMS EDI team are conducting bespoke projects around bullying/harassment (24/25) **(Oct. 24-July 25)** J) Explore Harassment support officers to be incorporated on FCM **(Jan 25-May 25)** K) Monitor R&S for sexism, misogyny, LGBT+/transphobia through themes arising on R&S quarterly reports – relevant actions/communications taken from results **(Sept. 24-July 25)** L) Promote EDI implicitly through communications, shared discussions, allyship, and positive		

Action Ref.	Objective	Context and Rationale	Actions to be taken (and Timeframe)	FLT Action Sponsor (and action owners)	Target deliverables
			role modelling by staff of all genders to promote a positive inclusive culture **(Sept. 24-July 29)**		
PRIORITY 7: IMPROVING WORKLOAD, WORK-RELATED STRESS AND WELLBEING					
19.	Inclusive Physical and Digital Environment	SS2022 ' **The university does enough to support my physical and mental wellbeing at work**' (54%F, 45%M, 38% other gender identities). Our Estates world cafes (2023) highlighted suggestions to improve our physical spaces – for students and staff. Dedicated sessions for Disabled and neurodiverse staff were held and a Padlet was also advertised to collate suggestions. New students support hubs have formed for all schools.	A) All estates and digital projects to include an EIA as part of business and design governance **(Oct 24-Feb 25)** B) Establish a dedicated Estates/IT-BMH networks liaison **(Sept. 24-Dec. 24)** C) All our Estates projects will ensure disability and neurodiverse representative input at all RIBA design stages **(Oct. 24-Dec 24)**	VP & Dean, E-DoFO	An improved response and no gendered difference in the SS2025-28 for the question '**The university does enough to support my physical and mental wellbeing at work**' as the Faculty creates a more inclusive physical environment, rising from 51% in 2022 to 60% by 2025, and 75% by 2028.
20.	Enhance staff wellbeing and sense of value and recognition, and tackle stress	2024 wellbeing pulse survey showed low engagement with the survey subject, with overall engagement at 29%, with very low uptake in particular from male evaluands. Overall, there is a very clear action required on addressing the impact	A) Ensure greater visibility and awareness of the Faculty's vision and strategic mission, with clear objectives and deliverables in order to **manage demand**, with a dedicated Faculty induction to support community building **(Oct. 24-July 25)**	VP and Dean, E-DOFO, FLT, PSLT, VD-SR/EDI, AD for EDI, Directors for EDI	Greater engagement with next Wellbeing Survey, increasing from 34%/22% (F/M) in 2024 to 50%. Increase in positive responses across the following questions: "**I have a manageable workload**" to

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		of work on physical and mental health. The question "**To what extent does work positively or negatively impact your physical health**" had an overall negative/very negative response of 34% (36%F/31%M) The question "**To what extent does work positively or negatively impact your mental health**" had an overall negative/very negative response of 35% (35%F/33%M) Workload is persistent theme across the 2022 Staff Survey and the 2024 Wellbeing Survey. The 2022 SS reported "**I am able to manage my workload**" (72%F; 67%M; 69% other gender identities) The 2024 Wellbeing Survey question "**I have a manageable workload**" had an agreeable response of 48% (47%F/50%M) In SS2022 60% of staff responded positively to '**I feel valued and recognised for the work I d**o'	B) Continued embedding of the Faculty Contribution Model by Senior Leadership and Academic Line Managers to monitor and act upon inequitable workloads for F/M staff **(Sept. 24-Sept. 25)** C) Dedicated development and training to support staff to innovate, improve processes, and adopt new technologies to reduce transactional activity **(Sept. 24-July 25)** D) Increased consideration and prioritisation to be given to infrastructure projects designed to enhance physical and mental wellbeing, and support community building **(Sept. 24-July 25)** E) Visible Leaders Campaign to normalise conversations around disability and mental health (e.g. Deputy Dean and E-DoFO (and SAT co-lead) and EDIC Disabled Staff network lead have recently shared their experiences in a UoM 'Lets Talk Disability' podcast conversations **(April 25-June 25)**		increase from 47%/50% (F/M) to 60% by 2028. "**Thinking about the last 3 months, I have felt under excessive pressure**" to decrease from 31% (31%F/27%M) to 20% for all by 2028. "**To what extent does work positively or negatively affect your mental health**" to increase "Positive" response from 35% (34%F/33%M) to 50% for all by 2028 FLT to monitor FCM workload data by gender on a minimum annual basis. We will have consulted more widely on timing principles and documented with an EIA.

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		(63%F; 56%M; 62% other gender identity) With gendered differences in responses around wellbeing and workload: **"I am able to achieve a good balance between my work and home commitments**" (70%F; 61%M; 46% other gender identities) **"I feel able to deal with the pressures I face in my jo**b" (74% F; 69%M; 54 %other gender identities) Men in SBS and SBS responded least positively to these questions	F) Head of Divisions, and Head of Schools and Directors for EDI to ensure accountability for communication around wellbeing and inclusion is embedded in local communications/meetings - nominations for events, awards, and social events to be regularly included in newsletters and discussed in team meetings **(Sept. 24-Feb 25)** G) Increase awareness of Wellbeing commitment, available wellbeing support, events, and initiatives **(Sept. 24-July 25)** H) Increase awareness of mental health support routes **(Sept. 24-July 25)** I) Monitor number of Wellbeing Champions in the Faculty (27 as of 2024) and their distribution across the Faculty **(Sept. 24-July 25)** J) Continue and expand events/conversations around male mental health e.g. International Mens Day and Wellbeing Champion events **(April 25-July 25)**		

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			K) We will issue "Core Hours Guidance" to communicate that meetings, talks, and training events should ideally take place within 'core hours' (10-4). (This does not include teaching delivery where availability is addressed through FWA/TAA, or one-off events such as Away Days, Celebration events, Graduation etc (here organisers should employ good practice to provide advance notice (at least 6 weeks) so colleagues can arrange replacement care, etc.). If it is not possible to arrange within these core hours – organisers should check in with attendees/offer hybrid or alternative sessions/ record meeting. We will consult more widely on these principles and document with an EIA. **(Dec. 24-March 25)**		
PRIORITY 8: ENHANCING A SENSE OF COMMUNITY AND BELONGING					
21.	Understand staff experience on joining FBMH.	No consistent method is in place to monitor experiences of recruitment, induction to support retention and development, or for leavers.	A) P&OD to monitor staff experience of recruitment process, induction, and inclusive environment after launch of new UoM-wide new induction survey	P&OD, VD-SR&EDI, AD-EDI, Directors for EDI	Data and insights to feed into existing people management data reports and feed into AS/EDI teams – with actions developed and incorporated if required.

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		A new set of regular check-ins has been developed by UoM (launching Summer 2024).	and experience after 1 year, and also leaver information through new suite of surveys (from 24/25) **(Sept. 24-Sept. 25)** B) Development of a comprehensive Faculty Induction programme, which clearly articulates our values and mission, connects colleagues from across the Faculty and wider University community **(Oct. 24-July 25)**		Overall satisfaction rate with Induction Survey to be 80% by 2028. Positive Response to next SS/Wellbeing Survey question, "**I feel like I belong here**" to increase from 63% (63%/61%M) to 80% by 2028. Response to the next SS/Wellbeing Survey Question, **"Thinking about the last three months, I have felt lonel**y" to increase the response "Rarely/Never" from 56% (56%F/57%M) to 70% by 2028
22.	Ensure those with caring responsibilities, and those on extended sickness leave supported on leave and on return	For Health and Safety reasons, no child is now allowed in any FBMH buildings other than ground floor café areas. This has led to some problems when due to unforeseen reasons childcare provision fails, but parents need to come into work. The AS Leads continue to receive correspondence around lack of child access to buildings (UoM policy to ensure child safeguarding and Health and Safety provision). There are no UoM holiday clubs.	A) Increase awareness of special leave entitlement to support staff with unforeseen childcare/parental care or child/parental sickness challenges **(April 25-July 25)** B) Work with UoM SAT Future Families project group to progress family-friendly campus and support, and guidance for line managers **(Sept. 24-July 29)** C) Through line manager guidance, ensure staff know where nearest rooms for expressing milk	E-DOFO, PSLT, VD-SR&EDI, AD-EDI, AD-PGR, Directors for EDI, Director of P&OD	Increase in positive responses in the next Wellbeing Survey [date TBC] for the question, "**I am satisfied with the balance between the time I spend at work and the time I spend on other aspects of my life**" from 52%/59% (F/M) (agree/strongly agree) to 65% for all. Improved Monitoring of Special Leave at local levels to baseline uptake.

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		AS research recommendations around support on maternity return – line manager and facilities (breastfeeding support rooms) to be progressed. Carer support funds are available to School Staff and PGR – but not currently to Faculty PS. TAA is a relatively new initiative, but no feedback has been gathered and we need to evaluate uptake and success.	and storage are. Survey room users to gain feedback for improvements (included in Induction/return to work guidance). (**Oct. 24-July 25**) D) Ensure line managers are provided with adequate training to facilitate successful return to work. Promote and evaluate uptake of Academic Returners Scheme **(Oct. 24-July 25)** E) Ensure supervisors all know about PGR Parents Toolkit and the PGR Parents Network and carers support fund for PGR **(Sept. 24-Oct. 25)** F) Continue work with UoM to develop a UoM-wide carers policy open to all staff and PGR (for additional childcare, or other carer costs, associated with professional development opportunities) **(Sept. 24-Sept. 26)** G) Continue to monitor uptake and success for TAA and run a focus group to understand feedback and feed forward to TLSE **(Jan. 25-July 25)**		Staff feel that adequate supportive arrangements are in place for them – before, during and after leave. All staff are able to apply for Carers support funds (Schools and Faculty Office), increased awareness and uptake across the Faculty. Evaluate feedback and impact. Increased numbers of Academic Returners Scheme applications (1 to date in 23/24), with evaluations, and impact for career progression. Focus group/interviews in 26/27 to reflect on impact.

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