Athena Swan Silver application

Applicant information:

Name of Department	Faculty of Biology, Medicine and Health, The University of Manchester
Date of current application	July 2024
Level of previous award(s)	Silver (Interim department restructure) awards to: • School of Biological Sciences • School of Health Sciences • School of Medical Sciences
Date of previous award	May 2018
Contact names	Dr Natalie Gardiner Dr Elizabeth (Beth) Micakovic
Contact emails	Natalie.gardiner@manchester.ac.uk Elizabeth.micakovic@manchester.ac.uk
Contact telephone	

Word Count Table:

Silver Department	
Section 1: An overview of the department and its approach to gender equality	2,500 words **Actual: 3526 words**
Section 2: An evaluation of the department's progress and success	2,000 words **Actual: 2840 words**
Section 3: An assessment of the department's gender equality context	3,500 words **Actual: 4334 words**
Section 4: Future action plan[3]	
Appendix 1: Culture survey data or equivalent[3]	
Appendix 2: Data tables[3]	
Appendix 3: Glossary[3]	
Overall word allocation	**8,000 words** **Actual: 10,744 words**

Additional word counts used in Sections 1-3 (see below) for +1000 (Faculty) + 750 (restructure) +Covid (500)+ 500 (clinical) - [10,750]	

Section 1: An overview of the department and its approach to gender equality

Word Count: 3526

Notes:

- Datasets presented herein are from last 5-6 years (since 2018 award), analysed and presented as Faculty-level data, and disaggregated to Schools and Faculty Office, and by Clinical/NIHR/NHS-affiliated (referred to in narrative as 'Clinical') or Non-Clinical contracts where possible (**Appendix_2**).
- Staff data are from 31st July (aligning with annual performance review (APR)).
- Student data are from 1st December (HESA student census).
- Mandatory data are dichotomised by legal sex (**F/M**) and expressed as rounded headcount (up/down to nearest 0 or 5, therefore sums may not always equal totals). We are not able to confidently report data for other gender identities, other than self-reported on surveys. The terms 'women' and 'men' are used in narrative while not referring to data.
- We present grouped data for Black, Asian, and Minority Ethnicity (BAME) staff and students which we acknowledge is problematic and can mask issues faced by particular groups. We look at specific groups through consolidated work with Race Equality Chartermark (REC) team.
- References to new action plan are highlighted '(**PRIORITY_#)**'
- **Hyperlinks** are included for benefit of community once published (not intended for reviewers).
- Impacts highlighted by a green tickmark

1. Letter of endorsement from the head of the department

Faculty of Biology, Medicine and Health
The University of Manchester
Oxford Rd
Manchester
M13 9PL

Dear Athena Swan team,

Faculty of Biology, Medicine and Health (FBMH), University of Manchester (UoM): Athena Swan Silver application

I am delighted to endorse this application by FBMH for a Transformed UK Athena Swan (AS) Charter Silver award application. I am firmly committed to realising all our staff and students' potential, and promoting a culture of respect, support and inclusivity. Upon joining FBMH as Vice-President and Dean in 2019 one of my first actions was to meet with Athena Swan leads to align our shared ambitions and plans.

I take personal responsibility for championing gender equality. My words are underpinned both by increasing EDI governance (e.g. three new Associate Deans: EDI; Inclusive Education and Engagement; Talent Management and Fellowships), investment (e.g. Academic Returners, external leadership programmes, EDI Officer), and by my actions as an ally and gender equality champion. I led initiatives such as the FBMH #NEVEROK video campaign and we became the first Faculty/University to sign the NHS *'Sexual Safety in Healthcare–Organisational Charter'*. Our staff collaborate with students on anti-sexism campaigns, and we signed British Medical Associations pledge against sexism and sexual harassment. These actions demonstrate our resolute stance against sexual harassment and gender-based violence, as we work towards a Faculty that is safe and inclusive for all.

All three Schools in FBMH hold individual Silver AS awards (2018-2024, Interim Department Restructure), signifying our sustained achievements and commitments to gender equality. In 2022, we chose to consolidate our next application at the Faculty level rather than submit three concurrent School applications. This decision was not taken lightly. We are a large Faculty and our size, scale and complexity can present its challenges, but our size is also our strength, we have an amazing community. Our people are the heart of our success. Staff deliver team-science, teaching and PGR supervision across Schools, and career development/support managed at Faculty level, (including Doctoral and Fellowship Academies). Our Faculty-level application enables us to explore intersectional disparities and, importantly, include professional services (PS) colleagues - allowing us to identify opportunities or challenges that might otherwise be hidden. Overall, it represents a more inclusive and representative strategy to analysing progress and demonstrates our firm commitment to gender equality and career development for **all** colleagues.

Over the past six tumultuous years (COVID-19, cost-of-living crisis, industrial action, and UoM cyberattack), stress, workload, and well-being have been impacted. Our Faculty, School and Professional Services (PS) Leadership Teams are working hard to ensure an inclusive and equitable environment that promotes career development, manages workloads, and recognises all contributions. I am delighted by the success of our annual *'Celebrate a Brilliant Colleague'* event.

In this application, I am proud to share our progress towards gender equality enabling our staff and students to achieve their goals by removing barriers. We have informed impactful cross-School/Faculty/University initiatives and policy (e.g. coaching for career development; hybrid and

flexible working framework for PS) and fostered best practice/sharing across the sector (e.g. focus groups with Wellcome). We have enhanced representation of senior female academics and PS staff. Female staff now make up 38.2% of the Professoriate (from 30%F). We have increased representation of female clinical professors to 26.7%F (from 17.6%F) and doubled the numbers of BAME female Professors to 3.7% Professoriate (from 1.8%F) but acknowledge this is still too low. To address barriers, we are piloting 'Diversifying Leadership Secondments' for academic and PS (2024/25) and initiated 'Excellence in Diversity PhD Scholarships' (2022/23-onwards). We are committed to equity through our Academic Returner's scheme, Carer's funds, and supporting early- and mid-career staff development (e.g. 100 Black Women Professors Now!, Aurora, and Stellar HE). Senior members of Faculty partnered with junior members in an inclusive advocacy program pilot (now UoM-wide) as we support pipeline and progression of under-represented groups.

Female students are over-represented through FBMH (UG:73%F; PGT:72%F; PGR:65%F) whilst this is in line with our courses and national benchmarking we are closely monitoring and ensuring balanced outreach activities to attract men into life- and healthcare-sciences. Maintaining a supportive environment where all students thrive is a priority, alongside efforts to reduce intersectional awarding gaps/ differential experience and enhancing confidence in our Report and Support mechanisms. We will work to better understand reasons for more negative perceptions in staff survey among men and those with other gender identities.

Thorough intersectional analysis and community engagement have enabled our self-assessment team (SAT) to co-create an ambitious (but realistic) SMART action plan addressing sex/gender inequality, LGBTQ+ inclusion, caring responsibilities, and inclusive culture. Faculty-level and local actions within Schools are owned and actioned by appropriate stakeholders to sustain momentum across all units.

I confirm that the data and information presented in this application is an accurate picture of the Faculty's positive progress in gender equality. There is still work to be done but I am confident we have the commitment and plans in place to address inequalities. When I leave FBMH later in 2024, Professor Allan Pacey (Deputy, and Interim VP and Dean) will ensure the Faculty maintains the resources and support for delivery of this crucial work. Faculty Leadership takes responsibility and ownership for delivery of this Action Plan.

Yours sincerely,

Professor Graham Lord, MA PhD FRCP FRSBFMedSci   Professor Allan Pacey, MBE PhD FRCOG

Vice-President and Dean (VP-D)   Deputy Vice-President & Dean

2. Description of the department and its context

Our Faculty: The Faculty of Biology Medicine and Heath (FBMH) is one of three Faculties at the University of Manchester (UoM). We have a matrix structure comprising of three Schools (School of Biological Sciences (SBS); School of Health Sciences (SHS); School of Medical Sciences (SMS), each with six divisions), Faculty Offices (PS), and Research Institutes (*not included in this application* (**Fig.1**). Our Faculty-wide Doctoral and Fellowship Academies, Academic Development, and Integrated Clinical Academic Training support PGR and staff. We are tightly connected with NHS Trusts across Greater Manchester (GM; ~30% of our colleagues are clinical). Our Biomedical Research Centre (BRC) further unites our researchers with NHS Trusts.

Faculty of Biology, Medicine and Health

SBS	SHS	SMS	Faculty Offices	Institutes
• Cell Matrix Biology & Regenerative Medicine	• Information, Imaging & Data Sciences	• Cancer sciences	• Research and Business Engagement	• Manchester Cancer Research Centre (MCRC)
• Evolution, Infection & Genomic Sciences	• Nursing, Midwifery & Social Work	• Cardiovascular sciences	• Teaching, Learning and Student Experience	• CRUK Manchester Institute
• Immunology, Immunity & Respiratory Medicine	• Pharmacy & Optometry	• Dentistry	• Communications and Marketing	• Wellcome Clinical Research Facility
• Molecular & Cellular Function	• Population Health, Health Services Research & Primary Care	• Developmental Biology and Medicine	• Planning and Compliance	
• Musculoskeletal & Dermatological Sciences	• Psychology & Mental Health	• Diabetes, Endocrinology & Gastroenterology	• Technical Services	
• Neurosciences	• Psychology, Communication & Human Neuroscience	• Medical Education	• Biological Services Facility	

(Divisions/Units)

Doctoral Academy   Fellowship Academy

Academic and Research Development

Manchester Integrated Clinical Academic Training (ICAT)

Biomedical Research Centre (BRC)

Figure 1. FBMH Organisation. Showing Schools, Divisions, Faculty Offices and Institutes, and highlighting our Faculty-wide career development structures and BRC.

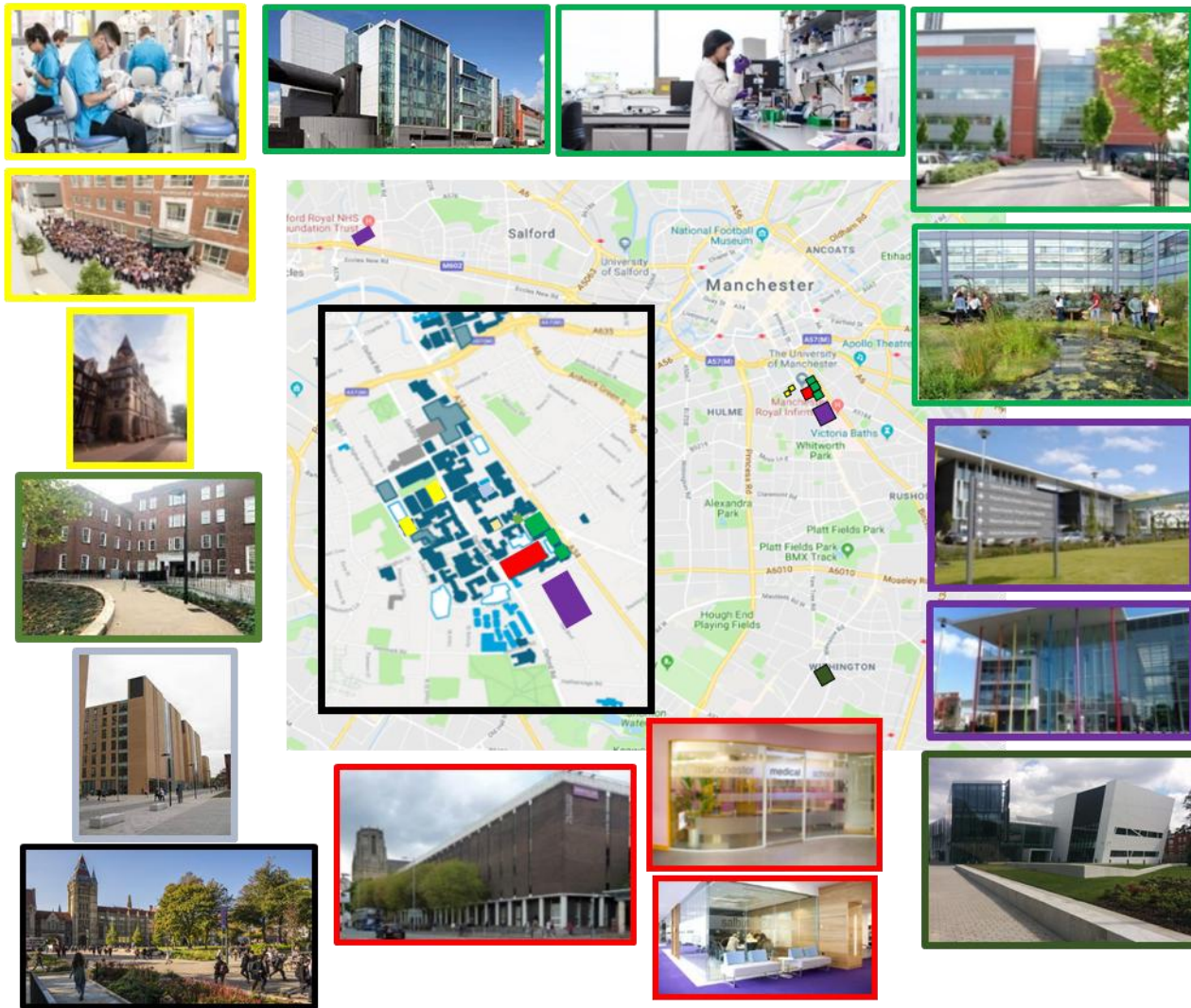**Our Location:** Most staff and students work and study on UoM South Campus (**Fig.2**), or NHS sites across GM.

Figure 2. **Our Campus.** Main locations in GM, images of some of our buildings

Our People: *'Our People Our Values'* is the heart of the UoM and Faculty's five-year strategic plan (**Fig.3**), underpinning the success of our three core goals (Research, Teaching and Social Responsibility (SR).

Figure. 3: '*Our Future*' strategic plan: 'Our People, Our Values' is the centre of core goals and themes.

Our Students: We currently have 13095 registered students (2023/4; **Fig.4-5; Appendix_2).** Our size allows us to deliver ~30 UG courses**.** We are the largest supplier of NHS graduates in the North-West: medicine/dentistry (SMS); nursing/pharmacy/optometry/midwifery/allied healthcare courses (SHS). UGs in SBS specialise after their core first year in Biosciences. We offer ~90 PGT/CPD courses with flexible delivery. We are proud of UoM's TEF2023 Silver award (Gold for student outcomes) demonstrating our collective commitment to the student experience.
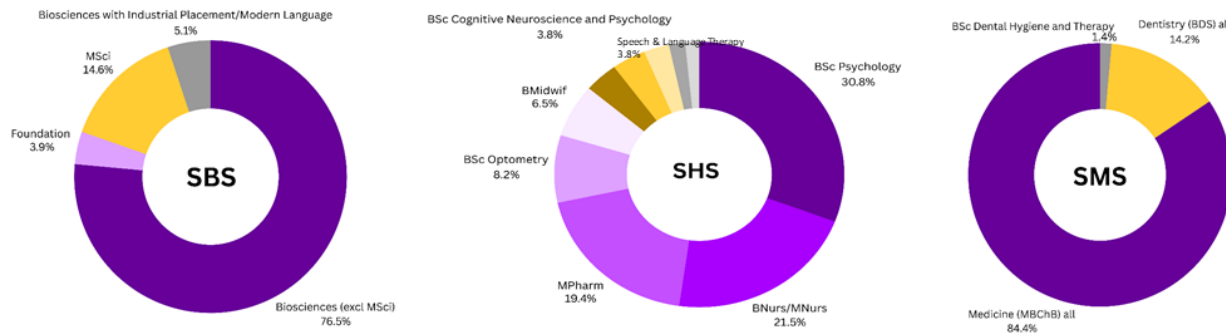
Figure. 4: Our UG courses. Proportions of UG students (23/24) registered on courses within our Schools

We have:

- 115 Foundation (Fo) level students (FBMH: 60%F).
- 8810 Undergraduate (UG) students (FBMH: 72.7%F; SBS: 67.2%F; SHS: 84.8%F; SMS: 62.6%F).
- 3005 Postgraduate Taught (PGT: 72%F), and 1165 Postgraduate Research (PGR: 65%F) students
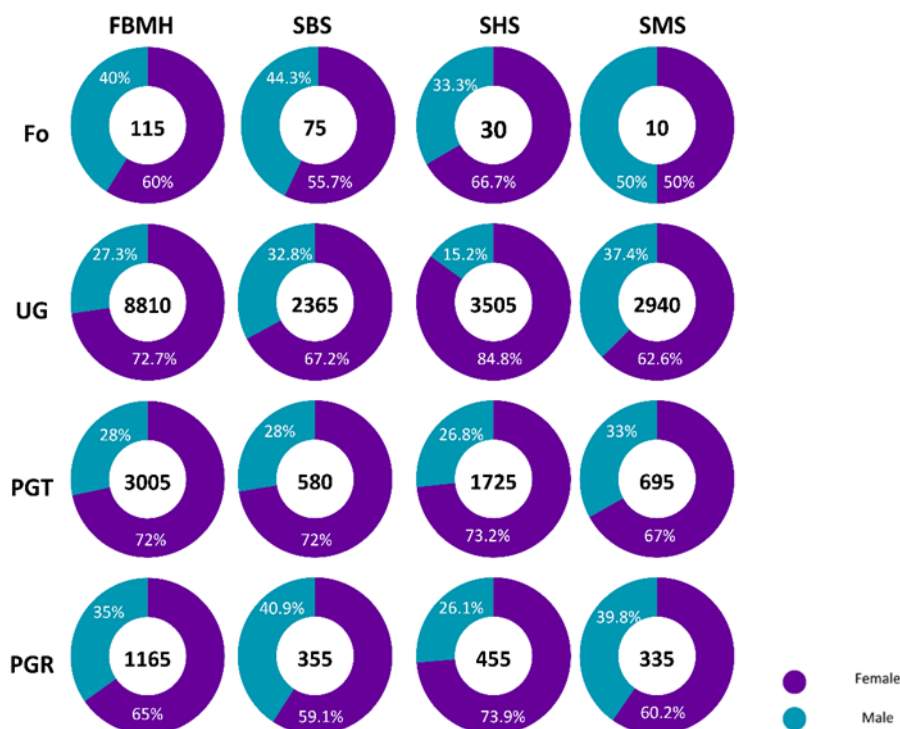
Figure. 5: Demographic Profile of our Students (2023/24 registrants) Foundation, UG and PGT courses are managed through Schools, PGR are governed through our Doctoral Academy

Our Staff: We have 3205 staff (64.3%F) working in varying roles and specialities (**Fig.6; Appendix_2).** Our size and structure allow academics/researchers a multidisciplinary approach to biomedical and health science discoveries, working alongside PS colleagues. REF2021 highlighted research quality and strength across Schools and units.

We have:

- 1090 PS staff (**Fig 6A;** 72%F), 60%F in the most senior grades (8&9).
- 2115 academic/research staff (**Fig.6B;** 60.3%F): non-clinical (60.1%F); clinical (60.5%F)
- More female academic/research staff in SHS (69.5%F) than SBS (49.5%F) or SMS (55.1%F).
- 38.2% female professors: non-clinical (42.5%F); clinical (26.7%F)
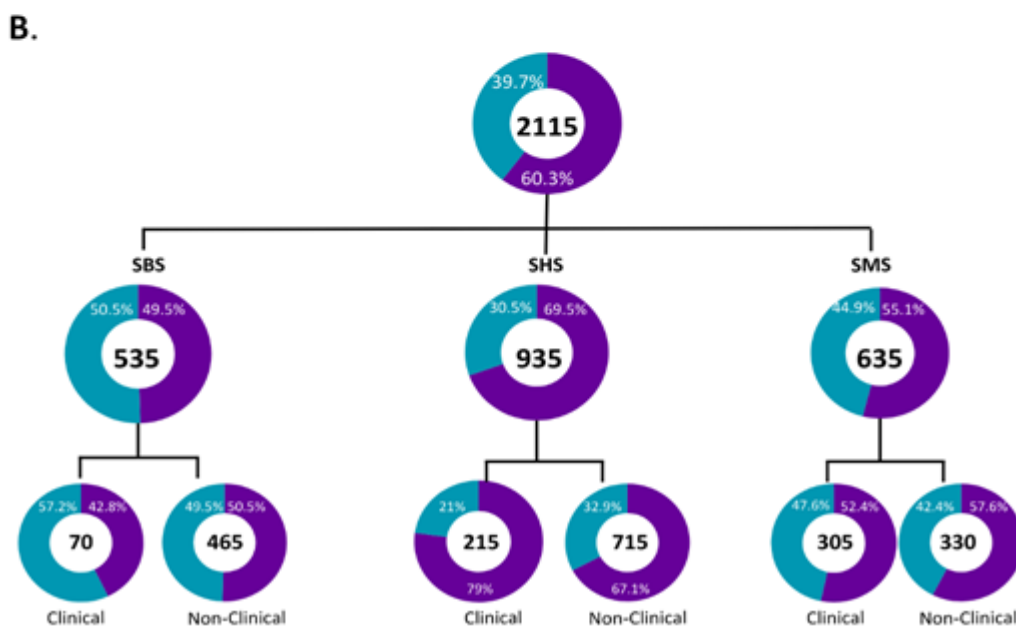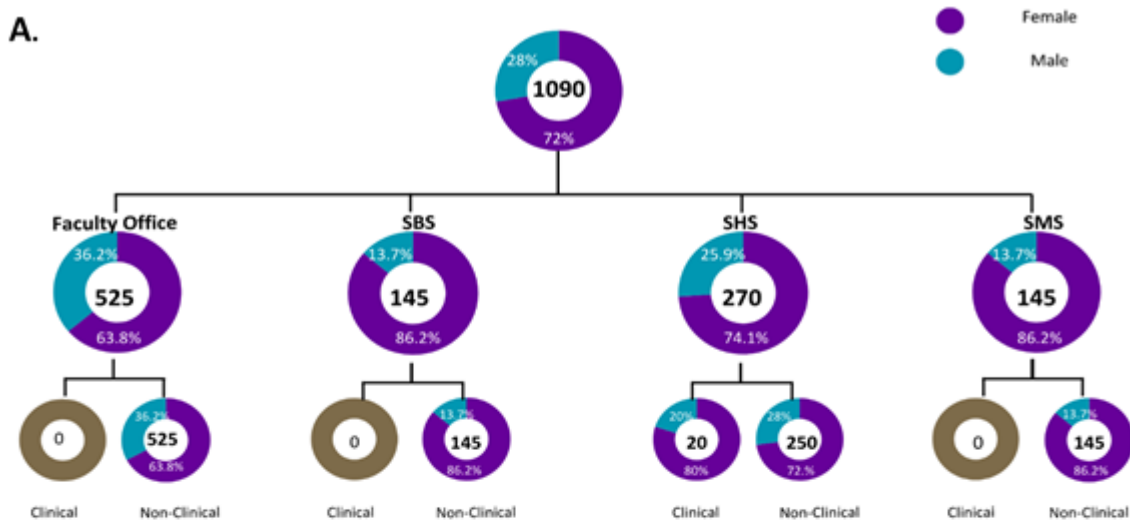
Figure. 6: Demographic profile of (A) PS and (B) Academic/Research staff (2023)**.** PS includes clerical, administative and management, technical and computing roles. Note – clinical PS staff (SHS) reflect nurses/pharmacists/healthcare professionals with technical/administrative roles.

Our Management Structure: Academic/Research staff are line-managed within Divisions. Each Head of Division (HoD) sits on their School Leadership Team (SLT) with School Directors (e.g. - Director of School Operations (DoSO), Education, Research, EDI, SR) chaired by the Vice-Dean and Head of School (VD-HoS). The VD-HoS, other VDs, Executive-Director for Faculty Operations (E-DoFO), and PS heads make up Faculty Leadership Team (FLT), led by our VP-Dean. PS staff are line managed within their Faculty Office. PS Heads sit on PS Leadership Team (PSLT; led by E-DoFO) (**Fig.7&8**).

Figure 7. Our Faculty Leadership Team (*census November, 2023*).

An outline of main leadership and decision-making committees, and demographics is outlined (**Fig.8**). The VDs (and affiliated Associate-Deans (ADs)) chair key Faculty-level committees. School Promotion Committees (SPCs) are chaired by VD-HoS and members of SLT, sending recommendations to the Faculty Promotion Committee (FPC) for full consideration (chaired by the VP-Dean, or Deputy VP-Dean).

Faculty Leadership Team and Decision-Making Committees

Faculty Governance and main decision making committees
FLT: Faculty Leadership Team
SLT: School Leadership Team
PSLT: Professional Services Leadership Team
DLT: Division Leadership Team
SPC: Schools Promotion Committee
FPC: Faculty Promotion Committee
TLSE: Teaching, Learning and Student Experience Committee
EDIC: Equality, Diversity and Inclusion Committee
SRSMT: Social Responsibility Senior Management Team
FRIB: Faculty Research and Innovation Board
SMS: School of Medical Sciences
SHS: School of Health Sciences
SBS: School of Biological Sciences

(demographics, census Nov 1st 2023)

Figure 8. Schematic of main decision-making committees and demographics.

Key roles VD-HoS :0%F; Deputy HoS: 100%F: ADs: 46%F; HoDs: 33%F; DoSO: 67%F

Contextual changes and developments since last award:

FBMH was formed in 2016 when two Faculties merged. Over the last five years, there has been some elective flux of academic staff. Individuals or groups of staff can request to move between divisions and/or schools at any time. We have had only one large cohort move of substantive staff (30, 53%F) between Schools ('human-focussed' neuroscientists moving from SBS to SHS in 2022). This process took ~6 months, with regular meetings chaired by the Deputy-VP-D, input from 3 HoDs and 3 representatives from the staff group. All staff were offered opportunity to discuss the move. Staff reported being content with the move, feeling SHS to be a better 'home' for them.

The UoM-wide Student Experience Programme (SEP) to transform infrastructure to improve the experience of our students occurred between 2019-2023, with delivery of a revised PS staffing model. SEP will ultimately make it easier for PS to move throughout organisation and develop careers.

3.Governance and recognition of equality, diversity and inclusion work

New EDI and P&OD Directorates were established across UoM in 2021, generating new strategies for EDI (**Fig.9**) and governance (**Fig.10**).

Figure 9. UoM EDI strategic Priorities (2022-2025)
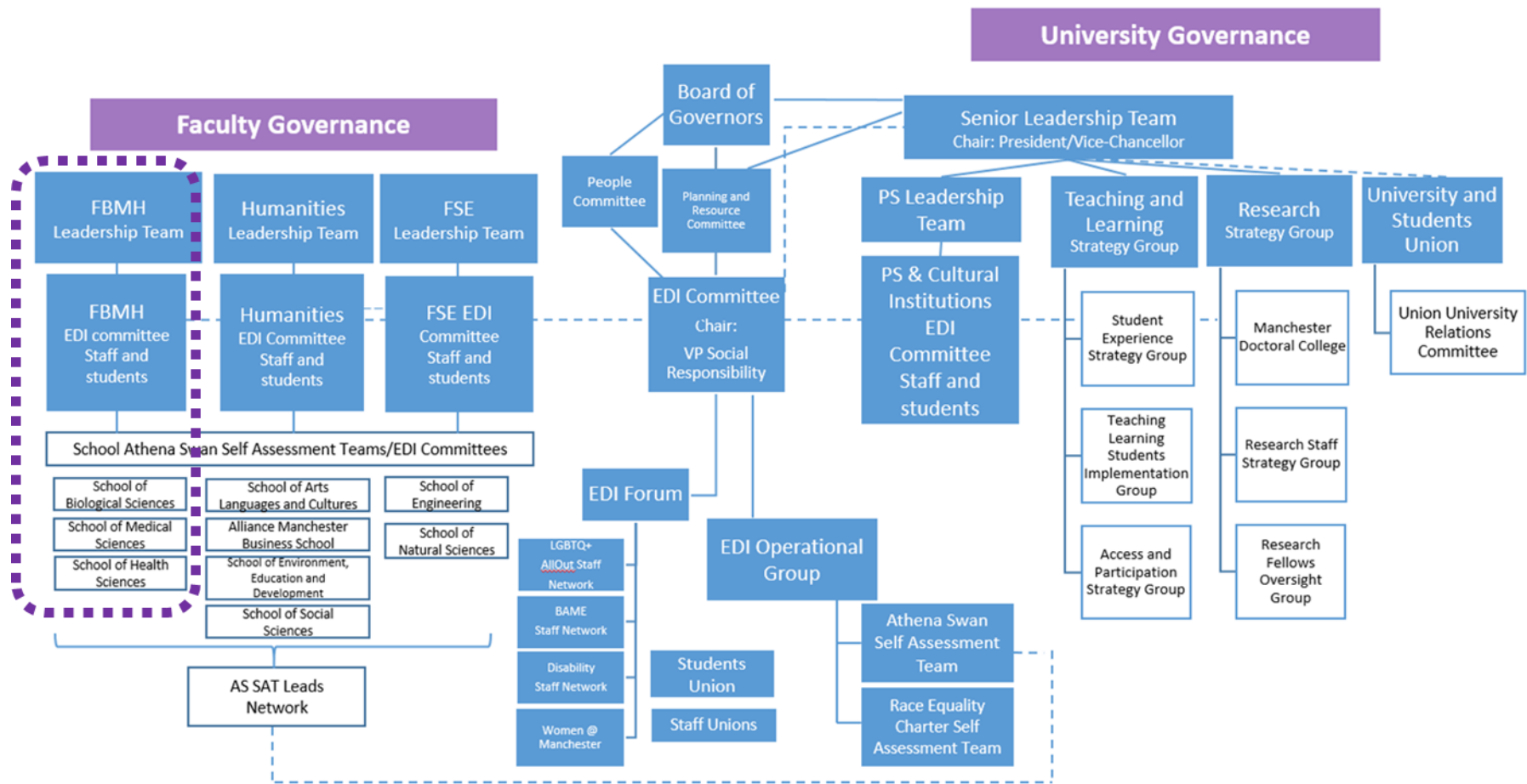
Figure 10. Organogram showing UoM EDI/AS governance (structures and connectivity) FBMH highlighted by purple dashed line.

Working with UoM, we have elevated visibility and accountability for EDI progress in FBMH (**Fig.11**).

Actions taken to increase EDI governance:

At Faculty Level:

- VD for SR became 'VD for SR and EDI'   **0.6FTE**
- Three new AD roles created:
    - AD for Inclusive Education and Engagement (IEE)   **0.4FTE**
    - AD for EDI   **0.4FTE**
      (Chair of FBMH EDI committee (EDIC); AS co-chair)
    - AD for Talent Development and Fellowships   **0.4FTE**
- E-DoFO (F) invited to be SAT co-chair
- Enhanced PS support and dissemination:
- New EDI Officer   **1.0FTE**
- Senior Engagement Officer: new EDI-focus   **0.6FTE**
- EDI Directorate Partner for FBMH
- Formed Student Success Hub (SSH; 2023) to understand and reduce educational inequalities (Five Workstreams: Data; Inclusive Education; Anti-discriminatory practice; Placements; Research Evidence base)
    - Academic leads   **0.2FTE**

- Student Inclusion Partners (SIPs)   **Paid roles**
- Formed Faculty-level AS SAT   **workload allocation**
- EDIC expanded (more PS, staff network reps and SIPs)   **workload allocation**

At School and Faculty Office Level:

- Directors for SR (2016-2022; 0.2FTE) role/responsibilities were split:
    - Directors for SR   **0.2FTE**
    - Directors for EDI   **0.2FTE**
- Divisional leads (for SR and EDI) on School EDICs/DLTs   **workload allocation**

- Developing Teaching programme EDICs (Staff-Students)
- PS EDI Lead joined EDIC and SAT
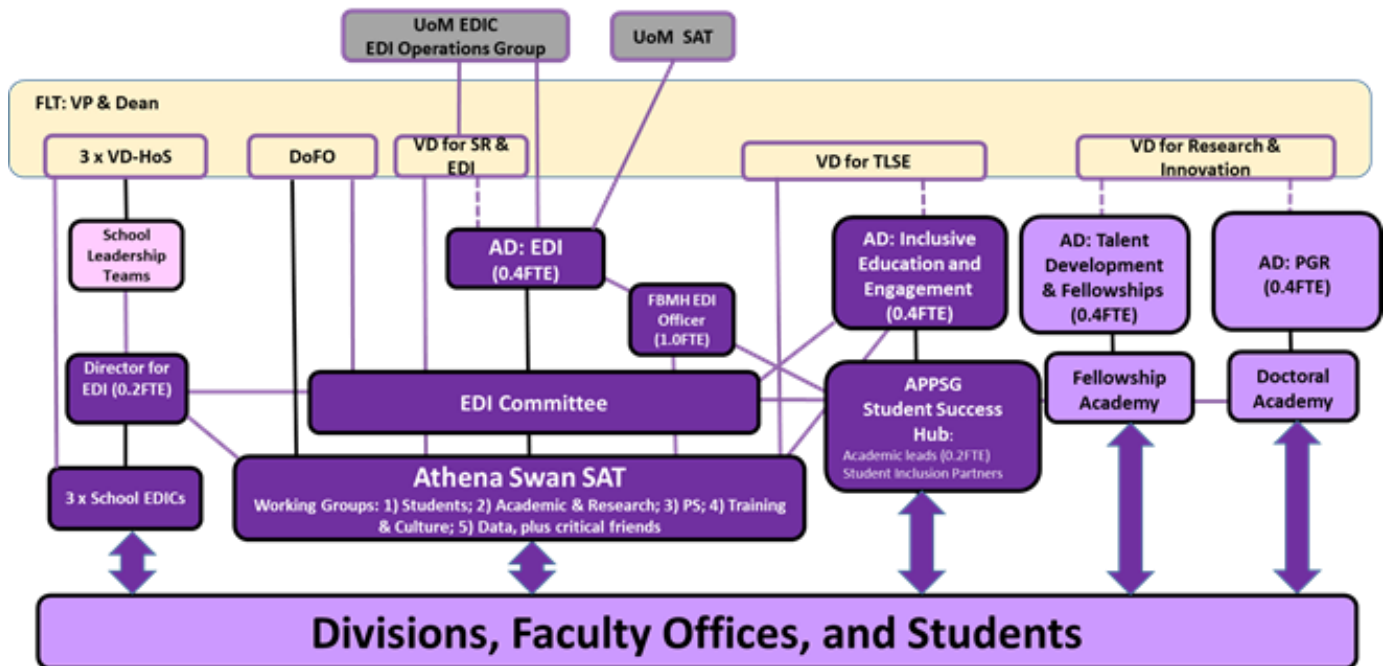
Figure 11. FBMH AS/EDI governance, communication and connectivity

(Black Lines= Chairs; Purple lines = member; Purple Dashed Line = reports to)

- AD for EDI is a member of UoM EDIC; chairs FBMH EDIC, and co-chairs SAT (with E-DoFO)
- Directors for EDI are part of their SLT, SPC, SAT and EDIC and lead School EDICs (whoch include VD-HoS, DoSO, Divisional leads and other stakeholders).
- PS EDI lead (PSLT) ensures EDI dissemination through Faculty Offices.
- This cohesive approach ensures AS/EDI is embedded and communicated through all levels and units, enabling ownership, delivery, and evaluation of Faculty and local-level actions.
- Gender Equality progress is evaluated at APR

Ensuring Athena Swan Integration:

Gardiner (Academic; AD for EDI) and Micakovic (PS; E-DoFO) are SAT Co-Chairs ensuring equal prioritisation of gender equality actions for academic/research and PS staff.

They work closely with School EDI Directors, AD-IEE/VD-TLSE, UoM Academic EDI Lead for Gender & Sexual Orientation, and EDID partner (all SAT members), to ensure oversight of gender equality work, connections with School/UoM issues/initiatives, sharing of good practice, peer support and collaboration.

We also work closely and collaboratively with other UoM Academic EDI Leads (Race; Disability **Fig.12),** viewing gender equality through an intersectional lens.

Figure 12. Our intersectional approach to transformational systemic culture change. Recent articles highlight the importance we place on intersectionality and systemic culture change and posters from 'Equality in FBMH' events (2023).

Workload Allocations: FBMH launched a new Faculty Contribution Model (FCM; October 2023) to capture people's workload, help planning, understand areas of overload and implement solutions to address them (**PRIORITY_2&7**). VDs/ADs receive honoraria. Faculty/School EDI leads have an allocated FTE workload (0.4/0.2FTE), with time allocation for academic SAT members. PS and researcher members of SAT agree their workload contributions with line managers. SIPs are paid for SAT time/work. Exceptional contributions are recognised through reward and recognition processes.

EDI-related activity is recognised within academic promotion criteria: through research activity, teaching and student activities that supports the UoM SR goal, and/or evidence of service/leadership. Recently two SAT members with significant EDI leadership roles (Cowen: UoM Academic EDI lead; Danquah AD-IEE/interim VD-TLSE) were promoted to Professor.

Staff and students who progress gender equality, develop EDI initiatives or receive internal/external awards are valued and celebrated through newsletters, reward and recognition processes, and celebration events (e.g. annual UoM Making a Difference (MAD) or FBMH's 'Celebrate a Brilliant Colleague').

4. Development, evaluation and effectiveness of policies

Policy Schedules are owned by UoM People & Organisational Development (P&OD) Policy Managers. To ensure inclusive, fit-for-purpose policies, new policies/updates are widely shared via UoM-wide communications, and feedback is encouraged and acknowledged via extensive consultation with staff networks and focus groups. Equality Impact Assessments (EIA) are completed. From 2024, all new projects submitted to FLT must consider EIA (**PRIORITY_2**)

FBMH has led on multiple policies through our research and pilot projects - informing UoM policy development or actions (* will be described in **Section 2**):

- *Flexible and hybrid working policies/framework
- Academic Returners Fund- Supporting colleagues returning from extended leave resume research or scholarship activities
- * Carers support fund
- * Free period products
- * Breastfeeding/expressing needs
- * Enhancing Report & Support guidance for students
- * Inclusive Language guide, and curriculum content alert form.
- #CountMeIn campaign – encouraging record updating re protected characteristics – shared across UoM
- Annual EDI objective setting in performance & development review (P&DR) –for staff to embed EDI in professional activities, generating guidance adopted by other Faculties.

5. Athena Swan self-assessment process:

Prior to the formation of Faculty SAT, school-level SAT/EDIC met (and continue to meet) at least 4 times a year (to monitor progress, develop School initiatives). School EDI/AS leads meet the AD-EDI monthly for 1:1s, quarterly at Faculty EDIC, and routinely work together to progress Faculty-wide initiatives (e.g. surveys, conferences, seedcorn-funding, LGBT-allies/trans-awareness/active bystander training) and responses to emerging issues (e.g data capture, transformed charter changes, cyberattack, and pandemic).

Our new FBMH SAT: meets monthly (since December 2022), and includes members (and leads) from School SATs (*Table 1) ensuring continuity, School/Faculty/UoM EDI Leads, members of FLT/PSLT; P&OD partners, staff-network representatives. We recruited members through open calls and by direct invitation (if we noted staff roles were under-represented. Our SAT reflects our community (students, academic, research and PS staff) across all Schools/units, levels, contract types, clinical and non-clinical, work patterns, nationalities and protected characteristics **(Fig.13)**. Some members are also members of UoM AS, REC, and/or Disability SATs, ensuring cohesive, intersectional and aligned action plans. Members affiliate with primary working group and/or main SAT, and interrogated associated data and surveys All champion, progress and monitor gender equality work.

Typically, one-hour SAT meetings are held online (or hybrid) within core hours (10am-4pm) to best accommodate hybrid working/accessibility requirements. Working groups self-arrange meetings to discuss and analyse datasets and develop action plan. Continual collaboration is ensured through a dedicated Microsoft Teams site.

Gathering evidence and insights:

Improved data access: new dedicated PowerBI planning AS dashboard allows data interrogation by multiple variables.

AS core culture questions were embedded into our UoM-wide Staff Survey (SS. Sept-Oct. 2022: 46% response rate (1734/3737): 67%F; 29%M; 1% other gender identity; 3% information not provided; SBS 42%; SHS 53%; SMS 38%; Faculty Office 60%). SS headlines and reports were shared with all staff in January 2023. The SAT investigated SS responses by gender and by School/unit to inform our action plan (AP). Caution was exercised when interpreting surveys and data with low numbers/response rates.

We also analysed responses (by gender) to past SS (2019); AS School surveys (2018, 2019, 2020), pulse surveys (2021; **Appendix_1**), UG (2022), PGR (2023) and Researcher (2023) surveys, and referred to REC, Stonewall and Disability surveys and focus groups.

In 2022, UoM SATs were preparing Institutional Chartermark applications conducting 25 (FBMH-supported) focus groups. An EIA ensured accessibility. Some were tailored for specific shared protected characteristics; others open to all. Targeted sessions included Aurora alumni, Women@Manchester network, female students, male staff, and trans and non-binary staff. Consistent themes of recruitment, development and progression, and organisational culture were covered, and results were analysed intersectionally and by protected characteristics and shared with our SAT.

We used Padlet (e.g. returners from leave); focus groups (researchers; international student; PS) and world café methodology forums (inclusive environment and estates, with bespoke sessions for disabled/neurodiverse staff/students) to understand issues and develop actions**.**

Table 1. Our SAT:

SAT member information has been redacted

PRIMARY WORKING GROUP	NAME (* indicates lead/co-lead of previous School AS submission/SAT**)**	INFORMATION ABOUT ROLE IN FBMH/UoM			Member of a UoM SAT? (REC, Athena swan, Stonewall, Disability)

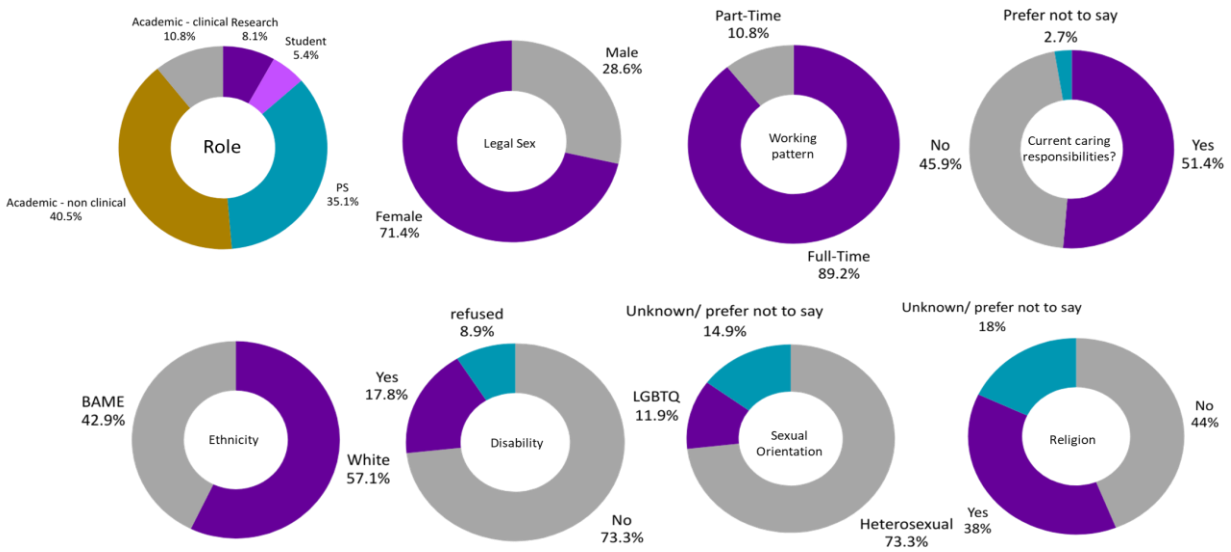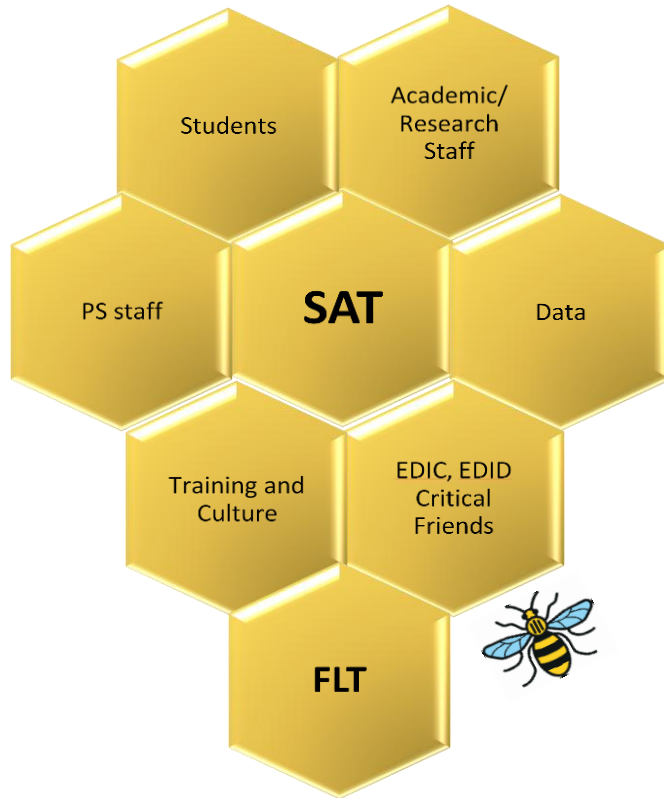|					

Figure 13. SAT working groups, and anonymised group demographics. Our SAT includes cis- and trans- members.

Reflection on panel feedback provided in previous applications:

The panel commended commitment and engagement at all levels in the AS process within each School, acknowledging that formation of FBMH had not adversely affected gender equality progress. Satisfied with our demonstration of gender equality initiatives, they praised our use of the restructure as an opportunity for improvement, recognising areas of good practice and our proactive approach to understanding and addressing issues faced by PS moving forward. Our action plans (AP) were mostly considered SMART, and we have prioritised SMART actions for new AP, with alignment of existing structures/strategies/targets, ensuring clear ownership of actions (**Section 4**)

Co-creating our Action Plan:

Development has been ongoing throughout the application phase, starting with an interactive KETSO planning tool to brainstorm issues, priorities and challenges (June 2022). We transitioned to using Teams whiteboard to generate evidence-based actions (**Fig.14**). Subsequent meetings with leads ensures accountable senior ownership, allowing evolution and alignment of our SMART action plan. We intentionally aligned our AP with UoM EDI strategic priorities (**Fig.9)**, UoM SAT, APP, and researcher concordat plans, and APR targets for cohesion and transparency.

Fig.14. Action Plan Co-creation. Pictures of some SAT members busy action planning (KETSO) **Image Redacted.**

Snapshot from our TEAMS virtual AP space

Feedback on draft was sought from SAT, EDIC, FLT, senior stakeholders, and an internal review panel (June 2024), with feedback from an external critical friend (Faculty of Medicine&Dentistry; Queen Mary, London (July 2024). Our application was distributed and endorsed for submission by FLT and EDIC (July 2024).

Looking forward: The VP-D, and FLT hold executive ownership for AP progress (**PRIORITY_3**), with local cascade and progress are overseen by EDIC. Reporting progress to UoM EDIC and AS SAT is the responsibility of the VD-SR&EDI and AD-EDI.

Annual data from biannual SS and pulse surveys will be provided to SAT for monitoring progress, and SAT leads are contributing to design of a UoM-wide EDI survey reporting tool. An interactive progress tracker will be developed and displayed for transparency and accountability on our intranet alongside continuing our gender equality advocacy efforts. SAT membership will be reviewed biennially, with increased male and student participation (**PRIORITY_3)**. Quarterly meetings will be supplemented by annual deepdive with SAT, EDIC and FLT (**PRIORITY_3**).

Section 2: An evaluation of the department's progress and success

Word count: 2840

1. Evaluating progress against the previous action plan

School EDI Directors and committees/SAT critically evaluated all three School Action plans (APs) and (B)RAG rated them:

- 23% Blue (B) actions (completed, significant progress made, evidence of association with positive trend or impact)
- 52% Green (G) actions (completed, progress but not in line with target or success criteria)
- 22% Amber (A) actions (Partial progress - action ongoing, or complete but no evidence yet of associated progress)
- 3% Red (R) actions (obsolete/started but discontinued/further work needed before we can start)

Our previous Silver APs are now superseded. (**Table 2** shows consolidated progress summary (cross-referenced to individual School APs – detailed in **Appendices 4 (SBS); 5 (SHS) and 6 (SMS)**.

Table 2: Summary of BRAG rated actions from School Action Plans (Appendices 4-6)

Completed with Impact	Completed with Progress	Ongoing with some known progress	Obsolete and/or not progressed
SBS (9): B1.1.1, B1.3.3, B1.3.4, B1.6.1, B2.2.2, B3.2.1, B3.4.1, B3.6.1, B4.1.1 **SHS** (7): H1.3, H1.4, H2.1, H5.1, H5.7, H5.8, H5.9 **SMS** (9): M1.1, M1.3, M1.4, M2.1, M2.2, M3.2, M3.5, M3.13, M4.4	**SBS** (27): B1.1.4, B1.2.1, B1.3.1, B1.5.1, B1.6.2, B2.1.2, B2.1.3, B2.1.4, B2.3.1, B2.3.2, B2.4.1, B2.4.3, B2.6.1, B3.1.1, B3.3.1, B3.3.2, B3.3.3, B3.4.2, B3.4.4, B3.6.3, B3.7.1, B3.9.1, B3.9.2, B4.1.2, B4.2.1, B4.3.2, B4.4.1 **SHS** (15): H1.1, H1.2, H2.2, H3.1, H3.2, H4.1, H4.3, H4.4, H5.2, H5.3, H5.4, H5.5, H6.1, H6.2, H6.3 **SMS** (17): M1.2, M1.5, M2.3, M2.4, M2.5, M3.1, M3.4, M3.6, M3.10, M3.12, M.3.16, M4.1, M4.2, M4.3, M4.6, M4.7, M4.8	**SBS** (21): B1.1.2, B1.1.5,BS1.2.2, B1.3.2, B1.7.1, B2.1.5, B2.2.1, B2.4.4, B2.5.1, B2.5.2, B2.5.3, B3.4.3, B3.5.1, B3.5.2, B3.6.2, B3.7.2, B3.8.1, B4.3.1, B4.4.2, B4.4.3, B4.6.1 **SHS** (2): H4.2, H5.6 **SMS** (8): M3.3, M3.7, M3.8, M3.9, M3.11, M3.14, M4.5, M4.9	**SBS** (4): B1.6.3, B1.7.2, B2.4.2, B4.5.1 **SHS** (0): N/A **SMS**(1): M3.15
• EDI governance structure established in each School • EDI coordination between schools at faculty level • Flexible and Hybrid Working • Female Representation on Senior Committees • EDI related training • Student/Staff Impactful Collaborations on Inclusion Strategies • Mentoring Opportunities and Awareness • Raising Awareness of Scholarships and Fellowships	• Data acquisition and monitoring for gender balance (and intersectionality), including-students • EDI data acquisition and monitoring data for PS recruitment • Awareness campaigns around harassment and discrimination • PS secondment options and shadowing • Communication and transparency of leadership • Promotions Workshops, advisors and Monitoring of success • Diverse visible role models • Attention to Gender Pay Gap • Support for PGR parents • Parental/maternity/adoption leave in place • Support and training for researchers and PGR students	• Increase training opportunities available for each career role • Increase opportunities for training and career support for PS and technical staff at levels • Support for PS staff • Increase the quality of induction for ALL staff • Teaching load allocation model • Support research staff to take part in P&DR and in other training • Collect and analyse data on exit data on why staff leave • Clarify family-friendly policies	• Monitoring satisfaction among new starters and returners • Monitor impact of maternity/paternity / adoption leave on career progression of ALL staff • Monitor impact of part-time and flexible working on progression

Reflections:

We reflected on successes and impact of our initiatives which have improved senior women representation, and how all Schools led on significant enhancements to gender-related UoM policies and guidance. Our successes were bolstered by stronger EDI governance (AD roles), FLT support (including from VD-HoS – all active members of School EDICs) and presence of EDI Directors on SLT. Senior support (beyond financial investment) was sustained through supporting events, communications, and allyship. EDI and AS are standing items on most committees (**PRIORITY_3)** and events.

A primary challenge for all Schools had been accessing regular comprehensive data, especially for intersectional analysis. However, we are now confident we have the tools. Our SAT teams' channel and Power BI suite, facilitates communication, monitoring, and rapid responses to any emerging issues. Turnover of AS and EDI leads, committee members and action owners, and changes to EDI governance/structure resulted in some continuity loss. A deficiency in PS-focussed career development actions, and in student-focussed actions around demographics or attainment (interim applications did not include student data, but carried forward actions*)* was identified. Evaluation of some aspects presented challenges with some actions insufficiently SMART, or data not available (e.g. PT vs FT) hindering our ability to confidently evidence success.

Throughout evaluation, as expected we found similar actions, successes and challenges existed across all three Schools. It was rewarding to review our examples of good practice and impact, which have spread across the Schools, UoM and wider community, and to find exemplars to develop and expand more widely using Theory of Change (**PRIORITY_3**).

We believe consolidating into one Faculty SAT, generating a unified AP, retaining the option for local bespoke actions, was the correct approach for us. Tracking progress will be made easier with new gannt tracker, EDI project officer, and annual deepdive with FLT to evaluate progress and adapt/prioritise actions (**PRIORITY_3**).

Challenges and COVID-19

The pandemic posed significant challenges, with national lockdowns starting in March 2020 and GM experiencing highest-level restrictions into 2021. Our VP-SR (UoM EDIC chair (and FBMH academic)) chaired the Campus Reopening Group, ensuring EDI central to all decision-making.

Many clinical academic (CA) colleagues resumed full-time, front-line clinical duties, whilst basic-science researchers joined COVID-19 clinical research projects. FBMH coordinated a volunteer scientist task force to support the National Lighthouse lab develop the COVID-19 testing centre. Teaching staff switched to online teaching and supporting students. Parents and carers had to adapt to childcare and/or homeschooling challenges.

SAT member (Cowen) called a meeting for the National Network of EDI Academic Leads to coordinate responses regarding inequalities across the sector. Our SHS team produced a FBMH survey (**Fig.15)**, and SAT leads also inputted to a UoM-wide survey. Findings informed recommendations to UoM Leadership and Board of Governors for wellbeing and recovery. Surveys highlighted considerable challenges (balancing work and caring/home-schooling, equipment, teaching and research disruption,

return to clinical duties, shielding, impact on wellbeing and mental health, gendered and trans-experiences).

During the pandemic, UoM provided various support measures: equipment; additional holiday days; one-off payments for staff; meeting-light weeks; COVID-19 special leave (14 days); hardship and cost-of-living support funds for students; funding (>£1M) to support research (42% of No Cost Extensions for COVID-19 disrupted projects were from female PIs (aligning with expected R/T&R-demographics)). PGR studentship extensions were prioritised for disabled, long-term sick, and those with caring responsibilities.

SAT member researched impact of COVID-19 on CA. Interviews and audio/written diary data were collected during 2020. While there were some positives (new avenues of research) COVID-19 negatively impacted workload, future career intentions and mental health.

Academic promotion processes, P&DRs, and support were maintained throughout the pandemic. More women than men submitted cases for promotion in 2020, with applications more successful (2020/21: 77.8%F vs 71.4%M). We note a transitory dip in application rate for both genders in 2021/22, reflecting that this application period coincided with return to on-campus teaching. A UoM-wide EIA tracked career impact metrics during pandemic (publication output, probation/promotion outcomes) showed no early male/female differences. We are monitoring promotion application rates closely, and also time in role as an indicator of any lasting disruption on career trajectory (**PRIORITY_2**).
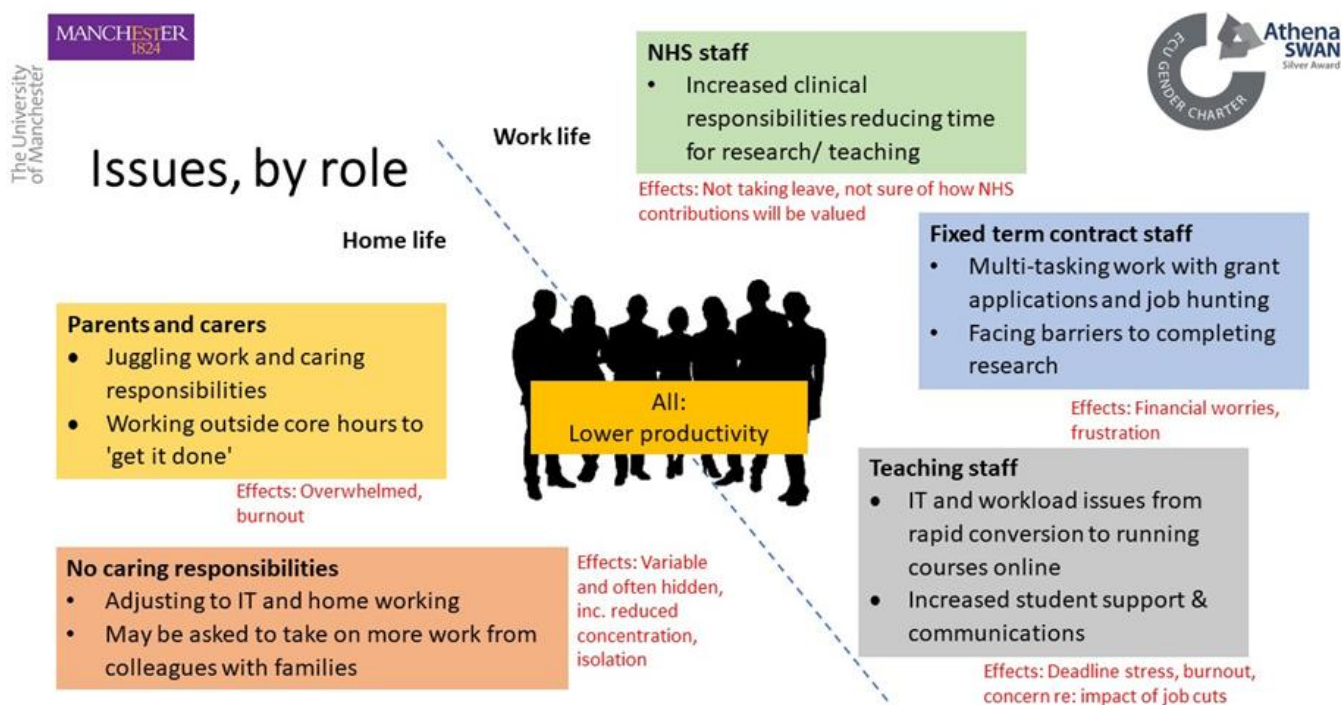
Figure 15. Infographic of findings from FBMH COVID-19 survey (2020)

2. Evaluating success against the department's key priorities

Please describe the department's key achievements in gender equality.

CONTEXT: Our previous applications did not formally set key priorities. Therefore, we retrospectively identified 3 large scale priorities that targeted shared issues across all Schools/units where we have achieved significant impact:

PRIORITY 1: Increasing career development opportunities and diversifying leadership	
Previous AP references:	
SBS	**B1.1.5, B1.3.2, B1.3.4, B2.1.1, B2.2.1, B3.2.0, B3.5.2**
SHS	**H5.1, H5.5**
SMS	**M.3.4**

Academics and Fellows complete our accredited New Academic Programme. Our FBMH training continuum offers career development to staff and PGR (**Figs.16&17**). PGR training is provided through our Doctoral Academy.

We enhanced governance, and researcher input to Faculty research strategy and culture, with a new AD for Talent Development and Fellowships (and Director of Fellowship Academy (FA)). As well as running workshops, 1:1 clinic sessions, supporting fellowship applications, organising practice interviews, the FA also fosters the 'Fellows Forum' who are consulted on issues such as research training and culture. The FA administers new internal funding schemes for researchers (e.g. Deans Prize Fellowships (2022-onwards: 63% Female (7/11)) and supports follow-on applications.

Career support for researchers comes through FA, Learning & Organisational Development (L&OD) courses, 1:1 career consultation, and recently through 'Prosper' (a cross-institutional online portal - 21/48 UoM places went to FBMH postdocs (cohort: 75%F)). Our "Career Development of Research Staff Statement of Expectations" (2019; aligning with Researcher Development Concordat) encourages ten days p.a. for professional development. We note in the Researcher survey (2023) majority of respondents took fewer (only 3.3%F; and no men taking up 10+ sessions). Lack of time/workload was the most common reason cited for lack of engagement (**PRIORITY_4**).

Wide training opportunities for all staff are available, and career aspirations/training needs discussed with line managers at P&DR. SS2022 revealed 72% FBMH staff had a P&DR within the last 12 months (>UoM 65%), with 77%F and 70%M finding it useful. SS2022, 65% staff agreed their manager encourages them to engage in personal and career development opportunities (68%F and 61%M; UoM 63%).
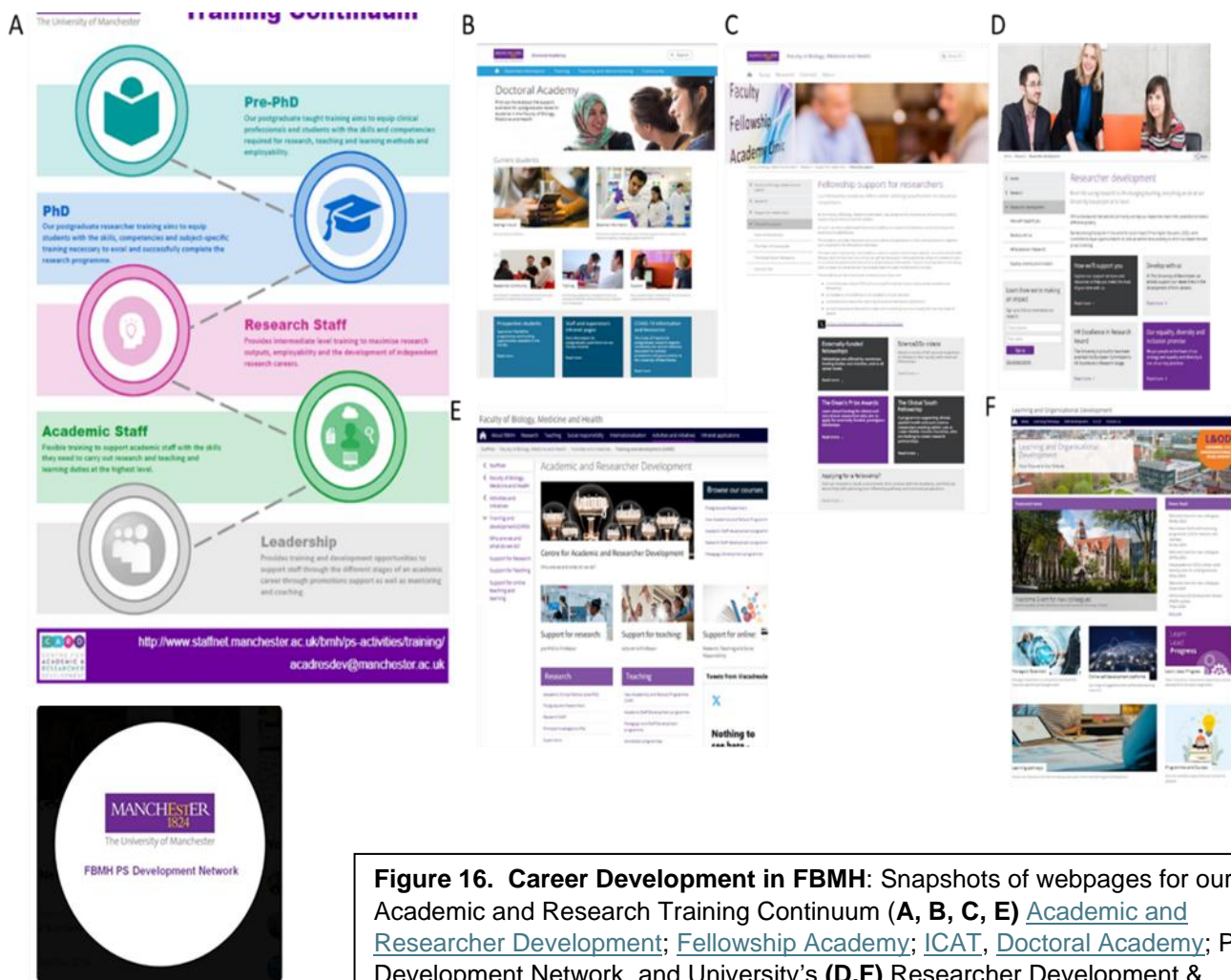
Figure 16. Career Development in FBMH: Snapshots of webpages for our Academic and Research Training Continuum (**A, B, C, E**) Academic and Researcher Development; Fellowship Academy; ICAT, Doctoral Academy; PS Development Network, and University's **(D,F)** Researcher Development & L&OD.
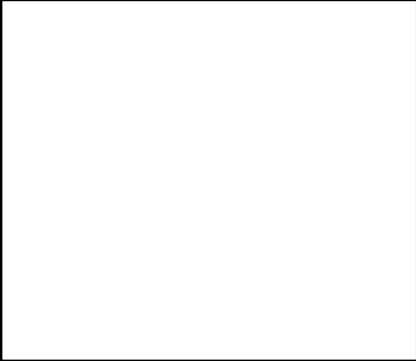

Figure 17. Supporting career progression and celebrating success. **Image Redacted of x (twitter) post congratulating colleague of FBMH receiving Research staff of the year 2023.**

We can evidence the increase in numbers of staff who take up training (**Fig.18A, Appendix_2**), including a significant increase in women joining Manchester Gold mentoring programme **(Fig. 18B)**, internal and external leadership programmes such as Aurora, Stellar HE and 100 Black Women Professors Now! (**Appendix_2**). Manchester Gold has grown through targeted communication, inclusion of positive action statements, more visibility through P&DR (working with EDIC and P&OD leads) and increasing the number of mentors (a previous limiting step).

A

B

Acknowledging systemic barriers for females and minorities navigating networks and accessing sponsorship, we led a Faculty inclusive advocacy pilot for ethnic minority early career researchers (12F/3M), which expanded across UoM from 2021-23 (22 BAME Grade 5-7 PS (77%F) and 18 Research Staff from underrepresented groups (50%F, 70% BAME) partnered with senior leaders. Participants reported improved self-confidence, and advocates provided encouragement, feedback, strategic insight and networks. Early evaluation shows a positive impact, including new collaborations, understanding of career pathways and increased awareness/access to internal/external research funding.

We are now working to embed advocacy/reciprocal mentoring opportunities**.** To maximise opportunities and monitor career trajectory and pipeline development for minoritised colleagues, we are trialling '*Diversifying Leadership Secondments'* (0.2FTE; **PRIORITY_2**) from 2024/25 consolidating training with reciprocal mentoring (FLT and PSLT sponsor).

Feedback and impact from leadership programmes (**Fig. 19, Appendix_2**) is excellent - with many staff being promoted and/or taking on senior leadership roles (**PRIORITY_2)** and as well as extending internal, we increased funding (23/24) for external leadership training (which is prioritised for early- and mid-career staff; **Appendix_2)**

Figure 19. **Example Feedback** from FBMH colleagues about external training programmes (Aurora info from UoM SAT); colleagues at 100BWPN meeting (opened to PGR in 23/24)). **Image redacted**

Following on from a coaching and leadership 6-month pilot (organised (with funding) by FBMH women's network), FBMH EDIC commissioned research (2020-21) from UoM '**Developing a career coaching offer for Black, Asian and Minority Ethnic staff in FBMH'** Summary of the key findings were disseminated and informed development of Career Coaching for Inclusion Programme by UoM L&OD (in partnership with EDIC).

IMPACTS:

A coaching approach to career development has been adopted and expanded by L&OD across UoM. Over 100 staff are trained to provide coaching to colleagues across UoM (2018-23: 47 FBMH staff have taken coaching courses: 87%F). All staff can apply for coaching, including

those with expertise of exploring intersectional issues, or clinical experience. All leadership programmes are underpinned by mentoring/coaching

A program of bespoke coaching for students of black heritage has been launched, led by FBMH (23/24).

Increased funding by FBMH for more participation in external leadership programmes.

Leadership: Over the last six years, we have had 7 VD-HoS (42%F). Currently, all VDs-HoS are men. FLT lacks female academic members (since 2022/23; following VD-HoS retirements, and VD-TLSE promoted to UoM Leadership) – new (F) VD-TLSE is joining July-2024. Many of our Female Professoriate have Senior leadership roles at UoM-level. Steps taken to encourage women (and under-represented staff) to apply for vacant leadership roles:

- The leadership pipeline is monitored by FLT, EDIC and SAT, and actions taken for future succession planning (e.g. new Deputy HoS roles (3F) who develop active experience of FLT, supporting potential future application to VD-HoS or other leadership roles).

- Facilitated role sharing (e.g. current role sharing for SMS EDI Director: 1M, 1F).

- Positive statements on role advertisements, where there is gender imbalance.

- Developing International women in leadership networks (e.g. joining UoM work with Brazil and India academic women networks) and following MoUs signed by FBMH with Ministry of Health and Kenyatta University (2020), with Kenya. The ex-VC of Kenyatta Professor Olive Mugenda gave our 2024 IWD keynote, with follow on roundtable events exploring leadership, and potential for network with East Africa (**PRIORITY_2**).

All three Schools have female AD for Research (role previously under-represented by women)

Supporting our Research: Analysis of funding showed that women in FBMH submitted fewer grants (714F vs 1015M: in line with proportion of staff on T&R/R contract-types), men tended to be more successful (cumulative analysis: 2019-22; success: 54%F vs 59%M). To discuss and understand differences in grant application/success rate our Faculty AD for SR/EDI organised series of workshop and focus groups with staff and funding councils. These led to the development of actions for us to best support our staff through mentoring, grant-writing retreats/clinics and developing FA, to best support early- to mid-career research/academics (**Fig.19; PRIORITY_2**)

IMPACT:

FBMH research focus groups informed Wellcome's own EDI strategy:

"The focus group was fantastic, **and I'm pleased to say contributed to the D&I platform becoming a strategic priority for 5 years.** This should be enough time for us to embed it in everything we do…"

Wellcome (email feedback)

PRIORITY 2: OPPORTUNITIES AND AWARENESS AROUND FLEXIBLE AND HYBRID WORKING	
Past AP references:	
SBS	B2.1.3, B4.1.1, B4.1.2
SHS	H5.9
SMS	M3.1

In 2018, only 49% PS Staff surveyed by SBS said they had opportunity to work flexibly, mirrored in other Schools - identifying this as a priority for our PS colleagues.

SBS led on raising awareness and best-practice exchange:

- Showcasing practical examples: launch event for Flexible Workers Networking Group; Flexible working champions

"…flexible working option seems at the discretion of management and with our roles there is little support to allow this…. will save on time travelling for hours and make admin staff less stressed and appreciated that there is trust in working from home"

SMS AS survey, 2018

- Working with P&OD: line manager training (2020: 6 sessions for ~80 line managers)

- Raising awareness: FAQ on intranet (**Fig.20**); hosting a flexible working event (2019): attended by 185 people (including UoM registrar).

Figure 20. Flexible Working: example infographics, FAQs, posters

- EDI/AS leads had meetings with senior leaders, regarding changing the culture to enable consistency of application and staff experience, and encouraging recruitment to be advertised with flexible working.

IMPACTS:

Informed UoM approach to hybrid working, with rollout of <u>Hybrid Working Framewor</u>k for PS (from 2021)

Roles advertised with flexible working, and staff can now apply for flexible working from day one of their employment.

88% staff agree flexible working is enabled (SS2022 89%F; 89%M; 85% other gender identity).

For Academic teaching staff there is often imbalance between flexible working and delivery of teaching timetabled between 9-6pm. A UoM-wide Timetabling Project (2023) improved mechanisms to recognise formal flexible working arrangements (FWA) and for academic staff to request not be timetabled to teach on certain days/times (e.g. due to caring responsibilities) through a new Teaching Availability Arrangement (TAA).

For pilot year (2023/24) 67 TAA requests (58%F) were received - approved (53.8%F; 60.7%M) or rejected (30.8%F; 25%M). Most rejections/part-approvals involved requests for no timetabled teaching at both ends of the day everyday (difficult to accommodate for teaching/timetabling delivery - staff were signposted to FWA). Focus groups highlighted those without TAA were fearful of being allocated the 'less desirable' teaching slots (**PRIORITY_8**)

PRIORITY 3: PROGRESSING TOWARDS A MORE INCLUSIVE ESTATE	
Past Action Plan references:	
SBS	B3.0
SHS	H5.7
SMS	M4.7, M4.9

An AS working party identified needs of disabled staff and students, those requiring quiet/rest spaces, prayer rooms, breastmilk pumping/storing, and all gender toilets.

This led to funding success and a project across UoM (in partnership with EDID and Estates).

A SHS period poverty pilot provided access to free menstrual products (**Fig. 21**). The team received Wellcome funding, conducted qualitative research about breastfeeding support needs on return to work. Findings were widely communicated, with report for UoM here.
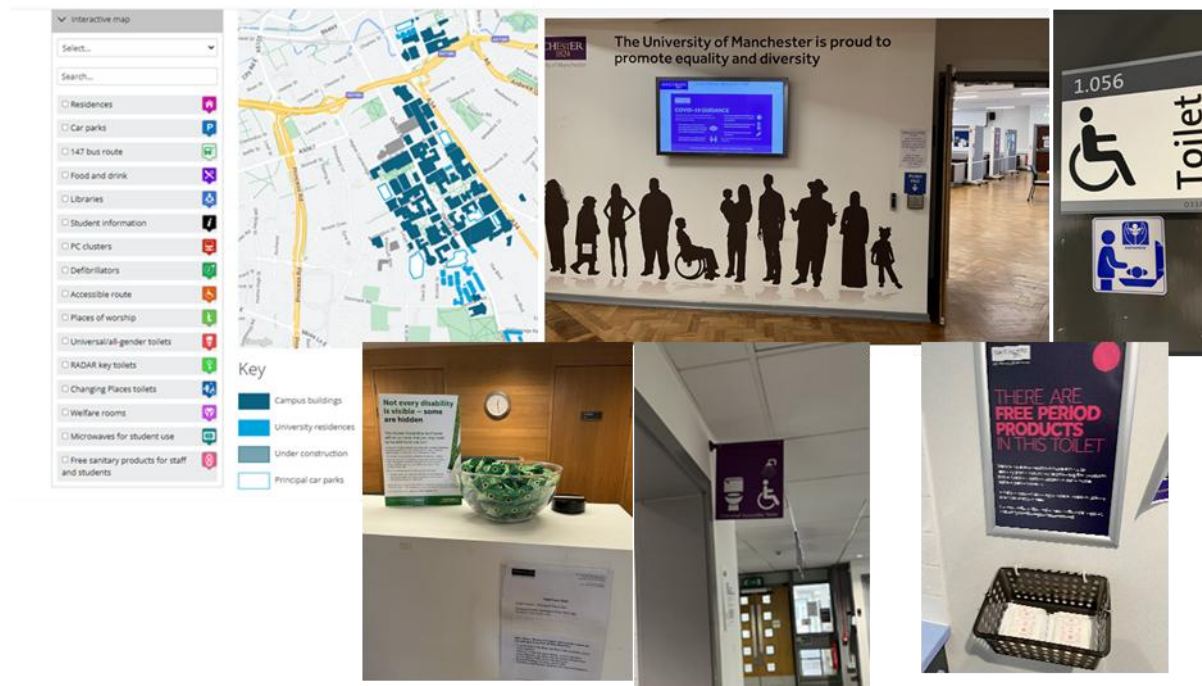
Figure 21. **Developing more inclusive facilities –** interactive map and Faculty buildings

In 2023/24 'world cafe' consultations occurred around inclusive estates (with EDI considered from the start). This along with our 'Disability Day of Development' and Neurodiversity panel events, and workshops for inclusive, accessible estates, aims to increase understanding, trust and stakeholder input.

Child access to FBMH buildings is restricted to ground floor café areas, sometimes causing challenges for staff and students juggling work with unexpected childcare emergencies (e.g. illness of childminder/school closure). Our SAT is contributing to the UoM AS Future Families project, reviewing and improving family-related policies, support, and spaces (**PRIORITY_8**). PGR parents and carers network hosts family events on campus (Christmas, Eid).

IMPACTS:

✅ 'Investing in Success' funding and recommendations, led to provision of new welfare rooms, breastfeeding/milk-storage rooms, all gender toilets, places for worship: all shown on interactive campus map.

✅ Successful SHS pilot, informed UoM request – in 2023, UoM consolidated pilots into an estates and facilities-delivered benefit (£100,000 annually). Sanitary products are freely available in 50 female, and all gender toilets (on campus map).

✅ SHS breastfeeding research is informing UoM policy, and Future Families Project plans

✅ Long-sleeved scrubs and theatre hijabs introduced in our Biological Service Facility (2024).

Section 3: An assessment of the department's gender equality context

Word Count: 4334

1. Culture, inclusion and belonging

To assess gender equality context, we evaluate student and staff data, reflect on intersectional inequalities, gendered impact of caring responsibilities and balancing clinical-academic roles. We explore culture through main themes of the culture survey (belonging and inclusion, gender equality, work-life balance, bullying and harassment, career development, and wellbeing, **Appendix_1**)

Student profile (Appendix_2):

We have a large, growing student community (from 11,629 in 2017/18 to 12,998 in 2022/23), with increases in UG and PGT student numbers from 2020 (**Table 3; Appendix_2**).

Table 3. Student profile headlines – % Female representation in FBMH			
	2017/18	2022/23	% change (5yr)
Foundation	65.7%	58.1%	-7.6%
UG	68.9%	72.9%	+4%
PGT	67.7%	71.5%	+3.8%
PGR	61.3%	65.0%	+3.7%

Foundation years provide science background to students lacking appropriate science qualifications for direct entry (SBS, SMS) or for students who meet contextual admissions requirements (SHS). 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). Increased BAME representation of Foundation students in FBMH (+4.4%) and increases in SBS (+20% BAME); and SHS (+7.2% BAME; 2022/23: 92.9% BAME); **PRIORITY_1**)

Females are overrepresented at both UG/PG level (72.9%F UG; 71.5%F PGT; 65.0%F PGR) a trend in line with A-levels and HESA benchmarks (72.9%F UG; 75%F PGT; 64.6%) for our specialities and enrolment areas.

SHS shows 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 (**PRIORITY_1**). 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%).

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%) and we are pleased to see our sex awarding gap has narrowed - with increases in male attainment over the last 5 years. Disappointingly intersectional analysis found our ethnicity-related awarding gap widened in 2021, leading to SSH formation and investment in differential attainment research to understand this better (**PRIORITY_1**). We are pleased to note 91.7%F and 89.3%M UGs move to 'positive destinations' following graduation.

We see similar demographic profile within our PGT cohort (from 67.7%F to 71.5%F in 2022/23), with declining representation of white Males (2018/19: 22.7% to 2022/23: 14.0%). In PGR we note a decline in representation of white males over the last 5 years (from 26.8% to 21.7%), with BAME Males still representing the smallest cohort of PGR (from 12.0% 13.2%: **PRIORITY_1**)

Staff profile and pipeline (Appendix_2):

Analysis reveals 64.3% of our staff are female (up from 60.3%F in 2018), with an increase (+3.6%) in BAME female representation over the last 5 years. Intersectional analysis shows 22%F/20.1%M Academic/Research staff are BAME, and 6.7%F/4.2%M have declared a disability. In PS 17.2%F/13.3%M staff are BAME, and 10.1%F/6.6%M are Disabled.

Increased career development, mentoring and leadership training opportunities has been addressing female (and intersectional) under-representation at senior level, in conjunction with staff retiring/resigning/ending FTC etc (with 101 senior (Grade 8/9) academics leaving between 2018-22 (39%F; 61%M).

We see positive shifts in proportions of female senior PS and academics over the last five years, for both clinical and non-clinical academic staff (**Fig.22**). Whilst senior progression in SBS may appear less than other two Schools (**Table 4**), we note the cohort move of 30 substantive staff from SBS to SHS in 2022 (included 5 female Professors), however we will monitor and evaluate School differences in promotion application/success rate/recruitment and departures (**PRIORITY_1&2**).
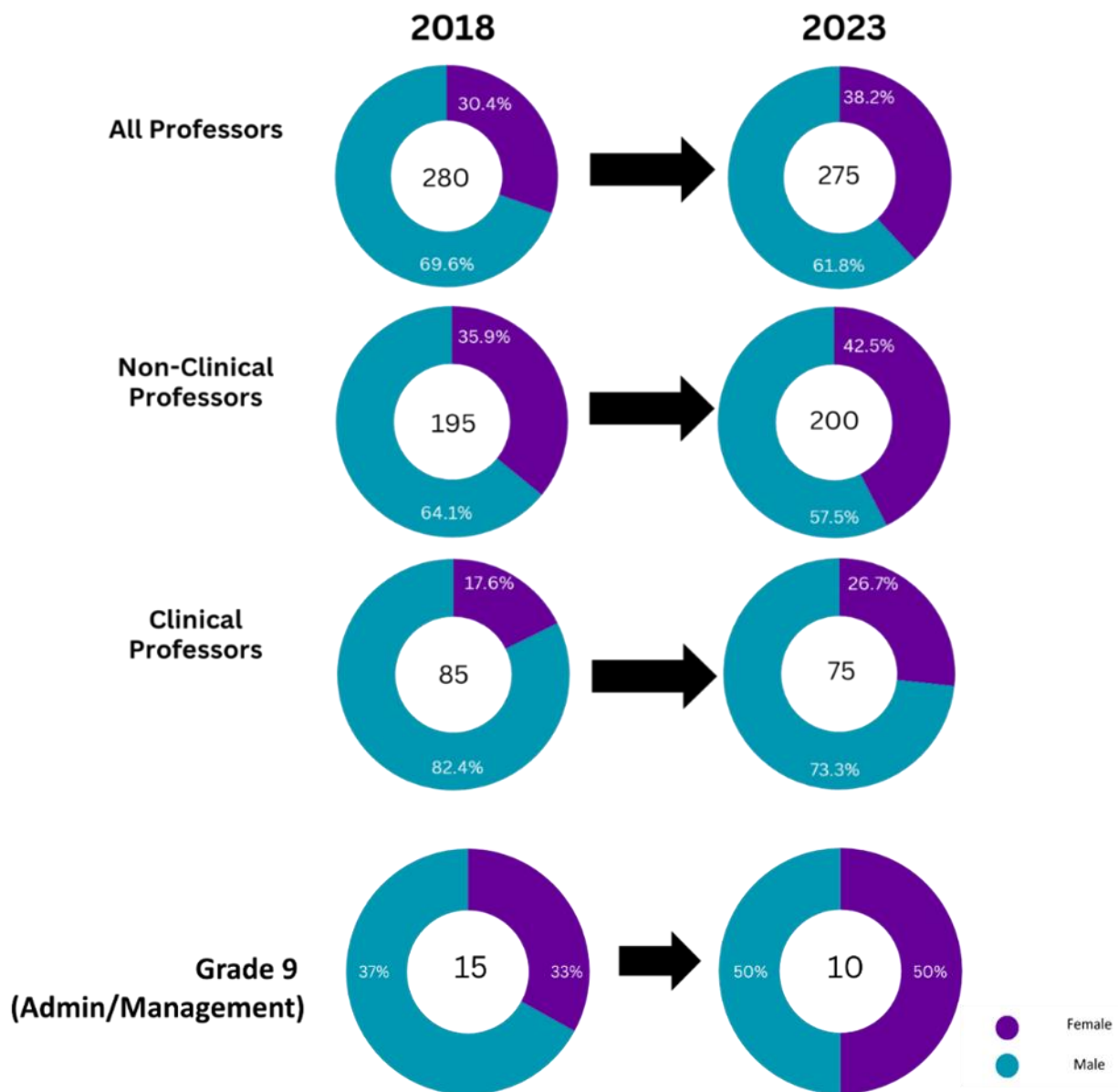
Figure 22. Changes in Professorial and Senior PS (Grade 9) demographics since last award date.

Also dichotomised into clinical and non-clinical Professors

Table 4. Changes in Senior Academic Staff Profile within each School

	2018		2023	5 year change
SBS				
Professor	30% (30)	→	31.6% (30)	+1.6%
Reader	50% (5)	→	50% (5)	0
Senior Lecturer	42.9% (30)	→	41.7% (25)	-1.2%
SHS				
Professor	35.3% (30)	→	47.4% (45)	+12.1%
Reader	60% (15)	→	80% (20)	+20%
Senior Lecturer	59.1% (65)	→	57.1% (80)	-2%
SMS				
Professor	23.5% (20)	→	38.9% (35)	+15.4%
Reader	66.7% (10)	→	50% (5)	-16.7%
Senior Lecturer	41.2% (35)	→	55% (55)	+13.8%

Data expressed as % Female (rounded headcount)

Recruitment: Overall shortlisting/success rates are largely similar (for example, 14.3%F and 13.0%M shortlisted and 4.1%F and 3.0%M successful in 2023. Cumulative analysis from 2019-2023 data revealed Females made 59.9% of academic/research applications, proportions of applications shortlisted (15.3%F; 14.3%M; 15.2% other gender identity), and successful were similar (3.9%F; 3.6%M; 4.3% other gender identity). PS success rates show higher success rates for female and other gender identity (2.9%F; 1.9%M; 5.6% other gender identity). Focus group attendees did share perceptions of panels lacking diversity. Therefore, we are piloting inclusive recruitment ambassadors (**PRIORITY_4**)

Grade, contract type and function: We see sustained representation/modest increases in female representation at Lecturer, Senior Lecturer and Reader level since 2018 (to 61.1%, 53.3%, 55.6%F respectively), and sustained increases in Female Professors to 38.2%F (favourable compared to: 32%F HE sector, 28%F Russell Group benchmarking, 2021/2022). We have relatively few Readers, with most promotions bypassing this stage - applying straight to Chair (**PRIORITY_2**). Intersectional data largely shows decreasing BAME and disabled representation (males and female) as grade increases.

We have seen an increase (from 17.6% to 26.7%) in Female Clinical Professors (now above the UK average 24.3%F ([Medical School Council Benchmarking](#))), and a doubling in numbers of BAME Female Professors (from 1.8% of Professoriate to 3.7%) but these numbers are still low (**PRIORITY_2**).

Our Academic/Research staff are on several contract types:

- Teaching and Research (T&R: 43.6%F)

- Teaching/Teaching and Scholarship (T/T&S: 64.5%F)

- Teaching (84.1%F)

- Research (62.7%F)

The number of female teaching only academics in FBMH rose from 110 to 185 (2023), primarily in clinical debrief/pharmacy/allied healthcare tutors, mostly fixed-term contracts (FTC) - corresponding with female overrepresentation on FTC (66.2%F). Since 2022/23, staff with four years' continuous service automatically move to open-ended/permanent contracts linked to finite funding. We expect a continuing shift in FTC data in the coming years (**PRIORITY_5**).

Women are overrepresented on FTCs at PS Grades 2-8 (gender parity at Grade 9; 50%F) and in clerical/secretarial (83.6%), administrative and management (78.0%F), underrepresentation persists in computing roles (22.2%F), with near parity in technical roles (57.2%F) – although we do see under-representation in senior technical roles (experimental officers (**PRIORITY_5**)). Focus groups highlighted lack of opportunities and formal progression pathway particularly by female PS participants, possibly contributing to overrepresentation in Grades 2-6. We will work with UoM to drive actions (**PRIORITY_5**).

PS Progression: staff apply for more senior roles through general recruitment. Fixed-term opportunities can be considered as secondments to aid progression. PS regrading is possible if there has been a substantial increase in existing role requirements or level of responsibility by application. Of ~100 PS regrading applications in UoM, application and success rates are largely gender-balanced (2%F/1.5%M application rate in 2022; 98% success rate). Faculty-level data not available (low numbers).

Academic/Researcher promotion: is possible on all contract types. Criteria consider the full range of roles/responsibilities, including EDI and SR, and extensive guidance is provided (P&OD/Faculty webpages/P&DR/workshops). Our Women's network groups (Women in BMH, Women in Cancer networks) and AS/EDI events provide informal forum for panel events, CV-clinics, and informal career support. Over the last 6 years, promotion champions (previous AS action) have supported staff develop their cases for promotions, and a Divisional team provides constructive feedback before submission to SPC and FPC. While we cannot report on specific numbers of staff seeking advice from champions, feedback reveals them helpful, but with further suggestions to enhance these roles (**PRIORITY_2**). Since 2017, School Directors for SR/EDI (School AS leads) sit on SPC, and the VD (or AD) for SR/EDI joins FPC. All on promotion committees have EDI and Unconscious bias training, and impact of any career break/covid/relevant personal circumstances can be noted by applicant (for chair) on paperwork. We note that more women attended more FBMH academic and researcher promotion workshops than men. Applications up to grade 6/7 are considered/approved by SPC, and no gender differences are observed. Promotions to 8/9 go forward to FPC. Over the last 5 years application rates for women have been consistently higher for SL/SRF than men, but rates of applications to Chair have been

falling for both. There are no significant differences in success rates between women and men at any level (e.g. to Grade 8: 81%F vs 79%M success) or across academic pathways or across academic pathways (e.g. T&R/R: 72%F vs 70%M success; T&S/T: 87%F vs 77%M; (**PRIORITY_2**) Professors are invited to apply annually for re-zoning, with support provided through VD-HoS and line managers, however feedback suggests more support would be useful, and workshops will be piloted for female Professors through networks/Academic development (**PRIORITY_2**)

SAT members received Wellcome funding to explore barriers/facilitators in the CA career pipeline - interviewing stakeholders, CAs and clinicians in GM with particular focus on minoritised groups, providing the evidence base to inform our CA actions. Assessment of time spent in academic progression stages for academics (by Sex and Clinical/Non-Clinical; *data not shown*), highlighted only one difference: Female SL/clinical: averaged 6 years vs 5 years for Males (**PRIORITY_2**)

Supporting families and flexibility: ~450 staff took parental, shared parental leave or adoption leave (2018-22, **Appendix_2**). Policies/guidance are accessible through the intranet, line managers and P&OD who signpost for support before, during and after leave, including: 'keeping in touch' days, information on breastfeeding/expressing rooms, academic returners, flexible working options, carers support fund (staff and PGR), and special-parental leave. However, our padlet survey highlighted that support and workload management on return from long-term leave was variable (**PRIORITY_8**). In focus groups, parents and carers (particularly PGR) raised issues e.g. balancing work/commuting/teaching timetabling or study with family commitments/adaptability, and for early career researchers and PGR parents particularly expense (and lack of) childcare/nursery provision. Our Doctoral Academy offers support, flexible study arrangement, and a return to study process with a PGR Parents Toolkit containing support details for situations raised by PGRs, and a PGR Parents Network (open to PGR parents, parents-to-be and carers at UoM).

Intersectionality: We conducted intersectional staff data assessments for sex/ethnicity and sex/disability on Faculty level data (and sex/ethnicity for committees, **Appendix_2**) to avoid identifying individual staff members. We see low rates of 'disclosure' for disability and sexual orientation - focus group comments indicating privacy concerns, insufficient understanding of data usage, and/or lack of inclusion in the language around reporting long-term health conditions (**PRIORITY_2**). Ethnicity data is more complete – we see reasonable diversity with BAME representation (19.5%, **Fig. 23;** UK population 18%). This represents a 3.8% increase since 2018 (15.7% BAME), mainly in early and mid-career research/academic roles, and up to grade 5 PS. Despite improvements, there remains under-representation of BAME staff in senior academic and PS roles (e.g. Professors: 3.7%F BAME and 5.6%M BAME) with numbers of BAME senior PS very low (<5; **PRIORITY_2&4**)
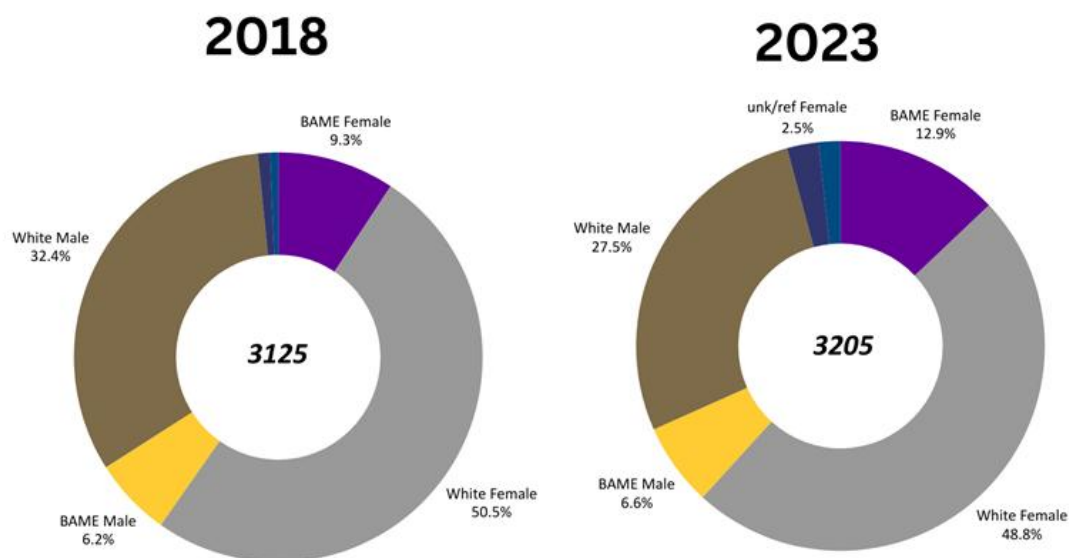
2018

BAME Female 9.3%
White Male 32.4%
3125
White Female 50.5%
BAME Male 6.2%

2023

unk/ref Female 2.5%
BAME Female 12.9%
White Male 27.5%
3205
White Female 48.8%
BAME Male 6.6%

Figure 23. Intersectional (sex and ethnicity) analysis of all staff in FBMH: detailed analysis **Appendix_2**

A 'Recruitment, Promotion and Retention working group' (2021), trialled local interventions to improve diversity in recruitment/promotions (**PRIORITY_2&3**). Fourteen participants with leadership roles engaged with the FBMH-led HEART (Higher Education anti-racism training) programme. We see under-representation of BAME staff, especially women, on committees. To address this, we are considering ways to make leadership, and committee membership accessible and more appealing (**PRIORITY_3&4**)

Our student profile for BAME students is also good, with increasing representation over the last 5 years at all levels (Fo: 63.2%; UG: 50.2%; PGT: 43.2%; PGR 39.4%). We recently gained access to intersectional data that disaggregates undergraduate student degree outcomes by sex/ethnicity and sex/disability. Although FBMH women perform better than men, BAME women perform less well than white women. We are prioritising intersectional data analysis, work with TLSE/APPSG and aligning actions with APP, e.g. formation of SSH to reduce educational inequalities and enable

excellence across our diverse student portfolio. Learnings from qualitative research project (led by AD-IEE and AVP-TLSE (SAT members)) into the context/mechanisms/outcomes associated with Differential Attainment (150 stakeholders interviewed, analysed to generate bespoke interventions (**PRIORITY_1**)).

IMPACTS:

FBMH leads developed a funded co-production programme with students and SU to address differential attainment (from 2016; £768K: Higher Education Funding Council/Office for Students; with University of Birmingham and Manchester Metropolitan University) to trial SIPs working with staff to tackle awarding gaps. This co-partnership model has been embedded in FBMH and UoM-wide.

We created more safe spaces for stronger staff/student partnerships to progress EDI, co-creating a culture of empowerment, mutual challenge and accountability

FBMH Black Student Collective (formed 2023) brings together Black students and staff for networking, and professional skills opportunities (**Fig.24**)

Our Manchester Muslim Medical Student Guide was co-created in response to common questions/concerns (e.g. prayer spaces, modesty, social events). This was endorsed and shared by the Medical School Alliance across 44 medical schools, and adapted across FBMH. The Dental students guide was endorsed/shared by the Dental School Council (DSC) (**Fig.24**). This catalysed Medical School Council, and DSC Faiths Guidance.

Our Doctoral Academy launched (from 2022/23) 'Excellence in Diversity' PhD Scholarships for under-represented PGR (**5F; 2 M** joining programme to date) a positive action to improve diversity in research pipeline.

Figure 24. Staff-student partnerships co-create supportive initiatives

FBMH seeks to recognise and celebrate gender diversity. However, focus groups, SS and Stonewall survey, and informal discussions indicate that inequalities persist. We acknowledge the less positive experiences reported in SS by staff of other gender identities and seek to better understand their experiences and see more positive survey responses (**PRIORITY_2**). Over the past five years, we have enhanced/increased our communications, events, and training around LGBT+ inclusion and ally training, e.g:

- Developed and distributed '**Inclusive language'** guide, and an '**Inclusive Curriculum Reporting form'** for all courses.

- Delivered LGBT+ workshops to all Year 1 and 2 medical students (external facilitator), and LGBT+ affirmation strategy is incorporated into medical curriculum (**PRIORITY_1**)

- Signed UK Medical Schools charter on LGBT+ 'Conversion Therapy'

- Events and communications during LGBT+ History and Pride months

- Guide for digital inclusion of pronouns circulated, workshops on pronouns and other gender identities, and hosted LGBTQ+ AllOut 'Ally training'.

- [It's not alphabet soup – supporting the inclusion of inclusive queer curricula in medical education](#) (2021)

- Trans-awareness/training courses (**Appendix_2**)

- EDI included in our Patient and Public Involvement and Engagement (PPIE) Celebration events: (2022) '[From Buzz Words to Reality Padlet'](#) has been widely used since and is used as a dynamic resource.

IMPACT:

Researchers founded **'The STEM Village**,' a platform to improve visibility of the LGBT+ STEM community around the world - providing opportunities for LGBT+ people to showcase research and enhance visibility of LGBT+ people. STEM Village has organised online conferences/seminars, and FBMH are delighted that the first in person symposium will take place here (2024).

The leads received MAD award for EDI (2024).

Embedding inclusion and belonging into FBMH culture

We aim to ensure **all our staff** feel valued and respected in FBMH. Our VP-Dean, and colleagues joined a UoM 'Belonging' campaign (2023), sharing what this meant to them **(Fig.25**). All Faculty/School EDI leads run workshops, initiatives, and campaigns to understand and champion belonging and wellbeing (**PRIORITY_7**).

Figure 25. 'Belonging' FBMH staff join the UoM campaign video.

We take time to celebrate and appreciate the many contributions to our environment **(Fig. 26)** using Faculty/School newsletters, Rewarding Excellent Performance nominations, and annual celebration events ('**MAD', 'Postdoc Appreciation Week'** (2020-); '**CovidHeroes**' (2020) '**SMS Stars'** (2021-) and our annual '**Celebrate a Brilliant Colleague'** (2022-) has increased from 250 nominations in 2022 (27%M; 73%F) to 508 nominations in 2023 (32%M; 68%F).

Analysis of the last SS (with embedded AS core culture questions, **Appendix_1**) showed FBMH staff were generally more positive compared to UoM as a whole. However, men (500/1725) and staff of other gender identities (15/1735) tended to have more negative perceptions (particularly related to leadership/line management, pay, benefits, university purpose, organisational change, and researcher support) than women (1170/1735). We are similarly concerned by the negative responses of staff who chose not to reveal demographics (50/1735). Relatively fewer men engaged with SS, and lower male participation in SAT (28%M), and SAT focus groups (36%M) has challenged contextualising negative perceptions (**PRIORITY_2**).

- In 2021 pulse survey, 51% staff (53%F; 48%M; 27% other) agreed **'I feel valued and recognised for the work I do'**.

- In SS2022, responses to this question increased: 60% staff (63%F; 56%M; 62% other) (**PRIORITY_7**).

Postdoc Appreciation Week (PAW) was introduced to the UK by researchers from SBS in 2019, organising events to improve research culture and sense of belonging, attracting ~600 attendees (accompanying social media campaign reaching ~1.6 million Twitter/X users in 12 countries).

✓ Team won Elsevier's 'Best New Event' Award in 2019 (awarded from the American National Postdoctoral Association), and a UoM MAD Award

PAW has grown considerably, with lead research fellow (Joan Chang) securing independent funding (UKRI, Wellcome), partnering with multiple UK and Republic of Ireland institutions.

✓ Over 1000 UK postdocs attended live (online) events. Events/talks are free and recordings available [online](#) (>800 views of resources)

✓ We are delighted Joan recently won MRC Impact Prize for PAW (MRC, Early Career Impact; June 2024)

Schools/Divisions/Staff/Students are encouraged to express appreciation to their postdoc colleagues during PAW through social media, newsletters, and bespoke 'Thank You PAW' postcards and social events (**Fig.26).**

The Faculty is working hard to embed EDI into our culture. Leaders can self-assess core inclusive leadership competencies including 'role models for inclusion', and 360° feedback (**PRIORITY_3**). Members of FLT/PSLT teams commit to an annual EDI objective (since 2021). To demonstrate our individual and collective responsibilities, we now actively encourage all FBMH colleagues to include an EDI objective in their P&DR (from 2023). ADs/EDIC/SAT members created a guidance document with ideas for integrating EDI-values in their teaching, research, PPIE, recruitment, daily professional activities.

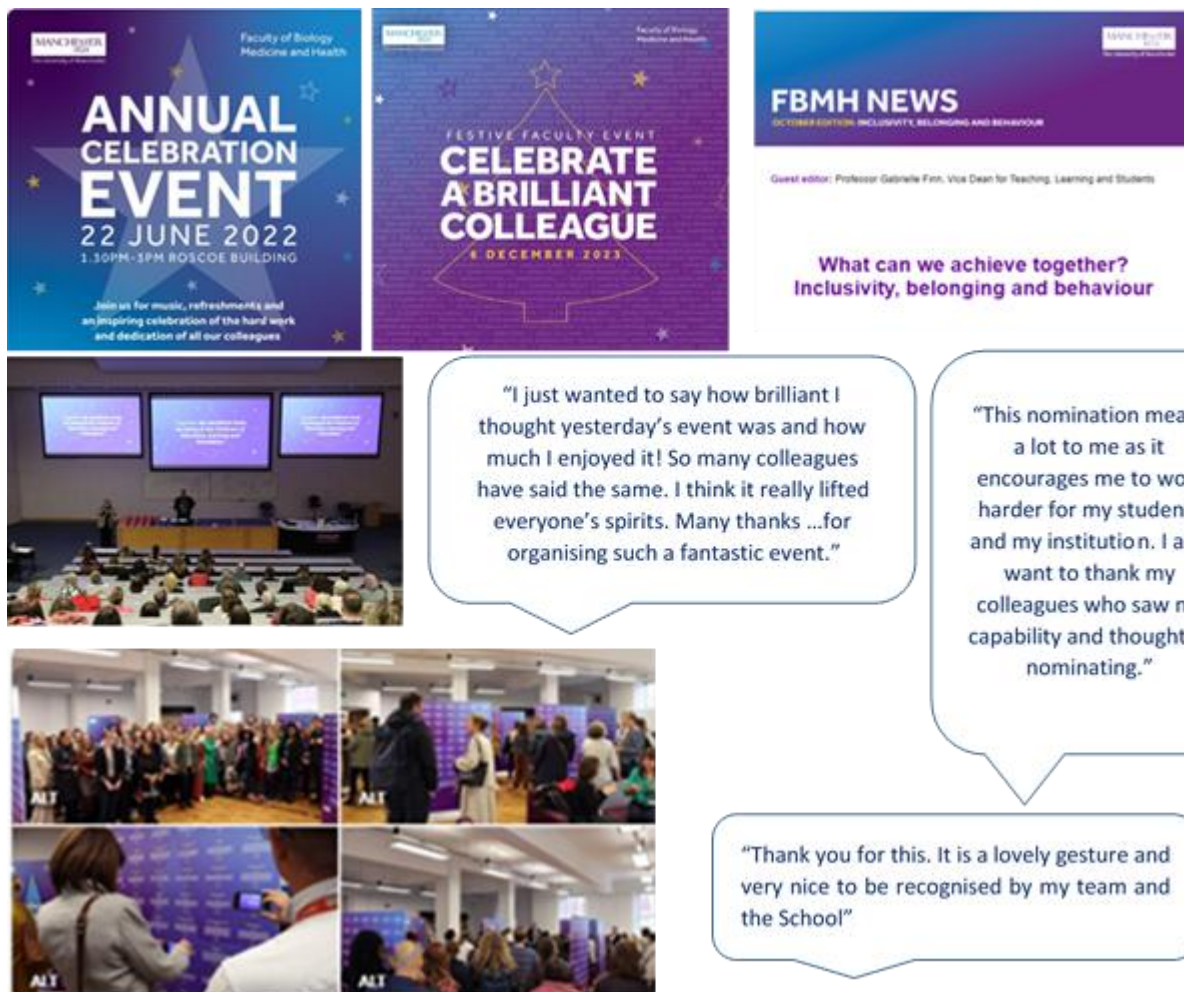✓ Guidance document adapted/adopted by other Faculties.

Figure 26. 'Celebrate a Brilliant Colleague', and 'PAW' – some of the ways we thank and celebrate our colleagues (with some feedback quotes).

Creating a supportive, anti-bullying and anti-discriminatory environment

The Faculty promotes UoM 'Dignity at Work and Study Policy' through staff/student induction and essential EDI training. However, SS indicated 8% staff (93 respondents; 8%F; 6%M; 23% other gender identities) experienced bullying or harassment at work in the last year. Of these people, only 9% agreed/strongly agreed that they were satisfied with how this was addressed (vs UoM 14%). To reduce incidence of discrimination, empower people to use Report & Support (R&S) and feel confident about reporting

incidents. UoM has commissioned external review of procedures/platforms (**PRIORITY_6**).

Our Women in Cancer Network's '**Conscious Conduct in our workplace'** event (2018), piloted active bystander training:

This pilot evolved into UoM-wide 'Active Bystander' training programme delivered by EDID. It includes examples of gendered sexual harassment, inappropriate behaviour and strategies for responding to these.

SMS surveyed student's experience of sexism and sexual harassment and safety (following discussion with AS Medical School Network, 2021). Our survey revealed few respondents (21%F; 22%M; 50% other gender identity) knew how to report incidents or get support (despite links being on Intranet and student guidebooks), revealing more communications/different approaches were needed, therefore the SMS AS team worked with UoM to enhance transparency/clarity about the R&S process:

- Student R&S website now more informative with FAQs/advice for FBMH students on professional programmes.
- All student ID cards now contain links to support.

Following the BMA's sexism in medicine survey (9/10 female doctors experiencing sexism at work), medical students published a letter detailing their experience of sexism, including from peers "Tackling sexist inequality in medical school -student

"…We all go through the same training—nothing separates us other than the attitude and education of our peers" BMJ

letter" (2021).
We commended the students for speaking out, reached out to the authors and staff and students are working together:

- Women will not be ova looked – a response from a medical school (2021)

- First the words, now the actions. a proactive approach to tackling sexism in medical school (2021)

- Student-led anti-sexism campaign (2023). Well attended launch (staff, students, and leadership from Faculty and NHS Trusts, plus external speakers ('Surviving in Scrubs')). Awareness-raising materials shared in FBMH and local hospitals **(Fig.27)**

- We signed BMA's '**Ending Sexism in Medicine'** pledge, and became the first Faculty/University to sign the '**NHS Sexual Safety in Healthcare Organisational Charter**' (2023)

- Articles around sexism and harassment are part of clinical debrief sessions

- A bespoke EDI masterclass, with active bystander training was co-created by staff and students and is embedded into year 3 curriculum (from 2022) - for ALL medical students and clinical supervisors prior to placement.

Masterclass commended by the General Medicine Council who observed a session. *"…education and training is fair and is based on principles of equality and diversity…"*

- SAT/FLT members of the 'Tackling Sexual & GBV in UK Medical Education' group.

- #NeverOK campaign highlights our zero-tolerance stance on sexual harassment and violence, using a YouTube video featuring our Dean and colleagues.

- SMS team raised awareness – stickers with '#NEVEROK' messaging and R&S links for FBMH toilets.

- IWD day keynote speaker Chancellor Nazir Afzal stressed the crucial role of male allies play - eradicating sexism and gender-based violence (2023). IWD (2024) included reflections from a male ally (**PRIORITY_6**).

In our UG survey, students highlighted gender stereotyping, negative careers advice or comments around careers and parenthood, exists especially as they move into clinical placements. AS teams collaborate with TLSE and student societies for events like 'Meet the Professor' (gender-balanced) holding panel discussions on gender and career choice barriers (e.g. featuring stories shared by women working in 'male-dominated' specialities, and vice versa).

UG Survey indicated 78%F and 74%M agreed/strongly agreed that we '**use female and male staff equally as visible role models**.*'* However, feedback from non-binary students highlighted the need to increase visibility of other gender identities; we have an ongoing action to increase LGBT+ events/communications (**PRIORITY_1**)

✓ SHS-IWD event with Dr Pragya Agarwal '(M)otherhood and bias' was developed into a training resource "**Break the Bias"**

✓ SMS staff organise free multidisciplinary conferences around Female Genital Mutilation e.g. "**Women's bodies: Illusions of choice**" (2023)

We host well-attended annual flagship events for IWD, and recently International Men's Day, and are honoured to work with the **Linnean Society** organising their Irene Manton Lecture to promote and celebrate women's contributions to life sciences (**Fig.28**)

Figure 27. Work around anti-bullying, anti-sexism, anti-discrimination, safety and support.
2 images redacted

Figure 28. Posters for our Annual Flagship Lectures (2018-23) annual Irene Manton lecture (390 registrants) and IWD keynote talks (1079 registrants) ** online

Supporting Whole life balance

Following success of the UoM pilot (2021/22) PS staff now have the option to work according to the Hybrid Working Framework. Whilst some roles do not permit this (e.g.student-facing, technical, estates role) 84%F and 81%M PS (and technical) staff in Faculty Offices agreed/strongly agreed that flexible working is being supported (**Appendix_1**)

- Clear guidance on supporting return to work (e.g. post-maternity/parental/sick leave) is available for all line managers. However, our returners padlet (2023/24) indicated differential experience and support on return to work. Stresses associated with role-changes (e.g. teaching allocation, or area) were highlighted (**PRIORITY_8**)

> 'I had the challenge of a new division, in an area of the university I had never been involved with previously'
> Padlet respondent (PS)

- In 2023/24 we launched Academic Returners scheme for colleagues on T&R and T&S contracts returning from leave (applications up to £9.5K for supporting return to research/scholarly activities). One application (funded) received to date (**PRIORITY_8**).

- Maternity/Paternity/parental/adoption leave periods are equated to other 'mitigating circumstances' in academic promotions/probations.

- Since 2018, all Schools have **Carer Support Funds** to support additional carer costs accrued during conferences/professional training. To date, all applications received have been funded: FBMH (6) : SBS (1); SHS (4); SMS (1)

- Previous AP objectives advocated for equity around adoption leave - we are delighted UoM Adoption Leave Policy now include 5 pre-adoption appointments.

- SS2022 asked staff how they felt supported during the pandemic (65% in FBMH responded positively: 68%F; 62%M; 31% other gender identity, **Appendix_1**). SMS staff were least satisfied (58%F; 58%M). A large proportion of SMS staff returned to front-line clinical duties (2020), and tackled the complexity of managing support of students on clinical placement and/or unable to practice

whilst maintaining business as usual. Wellbeing support is of particular focus for SMS (**PRIORITY_7**).

2. Key priorities for future action

[Please describe the university's key issues relating to gender equality and explain the key priorities for action].

Evidenced by analysis of data, and identification of persistent and emerging issues in surveys/focus groups, 8 key priorities have been identified in Section 2.

Priority 1:   Creating an inclusive learning and teaching environment

Priority 2:   Addressing progression for female academic staff and the under-representation of female academic staff on senior boards and committees

Priority 3:   Continuing to improve diversity and representation on EDI-related boards, increase EDI-resources, and inclusive leadership

Priority 4:   Addressing gender/BAME under-representation across cohorts in the PS community, with clearly defined routes of progression

Priority 5:   Establishing a sustainable and stable community of academic and PS staff

Priority 6:   Tackling Sexism, Bullying, Harassment, and Discrimination

Priority 7:   Improving workload, work-related stress, and wellbeing

Priority 8:   Enhancing a sense of community and belonging

Through co-creation and consultation with key stakeholders, we have developed our SMART, ambitious, gender-focused and intersectional AP to address these issues. We have mapped actions to the UoM EDI strategic priorities and relevant APs, to support alignment to progress our consolidated actions (with FLT sponsors for actions) and we have generated Ganntt chart for each priority area.