

DEPARTMENT OF MATERIALS EDI ACTION PLAN

| Ref | Objective | Rationale | Actions | Person(s) Responsible | Current Status |
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| Communication | | | | | |
| 1.1 | Raise awareness of existing University EDI activities and events | Many members of staff are unaware of many of the EDI activities that the University already organises | Email monthly EDI Digest to all staff and students in the department | School EDI Lead | Responsibility for this task has been moved to School level |
| 1.2 | Make the Department's EDI activities open and accessible to all staff and students | All staff and students should be able to provide feedback on our EDI strategy | Develop Department Intranet and Internet EDI pages, including this action plan and a mechanism for staff and students to provide feedback/suggest new actions/raise any other EDI related issues | EDI Lead | Intranet page and Internet page launched, including a link allowing students and staff to submit anonymous suggestions. |
| Student Recruitment, Experience and Progression | | | | | |
| 2.1 | Enhance awareness, visibility and the online presence of people from underrepresented groups in our department | If we are not consciously aware of how our department appears to external audiences, we may give the impression of not being inclusive, which can put off people from underrepresented backgrounds from applying to work or study with us | <p>Annually review our marketing materials and website to ensure the diversity amongst our staff and students is clearly celebrated, and update website with case studies from current staff/students/alumni</p> <p>Ask students who are already here what barriers they had to overcome to get here and work with them to develop case studies (perhaps a short video) that can be shared with potential</p> | <p>Marketing and Recruitment Coordinator</p> <p>Outreach/WP Leads</p> | <p>Hannah Murray, Marketing & Recruitment Coordinator is arranging new photography for our website, which will celebrate the diversity in our department.</p> <p>Tom drafted an email that Lisa and Ahu distributed; however, they did not receive any replies last academic year. They are going to try again this academic year. Ahu is going to</p> |

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| | | | <p>students on outreach visits.</p> <p>Investigate the career paths of our FBT and MSE graduates. Highlight positive case studies on our Internet pages, particularly emphasising the success of students from underrepresented groups.</p> | Marketing and Recruitment Coordinator and Division of Development and Alumni Relations | <p>contact some PDRAs and PhD students to help create the video in collaboration with Media Services.</p> <p>Marketing and Recruit and the Division of Development and Alumni Relations have now taken on responsibility for this action.</p> |
| 2.2 | Ensure that our widening participation (WP) activities are effective and are reaching the right audience | The Department has been undertaking WP activities for many years now. We should have therefore seen an increase in the proportion of students from lower POLAR4 and IMD quintiles in the Department over this time. We need to review the data to ensure this has happened and that we continue to be on the right trajectory. If this is not the case, we will need to adjust our WP strategy accordingly. | <p>Review the schools we target for WP activities, ensuring we focus on the lower POLAR and IMD quintiles</p> <p>Investigate the impact that our WP activities have had on student numbers from lower POLAR and IMD quintiles over the last decade</p> <p>Move away from giving large group talks once or twice per year, and towards a system of</p> | <p>Outreach Officer</p> <p>Outreach/WP Leads/EDI Lead</p> <p>Outreach/WP Leads</p> | <p>Katherine Downey is using the Manchester Prioritisation Model to do this</p> <p>Ahu and Lisa aren't aware of any data. Tom has received data on the last five years from Rebecca Harrington (FSE Admissions and Intake Management Team Leader), but they don't show any clear trends.</p> <p>Ahu and Lisa are keen on this idea and are going to look into using UG and PGR students as</p> |

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| | | | mentoring students from lower POLAR and IMD quintiles Ensure that our outreach activities include information on the financial support offered by the university Create a new WP role that is recognised in the FCM with 5%-10% time allocation that can be given to Early Academic Career Staff that don't already have a service role | Outreach/WP Leads Department Management Team | volunteers. UG students can link this to Stellify to benefit their CVs. Ahu and Lisa are going to prepare a few slides to include in all future school visits Agreed with Department Management Team |
| 2.3 | Ensure that people from certain socioeconomic backgrounds do not have an advantage in interviews due to "cultural training" | It is important that our recruitment processes select students based on their suitability for the course they have applied for rather than because they have better interview technique | Standardise UG and PG interview questions and distribute them to candidates in advance of interviews Include interview training as part of our outreach activities | Admissions Officers/Director of PGR WP Leads | Department Management Team objected to circulating interview questions in advance for UG interviews, but for PhD interviews, interviewees are now told the <i>topics</i> of the questions they will be asked in advance Ahu and Lisa are going to tie this into the mentoring scheme mentioned in Objective 2.2, above |
| 2.4 | Increase numbers of | The demographics of our PhD | As a mandatory part of the | Senior Academic | Janine has begun |

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| | PhD applications from underrepresented groups | programmes should reflect those of the pool of qualified UG/PGT students they recruit from | academic advising process, ensure that all students are asked whether they have considered applying for a PhD | Advisors/Final Year Managers/Tutors | implementing this on the FBT side, and Janine and Rosy have emailed resources to Kun to set something similar up on the MSE side. Kun has emailed the MSE year tutors to ask that they include information in their year group talks. |
| 2.5 | Ensure all PhD students experience an inclusive culture in their research groups | All PhD students should feel included in their research groups and feel that they are able to bring their whole selves to work | Encourage all PhD supervisors to create a code of conduct for their research group – see here for an example | Director of PGR/All PhD supervisors | Discussed with Department Management Team, who recommended that we make a template, rather than having PIs create one from scratch, and recommended including Health & Safety information too. Tom raised this with Scott Heath, who explained that the PGR Governance structure is currently under review and that there may be an opportunity to implement this action once the new structure is in place. |
| Staff Recruitment, Career Progression and Support | | | | | |
| 3.1 | Enhance support for staff with caring responsibilities | Having children should not be a barrier to staff being able to do their jobs | Line managers should highlight the University's support for shared parental leave whenever they find out that a member of their staff is to become a parent | Senior Line Managers and Line Managers | Discussed with Department Management Team. Tom has sent relevant links to Senior Line Managers to distribute and reminded them at a Line |

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| | | | Include details of the support available to parents and carers on the department Intranet | EDI Lead | Managers EDI meeting on 26 th September 2022. Link now included on Department Intranet page |
| 3.2 | Increase promotion applications from staff from underrepresented groups | Current University data indicates that female and BAME staff are underrepresented at senior levels compared to the pools of potential candidates that are drawn from for these positions (e.g. Senior Lecturers compared to Lecturers, Professors compared to Senior Lecturers/Readers, etc.) | <p>Launch a Department mentoring scheme for post-probationary staff. Investigate whether we can include external mentors in the scheme for staff who cannot identify an appropriate internal mentor.</p> <p>Ensure promotions are discussed in every P&DR/informal annual line manager discussion</p> | <p>Senior Mentor/EDI Lead</p> <p>Senior Line Managers and Line Managers</p> | <p>Scheme launched in February 2021. Details of mentoring scheme included on Intranet page.</p> <p>Agreed with Department Management Team. Tom reminded line managers of this at a Line Managers EDI meeting on 26th September 2022.</p> |
| 3.3 | Ensure unconscious biases do not affect promotion decisions | We must ensure that our promotions processes are fair and impartial | <p>Ensure all staff on promotions panels have taken Unconscious Bias training within the last two years</p> <p>Include representation of minority ethnic and gender staff</p> | <p>HoD/Member of staff that convenes panel</p> <p>HoD/Member of staff that convenes</p> | <p>Agreed with Department Management Team, this is now being checked in advance of panels. EDIA Leads sat on other departments' promotions panels this year to oversee their processes.</p> <p>Department Management Team raised concerns about</p> |

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| | | | on all interview panels for permanent staff. Ensure that time spent on panels is captured by line managers and workload is reduced in other areas to ensure staff from minority groups are not get overburdened with work. | panel/Senior Line Managers | workload of minority staff and panel organisers. We discussed creating a School-wide pool of volunteers called EDI Champions that are willing to sit on interview panels, and a member of each panel having a dedicated EDI focus. This is now one of the actions on our School Athena SWAN Action Plan. |
| 3.4 | Ensure all staff have the skills, resources and appropriate training to do the work that is allocated to them | If staff do not have appropriate support this can negatively impact their morale and performance, potentially disadvantaging them in future promotions applications | Ensure line managers discuss with their staff what work will be allocated to them. They should actively confirm that their staff have the required resources (e.g. lab space if they are asked to supervise experimental projects), and skills (e.g. the expertise to teach their allocated course). Sometimes, staff are required to teach subjects that are not directly within their area of expertise. When this is the case, a reasonable amount of additional time should be allocated to their workload in the Faculty Contribution Model to allow them to prepare. | Senior Line Managers and Line Managers | Agreed with Department Leadership Team. Tom reminded line managers of this at a Line Managers EDI meeting on 26 th September 2022. |

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| 3.5 | Ensure staff do not receive aggressive, and non-constructive feedback in UEQs | Insulting comments have a negative impact on staff mental health. Reports suggest that BAME and female staff are disproportionately likely to receive such comments. | Review the current UEQ system, and make appropriate changes to ensure staff mental health is not disproportionately affected | DHoEs/School Head of Education | Discussed with Andrew Horn - UEQs are being reviewed. Tom has sent examples of inappropriate comments received from staff to Timothy Jones, who is leading the review. Katie now includes guidance on appropriate communication in UEQs in her Computing and Communication course. Her slides were shared with Jo Cartwright to roll out in FBT. |
| 3.6 | Improve the level of collaboration within our research themes, ensuring that people from minority groups are not more likely to be left out of proposals | All staff should be supported to set up internal collaborations | Set up annual research “sand pit” events to foster new collaborations within each research theme | Head of Research/Research Theme Leads | Discussed with Department Management Team – there are plans to introduce Faculty-level research sand pits to increase interdisciplinary collaboration. There will also be an academic “speed-dating” session at a future Research Away Day. |
| 3.7 | Ensure that the probation system has parity between T&S and T&R staff | All staff should be supported equally during their probation | Review the probation system, particularly for employees on a T&S contract. The metrics by which T&S staff are assessed should be refined, and there should not be a requirement to publish research papers. | Senior Mentor | Discussed with Department Management Team – agreed that publishing papers is not a requirement for T&S, but can be used as evidence of scholarship. |

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| 3.8 | Ensure that staff are aware of how teaching and other duties are allocated fairly between T&R and T&S staff | Some staff have reported feeling that they are overburdened compared to their colleagues. We should ensure that workloads are transparent, using the Faculty Contribution Model as a tool to facilitate this | There should be transparency of both research and scholarship outputs. Teaching load allocation should take into account research commitments for T&R staff, and scholarship output commitments for T&S staff. No staff should feel that their promotion chances are compromised by being overburdened with teaching. | Senior Line Managers and Line Managers | It has been agreed with the Department Management Team that we will use the Faculty Contribution Model as a tool for staff to see how work is allocated, ensuring this is done in a fair way. |
| Department Culture | | | | | |
| 4.1 | Visibly show our support for our LGBT+ staff and students | We should be proactive in displaying our support to ensure that LGBTQ+ staff and students feel able to be themselves in their work/studies | <p>Display Pride and Transgender flags widely in public locations and academic offices</p> <p>Annually remind staff shortly before or during Transgender Awareness Week (the week leading up to Transgender Day of Awareness - 20th November) to include their preferred pronouns in their email signature (all year round)</p> | <p>EDI Lead</p> <p>EDI Lead</p> | <p>Tom displayed these in the student support hubs in the Engineering Alan Turing Buildings during Transgender awareness week 2022. Flags were also distributed at a Town Hal meeting.</p> <p>Ongoing</p> |

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| 4.2 | Increase inclusivity of meetings | Before the Covid-19 pandemic, many meetings were held in-person at times that were difficult for parents who needed to collect their children from school. The move towards online meetings has made it easier for some parents to attend these meetings. Staff with certain disabilities and/or health issues need to take breaks in meetings and should not have to miss important content to do so. | Vary meeting times to ensure they do not all fall between 2 pm and 4 pm, and avoid holding meetings during school holidays and meeting-light weeks where possible | HoD, all meeting organisers and chairs | Agreed with Department Management Team |
| | | | Encourage staff organising meetings to continue to include an online attendance option after the Covid-19 pandemic has ended | HoD, all meeting organisers and chairs | Agreed with Department Management Team |
| | | | Ensure all meetings scheduled to be longer than an hour include a five minute comfort break per hour and encourage all staff to remind the chair of the meeting to include the break(s) | HoD, all meeting organisers and chairs | Agreed with Department Management Team and now being implemented |
| | | | Where possible, record meetings so that part-time staff can watch them in their working hours | HoD, all meeting organisers and chairs | Agreed with Department Management Team |
| 4.3 | Decrease the number of micro-aggressions experienced by staff | Staff have reported experiencing inappropriate comments at work, and staff from minority ethnic groups, in particular, are disproportionately affected | Organise a half-day EDI Away Day to educate staff about micro-aggressions, power and inequality | EDI Lead, Away Day to be led by external expert | Micro-aggressions training held on January 20 th 2022. |
| | | | Request that University rolls out similar training to all students and staff | EDI Lead, and University EDI Staff | The Faculty has launched a series of new EDI training events which ran for the first |

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| | | | <p>Promote the University's Active Bystander Training and Report and Support system</p> <p>Ensure action taken in response to reported issues is communicated back to affected staff</p> <p>Everyone in the Department should behave in a respectful and inclusive way and should actively challenge and report inappropriate behaviour</p> | <p>EDI Lead/HoD (annual Town Hall/email announcement)</p> <p>HoD</p> <p>All members of the Department</p> | <p>time in November and December 2021. Further courses ran in June and July 2022. EDI training has also been rolled out to students.</p> <p>Tom highlighted Report and Support link on EDI Intranet page in Town Hall Meeting on 25th November 2021.</p> <p>Ongoing</p> <p>Ongoing</p> |
| 4.4 | Increase inclusivity in department events | Staff have reported frustration with terminology used in external events, such as "young person" events that discriminate on the basis of age - even though two people may have had the same number of years of academic experience | Ensure that all events use terminology that doesn't assume that staff who are early in their academic careers are young, or don't have other valuable experience (e.g. from previous careers). | All event organisers | Agreed with Department Management Team |

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| | | post-PhD, one may be unfairly disqualified from attending on the basis of their age. The term “early career” also does not account for the experience that staff may have had in previous careers before becoming academics. Although we cannot control external events, we can ensure that internal events use appropriate, inclusive terminology. | | | |
| 4.5 | Improve the mental health and wellbeing of staff | Staff have reported high rates of mental health issues during the Covid-19 pandemic | Raise awareness of opportunities to get involved in activities at the university that improve wellbeing (e.g. sports, access to green spaces, social activities, etc.) | EDI Lead/HoD (annual Town Hall/email announcement) | Gemma Dale gave an overview of the University’s Welfare resources at a Department meeting on 14 th July 2021. The recording of this meeting has been uploaded to our EDI Intranet page. |
| 4.6 | Ensure that PS staff are treated respectfully and considerately by academic staff | Some members of PS staff have reported having inappropriate/impolite interactions with academic staff | <p>Raise awareness amongst all staff of the University’s Dignity at Work Policy</p> <p>Ask PS staff to record and share examples of inappropriate/rude behaviour or emails, and examples of academic staff</p> | <p>EDI Lead/HoD</p> <p>DSOM</p> | <p>Tom/Sarah to give announcement at Town Hall meeting and send follow-up email</p> <p>The School Operations Team is looking into putting together a set of guidelines for emailing joint inboxes.</p> |

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| | | | <p>behaviour increasing PS staff stress (e.g. by missing deadlines) and if a pattern emerges, take further action to address this</p> <p>Raise awareness amongst PS staff of the Report & Support system Introduce a set of guidelines for emailing joint mailboxes</p> <p>Have one EDI Committee meeting per year focused entirely on PS staff</p> | <p>EDI Lead/HoD</p> <p>EDI Lead</p> | <p>Report and Support link now on EDI Intranet page. Reminders should be given in Town Hall meetings.</p> <p>Ongoing. First meeting held in July 2022.</p> |
| 4.7 | Make it easier for parents with emergency childcare issues to be able to deliver their professional duties | Parents are often left with childcare responsibilities at short notice. The current barriers to bringing children onto campus make it difficult for parents to deliver their work duties, including teaching in particular, in this situation. | Produce a generic department risk assessment that parents can use to bring children into their office and into teaching spaces if necessary | School Safety Advisor | Generic risk assessment now available for all FSE buildings. |
| 4.8 | Provide a supportive work environment for staff who are experiencing menopausal symptoms | 60% of those experiencing menopausal symptoms say this has a negative impact on their work, but small adjustments, such as allowing employees to regulate the temperature around them, take regular breaks if need be and have | Encourage staff to identify adjustments that can be made to support them via conversations with their line managers | Senior Line Managers and Line Managers | Agreed with Management Team – Academic and PS Line Managers have been sent an article that discusses adjustments that can be made. Tom reminded line managers of this at a Line Managers EDI meeting on 26 th |

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| | | access to a desk fan and suitable washroom facilities can all help with menopausal symptoms | | | September 2022. |
| Work-Life Balance | | | | | |
| 5.1 | Ensure that staff do not feel pressured into working evenings and weekends | Staff should feel able to have a healthy work-life balance | <p>Ask all staff who write emails outside of 9-5, where possible and appropriate, to use the delay-send option to send the email at 9 am the next working day to help reduce the culture of out-of-hours emails being the norm.</p> <p>Encourage staff to include a statement in their email signature stating that replies are not expected outside of the recipient's normal working hours</p> <p>Ensure staff do not give the impression that working extremely long hours is expected – whilst this may be required on occasion (to meet tight deadlines, for example) it should not be the norm. If members of staff find</p> | <p>HoD</p> <p>HoD</p> <p>HoD, Senior Line Managers and Line Managers</p> | <p>HoD encouraged staff to use this feature in the Town Hall meeting on 25th February 2021</p> <p>Agreed with Department Management Team</p> <p>Agreed with Department Management Team</p> |

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| | | | themselves working outside of their normal working hours often, they should discuss this with their line manager. Weekend work should not be glorified, especially in large departmental meetings. | | |
| 5.2 | Ensure that staff workloads are manageable, for T&R staff, that research time is protected, and, for T&S staff, that scholarship time is protected | Excessive workloads cause stress, thus increasing the likelihood of staff turnover | <p>Ensure line managers discuss workloads with staff in P&DRs, and in particular, try to find tasks that staff could afford to spend less time on/stop doing</p> <p>Ensure all staff are able to use the Faculty Contribution Model to protect their research time (for T&R staff) and scholarship time (for T&S staff). If other tasks impinge on this allocated time, staff should discuss possible solutions with their line manager.</p> <p>Ensure all staff have access to project management courses to help them to manage changing workloads. Line managers should recommend appropriate courses from the Staff Learning and Development Catalogue.</p> | <p>Senior Line Managers and Line Managers</p> <p>Senior Line Managers and Line Managers</p> <p>Senior Line Managers and Line Managers</p> | <p>Agreed with Department Management Team. Tom reminded line managers of this at a Line Managers EDI meeting on 26th September 2022.</p> <p>Agreed with Department Management Team. Tom reminded line managers of this at a Line Managers EDI meeting on 26th September 2022.</p> <p>Agreed with Department Management Team. Tom reminded line managers of this at a Line Managers EDI meeting on 26th September 2022.</p> |

The following actions have been suggested in Department EDI meetings, but need to be addressed at School, Faculty, or University Level:

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| 6.1 | Request that time for EDIA activities and training is built into the Faculty Contribution Model | 150-hour time allocation for Department EDI Leads and School EDI Committee Members has been approved. |
| 6.2 | Request that contributions to EDIA are recognised equally to contributions to research in promotion cases to encourage staff to apply for EDIA time on fellowships | A Faculty working group on Promotions is being led by Alice Larkin. Tom raised this issue at the first meeting of the group – he will feedback on how this is incorporated into the final recommendations of the group. |
| 6.3 | Make the workload model a transparent system so academics can see how their workload compares. Ensure Faculty Contribution Model is reviewed by PS staff so they can identify areas that can be carried out by PS staff | Faculty Contribution Model has now been launched |
| 6.4 | Investigate whether it is possible to apply for Race Equality Charter Marks at Department level | Complete – Unfortunately, the Race Equality Charter Mark is only at Institution level |
| 6.5 | Ask the University to implement a target for the number of privately educated UK students on our courses that is consistent with the national ratio of private: state education student numbers | Data on applications, offers and accepts for students in 2020-21 and 2021-22 who attended different school types received. Tom requested that we monitor this data across the University, but it was decided that the Participation Of Local Areas (POLAR) and Indices of Multiple Deprivation (IMD) data we collect is sufficient and that it is not necessary to have a target for private school vs state school numbers. |
| 6.6 | Contact HR to obtain figures on the age of PS staff leavers to determine whether anecdotal evidence of older staff leaving PS roles before they reach retirement age is supported by the data. If it is, an investigation should take place to determine why older staff are leaving | Data on age of leavers received. Notably, in 2019-21, 58% of PS staff left under 56 vs 48% of academics. This is being addressed as part of the School Athena SWAN Action Plan. |
| 6.7 | Request that whenever HR discovers that a member of staff is to become a parent, a note is automatically passed on to Central Timetabling explaining that they should be given priority in timetabling flexibility | This is now dealt with through the Flexible Teaching Arrangements scheme. |
| 6.8 | Reinstate Imposter Syndrome Training | This has been added to the review of open programme training offered by Learning and Organisational Development. |
| 6.9 | Investigate what caused the drop in Grade 9 ethnic minority PS staff in 2016 | This coincided with a University restructure. The subsequent, consistently low level of Grade 9 minority ethnic PS staff needs to be investigated and explained. |
| 6.10 | Review how prior experience can be incorporated into the NAP to reduce the | Prior experience is incorporated as follows. Those who already |

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| | requirements on staff to be “trained” in areas they are already expert in. | have fellowship in the Higher Education Academy do not have to complete the NAP. Those that come in with other experience are considered on a case-by-case basis, but they are relatively rare. The candidate seeking exemptions aligns their training to the Intended Learning Outcomes of the assignments of the NAP and the HoD and FSE head of NAP approve the exemptions. |
| 6.11 | Develop training courses focused on negotiation and when it is appropriate to say no to additional work | <p>The following relevant courses are available:</p> <ul style="list-style-type: none"> ○ Mindset Self-Coaching: https://www.staffnet.manchester.ac.uk/news/display/?id=24497 ○ Negotiation for researchers: http://app.manchester.ac.uk/training/profile.aspx?unitid=8573&parentid=4 ○ Other resources here: https://www.staffnet.manchester.ac.uk/staff-learning-and-development/learning-pathways/personal-effectiveness-skills-development/ |
| 6.12 | Create more breastfeeding friendly areas, and ensure they are accessible | Tom raised this with the MECD EDIA Working Group and confirmed that there is provision in the new building. For other buildings across campus, the University's interactive map can be used to find areas for breastfeeding by selecting “Welfare Rooms” from the menu. Staff should provide feedback on whether this is sufficient. |
| 6.13 | Investigate how EDIA training can be made more engaging. Emphasise the benefits of EDIA to everyone and consider how EDIA training can be embedded into other, existing training activities and away days | Tom has raised this issue and initiated a collaboration between the Faculty and Dr Chrissi McCarthy to develop new training resources, which led to Dr McCarthy running three training sessions in November and December 2021, a Department training session in January 2022, and further sessions in June and July 2022. |
| 6.14 | Review what training is available to help build confidence and to help people accurately assess their chances of success when applying for jobs. Request new training courses are developed if existing courses do not cover these topics. | Tom has compiled a selection of relevant training resources, which Eden has added to the EDI Intranet page |

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| 6.15 | Ask IT Services to add a Delay Send option to Outlook for Macs | This should now be available. |
| 6.16 | Investigate how other Russell Group Universities are finding ways to increase the diversity of their staff | Review ongoing as part of the School EDI Committee's activities. |
| 6.17 | Allow PS staff to continue working flexibly (flexi-time, remote working) after the pandemic | The University's current flexible working policy is available here: https://www.staffnet.manchester.ac.uk/human-resources/current-staff/leave-working-arrangements/flexible-working/ |
| 6.18 | Ensure there are alternatives to shared offices for staff for whom this is inappropriate | This should be the case in MECD. If this proves not to be the case for individuals in MECD or other buildings, they should report this to Tom and their line manager. |
| 6.19 | Reverse the culture of making PS staff seem anonymous and interchangeable – protect the personal relationships that arise between colleagues | Tom has raised issues such as those arising from shared Mailboxes with the Department Management Team. The School Operations Team is looking into putting together a set of guidelines for emailing joint inboxes. Suggestions for further specific actions are encouraged. |
| 6.20 | Wherever possible, remove the barriers that prevent parents from bringing their children into work, and ensure that university buildings are safe for children who may visit them | Tom has raised this issue with the MECD EDI Working Group, who have tried to ensure that this is the case in MECD. Staff should provide feedback on any specific problems that arise in other buildings. Sylvester has put together a risk assessment for staff bringing children onto campus. |
| 6.21 | Review the Faculty and University management structure to enable departments to take rapid action in response to emerging events that impact the wellbeing of our students | Tom has raised this issue with the School EDI Committee. |
| 6.22 | Ask IT Services to add a preferred pronouns box into the university email directory and to staff profile webpages | Tom has been liaising with IT Services and People & Organisational Development (P&OD) about the possibility of staff including their pronouns on their Outlook profiles, on the University email directory and on their personal websites. IT Services agreed to investigate this; however, it appears it is not straightforward to get this changed and "we're looking at minimum 3-6 months at least". |
| 6.23 | Ensure there is sanitary provision in all buildings in the Faculty | Free sanitary provision is now provided across campus. |
| 6.24 | Clarify the definition of Scholarship for T&S staff probation and promotion cases (in particular, is publication of pedagogical research papers required, and can other | A Faculty working group on Promotions chaired by Alice Larkin will consider this issue. |

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| | examples of dissemination of good practice be used to support cases?) and ensure that the same criteria are being used across different departments and disciplines | |
| 6.25 | Include a question on EDI in all staff interviews, for example "Equality, Diversity and Inclusivity are founding principles of our School and the University of Manchester. Can you provide an example where you have championed one of these?" | This was discussed by the School Leadership Team. It was agreed that all interviews should include such a question. Discussions are on-going with P&OD about how best to implement this. |
| 6.26 | Allow DBS-checked staff to look after each other's children on campus for short periods to allow parents with childcare emergencies to deliver teaching and not have to rearrange their classes. Ensure that safe spaces exist in which to provide this care. Request that the University funds DBS checks. | This has been escalated to Mark Hughes, Faculty Associate Dean for EDIA, who is going to ensure it is considered as part of the Athena SWAN action plan. |
| 6.27 | Share links to emergency childcare providers that parents can use off-campus on University, School and Department EDI webpages | This has been escalated to Mark Hughes, Faculty Associate Dean for EDIA, who is going to ensure it is considered as part of the Athena SWAN action plan. |
| 6.28 | Set up a scheme to allow PGR students to receive peer-support on topics they are not expert in. In particular, some neuro-atypical students struggle with mathematical/numerical problems – it would be beneficial if they could receive peer-support from PGR students in the Department of Mathematics | Giles Johnson forwarded this request to Faculty PGR Lead, Scott Heath. Scott stated that this should be dealt with on an individual basis through students' DASS plans and has raised this with colleagues. |
| 6.29 | Create a listserv for FSE PS staff | Response received from School Leadership Team: "I don't think this is necessary as there is not a huge need for PS only comms, if there are comms related to PS then they are usually business area/team specific and as such follow established communication routes." Tom discussed this with Kevin Jackson, Head of Technical Operations, who stated that he is looking into getting Technical Staff re-added to Department listservs. |
| 6.30 | Ensure that PS staff know how to raise and escalate EDI issues | There is an ongoing project to develop a School Sharepoint site which hopefully will give an easily accessible point of information. In the meantime: 1 st point of contact is line manager (or line manager's line manager if complaint is about line manager). If not comfortable with this, staff can contact their departmental EDI rep (Tom) or other EDI committee members. They can also directly contact the School Head of EDIA (Giles |

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| | | Johnson), if they do not sit in a Department. Staff are strongly encouraged to contact Report and Support. This can be done anonymously to make a report or if made openly, support is provided by the University central EDI team. |
| 6.31 | Remove the policy of banning staff from using hybrid working to facilitate childcare | Response received from School Leadership Team: <i>The hybrid working framework work is a university wide policy. There is scope within the policy for local business area leads to apply this to their team through team ‘working together charters’, where all members of the team agree a set of principles associated with hybrid working. This link includes some information and examples of charters in place. Each PS team should have these, but there may be some delay in getting this in place for all teams, due to workload and the change programmes – SEP and tech review.</i> |
| 6.32 | Create a list of meetings across the School which PS staff should be invited and contribute to | Tom discussed this with Kevin Jackson who suggested setting up regular meetings between Mark Chadwick, Materials Technical Teaching Specialist, Martin Coram, Technical Operations Manager (Teaching) and our Discipline Heads of Education (DHOEs). Tom has contacted our DHOEs about this and they have agreed to have regular meetings. |
| 6.33 | Set up a school-level PS staff forum equivalent to the existing School Board which only gives voting rights to academic staff | The School Board has voted to give voting rights to PS staff and this is preferred by the School Leadership Team to starting a new PS Forum. |