

# Athena Swan Gold application form for departments

Applicant information Name of institution	University of Liverpool
Name of department	Institute of Systems, Molecular and Integrative Biology (ISMIB)
Date of current application	September 2024
Level of previous award	Silver
Date of previous award	2021 (interim faculty award)
Contact name	Kat Lawlor; Mike Speed; Eithne Costello-Goldring
Contact email	klawlor@liverpool.ac.uk; speedm@liverpool.ac.uk ecostell@liverpool.ac.uk

Section	Words used
An overview of the department and its approach to gender equality	3712 [Allowed: 4,000 with COVID-19 and Institute extension]
An evaluation of the department's progress and success	2214 [Allowed: 2,000 without extension]
An evaluation of the department's sector-leading activity	1551 [Allowed: 1500]
An assessment of the department's gender equality context	3975 [Allowed: 4000 with clinical extension]
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	11452 [Allowed: 11500]

# Overall word limit: 11,500 words (including extensions outlined below)

500-word extension for applicants with non-clinical and clinical staff and 1,000-word extension for application with different departments agreed via email. 500 post-COVID-19 automatic word extension confirmed verbally 14.02.2024

RE: Athena SWAN Word Count Extension



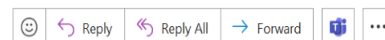
Athena Swan <Athena.Swan@advance-he.ac.uk>

To: Katharin Lawlor

Cc: Athena Swan

You forwarded this message on 22/05/2024 11:58.

Many thanks for your email.



Tue 21/05/2024 14:27

Please see our FAQ regarding the Covid-19 word extension allowance on the link below, page 11, which details where this 500 word extension will apply. Do let us know if you have any further questions regarding this: [Transformed Charter FAQs on Connect](#)

Departmental applicants with both non-clinical and clinical staff can avail of a 500-word extension to the application word limit to allow them to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis.

I can also confirm that as a Faculty application (ie. an applying unit which is made up of component sub-units, often departments) you can avail of a 1000-word extension to the application word limit to allow analysis and reflect on any departmental or discipline-specific differences. Applicants are encouraged to disaggregate their data by sub-unit wherever possible to support this analysis.

Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used.

Kind Regards,

Tom Smith  
Equality Charters Team

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### Colour Key

(Pointing to an area referenced in document)

(Title for a figure or appendix data set)

(Future Action Plan item) (Previous Action Plan item)

Redacted

Added because of conditions request

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

In Section 1, applicants should evidence how they meet Criterion A:

*Structures and processes are in place to underpin and recognise gender equality work*

### 1.1): Letter of Endorsement from the head of the department



INSTITUTE OF SYSTEMS,  
MOLECULAR & INTEGRATIVE  
BIOLOGY

**Professor Sónia Rocha**  
Executive Dean  
Institute of Systems, Molecular  
and Integrative Biology  
University of Liverpool  
Crown St  
Liverpool  
L69 7ZB

+44 151 794 9084  
[Sonia.Rocha@liverpool.ac.uk](mailto:Sonia.Rocha@liverpool.ac.uk)

**Dear Athena Swan Review Panel,**

It gives me great pleasure to give my enthusiastic support for the Athena Swan Gold application from the Institute of Systems, Molecular and Integrative Biology (ISMIB).

ISMIB was created in 2020 as part of a fundamental restructure of the Faculty of Health & Life Sciences. It was formed from key parts of several precursor Institutes, each with excellent track records in the support of gender equality, including one with a Gold Award and, two with Silver Awards. We have worked hard to maintain the excellent practices of our predecessors and continue to develop

structures, policies and initiatives that all promote equality in general, as well as gender equality in particular.

Though the Institute came into being in the challenging time of the COVID-19 pandemic, we managed, nonetheless, to keep a focus on equalities as we formed our new structures. From the start, we put in place a governance structure for Equality Diversity Inclusion and Wellness (EDIW), within which Athena Swan Principles are embedded. I pay tribute here to our EDIW leads and committee members who have worked tirelessly over the last four years and achieved much. I have joined them in this journey, being a sitting member of the Institute's EDIW Committee alongside all other members of our leadership team.

Alongside my Head of Operations, we realise that policies are sometimes insufficient, and resources are necessary to make the changes we need. We have therefore overseen the appointment of a full-time EDIW Project Support Officer to help us systematically implement Action Plans that promote equality in our workplace. In addition, we implemented an annual £19500K ISMIB EDIW budget. Last year this money funded our Culture Workshops, Trans Awareness Training, and our first EDIW Guest Speaker, [Ayo Sokale](#), who spoke very movingly about her career as a neurodivergent engineer and TV presenter.

ISMIB has succeeded, in my view, in creating an environment in which individuals can come forward and make a difference, sometimes at a sector-leading level. We have seen a remarkable set of gender & intersectional-supporting initiatives from ISMIB departments and staff including:

- building of infrastructure to support individuals including: wellbeing & breastfeeding / milk-expression rooms, prayer rooms, and nongendered toilet facilities.
- new support for academic returnees from parental leave and top-up for PhD to ensure all PhD students receive a stipend whilst on maternity leave irrespective of funding source.
- in collaboration with faculty, the designation of a new career pathway for research technical staff which can take them all the way to Grade 10, and manifestly benefits careers of female staff.
- implementation of a student-led Equalities Forum, which feeds directly into our culture and policymaking.
- growing support for our students and staff who are transgender or identify as nonbinary.
- increased training in EDIW, Menopause, Trans-Awareness, Reasonable Adjustments for Managers; over 90% of staff have completed their EDIW training.

Other examples include Meeting-Free Fridays; Student Enterprise Challenges focused on benefits for those from racially minoritised and (RM) and Widening Participation (WP) groups; extensive work to decolonise our curricula, and many more great initiatives.

These are terrific accomplishments, and as described in this submission, we believe some of them are cutting-edge and sector leading.

With a restructure, and the pandemic, it's been a busy, and sometimes very challenging four years since the Institute began, but I am very pleased and proud of the achievements of the whole Institute.

We have benefitted tremendously from this Athena Swan process, and believe we have good plans for the next four years. I warmly support this application for a gold award.

Prof Sonia Rocha  
Executive Dean of the Institute of  
Systems, Molecular and Integrative  
Biology



## 1.2) Introduction to Institute, Approach to Gender Equality, Governance of AS

### 1.2.1) Context, ISMIB & FHLS re-structure (2020)

The **Faculty of Health & Life Sciences (FHLS)** underwent a complete restructure, commencing in May 2020. In recognition of the Athena Swan awards held by the pre-2020 Institutes (1 Gold, 4 Silver, 3 Bronze), an interim silver award was granted to FHLS in 2021. We are now applying for a gold award for the **Institute of Systems, Molecular and Integrative Biology (ISMIB)**.

Prior to the 2020 restructure, research and education in the Faculty of Health & Life Sciences were held in separate management streams and there were 8 institutes in total.

Post-Restructure, May 2020:

- There are now **four Institutes of approximately equal size**, each with their own, coherent research foci.
- Each Institute **contains at least one teaching School**, so that Education and Research are now co-managed.
- **There are five Enabling Directorates at faculty level** to support Institutes (Clinical, Education, Research & Impact, Technology, Infrastructure and Environment and Postgraduate).

### 1.2.2) Description of the Institute

**ISMIB:**

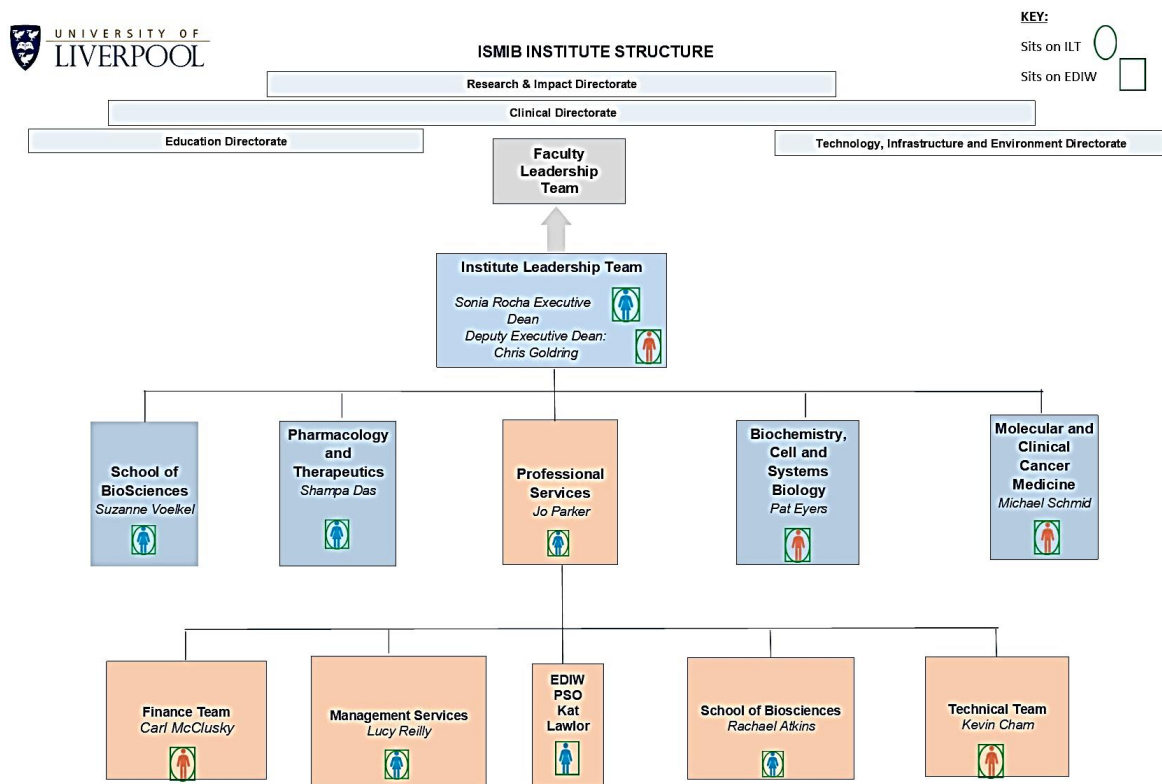
- **contains three departments** – (i) Biochemistry, Cell and Systems Biology; (ii) Molecular and Clinical Cancer Medicine; and (iii) Pharmacology and Therapeutics.
- **houses research centres** in Proteomics, Metabolomics and Cell Imaging, as well as the Centre of Excellence in Long-Acting Therapeutics, Centre for Drug Safety Science, Antimicrobial

Resistance, Liverpool Experimental Cancer Medicine Centre, and the Liverpool Head and Neck Centre.

- **houses 12** of the 24 [Liverpool Research Facilities](#).
- is **home to the School of Biosciences**<sup>1</sup>, (SoBs) which oversees all nonclinical Bioscience education at undergraduate (UG) level within the faculty. SoBs works in collaboration with staff from ISMIB and two additional Institutes: Life Course and Medical Sciences (ILCaMS), and Infection, Veterinary and Ecological Sciences (IVES)). In addition, SoBs runs Master of Science (MSc) and Master of Research (MRes) programmes for ISMIB and assists collaboratively with the running of MSc courses in other Institutes.
- contributes to **teaching in Undergraduate (UG) Medicine** and runs Continuing Professional Development (CPD) courses.

**ISMIB** is a large organisation with 499 staff, c. 1650 UG/Postgraduate Taught (PGT) students and c.330 Postgraduate Research (PhD) students. Academic staff encompass **Research only** (PDRAs and others), **Teaching & Research** (T&R), **Teaching & Scholarship** (T&S), or **Clinical Academic** (CA) career pathways.

**Figure 1.1 - ISMIB Organisational structure**



<sup>1</sup> Until September 2024, this was named the School of Life Sciences

ISMIB is housed across 15 buildings primarily on the University campus, with most staff housed in one of two building complexes (Biosciences, Sherrington-Nuffield). Other Institute staff are based within NHS buildings.

**ISMIB Professional, Technical and Operational (PTO)** staff fulfil varied roles, including Management & Administrative Services, Research & Finance Support, Student Support (both administrative and pastoral) as well as Technical Support for both research and teaching labs. From innovative work originating in ISMIB and the faculty, the University has a newly created career pathway for [Research Technical Professionals](#) (RTP) to address visibility, career development, and sustainability issues faced by specialist research and technology staff **(3.2.1)**.

Though our staff profile has a reasonably equitable gender balance overall, it is acknowledged that there are some significant inequalities – notably, T&R and CA (male-biases) - benchmarking table **(A2F12G)**. We address these inequalities in **(4.1.3a)**.

### 1.2.3) Education in ISMIB

Headed by its Dean, Professor Susanne Voelkel, the [School of Biosciences](#) oversees all aspects of ISMIB's nonclinical biosciences education at Undergraduate and Postgraduate taught levels. Our BSc subjects' range across biomedical (Anatomy, Biomedical Sciences, Pharmacology), biomolecular (Biochemistry, Microbiology & Immunity), and whole organism biology (Bioveterinary Sciences, Zoology). The school therefore oversees programmes and modules run by academic staff from three Institutes (ISMIB, IVES and ILCaMS). Student satisfaction measures are high, (Biology is ranked 12<sup>th</sup> of 89, and Biomedical Sciences 17<sup>th</sup> of 64 in the Guardian 2024 league tables).

#### Key metrics:

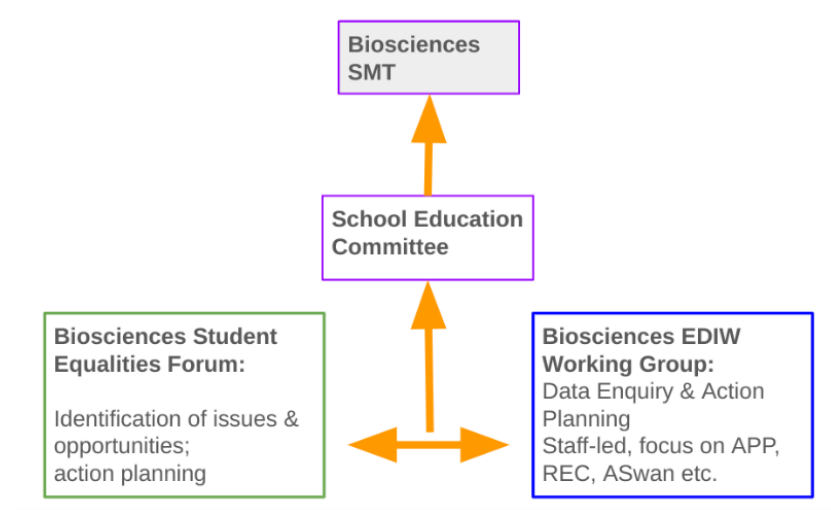
- The school has approximately 1,500 UG students, which include c. 120 students who joined Year 1 from our Foundation Year in [Carmel College](#) (1+3 programme, St. Helens), and c. 100 individuals who joined our second year from a 2+2 programme from our sister University in China, [XJTLU](#).
- Our UG gender ratio (currently 67%F) is similar, but slightly higher than the national benchmark (62% for relevant Bioscience subjects).
- Typically, about 25-35% of our UG students are classed as racially minoritised; 10 to 15% are from Lowest Participation Neighbourhoods (Polar 1); approximately 20-25% have declared disabilities.
- Student-support is a strength **(please see data in 4.1.10)**.

We have expanded our portfolio of MSc courses to include Bioinformatics, Biotechnology, Cancer Biology & Therapy as well as Pharmacology & Toxicology; at the time of writing, the school supports c. 120 PGT students. Female PGT representation, at 54%, is below the national benchmark of 68% **(A2F1G) expanded in 4.1.10**.

The school has established a Biosciences Students' Equalities Forum that is convened by our student reps and facilitated by a Learning & Teaching Support Officer (Mary Edgar) and the School's EDIW Officer (Professor Mike Speed, who is also AS Co-Lead and previously Dean of the SoBs). Forum members are creating a "charter for student parents" and a World Cultures Day, (both 2024/5).

Members of ISMIB contribute also to UG medical education, which is run by our sister Institute ILCaMS.

**Figure 1.2 - outlines how equalities are represented in the school structure, taking in the student voice, and bringing it into School Management Team (SMT).**



#### 1.2.4) ISMIB Research

The Institute is a hub of diverse research areas, each with its own national and international recognition. From cutting edge multiomics, cancer and pharmacology research to pioneering studies in plants, crops, and photosynthesis, our research spans a broad scientific spectrum. The impact of ISMIB's research is enhanced by a large network of national and international collaborators including the NHS, Public Health England, and over 100 industrial partners and organisations in more than 100 countries. Many staff in ISMIB were returned to Clinical Medicine (UoA1) in the Research Excellence Framework, where we ranked 11<sup>th</sup> for Research Power in the UK, with 100% of our impact rated outstanding or very considerable.

Research in ISMIB is overseen by the Research & Impact Committee (12 F: 15 M; Co-Chairs, M&F). Membership includes representation from each of the three departments, the School of Biosciences and from Institute Leadership Team (ILT - Executive Dean and Deputy). Eithne Costello, AS Co-Lead represents Athena Swan, and EDIW Co-Lead Mark Morgan represents both AS and EDIW.

ISMIB has c. 317 PhD students (PGR), each of whom has at least two supervisors, and two independent academics who carry out annual Independent Progress Assessment Panel meetings and provide support throughout the year. Students have access to a dedicated full-time PGR Wellbeing Officer and a cohort of trained and paid PGR Wellbeing Ambassadors. The latter are peer PhD students with whom students in distress often find it easier to engage.



### 1.2.5) Effects of the COVID-19 emergency period & faculty restructure

ISMIB came into being at the start of the COVID-19 pandemic emergency period (May 2020).

Formation of the Institute created four new departments (subsequently reduced to three in May 2023) each with a new Head of Department and supported by a new Management Services team.

In addition to these challenges, the faculty and University experienced significant disruption from UCU industrial disputes (2022, 2023), including strikes and assessment boycotts. Despite the many challenges during this period, ISMIB's management achieved coherence and teamwork amongst its staff and enabled an effective transition to a new institute and departmental structure.

It must be acknowledged, however, that the unusual circumstances at the formation of the new Institute have undoubtedly impacted our progress on gender and other equalities. Notably:

- (1) Staff sentiment in relation to workplace culture (c.f. University 2021 Pulse survey) was, understandably, challenged by the dual demands of the restructuring and the global pandemic **(A1F2.1)**.
- (2) The university implemented a COVID-19-related freeze on recruitment and promotions (2020/21), consequently shortening the period during which ISMIB could act toward equalisation of genders at different career grades via annual review.
- (3) Completion of PGR students were adversely affected (but with attempted mitigation via automatic 6-month extensions and selective additional funding from UKRI and UoL) **(A2F2I)**.
- (4) Several equality-promoting initiatives were postponed by at least 12 months, pending return of staff to campus once the COVID-19 emergency period abated.

Nonetheless, ISMIB remains very proud of its achievements since we began in 2020.

### 1.2.6) Our Approach to Gender Equality

In 2020, **FHLS** was awarded a faculty-level silver AS award, building on the work of previous, pre-restructure Institutes. **ISMIB** inherited several outstanding equality-promoting practices from its predecessors, and synthesised these approaches, embedding them into its culture, whilst making space for further updating and improvements.

Our approach incorporates:

- **A belief that all staff and students deserve equality;** hence Gender Equality is embedded in our broader EDIW work, enabling a wider, intersectional perspective (with interests in support for neurodiversity, race and trans/nonbinary issues).
- **Leadership by example that inspires;** Women have senior and visible roles across all areas in ISMIB including Executive Dean; Head of Operations; Management Services Team Leader; Head of the Department of Pharmacology & Therapeutics; Dean, Deputy Dean, Administrative Manager and Laboratory Technical Supervisor of the School of Biosciences; Co-Deputy heads of Molecular Clinical Cancer Medicine and a co-lead for Postgraduate Research.
- **Effective governance structures, that integrate across equality agendas;** our Executive Dean and Institute EDIW co-Leads have supportive oversight of all equalities work within the

Institute with all members of ILT sitting on an EDIW committee. The faculty EDIW lead (female) is also a member of ILT.

- **A culture of transparency;** we believe in clear visibility of our processes, and decision-making. Action plans are generated by cross-institute committees representing all staff and student groups. All committees include EDIW as a standing agenda item.

### 1.2.7) EDIW Organisation and Governance

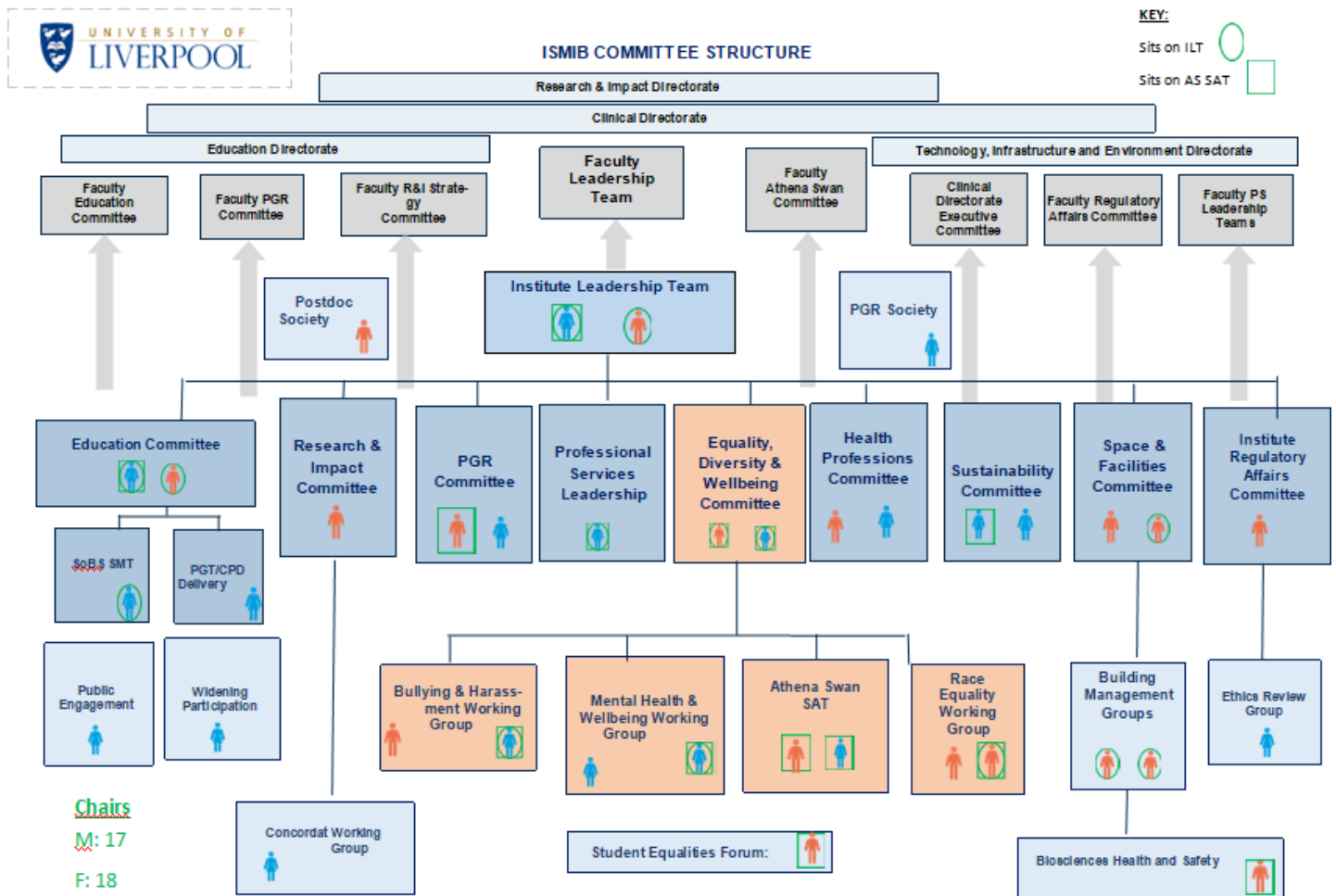
The focus of ISMIB strategic management lies with the **Institute Leadership Team (ILT)** which includes Executive & Deputy Executive Deans, Head of Operations, Institute Education Lead, Heads of Departments, Dean of School, School Manager (PTO), Management Services & Technical Leads, Research & Finance Team Leader and all committee and centre leads. 55% of the ILT membership is female and all of ILT sit on an EDIW committee or sub-committee.

Beneath the ILT are 9 committees which cover strategic priorities, including EDIW (**Figure 1.3**).

Committee leads join monthly ILT meetings, to feed upward to the leadership. ISMIB's Committees support and monitor the work of 15 subcommittees, of which Athena Swan SAT is one, reporting upward to our EDIW committee. Our EDIW work is promoted by our Equalities Project Support Officer (PSO).

The UG/PGT student voice is represented via the BioSciences Students' Equalities Forum (**Figure 1.2**), from whom student Athena Swan Self-Assessment Team (SAT) members are drawn. Similarly, our Postdoc and Postgrad societies provide SAT members for their representation. We also used students as paid interns to analyse and interpret our data.

#### **Figure 1.3 - Organisational Structure of ISMIB Committees**



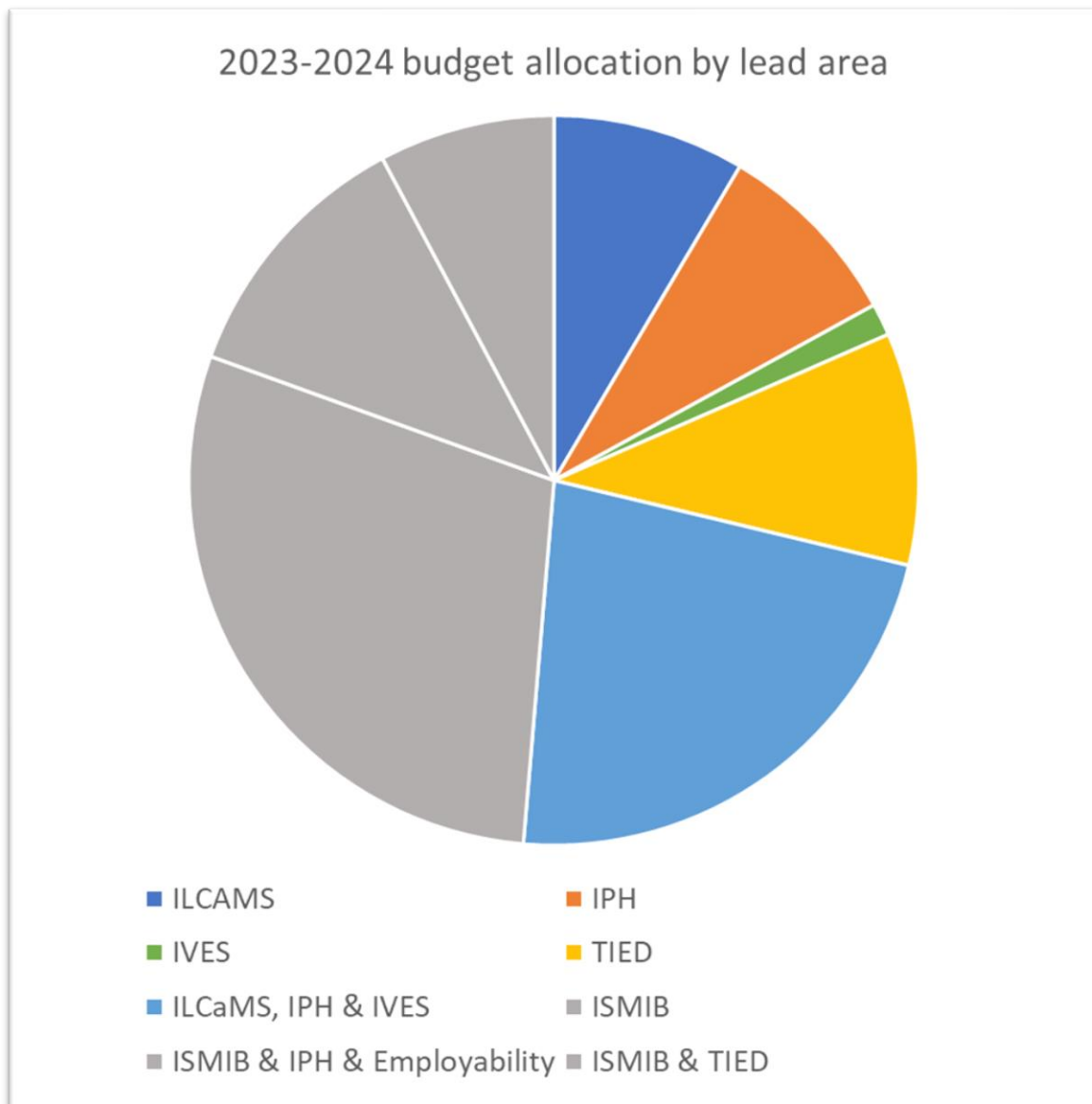
Across all committees there is generally a good gender balance with the mean %F=54% (highest 69%, Mental Health & Wellbeing, n=13; lowest S&F=26%, n=19).

Our **EDIW Committee** is the hub of our EDIW policies and governance. Chaired by Dr Mark Morgan since its inception, ISMIB's EDIW Committee is now co-chaired with Lucy Reilly (PTO manager). The committee has 26 members (%F=54%), bringing representation from across ISMIB and reflects varied levels of seniority.

This Committee monitors and supports the work of the subcommittees for (i) Gender (Athena Swan), (ii) Race, (iii) Mental Health & Wellbeing, and (iv) Bullying & Harassment. EDIW issues and actions feed into ILT via the Executive Dean and the EDIW leads.

Our EDIW work is supported financially through bids to the **faculty EDIW Fund** (£50k p.a.). In addition, we have an **ISMIB EDIW Budget** of £19500k p.a.

**Figure 1.4 – Showing 2023/2024 faculty spend (ISMIB related in grey)**



We run a bi-annual EDIW away-day where developments in the EDIW landscape are disseminated and discussed, and the agenda(s) for the coming year co-created with participating staff.

### **1.2.8) Recognition of EDIW work**

The new University-level workload planning tool ([Simitive](#)) and tariff scale (now centrally defined for other EDIW contributions, with university wide roll out planned), allocates 330 hrs for all EDIW Committee Leadership roles, 165 for co-leads. The tariffs are monitored and can be adjusted for workload.

We intend to bring in an Equalities Contribution Summary (2024/5), an annual update of their staff's contribution to EDIW work, summarising the time allocated by their staff and, the positive impact that this work has had on the community in ISMIB.

In addition, the promotion frameworks at the University recognise collegiality and impact and it is included in PTO Performance Development Review (PDR) Checklists.

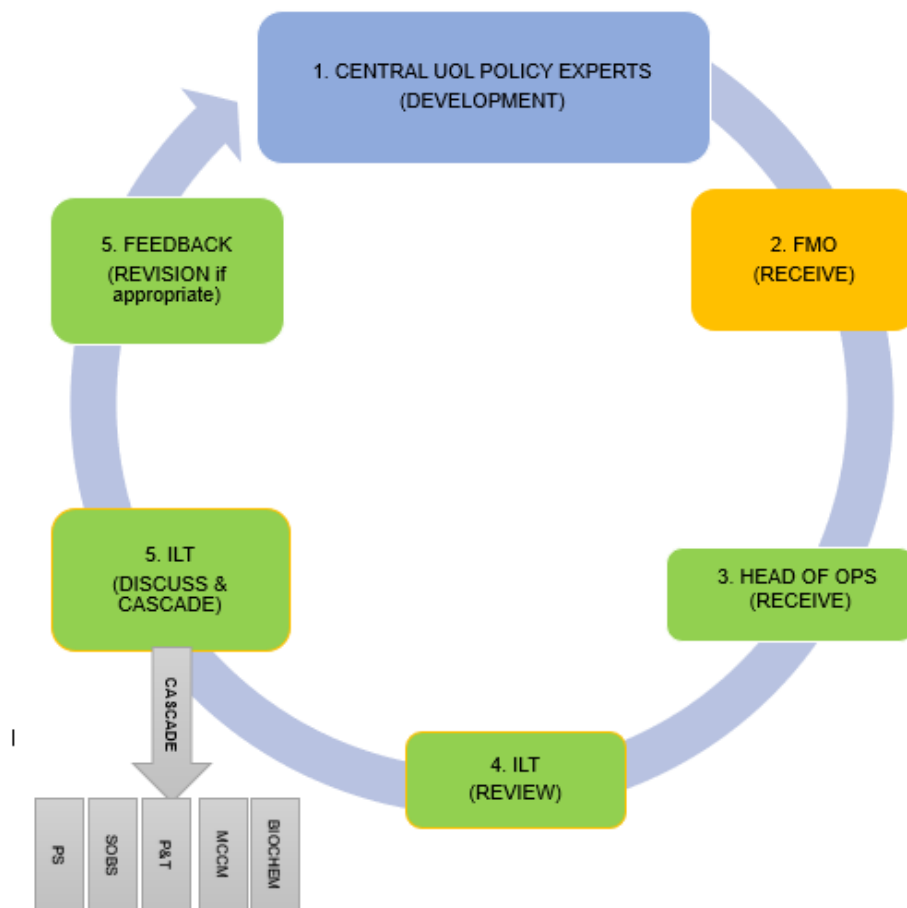
### 1.2.9) Development evaluation & effectiveness of policies

ISMIB implement or follow University-level and faculty-level policies that relate to gender equality, and we are thoughtful and purposeful in our implementation of those policies.

An example relates to recruitment whereby ISMIB adapted current policy, to include EDIW in job descriptions and promote the sharing of interview questions in advance.

Generally, our Head of Operations and ILT act as the gatekeepers for local policy change and implementation, but consultation is cross-Institute and utilises our committee structure.

**Figure 1.5 - How ISMIB adapts faculty or University policy**



### 1.2.10) Our SAT process

Our AS SAT, comprised of 18F and 13M and is responsible for ensuring that AS actions are delivered, and that gender equality is supported.

Our membership is diverse (**Figure 1.6**) with representation from across all staff and student groups; ensuring that lived experiences (and allies of) individuals who are trans, nonbinary, LGBTQ+, and those affected by disabilities and who have caring responsibilities and use flexible working are all represented.

SAT members are committed to the actions listed in the faculty silver award and hence have some of these over the last three years. We have a faculty group to coordinate and monitor implementation of AS and REC, which continue after this round of AS submissions.

We have also been supported by faculty-level data and writing groups, and have had Athena Swan-related faculty-level EDIW committees to support our SAT.

**Figure 1.6 - Table of members**

**Personal information including name, photo and identifying details have been redacted from this table**

SAT MEMBER	ACADEMIC / PS	DEPARTMENT	AS SUBGROUPS
<b>Professor, Athena Swan Co-Chair</b>	Academic	School of Biosciences	All subgroups
<b>Professor Athena Swan Co-Chair</b>	Academic	I am in MCCM, but as co-chair represent widely	All Subgroups
<b>Executive Dean</b>	Academic	Biosciences	All Subgroups
<b>Head of Operations</b>	PMSA	All Institute	Technical, Data, Current Culture, Innovations
<b>Senior Lecturer Institute EDIW Academic Lead.</b>	Academic	MCCM	Current Culture & Best Practice
<b>Project Support Officer</b>	PMSA	ISMIB PS	All Subgroups
<b>Management Services Coordinator</b>	Clerical	PS	Data
<b>Lecturer</b>	Academic	School of Biosciences	Innovations
<b>Undergraduate Student</b>	student	School of Biosciences	Student and LGBTQIA+
<b>Programme Manager</b>	PMSA	Pharmacology and Therapeutics	Current Culture and Good Practice

<b>PDRA</b>	PostDoc	PDRAs	Current Culture and Good Practice
<b>Lecturer</b>	Academic	ISMIB	Innovation
<b>Admin Administrator</b>	Clerical	Management Services	Mental Health and Wellbeing
<b>Technical Manager</b>	Technical	Institute of Systems, Molecular, and Integrative Biology	RACE equality
<b>Data Scientist</b>	Professional services	LivSRF	Innovations and Data
<b>Professor</b>	Academic	BCSB	Data
<b>PGT Student</b>	Student	PS/PGR/MCCM	Students/MH &W
<b>School Manager</b>	PMSA	School of Biosciences	Data group
<b>Professor</b>	Academic	BCSB	Mental Health and Wellbeing Group; Research and Impact
<b>Reader</b>	Clinical Academic	ISMIB, Pharmacology	female clinical academics
<b>Lecturer</b>	Academic	Pharmacology	bully and harassment
<b>Reader</b>	Academic	MCCM	Data group
<b>Senior Lecturer</b>	Academic	Pharmacology and Therapeutics	Current Culture and Best Practice
<b>Management services</b>	PMSA	all ISMIB	Innovations, MH & Wellbeing, B & H, REC, Career Progression
<b>Research Associate and CMR Lab Manager</b>	Technician	LivSRF ISMIB - Biosciences and MerseyBio	ISMIB Race Equality
<b>Research Technician</b>	Technician	ISMIB PS	Current Culture and Best Practice
<b>Senior Core Laboratory Support Technician</b>	Technician	ISMIB PS	Current Culture and Best Practice
<b>PhD Student</b>	Student	MCCM	Data
<b>PGT MSc Student</b>	Student	Biosciences	Data
<b>PhD Student</b>	Student	Biosciences	Innovations
<b>Lecturer</b>	Academic	School of Biosciences	Data

Technical Supervisor	Technician	Biosciences	Current Culture and Best Practice
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### How the SAT acted on previous feedback

Under supervision of our Project Support Officer, the SAT collectively reviewed our contribution to the FHLS Silver AS Award Action Plan, identifying and evidencing where ISMIB has had a particular contribution to achieving the goals of this plan [\(2.1\)](#).

### How the SAT prepared for this submission

In preparation for its current submission, ISMIB's AS SAT is divided into **three functional groups**. This devolved group-led structure enables agile and creative work and fosters collective ownership of the AS project itself.

**Group 1 - Data Group:** Commissions, collates, and interprets key quantitative evidence, about staff and demographic profiles as they relate to gender and other characteristics. Outputs from this group enable the SAT to identify areas where we have or have not achieved reasonable gender parity to allow for recognition of success or plans for further actions.

This group had some help from two student interns, employed by faculty [\(A1F6.1\)](#) and other data were gathered via our PSO and Athena Swan Leads who ran focus groups with clinical academics [\(A1F5.4\)](#) and Post Docs to further understand their issues as raised in the previous Action Plan [\(A1F5.3\)](#).

**Group 2 - Current Culture & Good Practice Group:** Directs quantitative and qualitative investigations into the attitudes of ISMIB staff to our cultures and our current practices and policies, particularly as they pertain to gender and other equalities.

The Cultures Group, in collaboration with colleagues on Data Group, plan evaluation of policies by, (i) targeted survey of ISMIB users of named policies, (such as support for parental leave), and (ii) determine in advance which services in University Administration could provide relevant data (e.g. on headcounts of users) by which trends in usage of equality-promoting initiatives could be quantified and evaluated.

**Group 3 - Innovations Group:** Seeks and fosters new innovations that can make a difference to the working lives of ISMIB staff and students. This group, which represents a cross-section of our Institute held an initial meeting to generate ideas based on the 2021 pulse survey. In further meetings, specific areas were prioritised and initiatives planned. The outcomes are presented in [\(A1F6.2\)](#).

The **Innovations Group** then looks to action priorities that emerge from (i) the **Data and Cultures Groups**, (ii) from AS Action Planning, and (iv) University policy changes, and (v) identifies, fosters, and supports our Sector-Leading equalities activities.

Individuals on our SAT are members of at least one of these three groups, and we encourage individuals from any grouping to contribute to the work of the others.



We also utilise our Race, Mental Health & Wellbeing and Bullying & Harassment sub-committees to carry out tasks assigned from the previous Action Plan and help generate the Future Action Plan, thereby increasing the breadth of experience and expertise brought to our equalities work and increasing our intersectional impact.

From October 2024, there will be re-emphasis of the SAT toward delivery of Action Plans and more SAT members will join our Innovations Group. However, Data and Cultures groups will schedule periodic reviews of progress, reporting to EDIW Committee. We plan a repeat of our Culture Workshops in 2026/7 to evaluate positive cultural change between 2024-2027 (**Future Action Plan 8.5e hereafter referred to using: FAP8.5e**).

Though ISMIB has introduced a typical 4-year tenure on its committees, there will be continuity-planning to ensure that sufficient members of the present SAT are on board, alongside our EDIW PSO, during the years of the proposed Action Plans, leading to submission in the next AS cycle. An action point on our Future Action Plan sees a member of PTO staff co-chair every Institute committee allowing for increased progression and visibility of PTO staff (**FAP 2.1a**).

### **Language and Data Limitations**

In compiling this report, we acknowledge that our datasets often exclude individuals who identify as nonbinary (n<10), and we will take this forward in our Action Planning (**FAP 5.2a**). The application uses the female/male gender binary as instructed by our Advanced HE rep. We use the phrase “person with disability” as advised by our University Disability Officer, and we use the term racially minoritised (RM) in line with the REC framework.

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

In Section 2, applicants should evidence how they meet Criteria D and E:

- Progress against the applicant’s previously identified priorities has been demonstrated
- Success in addressing gender inequality has been evidenced

Recommended word count: 2000 words

### 2.1) Evaluating progress against the previous Action Plan

#### **2.1.1) Methodology**

We have worked from our faculty interim silver AS award Action Plan, which identified 7 core priorities (**Figure 2.1**), from which 74 action points were developed.

Our SAT Groups (1.2.10) oversaw our implementation and evaluation, seeking to address top-level aims in ways relevant to staff and students within ISMIB and to progress ISMIB-specific actions/initiatives accordingly. Actions not directly applicable to ISMIB were adjusted, where possible, to make them relevant to us.

Significant progress has been made on each core priority. Nonetheless, amber ratings have been assigned to items within three of the core priorities (Figure 2.1).

**Figure 2.1 Summary of RAG rating of previous Action Plan.**

Core priorities	Number of action points	Amber-rated action points	Green-rated action points	% Completion
1. Embedding and enhancing good practice	16	0	16	100%
2. Evidence collection and analysis	11	1	10	91%
3. EDI governance and internal communications	13	0	13	100%
4. Staff experience	18	6	12	61%
5. Training and development	6	3	3	50%
6. Family-friendly provision	7	0	7	100%
7. Student experience	3	0	3	100%
<b>WHOLE TOTAL</b>	<b>74</b>	<b>10</b>	<b>64</b>	<b>86%</b>

### 2.1.2) Facilitators

In RAG rating this Action Plan, we have assigned 64 items green. These were considered complete at the Institute level, with actions implemented and assessed, although some items (e.g. PAP 4.7) will be further assessed/developed by us into Institute-specific actions in our Future Action Plan.

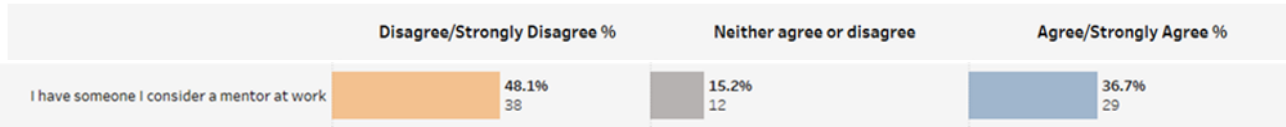
The main facilitator that supported success against our key priorities is the role that our Head of Operations has been able to play in our new structure, being able to quickly commission initiatives (including budget components) to help us resolve the harder to reach areas of commitment. A culture of transparency, with regular communications via our newsletters and intranet, alongside our devolved culture, meant that the whole Institute has had a voice in our success. We aim to expand this approach with more working groups and greater emphasis on maintaining and promoting our EDIW and HR intranets.

### 2.1.3) Barriers

We rated 10 Previous Action Plan items as amber (designated orange). This included four items regarding the faculty-led Clinical Excellence Award Pay Gap (PAP 4.3 - 4.6). ISMIB has assisted faculty's work on this, including running focussed conversations with clinical academics and helping to establish a working group to support female clinical academics through promotion/progression. Whilst our T&S promotion target has been met, more work is planned regarding clinical academics (FAP 6.3-6.6).

Despite having implemented career mentoring for academic and PTO staff (PAP 5.1), only 37% of female staff agree that they have someone whom they consider a mentor at work.

FIGURE 1.2j (A1F1.2j) THEME 4 – Work & Career Progression - Female Responses |



Formal and informal mentorship is addressed (FAP 2.3, 2.7). Our Culture Survey reported 15% fewer females than males agree that they have a mentor (4.1.7).

Two items relating to unconscious bias training (PAP 5.5 and 5.6) were placed on hold due to a shortage of available training modules. The University has since created a new module which we aim to roll out and promote. (FAP 8.4).

ISMIB has a HR policy to schedule Institute meetings between 10am and 4pm and recommends 'no-meeting Fridays' (PAP 4.14). Survey data showed that 73% of 33 respondents were aware of 'no-meeting Fridays' and 76% of those supported it. However, only 30% were able to take advantage of it and 36% wanted alternative options. We have since included protected time guidance in Management Training, PDR Checklists and have suggested alternatives.

An action item relating to survey data (PAP 2.8) saw us fail to meet the target completion rate of 60%, despite attempts to encourage full engagement. We recognise the problem of low survey response and will investigate new ways to enhance uptake (FAP 8.5d).

Writing retreats have been held (PAP 4.18) and funding provided for costs associated with hosting these events, e.g. grant retreats are capped at £3,000 (based on maximum of 5 people at £150/per person/per night). The first call for applications went out in May 2024. Impact is yet to be assessed (FAP 8.5c).

## 2.1.4) Previous Action Plan

Action Ref	Rationale	Action Description	Timeframe	Outcome	ISMIB PROGRESS
1 - Embedding and Enhancing Good Practice					
1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7	Athena Swan activity has been in place in the faculty since 2009 therefore the good practice developed and tested at an institute level (particularly in our Gold and Silver Institutes) should not be lost and will be expanded to the faculty as a whole.	Roll-out or re-introduce: 1.1 - Researcher Development Fund (IIB); 1.2 - Academic staff Review & Development Group (IIB); 1.3 - PS Staff Review & Development Group (IGH) 1.4 - PhD mat leave fund for PGR students (IACD) 1.5 - Physiology Society/Women in Eye Research Network (ITM) 1.6 - IVS clinical career pathway 1.7 - Other activities to be identified through consultation and through EDI committee structures	Actions to be started by May 2021, with expected implementation and measurable outcomes by May 2023.	1.1 - Take up of new fund by researchers from across the faculty. 1.2; 1.3 - Review & Develop Groups established in each Institute. Increase in promotion applications and successes by 10% 1.4 - Staff satisfaction increased by 5-10% as measured in faculty survey, and compared with 2019 faculty data from university survey. 1.5; 1.6 - Monitor increased spread of male and female staff, academic and PSS, working with external bodies.	All items in this section were rated green with further expansion in <b>2.2.1</b> .
1.8; 1.9; 1.10	It is important to recognise the work that staff undertake in supporting the AS initiative,	1.8 - Ensure that protected time is allocated for this work, rather than it being in addition to the full role. Include provision of 0.1	Implementation for 2020/2021 will be treated as a pilot year with data	1.8; 1.9 - Workload and recognition is incorporated into processes. Staff undertaking these activities	ISMIB attributes 0.2 FTE for the roles of Athena Swan and EDIW Leads via Simitive for academic staff and is the only Institute with a dedicated EDIW Full Time Project Support Officer. All Job descriptions for Academic and PTO staff

	and other aspects of equality diversity and inclusion.	FTE of role for Athena Swan leads. 1.9 - Include AS activities in relevant PTO role descriptions/workload 1.10 - EDI/other collegiate activity to be reflected in PDR/Annual Review	captured and feedback gathered to further refine and finalise the process for 2021/2022.	report feeling valued and that they have sufficient time for EDI work alongside their other responsibilities.  1.10 - Assessed qualitatively from focus groups.	include a requirement around EDIW or collegiate activities. 90% committee staff agreed they were supported in their role on EDI committees. Protected Time is built into the PDR Process via PDR checklists for PTO Staff. This has recently been re-introduced and will be assessed after a year PDR cycle. <b>(FAP 8.5b)</b> .
1.11; 1.12	Budget needed to support training and events.	1.10- 50k budget agreed for 3 years (10k ring-fenced per institute/faculty office/directorates) 1.12 - EDI/AS Leads to agree effective use of spending with Committees/IMT	Annually allocated budget	Well-resourced activities undertaken to support EDI activity and preparations for future Athena Swab activity in each Institute.	ISMIB has a 19500k pa EDIW budget managed by EDIW leads. We can also apply for a share of the faculty's 50k per annum budget and in 2023 ISMIB have been successful in securing £38k funding via this route. <b>(Figure 1.4 Section 1.2.7)</b> .  The ISMIB EDIW Budget spending is discussed at the EDIW committee and SAT and allocated by the AS / EDIW Leads and Project officer.
1.13	Interim awards will expire 3 years after submission (Nov 2023) therefore each institute will require its own award.	1.13 - Each institute to aim for at least Silver level application with aspirations for Gold if evidence and progress indicates this is suitable.	November 2022 to November 2023	All four institutes hold their own awards and accompanying Action Plans.	ISMIB is applying for Athena Swan Gold.
1.14; 1.15; 1.16	The University will be developing a new Technician's Commitment Action Plan in 2020/21. This provides an opportunity to ensure synergy between this activity and faculty EDI/Athena SWAN activity.	1.14 - Building on Technician Commitment activity to enhance development offer for technical staff. 1.15 - FoHLS representatives on Technicians' Commitment Steering Group to liaise with EDI and AS representatives to ensure that collaboration or activity needed to address	From December 2020	New Technician's Commitment Action Plan includes actions which support Athena SWAN principles and planned activity.	Our technician's commitment is embedded in ISMIB and the Technical Lead sits on the Athena Swan Self-Assessment Team. Our commitment to this is outlined in <b>(2.2.1.2)</b> .

		gender equality concerns are addressed.			
		1.16 - Encourage technical staff to undertake University teaching development and qualifications.			

## 2 - Evidence collection and analysis

2.1; 2.2	High quality, easy to use data required to support EDI work, further understand gender equality issues within the new structure and to track Athena SWAN Action Plan progress.	2.1 - EDI/AS leads to access high quality/reliable data sets of new structures  2.2 - AP progress/evidence development of new activity to be tracked by data	2.1 - February 2021  2.2 - From March 2021 as an ongoing activity	Data available in a suitable format for use by the EDI Leads and EDI Committees.	Within the new structure there have been improvements to how survey results are available. Our new survey dashboard has enabled us to easily disaggregate staff feedback by gender to enable us to understand gendered and some intersectional differences in staff experience. We have also engaged in a range of other consultation methods including culture workshops and focus groups, also enabling that focus on gender equality issues. ISMIB has had a data monitoring group in place since early 2022. All initiatives are data-driven and data relating to outcomes are collected and analysed.
2.3; 2.4	The University produced (in November 2020) student attainment 'scorecards' for each institute. These provide attainment data by equality groups.	2.3 - Institutes to develop APs for their 'scorecard' data  2.4 - Review student progression & that between UG/PG study by gender/other equality groups	From December 2020 onwards	2.3 - Institute Action Plans developed.  2.4 - Data reviewed and tailored action developed.	The scorecards were introduced but these have been superseded by the Annual Subject Action Planning (ASAP) reports. Departments produce an ASAP Report requiring evaluation of each programme. A range of information is used to consider student numbers, student performance and outcomes, and the student experience to create an Action Plan for the academic year. The template specifically prompts 'The following cohort characteristics should be considered in your data analysis: age, sex/gender, POLAR, ethnicity, disability, and domicile, noting any gaps in experience or outcomes. Please consider the extent to which the data indicates compliance with the University's

					Diversity and Equality of Opportunity Policy and Equality Framework 2016-26 and any actions arising from this.
2.5; 2.6	PDR completion rates across the faculty are high. The next step is to explore the quality of these conversations and make equality related improvements as needed.	2.5 - Hold focus groups to understand staff experience of their PDRs  2.6 - Develop actions from focus group outcomes	22-Jan	Tailored actions developed based on focus group outcomes	ISMIB introduced PDR Checklists - previously used in a prior Institute; tailored for every job role and aimed at guiding the Manager and employee through the PDR with particular focus on progression, EDI activity and protected time for committee work and self-development. These enablers were created after consultation with our Athena Swan Innovations sub-group who represent a cross-section of our Institute and held a session to specifically discuss PDR issues. These are in the process of being rolled out in 2024 and assessed after an award cycle. <b>(FAP 8.5b)</b> .
2.7	To understand impact of COVID-19 on faculty staff from a gender equality perspective.	2.7 - Make use of Staff Survey 2019, Pulse Survey 2020, SMARteN-VITAE survey and any other consultation outcomes e.g. faculty/ Welcome project and University work in this area.  HLS specific results from these to be shared with institute EDI and Athena Swan leads. Further focus groups will be organised by the University. The faculty and each Institute will develop their own Action Plans to respond to their results.	Starting in December 2020, outcomes from different projects to become available in 2021. November 2020 with focus groups and further Action Planning in 2021	Specific actions to respond to the gender equality challenges relating to COVID-19 have been developed and agreed.	Actions were taken post the COVID-19 pandemic to improve gender-related equality challenges. Initiatives regarding hybrid working included a fund for home office set-up, a hybrid hub and team building workshops. Between the 2021 pulse survey and the 2023 Athena Survey the percentage of ISMIB Staff who agreed that the department has taken action to mitigate the adverse gendered impact of the COVID-19 pandemic increased from 44% to 58%. ISMIB was one of the only Institutes that continued with Lab based teaching and onsite technical and Academic staff during the period of COVID-19 which created an extensive project of work around supporting our staff and students during this time.
2.8	Faculty structure is new and once the Institutes have had time to 'settle in', a faculty-wide consultation will be	2.8 - A University level AS survey will be undertaken in March/April 2021. This will include faculty specific sections	March/April 2021	Survey undertaken - target of 60% response rate to mirror the 2019 all staff survey.	2.8 - ISMIB has analysed the survey data from 2021 and 2023 Athena Swan Survey which is analysed in Section 4 however no survey achieved 60% response rate. This is in line with the rest of the faculty responses.

	needed to plan future AS and EDI work.	informed by HLS EDI /AS Leads and results will be split by faculty.			We will as part of our Action Plan endeavour to investigate ways to improve staff response to surveys. <b>(FAP 8.5d)</b> .
2.9	Faculty structure is new and once the Institutes have had time to 'settle in', a faculty-wide consultation will be needed to plan future AS and EDI work.	2.9 - EDI Leads to develop local actions based on these results	March/April 2021	EDI leads to develop local actions based on these results.	2.9 - ISMIB ran a series of Culture Workshops to assess our own culture and determine our future Action Plan priorities <b>(A1F5.2)</b> . These surveys and Action Plans are published on our new ISMIB EDIW Intranet with Action Plans developed and published.
2.10; 2.11	The Institutes are new and additionally, very little recruitment has taken place due to COVID-19, therefore work is required to understand and build on existing activity to improve equity in staff recruitment processes. The Institute of Integrative Biology trialled use of Textio software to assess and remove biased language from job advertisements.	2.10 - Improved data inclusive of staff recruitment data will be shared with the EDI leads. This picture will become fuller once normal levels of staff recruitment resume and the EDI leads will develop targeted actions to respond to this.  2.11 - The results of this trial will be explored by the new EDI and AS teams and a decision made as to the value of rolling this out across the faculty.	From March 2021 as an ongoing activity  Dependent on normal levels of recruitment resuming  July 2021	Data available in a suitable format for use by the EDI Leads and EDI Committees.  Targeted actions developed.  Decision made regarding faculty wide roll out of Textio. If agreed, steps taken to build this step into	Recruitment data in a usable format are made available to ISMIB EDI leads and EDI committees.  The trial of Textio was carried out by ISMIB and a decision was taken not to proceed. Instead, guidance for interviews, hiring managers and unconscious bias training and policies were introduced.  ISMIB has implemented an optional policy of sharing interview questions in advance following a pilot where the interview panel overwhelmingly felt that the implementation was successful as candidates were able to show authenticity, confidence, and presented their personalities and skills well. This is now an encouraged practice for all roles recruited to in ISMIB



				faculty recruitment processes.	
3 - EDI Governance and internal communications					
3.1; 3.2; 3.3; 3.4; 3.5	<p>To ensure that faculty and new structure governance reflect the desired staff and student make-up.</p> <p>Consultation with previous AS Leads also indicated that students are less aware of Athena Swan activity; therefore, it is important to improve engagement. EDI Leads are also aware of the need to include staff in the Directorates and central Faculty functions who are not covered by an Athena Swan award, but will benefit from opportunities to engage with this work.</p>	<p>3.1 - Representation of all staff and student categories and equality groups on decision-making committees.</p> <p>3.2 - Details of committees are published on HLS intranets to ensure transparency.</p> <p>3.3 - faculty to adopt 'Guidance for Inclusive Meetings' for all meetings developed by the Disabled Staff Network, and championed with HLS.</p> <p>3.4 - Representatives from Institute EDI Committees to sit on key decision making committees within their Institutes.</p> <p>3.5 - Hold EDI conversations e.g. journal style club that starts off with an article, news item and then initiates debate (staff and students).</p>	<p>From December 2020 onwards.</p> <p>From April 2021. Events to be held twice per year.</p>	<p>3.1 - Committee membership reflects our staff and student make up.</p> <p>3.2 - Details of committees are published on HLS intranets.</p> <p>3.3; 3.4 Satisfaction with and understanding of EDI activity measured through Athena Swan survey in 2021 and further consultation by Institutes going forward.</p>	<p>EDI in ISMIB is led by our EDIW Committee with our Executive Dean as a standing member (1.2.6 - Figure 1.3). Committee details and meeting minutes are published on Intranets</p> <p>ISMIB adopted the HLS Inclusive Meeting Guidance and reviews annually to ensure uptake. The 2023 review reported that 100% of committees were using the Inclusive Meeting Guidance.</p> <p>Our EDIW Lead and EDIW Project Support sit on the faculty EDIW Committee and University EDIW and AS self-assessment team.</p> <p>We have not run a specific EDI journal-style club and given our current program of similar initiatives we do not see a need to take this action forward within the institute.</p>
3.6	Improved communications around EDI and AS work	3.6 faculty EDI and Athena Swan internet and intranet sites to be	January 2021	Measure satisfaction and awareness levels through	ISMIB have launched their own EDI site with a repository of relevant information (e.g., policy documents, guidance and

	<p>needed to ensure engagement within the new structure.</p> <p>As part of the restructure, the faculty and Institute's internet and intranet pages are being changed in stages. This presents an opportunity to revisit EDI communications.</p>	<p>redesigned and updated. These sites will then be reviewed going forward to update to reflect ongoing activity in the faculty and each Institute.</p>	<p>Reviewed each year in January (or more often as needed)</p> <p>From April 2021. Events to be held twice per year.</p>	<p>2021 survey, and monitor going forward</p>	<p>support) and shares and celebrates good practice. Our Good Practice group evaluated the effectiveness of our newsletters as part of our SAT process.</p>
3.7; 3.8; 3.9; 3.10	<p><b>EDI Governance and internal communications</b> - An effective structure is needed to ensure coordinated EDI work across the faculty.</p> <p>In addition, all 4 AS Leads will continue to be members of the University's Athena Swan Steering Group.</p> <p>The EDI leads have already set up a SharePoint site and Teams channel for collaborative working.</p>	<p>3.7 - faculty EDI Committee established.</p> <p>3.8 - In addition, the 4 institute EDI leads will meet at least 4 times per year.</p> <p>3.9 - The Institute Athena Swan SAT groups will meet at least 4 times per year, but more frequent initially.</p> <p>3.10 - Explore adding an EDI and Athena Swan leads to represent Directorates</p>	<p>21-Jan</p>	<p>EDI and AS Leads and Committees meet regularly and improvements made to the approach as required.</p> <p>Leads in place in Directorates</p>	<p>ISMIB has an EDI committee in place and our EDIW Lead and EDIW PSO sit on the faculty EDIW Committee and University EDIW and AS Self-assessment team. Our ISMIB EDIW Lead and PSO meet with other Institute Leads four times per year. We have a shared Teams and Sharepoint site for idea-sharing and networking. ISMIB's AS SAT currently meet monthly. The SAT and Sub Committees will continue to meet at least quarterly after the application is submitted.</p> <p>Leads are in place in Directorates</p>

3.11;	New structures to organise and support EDI and AS activity are needed. These should work effectively across the whole faculty as well as for each institute.	3.11 - Hold focus groups with recent starters to better understand experiences of local induction, understand if there are any gendered differences in these experiences and plan improvements as needed.	In place by February 2021	3.11 - Common faculty induction designed and implemented.	ISMIB has introduced a new improved induction process off the back of a faculty run focus group and report. It has clear policies and guidance documents on the HR Intranet. Moreover, new plans are underway to improve our current practice, including quarterly social welcome meetings for new starters which will include Institute and Centre Leads. <b>(FAP 4.2d).</b>
3.12; 3.13	New structures to organise and support EDI and AS activity are needed. These should work effectively across the whole faculty as well as for each institute.	3.12 - Each Institute and the Directorates collectively to establish EDI Committee and Self-Assessment Team with membership that reflects institute makeup.  3.13 - Important to include student representatives to raise level of student engagement with this work.	In place by February 2021	Staff satisfaction levels with induction improved – as measured in faculty survey.  3.12 and 3.13 - 100% - all have EDI teams and SATs.	ISMIB has an Athena Swan SAT and an EDI committee structure and student Representatives on AS SAT and EDI Committees. We have active Post-doc and post-Grad societies with representatives on every committee and they have their own teams and SharePoint site with regular socials. The School has a Biosciences Students' Equalities Group that is convened by our student reps and facilitated by the School's EDIW Officer (Professor Mike Speed, who is also AS Co-Lead and previously Dean of the School).

#### 4 - Staff Experience

4.1; 4.2	Workload model - allowing protected time and recognition of CPD.	4.1 - Include training/development time in workload models  4.2 - Use equality data for comparison purposes	Implementation for 2020/2021 will be treated as a pilot year with data captured and feedback gathered to further refine and finalise the process for 2021/2022.	Action taken to address any disparities - EDI Committees will contact managers in their institute asking staff to be encouraged and supported to undertake training and development. Increase in training completed where gaps are identified.	Training/development time is included in academic workload models and in PDR Checklists for all staff as protected time. There are also a minimum of 10 progression days allowed per employee per year with this built into the PDR Process via the PDR Checklists. ISMIB has a policy of meeting-free Fridays or an alternative to allow additional time for training and development. This is built into PDRs. We surveyed staff around the meeting-free Fridays initiative and had 73% staff awareness of this initiative with 76% in favour of this initiative <b>(A1F4.2).</b>  ISMIB's equality data shows 95% completion for females
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					and 88% completion for males on the University Introduction to Diversity and Equality.
4.3; 4.4; 4.5; 4.6;	<b>Staff Experience</b> - Bonus pay gap in favour of male staff (45% mean gap) at University level is related to awarding of Clinical Excellence Awards (CEA) mainly to male staff and larger awards to male staff. 57 women were eligible (consultants) in 2019 and 11 got a CEA, 91 men were eligible and 47 got a CEA. 19% of eligible women received a CEA, but they make up 39% of consultants.	4.3 - Actions to continue to tackle Clinical Excellence Award pay gap.  4.4 - CEAs paused in 2020, but when these resume, need to measure impact of actions taken and ensure that faculty continues/builds upon if effective. Review actions again if not effective.  4.5 - Hold development sessions on how to write a successful CEA application.  4.6 - Highlight University and professional body mentoring schemes to clinical staff	Pay data is pulled from the system in March each year. Report shared by September each year.  Communications to be sent to all clinical staff each year in April informing them of the processes and sharing relevant information.	Reduction in CEA gender pay gap with a 5% increase of women getting CEAs each year of this Action Plan. Then a longer-term goal for the proportion of CEAs received by women to match the % of women consultants.	Data from 2019 showed a stark gender difference in the bonus pay gap and this was largely driven by Clinical Excellence Awards (CEAs) in which 19% of eligible female consultants received awards compared to 52% of eligible male consultants. A plan was developed at the time but this has now been superseded because of changes that have been made to the scheme, now called Clinical Impact Awards (CIAs). For the 2024 round (open between 4th March and 15th April for applications) we have sent emails to all eligible clinical academics and particularly encouraged female colleagues to apply.  We have established a working group that includes the Clinical Directorate Lead and Clinical Directorate manager to support clinical colleagues with their applications (and the forward planning of their approaches to applications), linking them through to current award holders for mentorship if requested. In addition, we are surveying all of our clinical academics to get feedback in particular from those who have applied but been unsuccessful and those who have never applied. We will use this feedback to better understand real and perceived barriers, and to develop a focused Action Plan that will help to reduce the bonus pay gap. <b>(FAP 6.3-6.6)</b>
4.7; 4.8; 4.9	In the 2019 staff survey, 56% of female HLS respondents felt they would be confident to report bullying and harassment (compared to 60% at University level) and 71% of	4.7 - Report & Support data for Fac EDI Committee Confidentiality of reviewed data needed  4.8 - Include Report & Support	Annually beginning in November 2021	Based on University data, bullying & harassment is currently underreported through complaints procedures when compared to 2019 survey	To protect anonymity, Report and Support data cannot be given to Institutes for analysis. The ISMIB 2023 survey data showed female confidence in recognising bullying and harassment at 87%, with 62% confident to report it (61% of all responders were confident to report bullying). We have a dedicated Bullying and harassment committee and work will

	male HLS respondent (compared to 68% at University level).	Tool in staff induction  4.9 - Include Report tool in student welcome week info		results, therefore we can expect to see an increase in reporting if this route is more effective. The reporting numbers should match future survey results.	continue to address this in our <b>future Action Plan as Priority 3.</b>  The Report & Support tool is in all ISMIB Staff handbooks, our PDR Checklists, EDIW and HR Intranet and in inductions and in all student's welcome week information packs.
4.10	Work required to understand support packages (especially in the current financial climate). For example, we need to ensure that male candidates are not securing more resource because they are more confident in requesting it. Explore identifying standard packages of support/resource to bring equity for new research staff and existing staff being awarded fellowships.	Explore identifying standard packages of support/resource to bring equity for new research staff and existing staff being awarded fellowships.	Work to start in January 2022	If a standard support/resource packages can be identified, this will be developed and made available to eligible staff.	The faculty run a Tenure Track Fellowship scheme which provides a standard start up package for all newly appointed TTFs.  ISMIB also provide a start-up package to all Institute newly appointed TTFs. This -has been extended further to provide a standard start-up to all newly appointed academic staff up to Chair level to enable them to establish their research. The funding is flexible and can be tailored to an individual's needs. Typical costs covered by start-ups include fully funded PhD studentship, travel, equipment, consumables.  Appointment of Chairs is led by the VC.
4.11; 4.12; 4.13	Based on the size of eligible pools of staff, women tend to be less well represented in applications for promotions to Senior Lecturer and Chair in the T&S career pathway.  Female clinical staff tend to be promoted at a lesser rate than non-clinical staff; 29% of	4.11 - Staff Review and Development Group to be established in each institute to allow all staff to access career progression and development advice e.g. accessing programmes such as Aurora or our internal management and leadership programmes.	Annual Review currently paused, but if restarted again in 2021, preparations and support needed for staff from April/May onwards each year once the process resumes.	An increase in women applying for Senior Lecturer and Chair (T&S routes). Setting targets here is difficult due to fluctuation in data in last two years, however we aim to see an increase in applications to these categories in each year of the Action Plan with	ISMIB has had a Staff Development Review Group in place since the restructure <b>(2.2.1.1)</b> . Annual promotion workshops feature speakers who have been successfully promoted on T&S route.  ISMIB's AS Lead held interviews with clinical female academics to better understand their issues. Feedback has been given to faculty and we await their Action Plan <b>(A1F5.4)</b> .

	applications and 33% of clinical promotions were women in 2018-2019 compared to 53% of applications and 53% of non-clinical promotions.	<p>4.12 - Work with the University to ensure that annual promotion workshops which feature speakers who have been successfully promoted include FoHLS speakers promoted on T&amp;S route.</p> <p>4.13 - Hold focused workshops for clinical academics.</p>		<p>overall target of rates of application and success matching T&amp;R promotions.</p> <p>Increase of applications by female clinical staff and promotions to 35-40%.</p>	
4.14	Each Institute has explored and implemented their own policies regarding timings of meetings. Although some local variation is required, the restructure presents an opportunity to have a faculty position on this issue to better support staff with caring responsibilities and additionally to reduce long hours culture.	4.14 - All core departmental and committee meetings to be held between 10am and 4pm (recognising that this may not always be possible for some meetings and some staff groups e.g. clinical staff)	From December 2020 onwards	<p>Majority (will be audited) of meetings to be held between 10am-4pm.</p> <p>Staff satisfaction with this policy to be measured through consultation.</p>	4.14- ISMIB has a HR policy where all Institute meetings are scheduled between 10am and 4pm. We also have a recommendation about 'no-meeting Fridays' or other. We recently assessed this via a survey with 73% of staff aware of this initiative; 76% in support of the initiative but only 30% able to take advantage of this initiative. 36% wanted alternative options. We have since included in Management Training, PDR Checklists, protected time guidance and we have shared the initiative with suggested alternatives for those who cannot take advantage of this. Given that our Culture Survey reported 15% fewer F agree than males ( <b>discussed in 4.1.5</b> ), we will continue to work on this ( <b>FAP 4.3</b> ).
4.15; 4.16	<p>Aim to showcase research being undertaken in the institutes across all departments - this should provide opportunities for early career researchers.</p> <p>In September 2020, the faculty</p>	<p>4.15 - Annual research showcase conference to be piloted by IPH and rolled out faculty wide if successful and deemed feasible.</p> <p>4.16- Selected pool of presenters to be gender</p>	Annual with first conference held in academic year 2021/22	Evaluation to take place after each conference. If first conference in IPH is successful, this initiative will become a faculty wide event.	<p>ISMIB ran a successful research showcase and a Research Away Day in 2023 and repeated in January 2024 with a gender balance of speakers across the day and excellent feedback.</p> <p><b>Regarding enhancing early career researchers</b>, ISMIB's Early Career Researcher (ECR) Development Award was re-</p>

	held a conference for Allied Health Professionals that was successful. This conference will build on this work and lessons learned.	balanced and ring-fenced places for ECRs.			<p>launched in 2023 with two funding rounds/annum. This scheme pays particular attention to researchers with caring or childcare issues. In 2023 all 5 applicants were successful (3F/2M). In 2024, 3 Females were funded (£9,286 awarded over both years).</p> <p><b>Case Study Feedback:</b></p> <p><i>"I am extremely grateful to ISMIB for offering Early Career Researchers the opportunity to apply for grants, if it wasn't for this internal funding I wouldn't have been able to attend this incredible conference, and I hope I can attend again in the future."</i> ECR used her 2023 fund to attend Ubiquitin Biology Conference, USA.</p> <p><b>How we enhanced:</b></p> <p>ISMIB was part of a pilot project around <u>Prosper</u>, an innovative approach to postdoc career development across multiple career pathways – within and beyond academia. In 2021/2022, 11 postdocs participated from ISMIB (8F/3M), 2022/2023 4 postdocs (3M/1F), 2024, 4 postdocs from ISMIB (100% F).</p> <p><b>Case study feedback:</b></p> <p><i>"The bespoke resources and guided initiatives provided by Prosper boosted my confidence and drive to apply for academic fellowships. In July 2024 I secured a 3-year fellowship from Pancreatic Cancer UK, which will allow me to begin my journey as an independent researcher"</i></p> <p>Participant name anonymised.</p> <p>ISMIB runs a successful seminar series with all internal speakers gender balanced.</p>
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4.17	The University has a Research Leave Policy, but consultation shows that staff in FoHLS are unaware of or not accessing this leave. This disadvantages female research active staff in particular as they are less well represented in T&R and R job types.	Faculty to explore implementation of research leave - this will be tailored to needs of staff in FoHLS and take into account the unique nature of research undertaken and types of roles e.g. clinical staff.	Started in January 2022	Research leave policy designed and implemented	Faculty have implemented a Research Leave Policy. This protects time due to career breaks, increases paternity in line with university policy.
4.18	<p>Fostering collaborative researcher working by doing this as a team.</p> <p>This will be more cost effective for the University, e.g. hiring a house for a group of people for 4-7 days is more cost effective than hiring 'retreats' for individuals.</p>	<p>Explore provision of team leave: a small group of staff can organise a 'grant retreat' up to 1 week away from home and work. These will either be a full residential retreat or offered as a day retreat to those who cannot or prefer not to travel. These provide protected time to write a grant together, or work on separate grants in a constructive environment.</p>	<p>This will need to be considered 'post-COVID-19, therefore a date will be added once possible.</p> <p>As an interim measure, we will explore home online grant retreat work e.g. all staff involved only engage in this activity for a week.</p>	<p>Small pilot of retreat scheme held.</p> <p>If successful, this will be rolled out across the faculty.</p> <p>Staff awareness of scheme measured through consultation.</p>	<p>The ISMIB research and Impact Committee launched a series of workshops and related events for establishing new inter-departmental, cross-institute, cross-faculty collaborative research activities, generating new link with industry, as well as for team grant writing activities. These are for small groups of staff to organise a 'Grant Retreat' for up to 1 week away (4 nights maximum) from home and work. These provide protected time to write a grant together, or work on separate grants in a constructive environment.</p> <p>Funding is made available for costs associated with hosting these events.</p> <p>The first call for applications to this initiative went out in May 2024.</p> <p>Impact will be assessed in our future Action Plan. <b>(FAP 8.5c).</b></p>

## 5 - Training and Development

5.1	<b>Training &amp; Development</b> - The old IPHS and ITM Institutes	Roll out University career coaching scheme to all four	1/1/2022	Career coaching scheme established in each	Career coaching is in place for academic staff. Moreover, Our Head of Operations and Management Services TL are
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	instigated a career coaching scheme and developed this with the University's organisational development team 'The Academy'. This has now been made into a coaching model with supporting material that can be implemented in other departments.	institutes and work with Directorates and faculty staff to ensure access to this scheme.		institute, and including PSS, with positive feedback received from participants.	<p>career coaches for PTO staff wishing to take up this initiative. One staff member who was coached by our Head of Operations had the following feedback. "I was given suggestions based on my key skills and interests for ways to extend my network, broaden my skill sets and enhance my experience. Dr Parker also set up shadowing opportunities for me within her team. She advised me on the application process and whether jobs might be a good fit for me."</p> <p>Nonetheless, only 39.9% of staff agreed with the statement "I have someone I consider a mentor at work." There was a gender imbalance, with males more likely to agree than females. Therefore, addressing mentorship formal and informal is in the future action plan <b>(FAP 2.3,2.7)</b>.</p>
5.2; 5.3	Supporting women into and in leadership roles.	<p>5.2 Each institute to fund one place on the Advance HE Aurora programme each year.</p> <p>5.3 - Encourage staff to undertake the University's internal leadership programme (Heilbron). Four female staff from FoHLS have completed this programme – they will be asked to provide information to colleagues via online case studies and other routes (e.g. mentoring, talking to staff meetings).</p>	Each year, meeting Aurora application timelines.	<p>5.2 - 12 women (faculty-wide) to have been funded to participate in Aurora by 2023. Each institute to fund one place on the Advance HE Aurora programme each year.</p> <p>5.3 - 14 more FoHLS staff to have completed Heilbron by end of 2023.</p>	<p>Since 2020, ISMIB has placed one staff member on Aurora each year.</p> <p><b>Case study feedback:</b></p> <p>"The Aurora programme was fantastic opportunity for me. It shifted my mindset, and my understanding of what leadership was all about." Angela Foxcroft, Programme Manager, Wolfson Centre for Personalised Medicine.</p> <p><b>How we enhanced:</b></p> <p>Heilbron: This programme, attended by two females from ISMIB in 2023, is for academic and professional services staff (Grade 9 equivalent and above) who aspire to reach top leadership positions.</p>

5.4;	70-75% of FoHLS staff have completed the University's online Diversity & Equality Module.	7.4 - Increase proportion of staff completing module via regular email reminders from Institute and faculty leadership, chasing up staff directly who have not completed the module and reminding staff to complete the module ahead of PDRs.	Twice per year starting in April 2021	<p>Increase in completion of Diversity &amp; Equality module to 90% by 2023 with increases each year.</p> <p>Consultation shows confidence in understanding EDI issues.</p>	5.4 - ISMIB has 93% completion rate for the Diversity and Equality module <b>(A2F12B)</b> .
5.5; 5.6	136 female staff and 47 male staff have been recorded as completing the University's Unconscious Bias training.	<p>7.5 - Each Institute to ask Grade 6 staff and above (i.e. more likely to have decision making responsibilities) to complete face-to-face Unconscious Bias training.</p> <p>7.6 - Unconscious Bias training (based on Advance HE materials/methodology) is delivered face-to-face by 2 staff. This limits the amount of people who can be trained to around 25-30 per group. Therefore, the Institutes will ask all staff to complete the short online Unconscious bias module.</p>		40% of all relevant staff in the faculty (608 staff) to have completed face-to-face Unconscious Bias training. 90% of remainder to have completed the online short Unconscious Bias module.	5.5; 5.6 - Due to a shortage of training modules available for unconscious bias training, we have not been able to achieve the 40% target of training of ISMIB staff (although key staff, including those involved in progression decisions have been trained). We have found alternative solutions and will be rolling out as part of our future Action Plan <b>(FAP 8.4)</b> .

## 6 - Family Friendly Provision

6.1; 6.2; 6.3	<p><b>Family Friendly provision -</b> Preliminary results from a faculty/Welcome funded research project into the EDI impact of Covid revealed that post-maternity leave PDRs or 'welcome back' chats between staff and line managers are not happening consistently and that take up of KIT days could be higher.</p>	<p>6.1 - University guidance for staff taking maternity leave and for managers to support their staff is under development. This includes pre and post-mat leave PDR details – ETA Jan 2021. This guidance will be made available on the HLS intranet and managers reminded on this guidance on an annual basis.</p> <p>6.2 - Hold focus groups with post-docs to explore experiences of taking family leave.</p> <p>6.3 - Review and refresh Family Friendly Adviser roles - these are currently aligned to the old faculty structure and this provides an opportunity to check if their distribution across new structure works well, to provide any refresher training and advertise their roles to staff.</p>	21-Jan	<p>Through consultation, all staff returning from maternity or other family leave report having a returning PDR.</p> <p>Staff report satisfaction with family friendly processes measured through the 2021 survey.</p> <p>Understand post-doc experiences of family leave and plan tailored actions accordingly.</p>	<p>ISMIB has have implemented a Pre- and Post-Maternity form to support staff returning from maternity. This includes the need for a PDR, guaranteeing a conversation with the relevant line manager.</p> <p>Post-doc interviews were held, and a report was presented with no local actions for implementation. 100% of women spoken to were satisfied with how the conversations and adjustments were handled at a local level by supervisors. Suggestions for University-level changes were fed back to faculty with no locally suggested actions <b>(A1F5.3)</b>.</p> <p>Family Friendly Advisor roles have been updated and published on the Intranet with three staff members representing ISMIB.</p>
6.4	To provide support for staff and students to support their family commitments, personal needs and mental wellbeing.	Provision of space in new faculty for wellbeing and family friendly needs e.g. informal meeting spaces, quiet rooms,	This will be considered alongside University wide plans for hybrid	Spaces identified and created.	ISMIB has two wellbeing rooms <b>(discussed in section 2.2.2)</b> and baby change facilities in all accessible bathrooms.

		milk expression spaces, faith spaces	(home/campus/other based working). These plans will be finalised in 2021 and we will know more about campus based space requirements.	Consultation of users shows satisfaction.	
6.5; 6.6	Review access to flexible working policies and initiatives, particularly in light of COVID-19. The University is currently reviewing flexible working overall in light of the huge shift to home and flexible working in 2020 therefore this presents an opportunity for FoHLS to build on this work.  Clinical staff can struggle to access flexibility.	6.5 - Make use of Pulse Survey, RISE project and faculty/Wellcome Trust funded research to inform actions.  6.6 - Institutes with clinical staff to consider specific actions - these might be limited in scope, but consider timing of meetings, highlighting clinical staff role models who work flexibly/part-time.	From January 2021	Improvements made to flexible working policies and practices in line with University activity, with tailored activities to reflect FoHLS' requirement e.g. to support clinical staff.  2021 survey to show continued/improved satisfaction with flexibility of working arrangements.	Between 2021 and 2023, ISMIB recorded a 12.5% increase (to 71%) in those who agreed that 'my department enables flexible working' (survey results). For females, an 18% increase (to 70%) was recorded. We noted that technicians in particular reported a large increase (of 31%) in 2023, compared to 2021. A policy for academic staff who are taking maternity/paternity/adoption leave and need support (~0.2fte) to keep their research project going or require assistance when they return from extended leave has been rolled out in ISMIB from May 2024. <b>(A1F2.1)</b> For clinical staff focus groups have been held and our ISMIB AS SAT clinical representative is in the process of creating a clinical women's network <b>(FAP 6.3b)</b> .

6.7	Improved support for staff returning from long-term family or other leave.	6.7 Protected time for returning staff (e.g. parental leave, sick leave etc.): Protected time of up to 1 year from teaching and admin duties to focus on research development (or development in an area chosen and agreed on by the member of staff and their Line Manager prior to returning to work).	From January 2021	Scheme sees reasonable take up based on number of staff taking such leave.  Awareness and satisfaction measured via consultation.	The provision of improved support for staff returning from long-term leave is included in ISMIB's pre- and post-maternity leave forms and in our PDR Checklists.
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## 7 - Student Experience

7.1; 7.2	The new faculty structure enables staff with widening participation and outreach work remits to work more closely together.	7.1 - Each EDI Committee to work with their institute widening participation lead/committee to ensure these two areas of work are complementary and collaborative. Where applicable, a member from the Institute EDI Committee will sit on the Institute Widening Participation Committee. If no Widening Participation Committee in place, then the EDI Lead and WP lead will meet at least twice per year.	From January 2021 with committee meeting attendance during each academic year or EDI and WP leads to meet 2x per year	7.1 - EDI and WP activity is complementary and avoids duplication of actions.  7.2 - Part-time PG study explored and developed where feasible for all programmes where currently not available.	Within SoBs - WP and OutReach are integrated with a number of members shared across both groups and EDI. All of the School's PGT programmes either include a part-time provision, or a part-time version of the programme is in the process of being approved.  Since 2020, the School of Biosciences Widening Participation Director joined the operation of the new ISMIB OutReach group, so that outreach activities align with the inclusive priorities of the School, including with respect to gender. Several key events followed including an annual Black Science Bootcamp (2023 onward) attended by 55 year 10 students. Where we have gender disparities on admissions, (5% higher females than benchmark), the WP Director encourages activities to target males from hard-to-reach communities. As a result of her work, we now believe WP and outreach are not only integrated but innovative
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		7.2 - Use the current PG study review to explore development of part-time study options.			<p>with a strong focus on gender disparity. Other projects we have run include:</p> <ul style="list-style-type: none"> <li>• In2STEM summer career project</li> <li>• Spooky Science</li> <li>• Wikipedia edit-a-thons</li> </ul> <p>pharmacology girl guide badge</p>
7.3	The University is undertaking a central project (as part of Curriculum 2021 strategy) on decolonising the curriculum and building EDI considerations into programme content and deliver.	The faculty will contribute to this activity to ensure that practice developed works effectively for subjects within its remit.	From January 2021	Improved, inclusive programme content and delivery – measured by Curriculum 2021 evaluations and student/staff feedback	A huge amount of work has been done on decolonising the curriculum and inclusivity initiatives, many of which have involved co-creation with students ( <b>detailed in 2.23.2</b> ).

## 2.2)- Evaluating Success against key priorities

We highlight success in three key priority areas from the previous faculty action plan. **Figure 2.2** indicates the provenance of actions/items, from previous institute (pre-restructure) awards (longitudinal achievement) and enhancements we have made post restructure.

**Figure 2.2 Longitudinal approach and enhancements**

Founding Institute Award	How they link to ISMIB	Year of Award	What we embedded	How we enhanced
Institute Infection and Global Health	Head of Operations bought policy and practice	2016 Silver	Staff Review and development Group (SRDG)	Established PTO Staff Review and Development Group
Institute Translational Medicine	Founding Institute	2016 Silver renewal	Technicians' Commitment	Acting-up Secondment
Institute Integrative Biology	Founding Institute	2013 Gold	PGR maternity Top-Up	PGR Pump funding

### 2.2.1) KEY PRIORITY 1 - Embedding and Enhancing Good Practice

#### 1. Staff Review and Development Group (SRDG):

ISMIB formed its academic SRDG to address gender balance for progression. SRDG moved the emphasis away from the Head of Department as gatekeeper and increased transparency. Staff submit their CVs for advice and feedback over a couple of cycles of refinement.

Annual promotion workshops feature speakers who have been successful. Athena Swan Co-Chair Eithne Costello presented in 2023/24 at a female-only *Insight into Promotion* event for T&R staff. 91% attendees found this good-excellent.

#### Success metrics:

Success in promotion since 2020/21 is broadly equitable between female (87%) and male (86%) applicants (**A2F10A**). Proportionally fewer females applied than men (Females=15/36; 42%), but we noted that females are only 36% of this job family.

**From: FIGURE 10A (A2F10A)**

Award Type	Year	Applications		Successes	
		Female	Male	Female	Male
Total	All Years	15	21	13	18
Success Rate				F 87%	M 86%

T&S progression was previously identified as problematic by faculty (low proportion of females progressing to grades 9/10). We currently have 15F to 14M T&S staff (52%F). Because of the effectiveness of the SRDG in ISMIB, we now have gender balance with women representing 53% of T&S staff in higher grades, 8F:7M highlighted green in the table below from **FIGURE 4D (A2F4D)**.

**N has been anonymised to protect potential identification**

			Total F	Total M	%F
Gender	Actual Grade	Department	15	14	52%
Female	Grade 7	Pharmacology and Therapeutics			
	Grade 9				33%
Male	Grade 7				
	Grade 9				
Female	Grade 10	School of Biosciences			
	Grade 7				
	Grade 8				
	Grade 9				55%
Male	Grade 10				
	Grade 7				
	Grade 8				
	Grade 9				

#### How we enhanced:

In 2023/24 ISMIB launched an SRDG for PTO staff. The promotions freeze in 2020/21 led to a reduction of applications in 2022 but in 2023, 9 of 12 applicants were Female (success rate 70%) **(A2F11A) and (A2F11B)**.

#### Case Study Feedback:

*“The group made the whole process run smoothly and timely, and with the informative input from the [SRDG] group, I was able to make a successful application.”* Technician.

Other Initiatives including Annual ISMIB Awards (across 11 categories, including Equality Diversity & Inclusion; n=~25 awards/annum) help community cohesion and promotion cases. In 2024 awardees were: 52% F, 22% M, 26% Teams.



## 2. Technician Commitment Framework:

This was led by Dr K. Cham, (ISMIB, member of SAT). In 2023, faculty ran a data-gathering focus group **(A1F5.1)** resulting in the creation of a bi-monthly Technicians' newsletter, increasing awareness of internal and external training/development opportunities, and a technicians' fund (4 ISMIB staff members awarded funding in 2021 and 2023; 75% female). Unspent funds are used to buy course credits for a technical training body.

### Success metrics:

19/40 ISMIB technicians (64% female) undertook these courses. 7 Females completed [ITTS Herschel Programme for Women in Technical Leadership](#), three were subsequently promoted). Two technicians completed the [Vivien Thomas Technical Leadership Programme](#). Technicians at the highest grades are now gender balanced with 50% at Grades 7 and 8 **(A2F6A)**.

### Case Study feedback:

*"By enhancing professional development, supporting diversity, and promoting recognition, female technicians have . . . opportunities to develop skills and (it) created an environment where they can thrive."* Technician.

### How we enhanced:

Dr Cham introduced (2024) a scheme for technicians to utilise a secondment or "acting up" to gain management experience. Two female staff utilised the scheme.

## 3. Maternity top-up for PGRs

ISMIB provides a 6-month stipend to cover maternity pay for PhD students (where not covered by provider/grant funder), applicable to home, international students, and self-funders (benchmark UKRI level).

### How we enhanced:

ISMIB students can also access development funding: travel bursaries and pump priming through the **PGR and Research and Impact Committee**. Of 60 applicants since 2021/22, 40 are female (93% award rate).

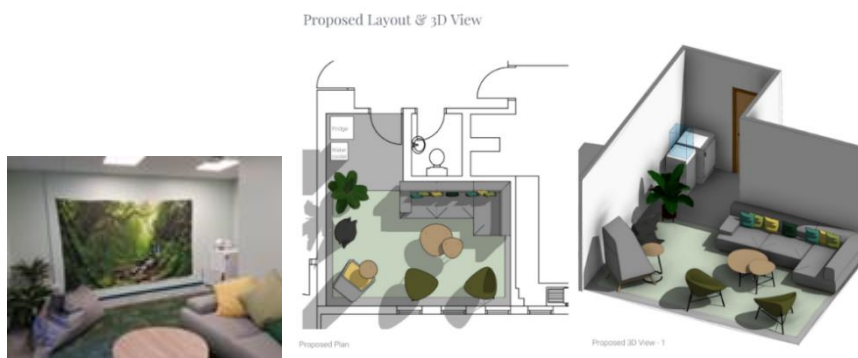
## 2.2.2) KEY PRIORITY 6 – Family-Friendly Provision

ISMIB has two bookable Wellbeing Rooms (Biosciences and Nuffield Buildings) that support family-friendly provision; with fridges and sinks they assist in breastfeeding and milk-expression. One room has SAD Lights, and mood lighting (esp. for support of some neurodivergent individuals). Logs indicate >15 uses per month and include counselling & therapy sessions, severe period pain. We also have a frequently used Prayer room with adjacent gendered toilets, providing single-sex spaces for preparatory ablutions.

### Case Study feedback:

*"I have also been recommending the room students and staff in their disability risk assessments, along with the Biosciences ground floor room and for pregnant staff and students. It is useful to have somewhere to lie on the floor and do stretches."* Female Technician, ISMIB

**Image 3.1 Nuffield Building Wellbeing room, design schematics and photograph of the room**



### Progress in supporting staff with caring roles

Since 2023 the 'full-pay period' for maternity and adoption leave has increased from 8 to 26 weeks (mirrored in Shared Parental Leave). Paternity leave has also increased. Other support includes:

- Maternity and adoption leave now provides 18 months protection from redundancy.
- For students, [UoL has Student Maternity, Maternity Support and Adoption Policy](#)
- UoL's flexible working policy allows two applications/annum (formerly one).
- The [Carer's Leave Policy](#) allows up to 3 weeks leave/annum, to care for/arrange care for a dependant with a long-term care need.
- Within two years of returning to work after maternity/paternity/adoption leave, or parents with caring needs can access up to £500 towards conference attendance. The scheme (launched 2023) is available to academic/PS staff, Postdocs, Research Assistants, and PhD students (12 awards to date).
- ISMIB introduced technical staff support (~0.2fte), prioritized for academic staff taking maternity/paternity/adoption leave, to support research or assist after a return from extended leave.
- The Bioscience Student Equalities Forum is working on a Parent-Student Charter, to enable us to better support students with caring duties.

### Success Measures:

Between 2021 and 2023, ISMIB recorded a 12.5% increase (to 71%) in those who agreed that 'my department enables flexible working' (survey results; 18% increase (to 70%) for females). In the 2023 survey, 64% respondents were aware of flexible working arrangements. Amongst technicians, an increase of 31% awareness (2021 to 2023) was recorded.

### Case study feedback:

*"Historically, the challenge has been balancing family life with a career in science... (however) the university has implemented supportive measures...offering ... grants to facilitate conference attendance, including provisions for partners to assist with childcare."* [Sarah Barnett \(ISMIB\), Facility Manager and Researcher in an interview with kmlvision.](#)

In our **Workshops** staff reported “people with caring responsibilities are given greater flexibility. It was recognised the Institute supports all staff: policies allow gender support such as flexibility in caring of children between genders.” (A1F5.2)

## 2.2.3) KEY PRIORITY 7 – Student Experience

### 1. Biosciences Science & Society Civic Award

This co-curricular award cultivates civic responsibility and global citizenship amongst UG participants. Content covers the historical exclusion of women and scientists from the global south from science narratives. Sessions also cover applied philosophy of science.

**Outcomes:** Year 1, year-long voluntary programme, culminating in a poster session on gender, race and environment in science. Year 2, students engage in Civic Award Placements in the wider community.

#### Success Measures:

Lecture materials are embedded in the new School of Biosciences curricula (Year 1, 2024/2025). In 2021-22/2022-23, >800 students (412 to date 2024) viewed the CANVAS landing page (~26,000 cumulative views). Between 259 – 349 students watched each lecture. Volunteers can engage with other aspects of the award. This work was presented at UNESCO (Paris, May 2023). The team (Dr Larsen, ISMIB & colleagues) won a [Faculty Learning & Teaching Award in 2023](#).

#### Case Study Feedback:

*“To be taught by people who look like me and, in a class, where a lot of the students look like me is more important than you know.”* 1st year, female, Biological and Medical Science.

### 2. Biosciences decolonising our teaching curricula

SoBs has made good progress on the complex process of decolonising our teaching curricula. Notably, one of its staff led the design and dissemination of a Toolkit for decolonising curricula in Biosciences. This has been disseminated at Advanced HE EDIW conference and has been influential in the recent redesign and revalidation of all Bioscience’s UG and PGT programmes (delivery between 2022 and 2024).

#### Success Measures:

The School has engaged its students in consideration of decolonising and addressing gender issues in Science, by the highly original design and through implementation of the co-curricular Civic Award in Science in Society (see above).

Selected students also act as **DeCol-SoBS Advocates** (student-led group that discusses ways UoL can decolonise and be more inclusive in relation to race, gender and other characteristics), helping to develop anti-racist and decolonising science reading lists (open access resources compiled by students). 5 students (4F: 4RM; 1 LGBTQIA and ND, one mature student), presented the EDlograhies at [AdvancedHE Conference](#).

#### Case study feedback:

*“Through working with the decolonisation group (DeCol\_SoLS-Advocates) I’ve learnt a lot more about how female BIPOC individuals are not seen as much in science, a problem I knew existed but not to the extent that it does.”* 1<sup>st</sup> year zoology student – dual heritage English and Sri Lankan.

## Section 3: An evaluation of the department’s sector-leading activity

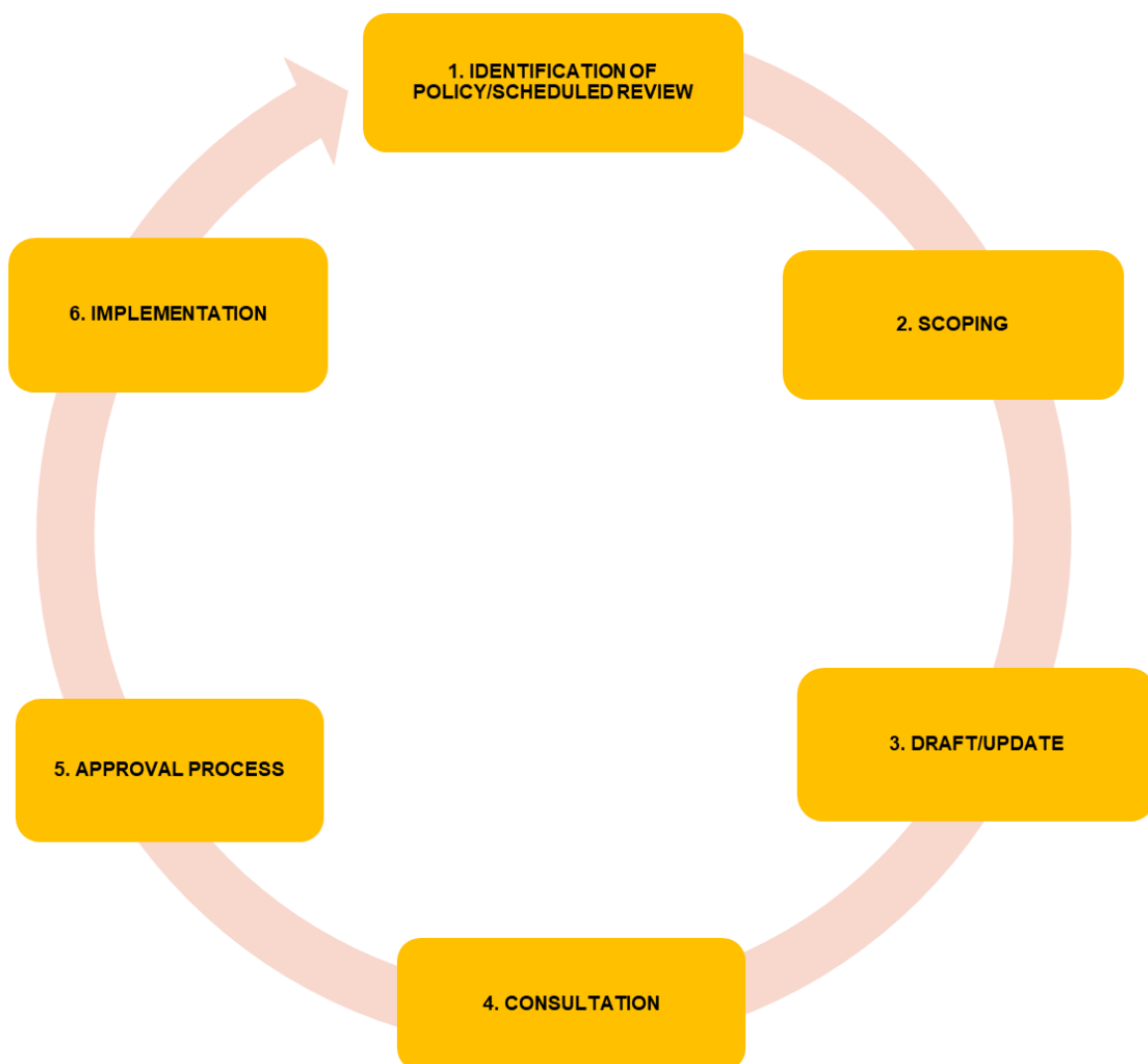
In Section 3, applicants should evidence how they meet Criterion F:

Evidence of sector-leading gender equality practice and supporting others to improve

### 3.1) Maintaining good practice and innovation

ISMIB, via our Good Practice and Data Group, evaluates our policies in several ways ([detailed in 1.2.10](#)). Where these groups identify gaps, our Innovations Group will take over and find creative ways to address the issues. Policy creation in ISMIB follows the process below ((Figure 3.1).

**Figure 3.1 – How ISMIB develops and implements policy**



Examples of policies and initiatives developed this way include:

- Provision of private spaces for wellbeing & gender-appropriate actions [\(2.2.2\)](#).
- PGR maternity support [\(2.2.1.3\)](#).
- Students are invited to join our **Biosciences Student Equalities Forum**, which facilitates discussion, including on gender, and proposes actions for the School [\(1.2.3\)](#).
- Science & Society Civic Award, with a focus on gender in Biosciences [\(2.2.3.1\)](#).
- Biosciences UG Research Studentship Scheme
- We are particularly proud of the work of ISMIB's [Computational Biology Facility](#) who work on mentoring with [The Girl's Network](#) and run an annual "[International Women's Day Data Science Scholarship](#)" (since 2022). Winners gain access to all Computational Biology Facility's professional courses for 5 years and are enrolled in a peer-to-peer support community. The 2024 winner says: *"As a woman in science from Sudan, a conflict-affected region . . . this honour not only recognises my efforts but also enhances my capacity to make a meaningful difference in global health."*

**Image 3.1: 2024 Winner : Lamis Yahia Mohamed Elkheir**



## 3.2) Supporting others to improve

Please describe how the department has supported others to achieve success in gender equality.

### 3.2.1) Research Technical Professional (RTP) Career Pathway (Gender)

**Need:** ISMIB hosts or leads 12 of the 17 core facilities within Liverpool Shared Research Facilities ([LIV-SRF](#)). LIV-SRF relies on specialist technicians, to deliver advanced capabilities to ISMIB's research teams. The University recognised that existing career pathways did not adequately recognise/reward these staff, reflecting a wider sector problem (see [TALENT Commission](#)). These, often unique roles do not easily fit into the Technical or PMSA career pathways; and when these pathways were implemented Grade 9/10 roles were male-only.

**Achievement:**

[Professor Ian Prior](#), (ISMIB/Director of LIV-SRF) created and drove implementation of the innovative and sector-leading Research Technical Professional Career Pathway, [launched in February 2023](#), providing a promotion-based route to Grade 10 for specialist staff across all University disciplines. In the first round of applications (June 2023), 25% of applicants were staff from core facilities in HLS; the success rate was 63%, which compared favourably with the background university success rate of 44%. Importantly, 80% of applications by female core facility staff were successful, surpassing the wider University rate of 64%. This year, 1/3 of applicants for grade 9 were female (100% success).

The RTP has been recognised internally (UoL Outstanding Contribution Staff Award, 2023) and the steering group were runners up for a [University Human Resources Award for Excellence in HR](#), 2024). RTP has gained further external recognition: >130 external organisations, funding bodies and other HE providers, UK and international, directly engaging to learn more about the scheme.

#### **Supporting Others:**

*“The RTP Pathway... has directly influenced [our] approach and is showcased through the [Institute's Career Pathways Lab as a beacon of activity](#). . . . It has demonstrated to the sector that such a pathway is possible and has real advantages in developing, retaining and recruiting RTPs. In addition to helping support the University of Warwick to launch their equivalent in 2023, ITSS is aware of multiple institutions using the information made publicly available by Liverpool, and the useful direct correspondence, to develop their own pathways.”* Ian Hancox, Warwick, Co-director of Institute of Technical Skills & Strategy.

*“The RTP pathway smashed the glass ceiling, as not only can I now progress but also, I can offer all my team a true career here. I was promoted to G9 in the first round of RTP transfer and promotion assessment and I am currently mentoring people on my team to go through the promotional process.”* Co-Director Computational Biology Facility, ISMIB (promoted via the RTP).

### **3.2.2) Support for Neurodivergent (ND) individuals (Intersectional)**

**Need:** Up to 1 in 5 of the population has some form of neurodivergence ([ADHD foundation](#)), with ND diagnoses increasing yearly. Many adults currently receiving diagnoses of ADHD/autism are women, non-binary and racially minoritised individuals, groups in which [ND has been under-recognised](#).

Dr Kate Hammond (ISMIB) initiated small-scale events and support for Biosciences ND students. Through good practice and strong leadership, her work has expanded to influence and support ND individuals at a university-wide level. **Achievements:**

- **2020** – KH organised small-scale events in Biosciences for ND Celebration Week.
- **2022** – First [Neurodiversity Celebration Week](#); KH organised on-line events with faculty support.

**Outcome:** formation of the University Staff ND Peer Support Group (100+ members).

- **2023** – Second [Neurodiversity Celebration Week](#) organised at a faculty-level (led by KH and faculty EDIW advisor), 33% external attendees and emphasised intersectional representation, through careful selection of Keynote speakers: [Jason Arday](#) (Black and autistic, 2023), [Rebecca Dufus](#) (female and autistic, 2023).

**Outcome:** Sessions for managers on support for neurodivergent staff and students. Feedback included: *"It was very inspiring to hear such open, honest accounts . . . to try and develop a better understanding of neurodiversity"*.

- **2024 – [University-wide ND Symposium](#).** KH & faculty EDIW team with cross-University funding. The event was hybrid and planned carefully to support inclusion and accessibility with 79% female attendees, 30% external. Speakers included: [Keisha Swaby](#) (Black, female, dyslexic, 2024), [Lizzie Acker](#) (female and ND, 2024).

**Outcome:** The *ND celebration week and symposium team* won a UoL Staff award in 2024. Supporting Others. (KH pictured: back right).

**Image 3.2 - Staff award winners; Kate Hammond, Kat Lawlor EDIW PSO bottom right, Judy Coulson centre ISMIB Academic Lead and Faculty EDIW Lead with other members of the Faculty EDIW Leadership Team**



**Figure 3.2 – from a poster showcasing the symposium and including impact quotes:**



# Neurodiversity

## Celebration Week

*'It was great to see so much engagement from our staff and students. I certainly feel better informed about the experiences and perspectives of some of our neurodivergent colleagues.'*

*'This week is a start in the right direction for normalizing neurodivergence in high[er] education.'*

### (4) Feedback:

*'I love that the University are devoting time and resources to raise acceptance and understanding. I would like to see much more of this and obligatory training in line with this'.*

### 3.2.3) Support for trans & nonbinary individuals (Gender)

#### Need:

Universities require significant change to ensure that all trans and nonbinary individuals are fully supported. Our sector-leading work on support has been led by [Dr Daryl Hodge](#) (SAT), a pharmacology researcher with lived experience, whose work includes a [co-authored review on trans/nonbinary individuals in clinical trials](#).

**Achievements:** Dr Hodge founded the [University Trans & Nonbinary Peer Support Network](#), a group of staff and postgraduate students who meet monthly. Members offer each other friendship, emotional support, healthcare advice, help with changing names, and [social activities](#). Members include staff from other local Institutions (Liverpool School of Tropical Medicine, Liverpool John Moores University).

Members are consulting with the NHS to promote trans/non-binary inclusion in healthcare services. With ISMIB and HLS funding, we also introduced Pronoun Pins, available in all ISMIB buildings. Having obtained 60% positive feedback, the next step involves rolling the Pronoun Pins out across the entire University.

*"For those that want to avoid the difficulty of being misgendered this is so helpful .... even just opening up the wider conversation is important."* Initial feedback from the pronoun pin rollout.



Image 3.3 – pronoun pins in our Student Experience Office ready for collection



Image 3.4 - Image showing the popularity of the pins with nearly 400 gone less than 3 weeks later



Dr Hodge has also worked at University-level with the HR-sponsored **Trans Working Group (TWG)**, which advises on name-changes in HR and IT systems and the forthcoming University Trans Policy. This has seen University-level systems change to enable gender identity data collation.

Dr Hodge was nominated for a Staff Award in 2023, as an “unsung hero of the year”. His work has been directly supported and facilitated by ISMIB’s EDIW Committee, and the strong support of its Chair.

#### Supporting Others:

*“Thanks to the . . . network I was able to meet people with similar experiences ... I felt that I didn’t have to hide that part of myself from everyone at work, and I was able to share it with my line manager, which has*

*dramatically improved my relationship with work and comfort in the office.”* Non-UOL Trans Network member (provided via Dr Hodge)

### 3.2.4) Leading on Alleviation of Period Poverty: early intervention (Gender)

#### Need:

Not all University members have sufficient finances to purchase menstrual products. This can impact mental health detrimentally and lead to higher absenteeism. This case-study shows how early intervention at departmental level can lead to Institution-wide adoption.

#### Achievement:

In 2018/19, the then AS SAT leads (Professor Zen Lewis, ISMIB) worked with a Psychology postgraduate student (now Lecturer) Dr Jasmine Warren to provide free menstrual products in all female toilet rooms within their buildings. The team set up The Period Partnership which had a “take one/donate one” approach in staff toilets, and a “take one” approach in student facilities. [Figure 3.5](#) shows an example of the difference this made.

**Outcomes & Supporting Others:** Professor Lewis took the initiative to a University-level, with help from our [Gender Equality Officer](#).

After COVID-19 -related delays (2020/21), there has now been a whole-campus rollout, including free menstrual products in all buildings. Approximately 14,000 menstrual pads, and 7,000 tampons are provided quarterly (~£250k pa). In 10 pilot buildings, dispensers & advertisements have been provided in collaboration with [Hey Girls](#), a period-poverty and sustainability focused social enterprise, with a view to widening installation further.

From the small seeds of good practice in 2018, ahead of many other Institutions, there is now enormous benefit to female and nonbinary/nongendered users of period products campus-wide.

**Image 3.5 A note of appreciation left in Psychology toilet facilities following the initial rollout of free menstrual products.**



## Section 4: Evaluating Culture

In Section 4, applicants should evidence how they meet Criterion B:

- Evidence-based recognition has been demonstrated of the key issues facing the applicant

### 4.1) Culture, inclusion and belonging

Please describe how the department ensures their culture and practices support inclusion and belonging.

#### 4.1.1) Sources of Evidence

**Figure 4.1**

Student Quantitative	Faculty REC Survey
	NSS Results
Student Qualitative	Student Equalities Forum
	Reps on SAT
Staff Quantitative	2021 Pulse Survey
	Faculty REC Survey
Staff Qualitative	Various additional data (e.g. completion of training, pay gap)
	Faculty Level Survey Data for Disability and Race (All Institutes in HLS excluding Directorates)
	Culture Workshops
	Impact surveys (e.g., committee survey, no meeting Friday survey)
	Interviews with Clinical Academics
	Feedback from events (e.g. menopause training, disability training)
	Feedback from Sub Committees (REC, MH&Wellbeing, Bullying & Harassment)
	Interviews with PostDocs

#### Our Culture Workshops

In recognition that ISMIB was formed relatively recently (**1.2.1**), the AS SAT Current Cultures & Good Practice group, led by Angela Foxcroft, supplemented the AS Survey data with a series of ISMIB Culture Workshops. In collaboration with an external facilitator, Jo Cutler ([The Aware Leader](#)), the Current Cultures Group designed and implemented six Culture Workshops in Winter 2023/24; one was held specifically for

the Institute Leadership Team and the remainder were for all ISMIB staff. Jo Cutler provided an independent evaluation summarised in a written Workshop Report ([A1F5.2](#)). 22% participated in our Culture Workshops (summaries by gender and job family in [A1F5.2a](#)).

Approximately 30% of ISMIB staff participated in our AS survey, for simplicity we focus here on the % of respondents who agree with survey statements, but in our broader evaluation we have considered the proportions who disagree and who neither agree/disagree.

### Representation of genders in our survey

Only Female/Male genders, and categories where n >10 were reported in our survey. We will therefore address the lack of nongendered perspectives in the future through anonymous feedback opportunities and focus groups for those who do not identify as Male or Female, ([FAP 5.6](#)). We note that participation by Females is greater than Males and will work toward equalising male engagement with gender equalities issues in ISMIB, as well as raising the participation rate toward 60% ([FAP 8.5d](#)).

## 4.1.2) Holistic Approaches to Cultural Change in ISMIB

As we next explore the culture in ISMIB by the main thematic sections of our survey, we attempt a holistic approach to this reflection in two ways.

First, taking a broad overview, we can see an improvement on almost all measures for comparable questions between the 2021 University Staff Survey and our 2023 AS survey ([A1F2.1](#)), and therefore have reason to believe that the general sentiment toward our culture may be improving (but note caveats about low sample sizes, especially in 2021).

Second, with a holistic approach, we can look for general and fundamental solutions that can be applied broadly across survey themes and are then able to focus expertise and resources on those, rather than dealing with cultural issues piecemeal. We use this framework to help us identify our priorities and our detailed Action Plans.

**Figure 4.2** Screengrab of a section of our holistic reflection on our AS Culture Survey

Belonging & inclusion	ISMIB % Agree overall {Higher is better}	Difference in % agree between F/M +ve value = Male%>Female {Lower is better}	Locus of response / type of response for action planning	Additional Actions For Gendered differences
I feel like I belong in my department	60.4%	5.91	Training & Actions for all line management and supervisory roles <u>Social-community</u> in dept/area PDR - Healthy Workplace Checklist {Wellbeing Life-Coach Officer roles}	Evaluate for gendered signals from Healthy Workplace Checklist

As we evaluate data on our culture below, we identify our **highest cultural priorities**, which feed directly into Future Action Plan, and are summarised in **4.2**.

### 4.1.3) Theme One: Gender Equality & Awareness

In our survey (**A1F1.2f**) it is encouraging to see that there is good agreement that "1) *leaders ...support gender equality*" (66% agree in ISMIB overall; with small differences by gender). This sentiment was supported in our culture workshops with positive feedback around our female Exec Dean and her personal commitment to Gender Equality "*with a Head of Institute who cares*". Colleagues feel that there is an "*open door approach to managing difficult situations*".

We see room to improve within this theme, specifically just 49% Females (compared to 61% males) agree that "*progress . . . is not affected by .... gender*". Hence improving sentiment about gender and career progression is a **Highest Cultural Priority**.

We note with concern that our Research-only staff (PDRAs, Research Fellows) report the lowest confidence in the context of gender equality, 28%F agree compared to 50 %M (n=25) (**A1F1.3**). In collaboration with ISMIB Postdoc Society, we will address this in (**FAP 2.2**).

**Our Culture Workshops** gave us insight into what works well for gender equality in ISMIB. An example is the Institute's work on Menopause Awareness. We focused invites to our Menopause Awareness Sessions to line managers, with other staff also able to join. Attendees subsequently reported being more knowledgeable and confident about menopause and having open conversations about its impact (source, post-session survey). Attendees also reported greater knowledge and understanding about the relevant University policy, and other support available (**A1F4.3**). In our **Culture Workshops**, it was also recognised that ISMIB does well in promoting University-level HR policies that support flexible work patterns to help individuals with childcare and those with broader caring responsibilities. Hence, our Workshop Report praises:

*"The significant number of responses listing policies ...[including] many aspects relating to women and EDI, for example Menopause Awareness training; EDI toolkit developed by Institute; good and in-depth HR processes to [prevent] discrimination; . . . . Aspects such as flexibility, job security, training/development opportunities, and career progression opportunities were also valued. Others noted that flexible working practices had improved wellbeing."*

Our AS Survey asked about awareness of relevant, intersectional support measures & communities within the faculty and University (**A1F1.4**). We note good levels of awareness (>60% of respondents) for several major forms of support, including Diversity Training (which has been completed by 92% of staff) and Menopause Support. The BAME and LGBT+ Staff Networks also had high awareness levels. Though 60% of respondents were aware of reasonable adjustments for staff living with disabilities, analysis of faculty-level data showed that females who declared a disability scored less positively than females without a disability, and so we would like to increase awareness of reasonable adjustments to >90% in the next two years to remove any barriers for our disabled female staff (**FAP 5.3**). Hence, from April 2024, ISMIB began mandatory training of line managers on reasonable adjustments. We note that the parents, carers and early careers networks were some of our least well-known initiatives for females (<43%). We have included action points to address this (**FAP 8.3**).

### 4.1.3a) Clinical Staff Analysis

Based on our headcount data we can see a lower percentage female than the national or University benchmark in Academic and T&R roles.

#### Snapshot from A2F12G

Staff and Students	Total	Male	Female	% Female	Benchmarking	
					National Benchmark	University UoL
Academic T&R	82	59	23	28%	65%***	55%*+
Clinical Academic	40	31	9	23%	N/A	49%*+

There are 21 male clinical professors and just 4 female professors in the Institute. Furthermore, that bonus pay gaps favour of males, largely due to [clinical excellence awards](#), was highlighted in 2020, insufficient progress in 2023 ([Section 2.1.4: 4.3-4.6](#)). Our gender pay gap continues to be affected negatively by the current awarding structure of NHS Impact Awards (previously known as Clinical Excellence Awards (CEA)). These awards are given for an individual's role/performance in the NHS, and the management and mentorship of these awards is through an individual's NHS service. In 2019, we had significant inequality in these awards at the university level, with 11 out of 57 (19%) of eligible female consultant staff, and 47 out of 91 (52%) of eligible male consultant staff holding a CEA. As the top (platinum) award is worth over £77k, this gender disparity has a significant negative effect on our clinical equality agenda. In 2022 the NHS changed the system of recognising clinical performance to [Clinical Impact Awards](#), with the aim of broadening access, making the application simpler, fairer and developing a more inclusive application process, and using them to incentivise excellence across a broad range of work and behaviour. Importantly, the level of awards is reduced with the top (national 3) award being £40k. Holders of the current NHS awards will continue to hold them for 5 more years, so we will continue to carry this gender pay gap for a few more years. However, early data from the NHS does indicate that the new Clinical Impact Awards are demonstrating increased access and gender equality in their award.

#### Snapshot from A2F12C

Institute	Category (group)	Calculation	2021	2022	2023
	Clinicians	Mean Gender Pay Gap	33.82%	23.33%	23.10%
		Mean Gender Bonus Pay Gap	23.77%	41.13%	66.90%



Within the Institute we aim to work toward closing this gender pay gap by supporting and encouraging staff to apply for these awards. The faculty committee which supports these applications has been restructured; it is now gender balanced and chaired by the EPVC HLS, Professor Louise Kenny. Information on this committee plus guidance on the awards is provided on the faculty website and includes a list of CEA award holders so that staff can make informal contact with colleagues to discuss the process. We send reminder emails, and female staff are specifically encouraged to apply. We discuss and encourage staff to apply during their annual appraisal.

Through interviews with several female clinical academics, guidance for female clinical academics around promotions and award applications is lacking, and the relevant career structures are complex. Our Clinical SAT member, Lauren Walker, is working with the Clinical Directorate in faculty to set up a Women Clinical Academic's Network. We will use feedback from this group and other similar focus groups conducted within the faculty to better understand real and perceived barriers and to develop a more focused Action Plan at faculty level that will help to reduce the promotion/bonus pay gap (**FAP 6.6**).

#### Snapshot from A2F10B

	2021 F Applied	2022 F Applied	2023 F Applied	2021 F Success	2022 F Success	2023 F Success	Success %
T&R	5	2	1	5	2	1	100%
Clinical Academic Teaching and Research	0	0	1	0	0	1	100%

Based on our promotion data (above) we can show 100% success rate for applications to promotion, helped largely by our SDRG. We note, however a low number of clinical applications and a decrease in T&R applications so we intend to put several action points in to address this.

We have a commitment from our Clinical SAT Representative, the Head of Clinical Operations and the PS Staff lead for Faculty Clinical Recruitment and Faculty EDIW lead to work with us on the relevant mandatory datasets as they pertain to gender inequalities in recruitment and promotion. A meeting has been arranged for January 2025 and specific actions have been added to our published Action Plan. The group will then convene twice a year to ensure that actions with respect to clinical recruitment and promotion of women are implemented effectively.

The clinical and T&R gender imbalance will be a **highest cultural priority**.

#### 4.1.4) Theme Two: Belonging, Wellbeing & Inclusion

Our AS Survey indicates several areas that need improvement, some of them urgently; in contrast our Culture Workshops paint a more nuanced picture with many aspects of our culture appreciated and valued but pointing to areas for improvement.

**AS Survey data Highest Cultural Priorities: (1) Wellbeing & Mental Health:** We are especially concerned that staff of any gender or job family do not feel that there is sufficient support for their mental health and wellbeing: only 35% agree that *"my mental health is supported"* and 42% for wellbeing (% agree responses

are not markedly gendered for either question). The highest % agree here is within academics (male-biased group), and the lowest is with PMSA staff (female-biased). However, we are also concerned about the low proportion of male T&R and T&S academic staff who agreed “*my mental health is supported*” (44%M vs 58%F). **(2) Cared & Valued:** we are concerned that % agreement with “feeling cared about” and with “contributions being valued” are too low and reflect a lack of optimism in our culture. On both statements (plus “*feeling I belong*” and “*policies are fairly implemented*”) females scored 7% lower than males **(A1F1.2a)**. Following our holistic approach, we have plans to work with line managers to work on fundamentals of communication and culture with our consultant Jo Cutler. Our Mental Health and Wellbeing sub-committee has also proposed several actions around this **(FAP 1 and 4)**.

Our **Culture Workshops** highlighted that greater social opportunities would improve our sense of belonging further:

*“A key area to further improve community for many colleagues was improvement of social engagement, with more networking, coffee mornings, etc.”* In response, in Feb 2024, ISMIB instituted monthly socials, each hosted by a different part of the Institute, and in December 2023 hosted its first EDIW Guest Speaker (Celebrating Neurodiversity - [Ayo Sokale](#)).

Given this evidence we have identified workload and mental health and belongingness (feeling valued and cared about) as **highest cultural priorities**.

	Female	Male	
n=	n=79	n=57	
<b>Gender Equality</b>	% agree	% agree	<b>M-F Deviance</b>
I feel that my workload is manageable	53.16%	33.33%	-19.83

We noted that males were less likely than females to agree that their “*workload is manageable*” **(A1F1.3b-above)** and that a contributory component of this result was that the male-biased Academic Staff group reported worse on this statement **(A1F1.3c)**.

Academic workloads are a known sector-wide issue, but in this context, ISMIB has worked to greatly simplify its UG curriculum (launching 2024/5), in part to reduce stressors on our staff and students. We will, (i) reduce from an overly complex set of what was 9 programmes (and 125 UG modules), down to c. 7 programmes (and 58 modules). The curriculum transition will take three years, and we anticipate better sentiment in respect of workload developing as this happens. In addition, (ii) we can address Academic Workload equality via the new University Academic Portfolio (Simitive) system, evaluating if objective and/or perceived gendered differences occur, and taking steps to correct and communicate. ISMIB management are committed to monitoring and revisiting this issue regularly **(FAP 1.2a)**.

## Religion & Culture

We noted that only 41% of respondents agreed that “I feel able to practice my religious and cultural beliefs”. However, a substantial proportion (53%F, 48%M) chose the equivocal response, perhaps reflecting



a more neutral position in relation to the phrase about religion. We will of course look to support the small number who disagree with this statement.



#### 4.1.5) Theme Three: Work-Life Balance (Including caring roles)

Our AS survey shows a good recognition by staff that their departments enable flexible working (71% agree; 70%F vs 77%M) and they provide support for all types of carers. Taking this section of the survey overall, the results are not strongly gendered (with, on average, 61% of Females agreeing across the statements presented, with Male respondents at 59%). Females were, however, much less likely to agree that the timing of meetings takes into account caring duties (51%F vs 65%M- [A1F1.3d- below](#)), and [\(FAP 4.3\)](#) will assess this.

	Female	Male	
n=	n=79	n=57	
The timing of departmental meetings and events takes into consideration those with caring responsibilities	50.63%	64.91%	14.28

There is a strong gendered disparity in which Males were less positive with respect to work-life balance (only 44% agree that they have “a good balance between my work and home life”, 19% points lower than Females). This may relate to Academic Workload where amongst a male-biased group only 36% agree; [\(see consideration in 4.1.4\)](#).

#### 4.1.6) Theme Four: Working for A Healthy Community – Dealing with Bullying & Harassment

From our AS Survey we note that ISMIB staff have confidence in their ability to recognise (88% agree) and report (65%, though at 62%F this is lower than the 79%M). Between the last University survey (2021) and our current AS survey (Autumn 2023), we have seen a reduction in those who report observing bullying/harassment (a net improvement of 15%) and those who report being subject to it with a 5% improvement ([A1F2.1](#)). We noted that Female respondents report higher agreement rates with these statements (at 24% and 13%, respectively [A1F1.2d](#)) than Males (at 22% and 9% [A1F1.2e](#)). We note with concern that those who did not identify as F/M gender (prefer not to say / nonbinary) reported higher rates of agreement at 36% and 42%, but we caution that n=13.

Crucially for our Action Planning in this area, we note that only 48%F compared to 53%M of respondents agree that “I believe that my department would be active in tackling this”. ISMIB has now instituted a

Bullying & Harassment Committee, and we have a strong focus on these issues in our Action Plans as it remains a **highest cultural priority (FAP 3)**.

We will address this as part of our holistic approach – ensuring that we have the best example from Leadership, and by training all in line management & supervisory positions and introducing staff mentors who can support those who are concerned about negative interactions, with or from, others.

Because of the private nature of bullying experiences, this was not addressed in our **Culture Workshops**.

#### 4.1.7) Theme Five: Work & Career Development

AS Survey - staff report positively about university training opportunities - 72%F compared to 65%M **(A1F1.2i)** but we note that only 48% of clerical and PMSA staff (with high female staff numbers) felt there were suitable learning and development opportunities. Regarding PDRs we note that 39% female Research Only (including PDRAs) felt they received useful feedback via a PDR compared to 67% for other academics **(A1F1.3f)**.

Mentoring schemes have been in place since before the restructuring within both Professional Service and Academic Departments. Our **Culture Workshops** also spoke to the appreciation of Mentoring, and we have direct case studies and feedback on this **(2.1.4 - 5.1)**.

We note with concern then, that females have only 37% agreement rates with the statement “*I have someone I consider a mentor at work*” compared to 47%M **(A1F1.2j and A1F1.2k)**. We are disappointed by these results, given that there are many development opportunities for all grades and job families within ISMIB, and we see the challenge for the Future Action Plan is one of effective communication. We will make the promotion of current mentoring schemes a priority to raise general awareness and have targeted schemes, e.g. to close the gaps between genders, specifically PTO where 11% F agree compared to 33% M. We will also focus on the department of Molecular and Clinical Cancer Medicine where 17% females agree vs 33% males on mentoring **(FAP 2.3 and 2.7)**.

Career progression processes were suspended during the COVID-19 period, and it may take some years for sentiment to improve in this area. Our % of respondents who agree that they have awareness of promotion criteria can be improved particularly for females who report 12% lower than males, (F=44% M=56%). Within Academic Departments we note that within Pharmacology and Therapeutics and School of Biosciences only 40% females feel there are routes to progress their careers. Agreement is stronger for academic staff (66%) c/w PTO staff (T: 33% F26% 31%). Where academics can progress to broader roles through achievement (e.g. Lecturer to Senior Lecturer), PTO careers are defined according to role, and therefore relatively constrained **(A1F1.3f)**. In 2024, our faculty became the first in the Russell Group to receive an AS award focusing on PS staff so we will closely monitor actions arising from the action plan.

	Academic	Technical	MS&Clerical
n=	47	31	29
Gender Equality			

If I want to, there are routes to progress my career at the University	65.96%	38.71%	31.03%
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Our PTO SRDG enables PTO staff progression and we can show high performance rates for promotion (A2F11B).

Analysis of recruitment data indicated that for higher grade appointments more males than females were recruited. This pertained mostly to T&R academics. We will do a more thorough scrutiny in January 2025, looking at all potential disaggregation of group data, with actions added to our Action Plan. We note that these data involve a low n and that the pattern it is in line with a national pattern.

#### 4.1.8) Theme Six: Building support for trans & nonbinary individuals

ISMIB is working to make its culture welcoming to all genders. We are very fortunate to have the leadership of Dr Daryl Hodge (3.2.3). Our support includes:

- Staff Trans-Awareness Sessions, July 2024 (n=41), facilitator [GenderSpace UK](#).
- Individuals on committees can declare their gender identity, to help us keep an overall balance, including trans and nonbinary individuals (11 of 64 reported a gender other than F/M)
- Staff are encouraged to include their preferred pronouns in their email signatures, and Pronoun Pins are available in our foyer areas.
- We will continue our support for Pride & Trans events; for Pride 2024 we ran a bake sale raising £461 for GayYouthROut ([Gyro](#)).

When UCAS begins (2024) [to provide more options for gender reporting](#), we will be better placed to track effects of intersectional characteristics on UG progression and continuation.

We engage with our Staff and Student Trans Support Network to gain feedback and evaluate the quality of our environment for all genders and assess our events such as our Pride Bake Sale and Pronoun Pins using feedback surveys with over 60% positive feedback for both. Given the difficulties in data collection in this area we rely on our committee members who identify differently to the gender assigned at birth to provide qualitative analysis and suggest actions and areas for improvement (FAP 5.2a).

#### 4.1.9) Theme Seven: Intersectionality

We are moving toward a quantitative understanding of intersectional experiences via AS and REC surveys, at a faculty-level; here we use the faculty-level datasets to gain insight, but with the caveats that faculty-level

data may not apply in all cases to ISMIB, hence we have further focus group actions to investigate this data further **(FAP 5.3)**. Faculty paid two students-interns to analyse and interpret these datasets for us.

### Gender & Disability

Using faculty-level data females who declare a disability report substantially lower agreement/sentiment than other Females **(A1F1.5)** in key areas including rate of progress not affected by gender; fairness of implementation of university policies; action taken for COVID-19; several questions on bullying; finding university training valuable; timing of meetings. We have Future Action Plan Items designed to address this and consider addressing intersectional issues as a **highest cultural priority (FAP 5.3)**.

### Gender & Race

**AS Survey:** From the faculty-level survey results there is a complex picture about Racially Minoritised (RM) staff and by gender.

**REC survey (A1F3.2):** Racially Minoritised Females (RMF) were relatively positive about the impact of UoL equality initiatives on their desire to stay: 63% Racially Minoritised Males (RMM), 60%, White Males (WM)- 45%, White Females (WF) 47%, and were aware of formal flexible working arrangements (85%) with 82% feeling they could take advantage of these policies.

A key insight was that only 44% RMF believed they were treated fairly by students irrespective of ethnicity or race. This has led to **(FAP 5.4)** where we will investigate this further as to whether it is an Institute-related issue and act accordingly.

Only 42% RMF agreed that they are paid fairly (RMM-60%, WM –66% WF – 63%) and reported lower scores about PDRs and management support will be addressed in action item **(FAP 8.1a)**, RMF mentorship schemes **(FAP 5.6b)** and data collection **(FAP 5.6c)** to analyse and publish pay comparisons for RM females.

In 2024, Liverpool University achieved Bronze-level Race Equality Charter Award. Dr Raheela Awais (of ISMIB) is the Deputy REC Lead for the University; hence we consider we have the right leadership within ISMIB as we go forward.

Each Faculty is now authoring their own REC Action Plans which will supplement the University's overarching action plan by responding to any Faculty-specific concerns, and these will inform ISMIB's practice in ways that we believe will help us address the issues identified by RM women in the REC survey. The Health & Life Sciences REC Faculty Action Plan is in draft and subject to approval in early 2025.

ISMIB will actively work with Faculty REC toward these goals and measure their effectiveness at institute level.

We will add the following to our Athena Swan Future Action Plan:

**5.9a)** Increase numbers of RM female applicants by improving job advertising with more inclusive language and clearer job advertisement specifications. All job descriptions will be reviewed to ensure inclusive wording, with advice from HR.

**5.9b)** Ensure Positive Action statements are included in all job adverts and the Positive Action guidance is used for recruitment, and we will record and monitor where Positive Action Statements are used in recruitment.

We will start with 5.9a and 5.9b with a target for 100% of job adverts in the Institute to contain Inclusive wording and Positive action Statements by September 2025 and data recording collected and analysed by our data team every October beginning October 2025.

Following the implementation of these actions we will conduct further data analysis and work with our Faculty colleagues to see which other items from their plan we can take forward in the second half of our award cycle.

These items will be owned by our Head of Operations and HR Team Leader and will be conducted by our HR Team and Data working group. Our outcome measure for all items will be to improve confidence of RM Females on our next Faculty Level Survey in line with RM Males (an improvement of 25%).

**Students (A1F3.1):** The School of Biosciences has numerous initiatives to support students from a diversity of cultures (2.2.3.1). In addition, we run RM & WP Enterprise Challenges – students from these groups work with local employers to design products and disseminate their work. This activity started in Biosciences and is now adopted across campus, with over 450 students taking part since 2022.

#### Key Points:

- 6-week research studentships with researchers in ISMIB, and our partner Institutes (IVES, ILCaMS), followed by a conference-style poster session
- Bursaries of £200/per week (total Budget £20k, 5K from each Institute & topped up with BBSRC money)
- 25% of places are reserved for under-represented groups (criteria includes ethnic minority, disability, commuter student, care leavers)
- Typically, 65% of participants are female

Issues for UG students are awarding gaps between the RM and other and between Male and Female students, in which RM and Males show lower rates of 1st class degrees (A2F2E). RM issues will be dealt with in the school's contribution to the University Action & Participation Plan, which seeks to reduce the gap by 10%.

Further initiatives to address this include:

1) **BLISS Mentoring Scheme:** Since completing our SAT Report, we have been able to launch our **Black Legacy in Student Success (BLISS)** mentoring scheme. Students can join as mentees at the beginning of their second year of studies; we currently have approximately 40 mentees and 16 mentors. Nine of our mentors are female and two are Black, female professors. We will evaluate participant feedback after each annual cycle and will monitor gender-participation rates as the scheme develops and take action if there are imbalances.

#### 2) **Longitudinal, local-level studies of experiences of Black & other students in Biosciences**

The School of Biosciences is mindful of the University's Access and Participation plan and will be taking a number of steps to understand and address continuation and awarding gaps as they relate to gender, ethnicity and other characteristics. We are currently recruiting students to a qualitative, longitudinal School-supported study of the awarding gap that will capture the experiences of Black and non-Black students of all genders throughout their degree; this is planned to run from 2024 – 2027. This study will provide further action points that we can take forward to the second half of our plan, especially as the intersection of race and gender is considered.

### 3) Local Initiatives Integrating with University WP programmes

Since submission, we are really pleased that The School of Biosciences' Black Science Bootcamp (BSB) described in our SAT report has gained some integration with the [University of Liverpool \(WP\) Scholars Programme](#). Liverpool Scholars provides activities and support for Year 12 students before application and after arrival on UG programmes (hence to reduce continuation and awarding gaps) at the University. Liverpool Scholars students are guaranteed a conditional offer, which is reduced by up to 2 A Level grades.

Students who completed the BSB now attend a bespoke talk about the benefits of becoming a Liverpool Scholars student, with follow-up communications from the Scholars team as they entered Year 12. At the time of writing 15 individuals from BSB have applied to Scholars, of whom 11 are female. BSB works with some local female-only schools, and we anticipate that Black female students will have good levels of participation. As this integration of BSB and Scholars is new, we will monitor participation by different genders over the next four years and take actions if there are imbalances. This is a really nice example of how our local initiatives are complementing those from the University in a manner that will benefit many individuals.

**In response to this condition, we will add action plan items around:**

**5.8a)** Monitoring gender-related data for the newly launched BLISS mentoring scheme and initiate targeted campaigns if females are not adequately represented.

**5.8b)** Ensuring all genders are sufficiently represented in the longitudinal awarding gap study and use the outcomes of the study to further develop female specific outcomes.

**5.8c)** Monitoring the gender balances of participants in Black Science Bootcamp, who go on to apply for a place in Liverpool Scholars, and planning further actions if there are imbalances

All of these outcomes will be assessed at the end of the current study (July 2027) with further actions implemented for the second half of our AS Award cycle.

## 4.1.10) Student Culture of EDIW

Our School Manager was part of the AS data team who analysed the student datasets. This group identified that:

- Our UG gender ratio (currently 67%F) is similar, but slightly higher than the national benchmark (62% for relevant Bioscience subjects).
- Female PGT representation at 54% is below the national benchmark (68%). Whilst the PGT number is gender balanced, we are concerned that we have a leaking pipeline, and it is an action point for the School to do more on gender imbalance in its recruitment Action Plans both at UG (increasing male recruitment) and in retaining our female students through to PGT **(FAP 7.4)**.

In our National Student Survey 2023, 88% of respondents scored positively for academic support (n=226; 85%F score positively {n=171}, 88%M {n=55}), and 67% responded positively for awareness of mental-health support (65%F, 77%M). Given there were no actions indicated by this survey we turned instead to more qualitative feedback obtained via our Biosciences Students Equalities Group Forum **(1.2.3- Figure 1.2)**.

This group fed back to the AS and EDIW committees via our AS co-lead and through PGT and PGR representatives on our SAT.

Issues fed back by this group included:

- Minority students feeling unsafe in some classrooms
- A lack of EDI training at PGT Level
- Intersectionality within student data

As students remain at the heart of everything we do, we have designated all items related to Student culture and EDI as a **highest cultural priority**.

## 4.2) Key Priorities for Future Action

Please describe the department's key priorities for future action.

Our highest cultural priorities and their rationale are outlined above, and summarised here

**Figure 4.3**

Highest Culture Priorities Identified from Culture Analysis	PRIORITY ASSIGNED
Workload and mental health	PRIORITY 1
Career Progression	PRIORITY 2
Bullying & Harassment	PRIORITY3
Staff Belonging (Valued & cared about)	PRIORITY 4
Intersectionality of gender with Race, Disability, LGBTIA	PRIORITY 5
Clinical and T&R gender imbalance	PRIORITY 6
Student Culture of EDI	PRIORITY 7

Additionally, we have created an 8<sup>th</sup> Priority around Leadership, Communication and Governance which will include action items from the Previous Action Plan that still require work, systems and processes we would like to embed going forwards and leadership training as identified by our overall culture analysis in this section.





## Section 5: Future Action Plan

In Section 5, applicants should evidence how they meet Criterion C:

- *An Action Plan is in place to address identified key issues*

Please provide an Action Plan covering the five-year award period.

Our Action Plan covers a 5-year period and is split into 8 themes as identified in Section 4. Ideas for this Action Plan were generated by our EDIW Working Groups and Committees, (i) Athena Swan SAT including subgroups for Current Culture, Innovations and Data, (ii) EDIW committee including subgroups for LGBTQIA and Disability, Mental Health and Wellbeing, Bullying & Harassment, and Race Equality. . Co-ordination of the Action Plan will be taken by our EDIW Project Support Officer (PSO), but work is allocated across our EDIW Working groups and Committees with ownership of each item falling to the committee or sub-group leads or a member of our Athena Swan SAT Leadership Team (Co-Leads, Head of Operations, Head of Management Services).

We are aware that there are a lot of actions and that this is an ambitious plan but are confident that our Leadership, devolved structure and specialised EDIW and Athena Swan PSO can meet the various milestones.

Please note actions have been reviewed and updated in line with our Award conditions. In particular the timeframes of the actions across the period of the Award have been updated with more specific review points added, particularly where we previously stated 'annually'.

AP	RATIONALE	ACTION	MEASURE	OWNER	EXECUTOR	TIMESCALE
<b>1</b>	<b>Mental Health and wellbeing</b>					
<b>1.1a-e</b>	<p><b>1.1a - 1.1e</b> Through our Mental Health and Wellbeing subgroup we would like to introduce several mental health initiatives specifically to support 38% of female staff who disagreed that their mental health was supported compared to 23% male and 28% of female PDRAs who felt their mental health was supported compared to 100%M (note low n)</p>	<p><b>1.1a</b> Analyse feedback on staff Schwartz Round Pilot and identify the next steps for rollout. Looking specifically at EDI themes and targeted for PDRAs and males</p> <p><b>1.1b</b> Run a campaign to publicize Employee Assistance Program, Andy's Man Club, and other available resources. Ensure that both staff and student options for support are included.</p> <p><b>1.1c</b> Look into collecting specific MH data including running focus groups, analysing HR data, and MH-specific survey data. Specifically, look at PDRAs with Postdoc Society and male academics.</p> <p><b>1.1d</b> Add management training sessions to the current rolling EDI management training schedule on how to support employee and student mental health. Run a specific targeted campaign within Postdoc Society.</p> <p><b>1.1e</b> Run a campaign to destigmatise MH - shared experiences and stories 'someone like me' campaign. Run a specific targeted campaign for males and Postdocs.</p>	<p><b>1.1a</b> Assess via participant survey with a target of 70% finding useful or worthwhile.</p> <p><b>1.1b-e</b> Target of 60% for all females feeling MH is supported. Target of 60% of female PDRAs &amp; PGRs feeling MH is supported.</p>	<p><b>1.1a</b> EDIW Leads</p> <p><b>1.1b-e</b> MH Subgroup Leads</p>	<p><b>1.1a</b> PSO</p> <p><b>1.1b-e</b> MH working group</p>	<p><b>1.1a</b> Work with Faculty for wider funding with application submitted in January 2025. Subject to faculty funding, aim to run two rounds per year with each round being assessed via a feedback survey. The first round should be specifically for PDRAs.</p> <p><b>1.1b</b> Launch for MH Awareness Week in May 2025 with target achieved on 2026 ISMIB survey</p> <p><b>1.1c-d</b> Launch for MH Awareness Week in May 2026 with target achieved on 2026/27 Staff Survey</p> <p><b>1.1e</b> Launch for MH awareness week in May 2027 with target achieved on ISMIBs 2028 staff survey</p>

<b>1.2a - d</b>	<p><b>1.2 a - d</b> Through our Mental Health and wellbeing subgroup, introduce several workload-related initiatives specifically to support Males, as only 33% agree workload is manageable compared to 53%F. 30% Males in academic roles agree workload is supported (47%F) and 29% Males with a disability agreed workload is manageable (47%M no disability / 43%F with disability).</p>	<p><b>1.2a</b> Monitor the new curriculum and Simitive rollouts. Send targeted surveys to male academics to identify any other actions we can take.</p> <p><b>1.2b</b> Create a resource calendar that shows the peak busy times for different job roles. This awareness will enable staff to avoid adding additional pressure i.e. during marking for teaching staff</p> <p><b>1.2c</b> Ensuring managers are aware of resources already in place and know how to use them such as the Stress Risk Assessment and Time Tracking tools to assess an employee's workload</p> <p><b>1.2d</b> Run a workshop series for employees on methods and ways to help manage workload, including sharing of best practice.</p>	<p><b>1.2a</b> On the next survey, we would like to see male responses in line with females 60% target</p> <p><b>1.2b-d</b> Target of 60% for all females feeling MH is supported. Target of 60% of female PDRAs &amp; PGRs feeling MH is supported.</p>	<p><b>1.2a</b> AS Co-Leads</p> <p><b>1.2 b- d</b> MH Subgroup Leads</p>	<p><b>1.2a</b> AS Co-Leads</p> <p><b>1.2 b- d</b> MH Subgroup Leads</p>	<p><b>1.2a</b> Review data annually beginning August 2025. Sending targeted surveys annually beginning November 2025 to monitor rollout of simitive and new curriculum with improvement achieved on 2026 ISMIB survey</p> <p><b>1.2b</b> Launch for MH Awareness Week in May 2025 with target achieved on ISMIB 2026 staff survey</p> <p><b>1.2c</b> Launch for MH Awareness Week in May 2026 with target achieved on ISMIB 2026 staff survey</p> <p><b>1.2d</b> Launch for MH awareness week in May 2027 with target achieved on ISMIB 2028 Survey</p>
<b>2</b>	<b>Career Progression</b>					
<b>2.1a - e</b>	<p><b>2.1a - e</b> We would like to introduce several career progression-related initiatives specifically to support females in Professional Services, where only 26% agreed that there are routes to progress their careers. Professional services are 67%F.</p>	<p><b>2.1a</b> To widen experiences for a high percentage female group within professional services, ensure that a PTO Staff Member sits as Chair or Co-Chair on every Institute committee where appropriate and that every Institute committee has PTO staff membership</p> <p><b>2.1b</b> Annual or Biannual Career Development Event for PTO Staff including raising awareness of career coaching schemes</p>	<p><b>2.1a</b> All committees within ISMIB to have a PTO co-chair and PTO staff members where appropriate</p> <p><b>2.1b - d</b> Target of 60% PTO staff to achieve awareness of opportunities available.</p>	<p><b>2.1a - e</b> Head of Ops / Management Services Team Lead</p>	<p><b>2.1a - e</b> Management Services and PSO</p>	<p><b>2.1a</b> Review summer 2025 with completion by December 2025</p> <p><b>2.1 b-c</b> Launch as part of PS Away Day January 2025 with target achieved on 2026 ISMIB survey</p>

		<p><b>2.1c</b> A successful promotion or development opportunity published on the EDIW Intranet – aim for at least one a year</p> <p><b>2.1d</b> Working in cross-collaboration with IPH to launch the PTO Staff Career Network, ensuring technical staff are represented</p> <p><b>2.1e</b> Pilot job shadowing scheme within ISMIB Professional Services.</p>	<p><b>2.1e</b> Target 90% finding initiative useful for us to consider wider roll-out.</p>			<p><b>2.1 d-e</b> Launching November 2027 with target achieved on 2028 ISMIB Survey</p>
<b>2.2</b>	We would like to introduce a career progression-related initiative specifically to support female PDRAs, since only 28% of female PDRAs feel progression is not affected by gender	Prosper to give a talk to Postdocs for females specifically	Target of 65% is in line with other areas; talks to achieve a 70% +satisfaction rate from attendees	Post Doc Society AS Rep	Post Doc Society	First talk in January 2025 and repeated annually
<b>2.3</b>	We would like to introduce a career progression-related initiative specifically addressing the finding that only 11% of PTO females feel they have a mentor at work	Run a campaign to promote awareness of current mentoring schemes available	Target of 90% female staff members aware of how to get a mentor if they want one	Head of Ops / Management Services Team Lead	Management Services and PSO	Launch at PTO away day in January 2025 with target achieved on ISMIB 2026 staff survey
<b>2.4 a - c</b>	<b>2.4a - c</b> We would like to introduce several career progression-related initiatives specifically to	<b>2.4a</b> Look at training data for PTO staff to encourage PTO staff to take up the available training	<b>2.4a</b> Target of 1 CPD course/person/year	<b>2.4 a-c</b> Head of Ops / Management	<b>2.4 a-c</b> Management Services and PSO	<b>2.4a</b> Review data by February 2026 and work with line managers to identify gaps and review every Febuary going forwards

	support clerical and PMSA staff as only 48% agreed there were suitable learning and development opportunities.	<b>2.4b</b> Run workshops for soft skills and transferable skills  <b>2.4c</b> Create a shared skills network and publish it on the EDIW Intranet	<b>2.4 b c</b> Target of 70% for clerical staff agreeing that there are suitable learning and development opportunities with workshop satisfaction at 70% and assessed after each session	Services Team Lead		<b>2.4b</b> Launch in 2027 at PTO Away Day with target achieved on 2028 ISMIB Survey  <b>2.4c</b> Launch in November 2028 with target achieved on AS Survey 2028/29
<b>2.5 a - b</b>	<b>2.5 a - b</b> We would like to introduce two career progression-related initiatives specifically to support females as only 49% agreed that progression is not affected by gender	<b>2.5a</b> A panel session every year promoting inspiring female career stories as part of International Women's Day  <b>2.5b</b> Explore initiatives such as Mirror Leadership or change champions in response	<b>2.5a</b> Target of 90% female staff members aware of how to get a mentor if they want one  <b>2.5b</b> Target of 20%+ improvement on all questions related to managing change in 2028 Survey	<b>2.5 a</b> Head of Ops / Management Services Team Lead  <b>2.5b</b> Executive Dean / Head of Ops	<b>2.5 a-b</b> Management Services and PSO	<b>2.5a</b> Starting March 2026 for International Women's Day and assessed on Staff Survey 2026/27  <b>2.5b</b> Explore initiatives such as Mirror Leadership or change champions in response to survey responses around managing change. Look for improvement on 2028 ISMIB survey
<b>2.6 a - b</b>	<b>2.6a - b</b> We would like to introduce career progression-related initiatives specifically addressing that only 40% of academic females feel there are routes to progress their career at the University - specifically P&T and SoBS	<b>2.6a</b> Look at SRDG Process and run a campaign to promote and explain the work of the Staff Review and Development Group to encourage more females to engage with it, apply for promotion and subsequently be promoted.  <b>2.6b</b> Create a mentoring scheme for post-docs to match them with future career academics who have overcome hurdles postdocs are experiencing	<b>2.6a</b> Analyse data to see a 10% per year improvement in applications and specifically promotions within P&T and SoBS  <b>2.6b</b> Submit a business plan to ILT for review	<b>2.6a</b> HoD for Pharmacology and Therapeutics and School of BioSciences  <b>2.6b</b> Post Doc / Academic Leads	<b>2.6a</b> Management Services and PSO  <b>2.6b</b> Post Doc Society	<b>2.6a</b> Launch ahead of Annual Review August 2025 and data analysed a year later from August 2026 and target achieved by the next AS application in 2029  <b>2.6b</b> Submit business plan by the end of 2026

<b>2.7</b>	We would like to introduce a career progression related initiative to specifically impact the low rate of Cancer Medicine Staff (17% ) who feel they have a mentor at work	Investigate if mentorship schemes are needed within Cancer Medicine and if so promote opportunities for formal and informal mentorship	Aim to bring in line with Biochemistry response of 60% for staff who want a mentor	AS Co-Lead from Clinical Cancer Medicine/ CCM HoD	AS Co-Lead from Clinical Cancer Medicine	Created and launched by August 2025 and target achieved on 2026 ISMIB Survey
<b>2.8 a - c</b>	<b>2.8 a-c</b> Given that Entry level Research contracts are gender balanced but at higher levels when they move to Grade 8 or into teaching and Research contracts applications are over 50 percent male we will introduce initiatives to try and address the balance.	<p><b>2.8 a</b> Determine if the use of positive action in our adverts can help address the under recruitment of females at higher grades.</p> <p><b>2.8 b</b> Run a check to ensure that interview panels are gender balanced and that interviewers have undergone unconscious bias training. Ensure Senior Managers are made aware of the recruiting issue</p> <p><b>2.8 c</b> Investigate how we can try to attract external candidates including looking at what other Institutions are doing to address this, given it is a national problem</p>	<b>2.8 a-c</b> Aim to see an increase by 50% in applications by females to higher grade roles	<b>2.8 a-c</b> AS Co-Lead and Management Services TL	<b>2.8 a-c</b> ISMIB HR	<p><b>2.8a</b> Include in adverts as a trial in January 2026 and assessed after one year</p> <p><b>2.8b</b> Run check in August 2026 and repeat annually</p> <p><b>2.8c</b> Add specific targeted recruitment actions for job roles advertised in 2027. Assessed a year later</p>
<b>3</b>	<b>Bullying and Harassment</b>					
<b>3.1 a - e</b>	<b>3.1a -e</b> Through our Bullying & Harassment Sub Group we have planned several initiatives aimed at changing the fact that 13% of women experienced bullying and harassment in the past 12 months according to our culture survey results.	<p><b>3.1a</b> Encourage all staff to complete new online bullying and harassment module for managers (launching January 2025). ISMIB to make mandatory.</p> <p><b>3.1b</b> Bullying and Harassment specific focus group work</p> <p><b>3.1c</b> Encourage staff to sign up as Conflict Resolution Advisors (recruitment in</p>	<p><b>3.1a</b> Target of 90% completion of the training by January 2026</p> <p><b>3.1b - e</b> Reduce to, at most, 6% of women reporting experience of bullying or harassment on AS Survey 2029</p>	<b>3.1a - e</b> B&H Working Group Leads	<b>3.1a - e</b> Bullying and Harassment Committee	<p><b>3.1a</b> Launched in January 2025 with target achieved by January 2026</p> <p><b>3.1b</b> Run by June 2025 with follow up in 2026</p> <p><b>3.1c</b> October 2025 with</p>

		<p>October) and designate an ISMIB-specific contact who can be the go-to for information on the scheme</p> <p><b>3.1d</b> Campaign to promote the University's Conflict Resolution Advisors – including a talk from them, recorded and hosted on EDIW and HR Intranet</p> <p><b>3.1e</b> Case studies on screens and intranet highlighting examples of bullying such as micro-aggressions</p>				<p>committee leads trained and named with ISMIB specific advisors from each major building complex by October 2026</p> <p><b>3.1d</b> Launch for Anti- bullying week November 2026. Target achieved on 2026/27 Staff Survey</p> <p><b>3.1e</b> Launch for Anti-bullying week November 2026 assessed on Staff Survey 2026/27</p>
<b>3.2</b>	Given the disaggregated faculty level data that 16% disabled females (compared to 10% nondisabled females) stated that they had experienced bullying and harassment in the past 12 months we would like to investigate if this is an issue in ISMIB	Focus group with disabled female staff members to gain further understanding of issues at Faculty Level with initiatives introduced within ISMIB	Focus group report created, and actions generated and implemented.	EDIW Leads	PSO	Launch Jan 2025 with report created by Accessibility Awareness Day June 2025
<b>4</b>	<b>Belonging and community</b>					
<b>4.1</b>	Through our Postdoc society we would like to introduce initiatives to improve the response of only 36% of female PDRAs felt their wellbeing was supported	Increased social activities, such as lunchtime wellbeing sessions, specifically for Postdocs to encourage belongingness	Target of 60% for all Post Docs feeling cared about in the department	Post Doc AS Representative	Post Doc Society	Launch Jan 2025 and monitor annually via postdoc pulse surveys

<p><b>4.2a - d</b></p>	<p><b>4.2 a - d</b> Through our Mental Health and Wellbeing subgroup we would like to introduce several initiatives to support staff, given that only 47% of female staff and 54% of male staff felt cared for.</p>	<p><b>4.2a</b> Add a shout-out section to our newsletter so that anyone can give a 'shout-out' to show gratitude to a colleague for any reason (work-related, career support, personal support). Each month those who have received a 'shout out' can be entered into a draw so that one person can win a £10 voucher. 12 awards per year.</p> <p><b>4.2b</b> Publicize the 'Get Involved' banner from the EDIW intranet using newsletters and posters so staff can suggest initiatives that can be reviewed and assessed by the mental health and wellbeing group.</p> <p><b>4.2c</b> Continue Previous Action Plan work around inductions by implementing quarterly social welcome meetings for new starters which will include Institute and Centre Leads, and welcome videos from Leadership staff.</p> <p><b>4.2d</b> Given that females receive recognition differently than males; roll out 5 languages of appreciation to managers and teams within professional services, technical teams and PDRAs who all reported low female responses on feeling cared about within their department</p>	<p><b>4.2a-d</b> To improve survey response rate for females in all these groups to 60%. PMSA - 10% increase; PDRA 16%; technical 16% increase on next AS survey</p>	<p><b>4.2a</b> MH Subgroup Leads</p> <p><b>4.2 b – d</b> EDIW Leads</p>	<p><b>4.2a- b</b> MH working group</p>	<p><b>4.2a-b</b> Launch for MH Awareness Week in March 2026 and assessed on 2026/27 Staff Survey</p> <p><b>4.2c</b> To launch by February 2026 and assessed after each induction via survey</p> <p><b>4.2d</b> Launch for MH awareness week in March 2027 and assessed on 2029/29 AS Survey</p>
<p><b>4.3</b></p>	<p>Given it is Institute policy we would like to do more to change the fact that 14% fewer females agreed that</p>	<p>To be covered in the Management Training Culture Workshops (section 8) Assessed in the next AS Survey</p>	<p>Target of females in line with males on next AS survey</p>	<p>Head of Ops / Current Culture Subgroup Lead</p>	<p>Current Culture Group</p>	<p>Management Training to be completed by October 2025 with timing of meeting assessed on 2026 ISMIB survey</p>



	'timings of meetings takes into account caring activities' within University policy					
<b>4.4a</b>	<b>4.4 a - c</b> Through our Mental Health and Wellbeing subgroup we would like to introduce several initiatives to support the finding that only 43% of staff felt their well-being was supported and specifically to target the 37% of females who disagreed that their wellbeing was supported compared to 21% of males	<p><b>4.4a</b> Ask people to sign up to coffee club initiative and then each month they are randomly assigned to meet for coffee in a small group of 3 (should be people they don't know in the Institute). This would help people get to know others and improve connectivity across the Institute.</p> <p><b>4.4b</b> Run one lunchtime session each month (yoga, meditation, and crafting - other ideas welcome). These sessions might be led by members of ISMIB or may be provided by external facilitators. But these sessions would be free for anyone to attend.</p> <p><b>4.4c</b> Run a focus group with females to drill down on why they feel their wellbeing is not supported</p>	<b>4.4a-c</b> Target of 60% for all staff feeling that their wellbeing is supported assessed in the next staff survey after each initiative is launched	<b>4.4a - b</b> MH Subgroup Co-Leads	<b>4.4 a-c</b> MH working group	<p><b>4.4a</b> Start collecting participants in February 2026 with an aim to launch by May 2027. Assessed on 2028 ISMIB survey</p> <p><b>4.4b</b> Launch for MH awareness week in March 2027 and assessed after each round via feedback</p> <p><b>4.4c</b> Launch for MH awareness week in March 2028 and assessed after each round via feedback</p>
<b>5</b>	<b>Support for Intersectional Groups</b>					
<b>5.1</b>	Based on LGBTQIA students and staff revealing that when we run events for Pride and Transgender awareness week it left them feeling less isolated and more a part of our community, we would like	To follow up on our successful bake-off with at least one initiative around Pride and Transgender Awareness Week.	QR code feedback surveys to assess impact at events	EDIW Leads	EDIW and PSO	Launch in June 2025 for Pride and re-run annually, assessed after each event

	to increase our event offering					
<b>5.2 a - b</b>	<b>5.2 a - b</b> Required data sets only give M/F options so we would like to look for ways to enhance this	<p><b>5.2a</b> Focus group with LGBTQIA staff and students to assess and analyse the data issues around gender-based data collection.</p> <p><b>5.2b</b> Review the impact of asking specific gender questions related to gender at birth in committee surveys</p>	<p><b>5.2a</b> Focus group report created and actions generated and implemented.</p> <p><b>5.2b</b> Produce impact reports and look at options to roll out questions wider in all Institute surveys.</p>	<b>5.2a-b</b> EDIW Leads	<b>5.2 a-b</b> EDIW and PSO	<p><b>5.2a</b> Start in August 2025 with report and actions generated by June 2026</p> <p><b>5.2b</b> Start in January 2026 with report and actions generated by June 2026</p>
<b>5.3</b>	Given the disaggregated faculty level data found that 22% fewer disabled females than all females felt University policies were implemented fairly in their department, we would like to investigate if this is an issue within ISMIB	Assess the impact of the Management Disability training run summer 2024 to see if this has effected change in this area and look into more events based on the focus group feedback to achieve our target	Target to bring in line with non-disabled females at Institute level 53% on next AS Survey	EDIW Leads	EDIW and PSO	Assessment carried out by August 2026 after focus group report created and actions generated. Target to be assessed on AS Survey 2028/29
<b>5.4</b>	Given the disaggregated faculty level data in the REC Survey found that 44% of RM females declared 'I believe I am treated equally by students, irrespective of my ethnicity or race' compared to 60% RM males and 75% white females we would like to	Ask for anonymous feedback on student treatment of RM female staff to identify if this is an ISMIB issue	Send an anonymous survey out and analyse to identify if this is an issue within ISMIB and identify an Action Plan if it is in our institute	Race Equality Working Group Leads	REC committee	Survey sent by March 2025 and analysis and report produced before the start of term 2025/26

	investigate if this is an ISMIB or Faulty level issue					
<b>5.5</b>	Committee Survey Analysis found RM representation is low and lower still for RM females	Increase representation on Institute committees, working with the REC committee and staff networks to ensure the onus does not fall on the same few	Increase RM representation on committees to 12 in line with our demographic.	Race Equality Working Group Leads	REC committee	August 2025 data check with target reviewed every August and achieved by 2029 application
<b>5.6a - c</b>	<b>5.6a - c</b> Given the disaggregated faculty level data in the REC Survey found that 50% RM females felt that work-related opportunities such as temporary promotions or profile-raising opportunities were allocated fairly (RM males 40% and white female 41%) and that 43% RM females felt that pay awards and increases were unfair (60% RM males and 63% white females) we would like to investigate this further	<b>5.6 a</b> Look at female RM pay in comparison to Males and White Female to address if we have an issue  <b>5.6b</b> Run a focus group with RM females to identify issues and establish what is Institute specific  <b>5.6c</b> RM female-specific mentorship circle set up	<b>5.6a-c</b> For female responses on the REC follow-up survey to be in line with their male and white colleagues - a minimum 6% increase needed	<b>5.6a</b> AS Data Leads  <b>5.6 b-c</b> Race Equality Working Group Leads	<b>5.6 a</b> HR ISMIB  <b>5.6b-c</b> REC committee	<b>5.6a</b> Data group to analyse in 2025 meetings with report created by September 2025  <b>5.6b</b> Rolling project to be launched in September 2026 after Faculty REC Action Plan is created and assessed on next REC survey  <b>5.6c</b> Group set up by 2027 meetings after Faculty REC Action Plan is rolled out with report created by September 2027
<b>5.7</b>	Culture Workshops Identified a need for more cultural-based social activities and awareness such as International Women's Day	Build on the current Staff/Student forum by adding a culture week to the EDIW Culture Calendar	Include in Culture Impact Survey at end of 1 year to assess the impact	EDIW Leads	EDIW committee and PSO	Launch for Academic calendar 2026/2027
<b>5.8a - c</b>	<b>5.8a -c</b> Introduce subject specific activity to help reduce the Awarding Gap	<b>5.8a</b> Monitoring gender-related data for the newly launched BLISS mentoring scheme and initiate targeted campaigns if	<b>5.8 a - c</b> Liverpool will reduce the degree awarding gap between	<b>5.8 a - c</b> REC Leads	<b>5.8 a - c</b> REC committee	<b>5.8 a - c</b> Monitoring & reporting on complete cohorts, December 2027. Target achieved by 2029

		<p>females are not adequately represented.</p> <p><b>5.8b</b> Take measures to ensure all genders are sufficiently represented in the longitudinal awarding gap study and use the outcomes of the study to further develop female specific outcomes.</p> <p><b>5.8c</b> Monitoring the gender balances of participants in Black Science Bootcamp, who go on to apply for a place in Liverpool Scholars, and planning further actions if there are imbalances</p>	Black, Asian and minority ethnic students and white students, from 8.8% in 2021/22 to 4.3% by 2028/29			
<b>5.9a - b</b>	<b>5.9 a-b</b> Address the low numbers of RM job applicants and survey confidence in RM recruiting	<p><b>5.9a</b> Increase numbers of RM female applicants by improving job advertising with more inclusive language and clearer job advertisement specifications. All job descriptions will be reviewed to ensure inclusive wording, with advice from HR.</p> <p><b>5.9b</b> Ensure Positive Action statements are included in all job adverts and the Positive Action guidance is used for recruitment, and we will record and monitor where Positive Action Statements are used in recruitment.</p>	<b>5.9 a - b</b> Improve confidence of RM Females on our next Faculty Level Survey in line with RM Males (an improvement of 25%).	<b>5.9a -b</b> Head of Operations and HR Team Leader	<b>5.9a -b</b> ISMIB HR	<b>5.9a - b</b> 100% of job adverts in the Institute to contain Inclusive wording and Positive action Statements by September 2025 and data recording collected and analysed by our data team every October beginning October 2025.
<b>6</b>	<b>Clinical and T&amp;R</b>					
<b>6.1a - g</b>	<b>6.1a-g</b> Given we have 28% females in T&R roles vs 82% males we would like to introduce several initiatives to address this imbalance	<p><b>6.1a</b> Collect data and analyse the pay differences between males and females within the professorial band</p> <p><b>6.1b</b> Track career path progression for males and females from early career to</p>	<b>6.1a- b</b> Dataset to be produced, analysed and an Action Plan created	<b>6.1a -b</b> AS Data Leads	<b>6.1a -b</b> AS Data Subgroup	<b>6.1a - b</b> To be analysed in AS Data subgroup meetings in 2025 with Action Plan generated by December 2025

		<p>professor</p> <p><b>6.1c</b> Campaign to promote and explain the staff review and development Group process</p> <p><b>6.1d</b> Introduce an survey for every staff member completing a tenure-track fellowship</p> <p><b>6.1e</b> Create a calendar and plan a series of workshops for each academic career stage</p> <p><b>6.1f</b> Reintroduce the IIB buddy scheme pairing past tenure-track fellows/lecturers with new tenure-track/lecturers on every academic pathway</p> <p><b>6.1g</b> Examine Tenure and Promotion Data to see if increased visibility of collegiality and other contributions has contributed to the progression</p>	<p><b>6.1c</b> Increase in female applications and subsequent success back in line with 2021 stat (5 applications)</p> <p><b>6.1d</b> Generate a database of feedback and data to look for themes</p> <p><b>6.1e - f</b> Assessed via feedback survey at the end of each pathway with a target of 70% satisfaction with scheme</p> <p><b>6.1g</b> Assess success rates of tenures after 3 years and create a report</p>	<p><b>6.1c</b> T&amp;R Leads with AS (MM/ULM)</p> <p><b>6.1d</b> AS Data Leads</p> <p><b>6.1e- f</b> T&amp;R Leads with AS (MM/ULM)</p> <p><b>6.1 g</b> AS Data Leads</p>	<p><b>6.1c</b> Current Culture Group</p> <p><b>6.1d</b> AS Data Subgroup</p> <p><b>6.1e- f</b> Current Culture Group</p> <p><b>6.1g</b> AS Data Subgroup</p>	<p><b>6.1c</b> Launch ahead of Annual Review August 2025 and data analysed a year later from August 2026 and target achieved by the next AS application in 2029</p> <p><b>6.1d</b> To be introduced early 2027, analysed in AS Data subgroup meetings in 2027 with database generated by December 2027</p> <p><b>6.1e - f</b> To be launched ahead of annual review by August 2027 and assessed after a full year cycle</p> <p><b>6.1g</b> To be analysed in AS Data subgroup meetings in 2028 with report generated by December 2028</p>
<b>6.2</b>	Given that only 39% of females in research-only roles felt they received helpful feedback via PDR we would like to introduce our PDR checklists specifically for Research staff and PDRAs	Introduce PDR checklist for Research Staff including PDRAs	Target of 80% on this question in the next 4 year AS survey in line with other academic departments - an increase of 41%	Post Doc Society AS Rep	Postdoc Society	To be launched ahead of 2025/2026 PDR Process (August 2025) and assessed on next AS survey 2028/29
<b>6.3a - b</b>	<b>6.3a-b</b> There are currently 21 male clinical professors	<b>6.3a</b> Ensure relevant clinical academic panels and committees have equal gender	<b>6.3a</b> Target achieved by March 2025	<b>6.3 a-b</b> AS Co Leads/	<b>6.3 a - b</b> AS Clinical Rep	<b>6.3a</b> Given the lack of female clinical academics and the need to

	and 4 female clinical professors in the Institute so we would look at ways to address this imbalance.	representation.  <b>6.3b</b> Establish a clinical academic mentoring network across all Institutes, providing access to role models	<b>6.3b</b> Network established across all Institutes with clear communication pathways.	Institute Head of Clinicians		not overburden them we will ensure gender representation is achieved with clinical and none clinical staff by March 2025 and reviewed annually  <b>6.3b</b> A business case for the network to be created by April 2026 with the network launched by the end of 2026 and effective across all pathways by the next application in 2029
<b>6.4a - b</b>	<b>6.4 a-b</b> A focus group and SAT investigations have identified lack of good information in career progression for female clinical academics.	<b>6.4 a</b> Return to-work support should be put in place – a meeting with a trained senior member of staff and immediate PDR to discuss expectations  <b>6.4b</b> Training days to be focused on career progression including steps toward promotion	<b>6.4a</b> Return-to-work meetings will be put in place immediately  <b>6.4b</b> Career progression incorporated into training days	<b>6.4 a - b</b> AS Co Leads/ Institute Head of Clinicians	<b>6.4 a - b</b> AS Clinical Rep	<b>6.4a</b> Return-to-work meetings will be put in place immediately (January 2025), with PDR provision for staff returning in 2025  <b>6.4 b</b> To be embedded via the clinical female network in collaboration with Faculty by December 2026
<b>6.5a - c</b>	<b>6.5 a-c</b> Given that required data shows a lack of females applying and subsequently being shortlisted and appointed to roles we would look at ways to address this imbalance	<b>6.5a</b> Ensure expected contributions (types, numbers) to medical teaching are kept updated, clear and regularly disseminated  <b>6.5b</b> Ensure HODs who are not themselves Clinical Academics, are advised on the full range of Clinical Academic Issues (workloads, promotions) and are supported by the Clinical Institute Lead to implement  <b>6.5c</b> Where possible quantify contributions from different genders to these roles, if	<b>6.5 a-c</b> Clinical recruitment data to show increased applicants in line with males and shortlisting and promotions to match the applicants	<b>6.5 a-c</b> AS Co Leads/ Institute Head of Clinicians	<b>6.5 a-c</b> AS Clinical Rep	<b>6.5 a</b> We will develop clearer guidance, in collaboration with Education Directorate by July 2025 and assessed at the end of the census period (y/e 2028).  <b>6.5 b</b> To be clearly embedded in job descriptions by September 2025  <b>6.5 c</b> To launch by the end of census period 2028 and assessed by next application

		imbalances, then Clinical Leads from Institutes will be asked to work with HODs to ensure the right contribution				
<b>6.6</b>	<b>6.6</b> The gender pay gap is most notable in clinicians, with a mean gender pay gap of 23% and bonus pay gap of 67% in 2023 so we would look at ways to address this imbalance.	Support and encourage female clinical academics to apply for Clinical Impact Awards, via email and PDRs	The clinical pay gap will be reduced by 10%.	AS Co Leads/ Institute Head of Clinicians	AS Clinical Rep	To be launched in September 2025 ready for applications in April 2026 and assessed at the end of the census period (y/e 2028)
<b>7</b>	<b>Student EDI</b>					
<b>7.1</b>	There was no intersectionality within student data available for this application	UCAS is now collecting a richer dataset in relation to gender identification - we will obtain and analyse these data	Intersectionality of gender data included in student datasets going forward dependent on what datasets UCAS collects	AS Data Leads	AS Data Group	Data group to begin analysis in 2025 data meetings with intersectional data available by next AS application
<b>7.2a - b</b>	<b>7.2a - b</b> Feedback from Biosciences Student Equalities Group, indicates that some minority students, particularly females or other gender identities do not always feel that teaching environments are sufficiently safe spaces and that EDIW training does not follow through to PGT level	<b>7.2a</b> Create a toolkit for teaching staff on creating safe spaces to be shown in welcome week sessions at start of the semester and reiterated at the start of every teaching session as general housekeeping rules, providing guidance on what is and isn't acceptable in a classroom  <b>7.2b</b> All PGT students are to have diversity training as part of induction	<b>7.2a</b> Survey to assess the impact of toolkit  <b>7.2b</b> Monitor completion rates aiming for 90%	<b>7.2a-b</b> LTSO/Head of School	<b>7.2 a-b</b> Student Experience Team	<b>7.2a</b> Launch September 2025 assessed after a year September 2027  <b>7.2b</b> Assessed September 2025
<b>7.3a - b</b>	<b>7.3a-b</b> Ensure gender equality in student representation across the course of the Action Plan	<b>7.3a</b> Enhancing our current Biosciences Student Equalities Forum to recruit and retain more members to provide further reach	<b>7.3a</b> Membership to be above 20 every year with an equal split M/F	<b>7.3a-b</b> Equalities Group Leads	<b>7.3 a-b</b> EDIW Student Group	<b>7.3a</b> Target achieved by September 2026

		<b>7.3b</b> Biosciences Student Equalities Forum analysing changes and improvements by the school in response to Forum suggestions	<b>7.3b</b> Report generated outlining contributions as a result of the equalities forum			<b>7.3b</b> In place by next AS application 2029
<b>7.4 a - b</b>	<b>7.4a- b</b> Given our UG Female gender bias 67%F and the fact it drops to 54% at PGT we would like to look at ways to bring more males into UG and ensure we retain our females through to PGT	<b>7.4a</b> Assess marketing of courses to ensure no gender bias; examine whether different proportions of home vs international students at UG/PGT accounts for this change  <b>7.4b</b> Renew emphasis on Outreach & Marketing to qualified male potential applicants	<b>7.4 a-b</b> Analyse data to conclude and suggest actions	<b>7.4 a-b</b> AS Lead/School Manager	<b>7.4 a-b</b> AS Data Group	<b>7.4a</b> Data group to analyse in 2026 with report produced by end of 2027  <b>7.4b</b> Data group to analyse in 2027 meetings with report produced by September 2028
<b>8</b>	<b>Culture and Training</b>					
<b>8.1 a - c</b>	<b>8.1a - c</b> Holistic analysis of our Culture in Section 4 suggested a role for management in enhancing culture for multiple areas of gender equality	<b>8.1a</b> Extended culture workshops to be designed, as a collaboration between ILT, EDIW/AS Leads & Jo Cutler, and rolled out to ILT and line managers; focus on good communications, staff relations and enhancing culture. Specific targeted actions for how leadership can support employee mental health, wellbeing and feeling valued and cared about and under-represented groups.  <b>8.1b</b> Management Training Program to include specific sessions on supporting under-represented female groups, support with handling maternity leave and menopause  <b>8.1c</b> Ensure that the currently planned	<b>8.1a</b> Participants co-create Good Practice & Priorities for ISMIB Culture assessed by feedback survey  <b>8.1b</b> 90% of managers are to attend all relevant training sessions/year.  <b>8.1c</b> Look at usage stats to see if managers are accessing and using resources. A target of	<b>8.1a</b> Executive Dean/AS Lead/Head of Ops  <b>8.1b- c</b> EDIW Leads	<b>8.1a - c</b> Current Culture Group	<b>8.1a</b> To be completed in October 2025 and re-run in 2027 assessed after event  <b>8.1b</b> To be run every summer beginning 2026 with target achieved after a year and monitored annually  <b>8.1c</b> To be run every summer beginning 2027 with target



		ISMIB Teams Site Project includes specific channels for management resources around female career progression, supporting with menopause, maternity, supporting under-represented female groups	100% of managers should be accessing the site.			achieved after a year and monitored annually
<b>8.2 a - b</b>	<b>8.2 a - b</b> Required Data and Governance processes that we would like to implement for SAT processes now that our EDIW structures are established	<b>8.2a</b> AS Data Team to meet 4 times a year to continually analyse required data sets and suggest areas for improvement that Innovations can work on  <b>8.2b</b> Ensure committee term of office is 4 years for chairs to ensure gender balance and fresh ideas	<b>8.2a - b</b> Check that meetings are held with data outcome tables produced and fed back to the SAT Team.	<b>8.2 a - b</b> Data Leads	<b>8.2a</b> AS Data Team  <b>8.2b</b> Management services	<b>8.2 a</b> Meetings every quarter beginning January 2025. Student Data reviewed January; staff data reviewed June starting 2025  <b>8.2 b</b> Check to be run every August starting 2025 and members to be informed if their term is nearing the end
<b>8.3</b>	Overall analysis of our Culture in Section 4 suggested a need for greater awareness of university networks, particularly female related ones	Monitor awareness of carers' leave and other family-friendly policies and run targeted newsletter and intranet campaigns	For Parents network 32% increase; Carers network 30% increase; Endometriosis network 37% increase, Women at Liverpool 34% increase; Female ECR Network 36% increase.	EDIW Leads	HR ISMIB	Run a survey specifically to ask this in 2026 and re-run annually to monitor progress with target achieved by next AS application
<b>8.4</b>	An amber item from our Previous Action Plan also relates to perceptions about equalities in promotion	Promote the University unconscious bias training module that is being launched online. ISMIB will make unconscious bias training mandatory	90% of all staff to have completed a version of unconscious bias and/ or positive action recruitment training	EDIW Leads	EDIW Committee	By September 2025 subject to the module launching on time. Target achieved by next AS application
<b>8.5 a - e</b>	<b>8.5a-e</b> Several items from our Previous Action Plan were rated amber and so require further work	<b>8.5a</b> New Institute EDIW Intranet assessed for impact  <b>8.5b</b> New PDR checklists assessed for impact with other areas identified for roll-	<b>8.5 a - b</b> Target of 70% Satisfaction via QR code survey	<b>8.5 a - b</b> EDIW Leads	<b>8.5a - b</b> EDIW Committee	<b>8.5a</b> To be assessed September 2025 with target met by ISMIB 2026 survey  <b>8.5 b</b> Assess PS from September

		<p>out</p> <p><b>8.5c</b> Investigate ways to improve staff response to surveys. This could include reminding of the uses of the datasets, writing bespoke surveys with questions</p> <p><b>8.5d</b> Re-run culture workshops in 2025/2026</p> <p><b>8.5e</b> Assess the Impact of Research and Impact Committee Workshops and feedback to faculty on whether they should look at implementing the scheme</p>	<p><b>8.5 c</b> Target of 60% response rate</p> <p><b>8.5d</b> Match the response rate of 90% satisfaction based on survey feedback of the event</p> <p><b>8.5 e</b> Target of 70% of staff found the workshops to be useful or helpful in progressing the idea to faculty.</p>	<p><b>8.5c</b> Head of Ops/ Management Services Team Lead</p> <p><b>8.5d</b> AS Lead / Current Culture Subgroup Lead</p> <p><b>8.5 e</b> Research and EDIW Leads</p>	<p><b>8.5c</b> HR ISMIB</p> <p><b>8.5 d</b> Current Culture Group</p> <p><b>8.5e</b> R&amp;I</p>	<p>2025, clinicians, postdocs in 2026 and academics 2027 (launch a year before - PS already launched) All checklists to be launched and assessed by next AS application</p> <p><b>8.5c</b> Aim to trial something new for 2026 ISMIB survey</p> <p><b>8.5d</b> To be run in 2025/2026 and assessed after event</p> <p><b>8.5e</b> Assessed by September 2028</p>
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## APPENDIX 1 – Culture Survey or Equivalent

(Referred to throughout the document as A1)

Please note anywhere the n is potentially identifiable, pertains to grade or a protected characteristic, the line, table or chart has been removed

### FIGURE 1 - 2023 ATHENA SWAN SURVEY

**Figure 1.1 (A1F1.1)** - Participation by Gender declarations in our AS Survey and Culture Workshops

AS Survey - Gender declarations	%	Culture Workshops - Gender declarations	%
Nonbinary		Nonbinary	
Female	53.02	Female	52.63
Male	38.26	Male	38.60
"Prefer not to say"		"Prefer not to say"	
No response		No response	N/A
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

**Figure 1.1a (A1F1.1a)** - Contribution of job families to the (i) survey, (ii) of whom female and (iii) % Female in this job family, averaged over 3 years

Job Family	% of Job Family Contribute to AS Survey	% of Respondents Female	% of Staff in this Job Family Female (3 Year average)
PMS & Clerical	19.46	79.31	82.29
Technical	20.81	61.29	57.29
Academic T&R, T&S overall	31.54	25.53	32.03
Research only	16.78	72.00	49.33
Clinical	4.03	33.33	27.33
None specified, F=46%	7.38	45.45	N/A

We have chosen to redact the responses on our Culture Survey

**FIGURE 1.3 (A1F1.3)** - Gender Equality by Job Family (Referenced in 4.1.3)

	Academic	PDRA/Res Only	Technical	MS&Clerical
<b>n=</b>	47	25	31	29
<b>Gender Equality</b>				
I feel that my department is committed to achieving gender balance in leadership positions	74.47%	40.00%	64.52%	62.07%
The rate people progress in my department is not affected by their gender	61.70%	32.00%	58.06%	55.17%

**FIGURE 1.3a (A1F1.3a)** - Priority 2 by Job Type

	Academic	PDRA/Res Only	Technical	MS&Clerical
<b>n=</b>	47	25	31	29
<b>Gender Equality</b>				
I feel like I belong in my department	70.21%	64.00%	64.00%	58.06%
I feel that people really care about me in my department	59.57%	44.00%	44.00%	45.16%
My contributions are valued in my department	67.39%	48.00%	48.00%	45.16%

I feel comfortable speaking up and expressing my opinions	73.91%	68.00%	68.00%	58.06%
Generally, I feel that University policies are implemented fairly in my department	70.21%	48.00%	48.00%	45.16%
Departmental communications are clear and relevant to me and my role	63.04%	32.00%	32.00%	45.16%
I feel that my workload is manageable	29.79%	48.00%	48.00%	48.39%
I feel that my wellbeing is supported in my department	53.19%	36.00%	36.00%	32.26%
I feel that my mental health is supported in my department	44.68%	32.00%	32.00%	25.81%
My department has taken action to mitigate the impact of the COVID-19 pandemic on staff	57.78%	60.00%	60.00%	51.61%
In my department I feel able to practice my religious and cultural beliefs	50.00%	52.00%	52.00%	41.94%

**FIGURE 1.3b (A1F1.3b)** - Male vs Female response to workload being manageable (Referenced in 4.14)

	Female	Male	
n=	n=79	n=57	
<b>Gender Equality</b>	% agree	% agree	<b>M-F Deviance</b>
I feel that my workload is manageable	53.16%	33.33%	-19.83

**FIGURE 1.3c (A1F1.3c)** - Work life Balance by Department (**Referenced 4.14**)

	Biochem	Cancer	Pharm	School
I am able to achieve a good balance between my work and home life	50.00%	50.00%	55.56%	35.00%

**FIGURE 1.3d (A1F1.3d)** - Female vs male agreement for timings of meetings (**Referenced in 4.15**)

	Female	Male	
n=	n=79	n=57	
The timing of departmental meetings and events takes into consideration those with caring responsibilities	50.63%	64.91%	14.28

**FIGURE 1.3e (A1F1.3e)** - Mentorship by Department

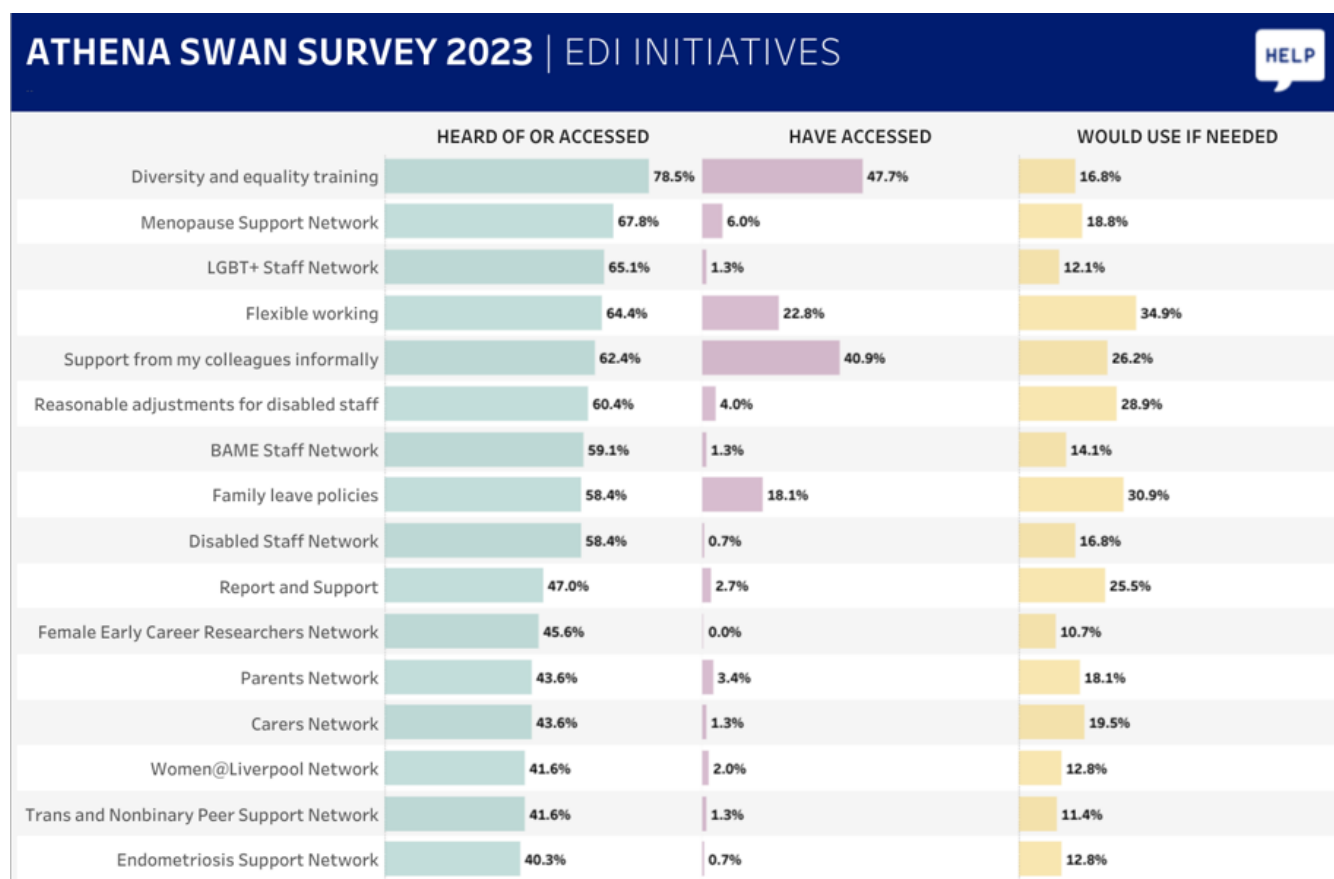
	Biochem	Cancer	Pharm	School
I have someone I consider a mentor at work	63.33%	25.00%	44.44%	47.37%

**FIGURE 1.3f (A1F1.3f)** - Promotion Criteria and Progression by Job Type (**Referenced in 4.1.7**)

	Academic	PDRA/Res Only	Technical	MS&Clerical
n=	47	25	31	29
Gender Equality				
I am aware of promotion criteria and where to access	72.34%	28.00%	32.26%	34.48%

information on routes to promotion				
If I want to, there are routes to progress my career at the University	65.96%	32.00%	38.71%	31.03%

**FIGURE 1.4 (A1F1.4)**- Awareness of Initiatives – n 143 (Referenced in 4.1.3)



**FIGURE 1.5 (A1F1.5)** - Disability Responses (aggregated at faculty Level due to low n). Responses highlighted in yellow are referenced in 4.1.9.

Theme	Question	Agreement	
		Disability Declared	No Disability Declared

		F (%)	F (n)	F (%)	F (n)	M (%)	M (n)
Belonging, Wellbeing & Inclusion	I feel like I belong in my department.	65.52	38	76.44	331	72.96	143
	Generally, I feel that university policies are implemented fairly in my department.	45.61	26	67.13	290	65.98	128
	Departmental communications are clear and relevant to me and my role.	52.63	30	63.17	271	64.43	125
	I feel that my department has taken action to mitigate the impact of the COVID-19 pandemic on staff.	43.10	25	63.72	274	63.92	124
Theme	Question	Agreement					
		Disability Declared		No Disability Declared			
		F (%)	F (n)	F (%)	F (n)	M (%)	M (n)
	I would feel confident reporting bullying or harassment if it happened to me.	40.35	23	58.84	253	72.45	142
	If I were to witness bullying or harassment I would feel confident to respond or report it.	57.89	33	70.70	304	77.55	152
	If I had an issue relating to bullying or harassment, I believe that my department would be active in tackling this.	43.86	25	58.04	249	62.89	122
Theme	Question	Agreement					
		Disability Declared		No Disability Declared			
		F (%)	F (n)	F (%)	F (n)	M (%)	M (n)
	The rate that people progress in my department is not affected by their gender.	52.63	30	63.72	274	73.06	141
Culture Survey: Work & Career Development							
Theme	Question	Agreement					
		Disability Declared		No Disability Declared			
		F (%)	F (n)	F (%)	F (n)	M (%)	M (n)
	My department supports me to take part in learning and development opportunities	56.90	33	69.77	300	70.26	137



	<b>When I have participated in training organised by the University, I have found this useful</b>	57.89	33	76.98	331	63.54	122
	I have someone I consider a mentor at work	33.33	19	45.92	197	46.11	89
	If I want to, there are routes to progress my career at the University	36.84	21	48.72	210	59.59	115
	I feel that I receive helpful feedback through my Professional Development Review (PDR)	46.55	27	57.24	245	57.59	110
<b>Culture Survey: Work Life Balance</b>							
<b>Theme</b>	<b>Question</b>	<b>Agreement</b>					
		<b>Disability Declared</b>		<b>No Disability Declared</b>			
		<b>F (%)</b>	<b>F (n)</b>	<b>F (%)</b>	<b>F (n)</b>	<b>M (%)</b>	<b>M (n)</b>
Work Life Balance	I am able to achieve a good balance between my work and home life	48.28	28	58.7	252	51.02	100
	I feel that workloads in my department are allocated fairly	36.21	21	47.9	206	54.36	106
	<b>The timing of departmental meetings and events takes into consideration those with car...</b>	48.28	28	60.8	260	62.24	122

**FIGURE 1.6 (A1F1.6)** - RM Responses (aggregated at faculty Level due to low n). Responses highlighted in yellow are referenced in 4.1.9

<b>Theme</b>	<b>Question</b>	<b>Agreement</b>			
		<b>RM</b>		<b>White</b>	
		<b>F (%)</b>	<b>M (%)</b>	<b>F (%)</b>	<b>M (%)</b>
Belonging, Wellbeing & Inclusion	I feel like I belong in my department.	74.5	80.4	75.6	73.1
	<b>I feel that people really care about me in my department.</b>	54.1	71.7	65.8	67.5
	My contributions are valued in my department.	62.2	71.7	68.6	69.8
	I feel comfortable speaking up and expressing my opinions.	73.55	76.1	71.9	79.4

	Generally, I feel that university policies are implemented fairly in my department.	58.8	71.7	66.2	66.5
	Departmental communications are clear and relevant to me and my role.	62.9	76.1	61.4	62.0
	I feel that my workload is manageable	46.9	43.5	49.5	47.5
	I feel that my wellbeing is supported in my department.	50.0	53.3	57.4	55.6
	I feel that my mental health is supported in my department.	51.0	53.3	52.5	51.9
	I feel that my department has taken action to mitigate the impact of the COVID-19 pandemic on staff.	52.0	56.5	63.5	65.8
	In my department I feel able to practice my cultural and religious beliefs.	59.8	62.2	44.9	48.4

Theme	Question	Agreement			
		RM		White	
		F (%)	M (%)	F (%)	M (%)
Bullying and Harassment	I have experienced bullying and/or harassment in the past 12 months.	16.3	21.7	9.4	6.3
	I have witnessed bullying and/or harassment in the past 12 months.	17.5	30.4	16.4	17.5
	I feel confident I could recognise bullying or harassment if it occurred.	85.7	91.3	90.6	91.9
	I know how to report bullying and/or harassment.	70.4	67.4	67.4	76.3
	I would feel confident reporting bullying or harassment if it happened to me.	55.1	63.0	58.3	75.0
	If I were to witness bullying or harassment I would feel confident to respond or report it.	69.4	71.7	69.7	80.0
	If I had an issue relating to bullying or harassment, I believe that my department would be active in tackling this.	56.1	63.0	57.0	63.3

Theme	Question	Agreement			
		RM		White	
		F (%)	M (%)	F (%)	M (%)
Gender Equity	I believe that my department leaders actively support gender equality.	72.4	82.6	70.1	73.4
	I feel that my department is committed to achieving gender balance in leadership positions.	66.3	82.6	64.1	73.9
	The rate that people progress in my department is not affected by their gender.	62.2	73.9	63.0	71.3

Theme	Question	Agreement			
		RM		White	
		F (%)	M (%)	F (%)	M (%)
Work & Career Development	There are suitable learning and development opportunities available to support me in my role	73.2	60.9	64.2	67.9
	I am able to take advantage of learning and development opportunities	73.5	60.9	64.2	59.5
	My department supports me to take part in learning and development opportunities	62.2	73.9	69.8	67.9
	When I have participated in training organised by the University, I have found this useful	78.6	73.9	74.2	62.8
	I have someone I consider a mentor at work	43.9	56.5	45.0	45.9
	I am aware of promotion criteria and where to access information on routes to promotion	58.2	67.4	49.9	68.4
	If I want to, there are routes to progress my career at the University	57.1	65.2	45.3	56.1
	I feel when I do good work I receive recognition and/or praise for it	57.7	60.9	55.4	55.7
	I feel that I receive helpful feedback through my Professional Development Review (PDR)	55.1	63.0	56.5	56.8

Theme	Question	Agreement			
		RM		White or White British	
		F (%)	M (%)	F (%)	M (%)
Work Life Balance	I am able to achieve a good balance between my work and home life	48.0	47.8	60.5	51.9
	I feel able to take my annual leave at a time that suits me	76.5	78.3	71.0	69.4
	My department enables flexible working	85.7	87.0	77.4	79.9
	I feel that workloads in my department are allocated fairly	45.9	58.7	47.0	52.8
	The timing of departmental meetings and events takes into consideration those with car...	70.4	69.6	57.2	61.3
	I believe that my department provides staff with support around all types of caring leave	66.0	65.2	59.5	61.4

#### Culture Survey: EDI Initiatives

Theme	Initiatives	% Heard Of/Accessed	
		BAME	White or White British
		F	F
EDI Initiatives	Diversity and equality training	82.7	85.7
	Reasonable adjustments for disabled staff	61.2	69.2
	Flexible working	62.2	75.6
	Family leave policies	51.0	62.8
	Support from my colleagues informally	53.1	63.1
	LGBT+ Staff Network	61.2	68.7
	Disabled Staff Network	58.2	65
	Report and Support	41.8	41.9

	Menopause Support Network	58.2	66.7
	Female Early Career Researchers Network	45.9	49.8
	BAME Staff Network	60.2	67
	Carers Network	39.8	50.2
	Women@Liverpool Network	44.9	39.9
	Trans and Nonbinary Peer Support Network	35.7	37.9
	Parents Network	40.8	48.5
	Endometriosis Support Network	29.6	36.9

Theme	Initiatives	% Have Accessed	
		BAME	White or White British
		F	F
EDI Initiatives	Diversity and equality training	59.2	54.4
	Reasonable adjustments for disabled staff	5.1	6.7
	Flexible working	33.7	36.9
	Family leave policies	14.3	19.5
	Support from my colleagues informally	40.8	50.2
	LGBT+ Staff Network	2.0	2.7
	Disabled Staff Network	2.0	3.2
	Report and Support	4.1	2.0
	Menopause Support Network	3.1	8.9
	Female Early Career Researchers Network	6.1	3.2
	BAME Staff Network	1.0	0.5
	Carers Network	3.1	2.5
	Women@Liverpool Network	10.2	6.7

	Trans and Nonbinary Peer Support Network	0.0	0.0
	Parents Network	3.1	4.9
	Endometriosis Support Network	0.0	0.2

Theme	Initiatives	% Would Use If Needed	
		BAME	White or White British
		F	F
EDI Initiatives	Diversity and equality training	15.3	13.1
	Reasonable adjustments for disabled staff	27.6	24.9
	Flexible working	38.8	27.8
	Family leave policies	34.7	28.8
	Support from my colleagues informally	27.6	27.8
	LGBT+ Staff Network	19.4	13.5
	Disabled Staff Network	21.4	15.5
	Report and Support	31.6	26.8
	Menopause Support Network	21.4	21.7
	Female Early Career Researchers Network	14.3	14.5
	BAME Staff Network	15.3	12.8
	Carers Network	18.4	17.0
	Women@Liverpool Network	16.3	16.0
	Trans and Nonbinary Peer Support Network	15.3	10.3
	Parents Network	19.4	17.7
	Endometriosis Support Network	15.3	12.8

## FIGURE 2 - 2021 Pulse Survey Results

**FIGURE 2.1 (A1F2.1)** Comparison between 2021 and 2023 Survey

Statements in common between 2023 Athena Swan Survey and 2021 Staff Survey	% agree - 2023	% agree - 2021	Absolute Deviance in % agree
<b>Gender Equality</b>	<b>n=149</b>	<b>n=57</b>	
I believe that my departmental leaders actively support gender equality	65.8	49.10	16.7
<b>Belonging &amp; Inclusion</b>			
My contributions are valued in my department	50.0	43.90	6.1
I feel that my wellbeing is supported in my department	41.6	23.20	18.4
I feel that my mental health is supported in my department	34.9	23.20	11.7
My department has taken action to mitigate the impact of the COVID-19 pandemic on staff	52.4	12.30	40.1
<b>Work-Life Balance</b>			
I am able to achieve a good balance between my work and home life	52.3	28.60	23.7
My department enables flexible working	71.1	63.20	7.9
I feel that workloads in my department are allocated fairly	43.0	25.60	17.4
<b>Bullying &amp; Harassment</b>			
I have experienced bullying and/or harassment in the past 12 months	12.8	19.30	6.5
I have witnessed bullying and/or harassment in the past 12 months	25.5	40.40	14.9
I know how to report bullying and/or harassment	61.7	63.20	1.5
I would feel confident to report bullying and harassment if it happened to me	55.7	52.60	3.1

If I had an issue relating to bullying or harassment, I believe that my department would be active in tackling this	45.6	19.30	26.3
<b>Work &amp; Career</b>			
There are suitable learning and development opportunities available to support me in my role	54.4	31.60	22.8
I am able to take advantage of learning and development opportunities	57.7	38.60	19.1
If I want to, there are routes to progress my career at the University	45.0	19.30	25.7

Response Total = 57

### FIGURE 3 –Faculty REC Survey

#### FIGURE 3.1 (A1F3.1) – STUDENT REC SURVEY DATA

Additional student data were obtained for a survey to support a Race Equality Bronze award (awarded 2024). Whilst data cannot be disaggregated by gender or department, and we cannot determine the number of respondents (minimum of 10 in each category required to report) these provide important data re the experiences of RM students. Data collected 2022.

Theme	Question	% Agreement	
		RM	White
Assessment and support	I know where to go to get additional academic support if and when I need it	76.9	79.4
	I know where to go to get additional pastoral or wellbeing support, if and when I need	46.2	70.6
Course format and progression	I am happy with the way my course is assessed	69.2	76.5
	I enjoy the way my course is taught	76.9	64.7
	I am progressing well in my course	92.3	76.5
Diversity of the local population	The ethnic/racial diversity of the local population impacts on my day-to-day life	76.9	20.6
	I am aware of ethnic/racial tensions within the local community	61.5	47.1



Diversity of the University	I believe I am treated equally by students, irrespective of my ethnicity or race	87.6	85.3
	I considered the ethnic/racial diversity of the University before applying to study	61.5	17.6
	The ethnic/racial diversity of the University impacts on my desire to stay	76.9	38.2
	The ethnic/racial diversity of the University impacts on my sense of belonging	84.6	38.2
Further study	I would consider a postgraduate course	80.0	85.0
	I have a good understanding of the graduate-level employment opportunities available to me	61.5	67.6
	I would consider a career in academia	27.3	55.9
	The University has helped me develop the skills I need to apply for graduate-level jobs	65.5	76.9
Recommending the University	I would recommend the University to a prospective student	76.9	79.4
Religion and belief	The needs of my religious beliefs (or non-belief) are met	38.5	50.0
Reporting racial discrimination	I have witnessed or been the victim of racial discrimination in the local area	46.2	14.7
	I have witnessed or been the victim of racial discrimination on campus	38.5	8.8
	If I reported a race-related incident to my institution, appropriate action would be taken	69.2	44.1
	If I witnessed or experienced racial discrimination, I would know how to access support	30.8	23.5
	If I witnessed or experienced racial discrimination, I would know how to report it	38.5	39.4
Students Union	I am a member, or am thinking of becoming a member, of one or more student societies	30.8	41.2
	I regularly attend students' union events	15.4	11.8
	In my experience students from all racial and ethnic backgrounds are included equally at all students' union events and societies	69.2	43.8

	Racially offensive or inappropriate behaviours are not tolerated at events and activities organised by the students' union	53.8	54.5
Your course	I am comfortable approaching course tutors with any questions or queries	84.6	85.3
	I am comfortable contributing to group discussions	76.9	43.5
	The content of my course matches my expectations and includes what I thought it would include	76.9	82.4
	The content of my course reflects the opinions of a wide variety of people	66.7	73.5
	When relevant, issues of ethnicity and race are included in academic discussions	46.2	67.6
	When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race	61.5	64.7

**FIGURE 3.2 (A1F3.2) - REC Staff Survey**

Additional staff data were obtained at the faculty level for a survey to support a Race Equality Bronze award (awarded 2024). Whilst data cannot be disaggregated by institute or department, and we cannot determine the number of respondents (minimum of 10 in each category required to report) these provide important data re the experiences of BAME staff. Data collected 2022.

Responses highlighted in **yellow** are **referenced in 4.1.9**

Theme	Question	% Agreement			
		RM		White	
		M	F	M	F
Career progression and Development	I have been encouraged to apply for promotion	18.2	41.2	34.7	45.5
	My line manager makes time to discuss my personal development and progression	75.0	57.1	69.6	74.4
	There are opportunities for me to develop within my role	55.0	67.9	72.3	68.3
	Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently	40.0	35.7	37.5	41.4
	The ethnic/racial diversity of the local population impacts on my day-to-day life	40.0	55.6	24.1	20.4

Diversity of the local population	I am aware of ethnic/racial tensions within the local community	35.0	66.7	34.8	35.9
Diversity of the University	I believe I am treated equally by colleagues, irrespective of my ethnicity or race	60.0	66.7	83.0	75.6
	I believe I am treated equally by students, irrespective of my ethnicity or race	60.0	44.4	77.7	70.6
	I considered the ethnic/racial diversity of the University before applying to work here	10.0	29.6	7.1	9.4
	The ethnic/racial diversity of the University impacts on my desire to stay	60.0	63.0	45.0	46.9
	The ethnic/racial diversity of the University impacts on my sense of belonging	60.0	80.8	40.2	35.1
Flexible working	I am aware of the formal flexible working policies and arrangements at the University, for example, part time working or condensed hours	85.0	85.2	70.3	79.7
	If I formally requested flexible working arrangements I am confident that the request would be considered fairly	75.0	57.1	68.5	72.0
	I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later	80.0	82.1	84.7	83.7
	My manager is supportive of flexible working	90.0	78.6	82.0	80.9
Pay	I think I am paid the same as my colleagues who do the same job	60.0	42.9	66.1	63.1
	Pay awards and increases are allocated fairly and transparently	45.0	24.1	42.9	40.3
PDRs	I find the PDR process useful	36.8	29.6	51.8	55.1
	I have annual PDRs with my manager	85.0	75.0	87.5	91.5
	My manager ensures my PDR is evidence-based and transparent	78.9	67.9	72.3	76.7
Recommending the University	I would recommend the University as a good place to work	70.0	66.7	75.0	82.4
Recruitment and Selection	From what I have seen, the University undertakes recruitment and selection fairly and transparently	75.0	50.0	72.1	76.8
	I believe that the University's recruitment and selection policies lead to the best candidates being recruited	65.0	42.9	56.8	67.8

Religion and belief	The needs of my religious beliefs (or non-belief) are met	40.0	42.9	40.2	45.9
Reporting racial discrimination	I have witnessed or been the victim of racial discrimination in the local area	25.0	44.4	19.6	15.6
	I have witnessed or been the victim of racial discrimination on campus	15.0	29.6	8.0	6.9
	If I reported a race-related incident to my institution, appropriate action would be taken	55.0	33.0	65.5	65.0
	If I witnessed or experienced racial discrimination, I would know how to access support	55.0	37.0	40.2	46.3
	If I witnessed or experienced racial discrimination, I would know how to report it	60.0	44.4	51.8	49.0

## FIGURE 4 - Other Survey data

### FIGURE 4.1 - (A1F4.1) - COMMITTEE SURVEY

Committee and job role details removed to protect anonymity given the sensitive nature of the question asked

(N=67)

Do you feel supported by your line manager in your role as a committee member?	What is your gender identity?	Do you identify differently to the gender you were assigned at birth? (This information will be used to inform our policies around supporting our Transgender Community)	Number of responses for category
Yes	Female	No	16
Prefer not to say	Female	No	4
Yes	Female	Yes	5
No	Female	Yes	1
No	Female	No	1
Yes	Male	No	27
Yes	Male	Yes	5
No	Male	No	1

Prefer not to say	Male	No	1
YES 53 NO 3 Prefer not to say 5	27F 34 M	50 NO 11 YES	

**FIGURE 4.2 (A1F4.2) - SURVEY TO ASSESS THE IMPACT OF NO MEETING FRIDAYS**

(n=33)

	I knew about this initiative	I have been able to benefit from this initiative	My manager supported me in this initiative	I am in favour of this initiative	I would like to see other alternatives to this that might suit my role better
Agree%	65%	54%	85%	81%	36%

**FIGURE 4.3 (A1F4.3) - MENOPAUSE AWARENESS WORKSHOP SURVEY (Referenced in 4.1.3)**

One session for men only - 11 attendees

One session for women only - 12 attendees

One mixed session – 13 female and 2 men attendees.

We took survey data on the day to ascertain feedback.

Q1. Do you feel more knowledgeable/confident as a result of attending this session? Please tick one or both as applicable

More knowledgeable	56%
More confident	100%
Neither	0%

Q2. Please share the areas where you feel more confident or knowledgeable - select all that apply.

More knowledgeable on menopause symptoms	23%
More knowledgeable on suitable support for menopause symptoms	28%
More knowledgeable on university policies and support available	24%
More confident to talk to colleagues about the menopause/their menopause symptoms	19%

More confident to talk to my partner/family/friends about their experience of menopause	13%
Other	0%

Q3. How would you rate this session on a scale of 1 - 4 where 1 was 'Did not meet my expectations' and 4 was 'Excellent':

1	0%
2	5%
3	32%
4	67%

Q3a. Please explain the reason for your rating:

Very informative, relaxed and supportive atmosphere and presentation style, Joy was excellent.
It was relaxed and well-paced.
Max amount of info in the right timing
A very open session, with clear presentations and useful discussion.
Informative but needed more engagement
I felt that the session felt more pitched at women who have menopause than at managers or co-workers who might work with women who have menopause. I would focus less on the exact tools, apps, foods etc as that is not advice that we as managers would ever be giving staff, I would also drop the quiz. Instead, I would focus more on testimonies from women on how they felt within workplace, do some anonymous case studies, to really make it clear how can we as managers reorganize the workplace to make it easier on women with menopause. Again, for that case studies would be helpful. Advice on how to reorganise meetings, etc
This was very useful.
There was lots of information and opportunity for questions. The session was well-paced, and people felt comfortable enough to share stories. The men on the call were respectful and seemed supportive.
The session was very informative both about menopause symptoms and the support available. It was also a great forum to ask questions.
It was very informative (unfortunately my work environment mean it can be difficult to attend live events and I missed the start) therefore I would be interested in an offline/recorded session that I could watch (and return to) when convenient.
I am already aware of a lot of information surrounding this topic being of menopausal age, but I think it is great that these sessions are happening and being discussed with everyone.

Friendly presentation style, useful information, lots of relevant links and signposting
It was a really good session. I am perimenopausal, on HRT, and part of the support network. I wouldn't say I learned anything new, but good to know about ways to address with colleagues.
Raise my awareness as a manager and be able to support accordingly
Good Speaker. Would not say the talk was for managers specifically and so could be rolled out to everyone.

Q4. What did you find most useful about this session?

All of it really and the support available to staff in my team.
Details about support groups available.
List of support addresses /resources
An understanding of how women might want us to approach issues around the menopause.
Highlighting information about help and structure
Q&A session
info and openness
Information about symptoms and perimenopause.
Being able to ask questions and listen to other people's questions and answers
information on symptoms what can help and how to approach conversations around menopause with team members/as a manager. Thank you both, it was very useful (and also gave me confidence that the university did support menopause awareness)
Useful info for apps, support groups and information etc.
Information on the symptoms, understanding the impact the symptoms can have on mental health, e.g. negative impact on confidence and self-esteem
Highlighting symptoms and support available
learning about symptoms and the challenges it can bring at work

Q5. Is there anything else you would have liked to have been covered during the session?

I couldn't get <u>onto</u> my phone and scan the QR for the quiz before it had started. Perhaps a yes/no quiz using hands?
A bit more on reasonable adjustments - although appreciate these are hard to generalise.

I felt that the session felt more pitched at women who have menopause than at managers or co-workers who might work with women who have menopause. I would focus less on the exact tools, apps, foods etc as that is not advice that we as managers would ever be giving staff, I would also drop the quiz. Instead, I would focus more on testimonies from women on how they felt within workplace, do some anonymous case studies, to really make it clear how can we as managers reorganize the workplace to make it easier on women with menopause. Again, for that case studies would be helpful. Advice on how to reorganise meetings, etc
Impact on working life. Some stats for people needing time off sick for menopause would have been interesting to see.
It might be helpful to know about the impact of the menopause on women in the workplace if any studies have been done (e.g. are there any statistics on women leaving work or reduce hours due to menopause? Have they faced specific difficulties or prejudices that have contributed to this departure from the workplace). There is a cost to losing a level of skills and experience in any organisation. I think it would be useful to have some of this kind of context so that the importance of awareness and support in the workplace has greater weight within the session i.e. this is about workplace productivity as much as it is about the wellbeing of women.
No, I don't think so.
No, really enjoyed it. Thanks Joy!
No, I think you covered everything

## FIGURE 5 – FOCUS GROUPS AND INTERVIEWS

### FOCUS GROUP 1 (A1F5.1) - TECHNICIANS' CULTURE WORKSHOPS (Referenced in 2.2.1.2)

As the result of a National Survey on Technician Research Culture which found that technicians nationally felt undervalued and under recognised, the faculty ran a series of workshops to assess the satisfaction levels of our technicians.

The data was summarised and tabulated into 4 categories with positive and negative responses captured.

#### Category 1: Culture

Question Item	Positive	Negative
In 3 words, describe our current research culture	<ul style="list-style-type: none"> <li>Interesting</li> <li>Friendly</li> <li>Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>Pressure</li> <li>Overlooked</li> <li>Undervalued</li> </ul>
What is the Ideal research culture	<ul style="list-style-type: none"> <li>Collaborative</li> </ul>	



	<ul style="list-style-type: none"> <li>• Valued</li> <li>• Supportive.</li> </ul>
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What are the 3 top issues to tackle	<ul style="list-style-type: none"> <li>• Recognition and Reward</li> <li>• Career Advancement</li> <li>• Professional Development Opportunities.</li> </ul>
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Good practice relating to a good research culture are already happening	<ul style="list-style-type: none"> <li>• peer support in the technical teams</li> <li>• good relationships with technical leaders</li> <li>• being invited to Institute away day</li> <li>• good rapport with academics</li> <li>• good lab management</li> <li>• having the opportunity to use skills</li> <li>• increasing opportunities to attend conferences</li> <li>• feeling valued and listened to</li> <li>• being encouraged to learn new skills</li> <li>• the new RTP pathway</li> <li>• the sustainability initiatives coming through</li> </ul>
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Ideas for improving research culture	<ul style="list-style-type: none"> <li>• Inclusion on away days</li> <li>• Improve academic / technician communication.</li> <li>• making it easier for technicians to be heard and listened to</li> <li>• More networking and meeting</li> <li>• Make academic staff aware of technical staff contributions.</li> <li>• Academic staff championing the work of technical staff.</li> <li>• More involvement of technicians in the planning stages of projects</li> <li>• Exchange visits / skill sharing more technical networking / open days.</li> <li>• Extra training, collaborating with other groups.</li> <li>• Facility / department introductions and more social events</li> <li>• Defining technical staff attribution at the start of projects, inclusion of publications</li> </ul>
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	<ul style="list-style-type: none"> <li>• Integration with Elements to recognise technical staff contributions.</li> <li>• Turning repeated fixed term contracts into permanent contracts</li> <li>• Better design for buildings and offices</li> <li>• Allowing technicians to do research – show academics what skills we have to offer.</li> <li>• Technical grade, duties, and responsibilities clarification</li> <li>• Development and pathways available to technical staff</li> <li>• Senior leaders being a technician for a day similar to “The secret boss”.</li> <li>• Better integration of technical staff with teaching and research.</li> </ul>
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## Category 2: Recognition and Award

How can we better acknowledge contributions of technical staff?	<p>Improved pay / promotion (very common response)</p> <p>recognition – verbal affirmations – being thanked – being respected – public acknowledgement – recognition on presentations / in emails.</p> <p>Getting to know the technicians – coffee morning.</p> <p>Awards / nominations</p> <p>Tagging technical staff</p> <p>Inviting technical staff to speak in seminars.</p> <p>Ensuring web presence of technical staff</p> <p>Evaluation / Recommendations by other colleagues / Feedback</p> <p>Co-authorships</p> <p>Guidelines / framework</p> <p>Visibility - Case studies of technical staff</p> <p>Conference attending / presenting</p> <p>Exhibitions of technician’s work</p> <p>Research meetings membership.</p> <p>Social media</p> <p>Clear career path</p> <p>Inclusion / being treated the same</p>
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Technicians are recognised on publications / papers appropriately	slightly agreed with this - average result 2.6
Technicians are consulted at the start of projects to the feasibility in time / space / resource H&S considerations	slightly disagreed with this – average result 2.4
The impact of my role is acknowledged and valued by the department	agreed with this – average result 3.1
Awareness of our fair attribution guidelines	94.5% of technicians said NO.

### Category 3: Leadership and communications

Technician related information reaches me.	agreed with this statement, average result of 3.6
I sit on / feed into decision making committees in my department / Institute	strongly disagreed with this – average result 1.7.
I am invited to departmental meetings.	agreed with this – average result 3.1.
I have technical manager input into my PDR	agreed with this – average result 3.1.
I am aware of the Statement of Expectations.	82% technicians said NO.

### Category 4: Career Development

What are your thoughts on the new Research Technical Professional pathway?	<ul style="list-style-type: none"> <li>• promising</li> <li>• much needed</li> <li>• recognition</li> <li>• supportive</li> <li>• progression</li> <li>• hope</li> <li>• rewarding</li> <li>• essential</li> <li>• pioneering</li> <li>• welcomed</li> <li>• excellent</li> <li>• incentive</li> <li>• progressive</li> <li>• inspiring</li> </ul>	<ul style="list-style-type: none"> <li>• financially unsuitable</li> <li>• unknown</li> <li>• not sure how it works.</li> <li>• don't know about it inaccessible.</li> <li>• restricted to some grades.</li> <li>• elitist</li> <li>• irrelevant</li> </ul>
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## FOCUS GROUP 2 (A1F5.2) - CULTURE WORKSHOPS

The full report from our culture workshops is below with areas we have focused on highlighted in yellow.

# ISMIB - University of Liverpool

## Culture Assessment Report

**Prepared for:** Angela Foxcroft, ISMIB, University of Liverpool

**Prepared by:** Jo Cutler, The Aware Leader

**On:** 13<sup>th</sup> March 2024

### **Programme Aim**

This report is intended to illustrate the output from a series of workshops that took place within the Institute of Systems, Molecular and Integrative Biology (ISMIB) at the University of Liverpool. The workshops were designed to reflect on the culture within the Institute, highlight positive and negative aspects of working in ISMIB, and co-create solutions and actions to enable a positive culture in the Institute. The focus was on the general culture of the Institute, but with an additional focus on women specifically, driving output to support the creation of a workplace culture that enables gender equality within higher education and research, and which feeds into the Institute's upcoming Athena Swan application.

### **Methodology: Culture Assessment workshops**

It was agreed to run a series of workshops that would engage colleagues with each other and focus on what is important to them in the workplace. The workshops enable discussions that gather colleagues' views and input into how to work well and build relationships, trust and motivation to move the Institute's culture forward proactively and positively. The workshops engaged colleagues in conversations focusing on team culture and how they wish to work together to drive the culture of the Institute forward. The session outcomes were to:

- Build clarity of individual and team (Institute/wider University) purpose.
- Define the specific behaviours and practices which positively support the team purpose and those which colleagues wish to leave behind.
- Identify gaps based on the positive behaviours and practices the group wants to take forward to create a positive culture and to drive performance and opportunities.
- Engage colleagues in driving an inspiring, motivating and productive environment.
- The initial workshop took place with the Senior Leadership Team of ISMIB

The purpose of this was three-fold:

- to engage the leadership team with the conversation on culture and to get their views and input into driving the culture
- to ensure that the Senior Leadership Team were on board with the workshop and its approach.
- to drive engagement of the Senior Leadership Team with the outputs of the workshops and the implementation of any changes going forward.

The workshops were run by a facilitator that is familiar with the HE sector and has an appreciation of the challenges and opportunities for the sector built on significant experience of working in HE both nationally and internationally at multiple institutions. Having workshops facilitated by an individual external to the University was also an important factor to drive openness and allay possible fears of a 'top-down' initiative with pre-defined outcomes.

It was important that each workshop was also supported by ISMIB staff: Mark Morgan, Principal Investigator - Receptor Dynamics in Cancer Laboratory and Chair ISMIB Equality, Diversity, Inclusion & Wellbeing introduced each workshop and shared the background to the initiative and the aspirations for this work. Angela Foxcroft, Programmes Manager, Wolfson Centre for Personalised Medicine, supported with communications as well as attendance and support at the workshops.

Following the initial workshop for the Senior Leadership Team in December 2023 (attended by eight individuals), five workshops took place on campus from 9th – 22nd January 2024, which were attended by a total of 114 participants. The sign-up form captured key data which enables understanding of participants' departments, length of service, gender, role, contract type, working location, hours and length of service as well as equality data, which will be useful for Athena Swan reporting purposes.

### **Approach**

It was important to facilitate the workshops in a friendly and informal manner that put participants at ease and enabled them to be open and honest in their discussions.

Aspects that engendered this included sharing an 'Agreement' at the start of each session to suggest how colleagues would get the most from the workshop. Aspects on the agreement were: confidentiality, trust and participation, open and honest, positive intent, solution-focused, non-judgmental, ask the question. Colleagues were invited to change or add to this list (none did, and the agreement was accepted each time).

Another aspect that drove open discussion was working in small groups (typically 4-6 individuals). Group work enables colleagues to learn from one another and share ideas as well as widening networks and building trust and respect among team members. This approach also enables all colleagues, especially the quieter voices in the team, to be heard and contribute. Each group was invited to share back themes, which avoided putting any individual 'on the spot' for their views or suggestions.

A positive atmosphere was set through an initial activity focused on individual purpose and motivation. This used Simon Sinek's 'Golden Circle' tool (Sinek, S; 2009, Start with Why, Penguin, London) which helps individuals and organisations to be at their best by connecting with their motivation for their work and inspiring them to change themselves and the world for the better. The discussion focused both at the level of the Institute / University (what distinguishes ISMIB from other educational institutions?) and the individual, encouraging colleagues to share their own purpose and the difference they make in their work.

### **Connecting with Purpose**

The initial Connecting with Purpose exercise is very motivational; reflecting on how our work adds value and serves others or the greater good enables feelings of connection, a sense of meaning, increased engagement, better resilience, satisfaction, wellbeing and performance.<sup>[1](#)</sup> This brief exercise encouraged

colleagues to think about the value they add through their work. Responses were many and varied; a representative range of examples are below:

- to inspire and make a difference to cancer patients.
- chance to make real and impactful change.
- to enthuse the next generation.
- to impact personal and professional development.
- to improve outcomes for patients with neurological diseases.
- to keep people safe.
- to make life easier for researchers.
- to bring new hope to improve and save lives currently lost to AMR.
- student-centred education: to generate a supportive and productive working environment.
- to support students who are struggling.
- to make sure students receive a great experience.
- to inspire the next generation of scientists.
- to make clinical work easier.
- to provide quality support and service.
- to improve future health.
- to enable students to achieve their career aspirations.
- to advance knowledge to open new therapeutic options and improve health.
- inclusivity: to be able to create and promote changes.
- enable equitable access to medicines.
- to support pioneering research.
- to support researchers to obtain funding and therefore make scientific developments which benefit us all.
- creation, curation and dissemination of knowledge.
- facilitate delivery of teaching so enabling colleagues to do their jobs with as few barriers as possible; enabling and supporting students to achieve potential and often first step in chosen career.
- support students and colleagues to get the most out of their time here – wellbeing and academically.
- to transfer my knowledge to the young generation.
- to inspire and motivate young people.
- to support academics with processes to free up time to focus on research.

### **Our enablers and detractors**

Having established purpose, colleagues were split into groups to discuss what enables us to achieve our purpose and what detracts from this. In small groups of 4-6 colleagues, half of the attendees discussed the enablers, and half discussed the detractors. Each group was asked to capture their responses on flip charts;

These were then presented back to the whole group. Colleagues were also asked to capture their comments online. ISMIB organisers, Mark and Angela also made notes to clarify statements as the presentations were being made.

The groups were encouraged to start their discussions and then a list of questions as prompts/ideas were given to the groups to aid their discussions.

### **The detractor questions (What detracts us from achieving our purpose?) were:**

- What are your weaknesses?
- What behavioural characteristics can sometimes derail the team?
- What do others do better than you?

- What can you improve?
- What do others perceive as your weaknesses?
- What trends or conditions may negatively impact you?
- What impact do your identified weaknesses have?

**The enabler prompts (What helps us to achieve our purpose?) were:**

- What are your strengths?
- What behavioural characteristics/qualities contribute to the strength of our team?
- What do you do better than others?
- What unique capabilities & resources do you possess?
- What do others perceive as your strengths?
- What trends or conditions may positively impact you?
- What opportunities are available to you?
- What are the team's plans?
- What impact do your identified strengths have?

**Detractors**

From the responses around the detractors, a number of key themes have emerged:

The gender-neutral toilets are seen as male dominated. Other limitations noted were funding and lack of technical support for researchers.

Responses regarding policies and approach included the lack of development opportunities and pay and progression options for some roles. Fixed term contracts for research staff are seen to impact retention, and bridging money for staff who will continue is not available. The hiring strategy is unhelpful: people are leaving because they think they will get more opportunities for research than they are actually able to get. A lack of separation between training and research was noted. Streamlining of regulatory approvals should be improved. Staffing levels, lack of support for working parents (e.g. nursery fees) and maternity pay (research funded) were all mentioned as detractors.

Poor communication between departments (both professional services and research staff) is seen as a blocker. Staff feel that there are too many emails and online meetings— often duplicated and/or not getting to the right people. Colleagues feel that the intranet could be improved (e.g., navigation, search function). The issue of social media culture and optics of using promotion and communication via third party platforms that don't align with the universities values was raised. The lack of clarity on who to contact for issues/questions and knowing how to contact teams or individuals is an issue.

Aspects of team/culture that are detractors include sabotage, competitive behaviour, insecurities and individual priorities. Recent and ongoing change were also mentioned. It is felt that the team undervalue themselves and don't celebrate success (lack of recognition/gratitude). The lack of social interaction was mentioned by many, as well as the disconnect between teams and the 'larger university'. The lack of involvement of staff in strategic change and under valuing of teaching activities were also noted.



Unhelpful aspects of leadership included: a lack of strategy/direction in research, failure to make the most of cross faculty opportunities, committees not being valued by leadership and inconsistent line management (e.g. application of flexible working is dependent on the individual line manager's understanding); line management having different rules regarding flexibility). Colleagues commented on the poor handling of the recent restructure (Shape). Other detractors included time (workload, competing demands, unrealistic deadlines and staff shortages, not enough time to get involved in extracurricular activities to enhance workload culture) and complexity (volume and complexity of administration, hiring process take too long).

### **Enablers**

From the responses around the enablers, key themes that emerged as being in support of the team and its ways of working were:

The significant number of responses listing policies and approach as enablers is encouraging in terms of perceptions of culture. This included many aspects relating to women and EDI, for example: Menopause awareness training; EDI toolkit developed by Institute; good and in-depth HR processes to support discrimination; people with caring responsibilities given greater flexibility. Indeed, it was recognised the Institute supports all staff: policies allow gender support such as flexibility in caring of children between genders. Aspects such as flexibility, job security, training/development opportunities and career progression opportunities were also valued. Others noted that flexible working practices had improved wellbeing.

The ISMIB team/culture were appreciated; many colleagues noted the teamwork approach, and the recognition of individuals or teams for awards was also appreciated. Staff feel that they are supported, trusted and have autonomy, which are all key drivers of motivation. Similarly, people are seen as a key enabler, with colleagues' talent and commitment being of particular note. Colleagues' expertise is appreciated, with a broad range of expertise from basic science to medicine which allows ISMIB to strengthen its research and teaching. The recently increased support for early career researchers and research translational pathway career development were noted, as well as healthcare related research with clear patient impact. It was noted that student support is excellent with individual support plans.

Professional services, technical and admin expertise are also recognised and mentoring was appreciated.

Leadership is also noted as an enabler, with a Head of Institute who cares. Staff feel that there is strong established leadership and strategy, as well as healthy competition amongst leadership. Staff commented that there is good management (feeling looked after, availability), there is trust in staff to develop, and an open-door approach to problems and managing difficult situations as well as an understanding of the pressure of their roles. It was noted that PDR works well if the line manager is supportive.

The research facilities in particular received positive comments, and more generally colleagues feel that the buildings enable agile, collaborative working and that core facilities within the institute allow them to achieve their purpose. IT provision and specialist equipment access were also mentioned. Supportive structures include team structures and committees (e.g. to scrutinise papers allowing better promotions and success for grants) and finance, admin, and HR systems which facilitate and enable research.

### **Actions – drivers for success**

The final part of the workshop was to identify gaps based on the positive behaviours and practices the group wants to take forward to create a positive culture and to drive performance and opportunities. I recommend that these responses are thoroughly reviewed in detail, with actions prioritised and communicated with colleagues.

From the many responses received, a key area for many colleagues was improvement of social engagement, with more networking, coffee mornings, etc. (perhaps rotating and connected to annual celebrations). Social events including all staff and students would build more of a community within the institute; staff would like more resources to go towards social spaces to enable staff to meet people they wouldn't normally work with. Staff would also welcome more opportunities to work within different departments in the institute.

Career and role actions include promoting more personalised grant pitching initiatives in a small group environment. Staff should be encouraged to go for extra contribution points. Better knowledge exchange, e.g. work shadowing for transferable skills and knowledge and training for higher or alternative roles would be impactful. Clarity on promotion criteria and realistic achievable opportunities to fulfil criteria would be welcomed, as well as valuing all career paths within the Institute (academic, professional services and technical) and better enabling retention and succession planning are also needed. Building awareness of reasons for staff leaving and acting on this would be helpful. Colleagues want better staffing levels to enable innovation. Improvement of recruitment processes, including speed of recruitment, anonymised job applications to further strengthen inclusion, better representation on interview panels and, for neurodiversity, sending questions ahead of job interviews. More equitable opportunities for progression or demonstrating capabilities was requested. More equitable presenting opportunities at institute level would also help. Acknowledgement of career track diversity and progression is required. Valuing excellence in teaching and career reward linked to the teaching excellence framework was requested. Colleagues want more value placed on teaching - value contributions in pounds. Colleagues believe that promoting recognition (e.g. individuals supporting certain tasks, showcasing of successful teams, staff awards) would be impactful. It would also be beneficial to focus on engaging key groups more, such as postdocs.

Regarding communication, staff feel that the ISMIB newsletter is very good. Colleagues would like more interaction between the departments, and opportunities for face-to-face interactions and departmental meetings. Departmental meetings for professional services would help with issues such as not knowing who does what or lack of communication. An overview of where all the departments fit together within the institute would be helpful. Staff would like more communication around strategic decisions (processes, rationale) from senior management, including transparency of decision making and clarity about how colleagues can feed back or take part in discussions. Other aspects that would be helpful include:

- A review of committees and meetings (including membership).
- Ring-fencing meeting-free time (Wednesday pm or Friday).
- An informal team briefing each day.
- Core times for professional communication (and taking pressure off for replies out of hours).
- Simplify the process for booking meeting rooms.
- An Intranet page with resources to onboard new professional services staff.
- Communicate relevance of events, committees, charters; what will this achieve, how is this positive and therefore promote engagement of enthusiastic participants.
- Departmental champions for issues - mental health, caring responsibilities, menopause etc.
- Up to date and easily accessible emergency information to foster a culture of safety (first aider, mental health first aiders).

There was a clear focus on training/development opportunities as an area for action, including mentoring and mentoring circles and partnering or buddy schemes. Mentoring key career transitions, enhancing visibility, would be helpful. A knowledge database and skills matrix and incentives for staff to share skills would be helpful. Staff stressed the importance of a culture that values development, with management enabling time for community, training and development. Other training/development highlighted as important included soft skills seminars, induction for new staff (PTO, academic and technicians), and away days for technical or professional services staff. Staff felt that while training is available, it is not accessible to technical staff / lower grades. Another focus was line management training: sensitivity training, people skills and PDR were mentioned, as well as the possibility of making training for managers mandatory to ensure parity of employee experience.

Suggestions relating to workplace culture included more listening and open conversations as well as a positive culture around mistakes (transparent need forums for change and learning, not a blame culture). People's job roles need to be clear, with leadership having more understanding their team (remit, identifying people's strengths). Feedback upwards (both positives and negatives) should be enabled, and perhaps some discussion of the impact of project Shape in individuals/teams. There needs to be clarity, fairness and consistency in family/flexible working policies. There should be more inclusive practices such as changing forms to add Mx or remove titles altogether.

### **Workshop feedback**

Feedback is important to gauge colleagues reactions to the workshop – enabling tweaks to be made if required and building an understanding of how engaged they were with the activities. A simple survey asking just two questions was conducted (online and anonymously):

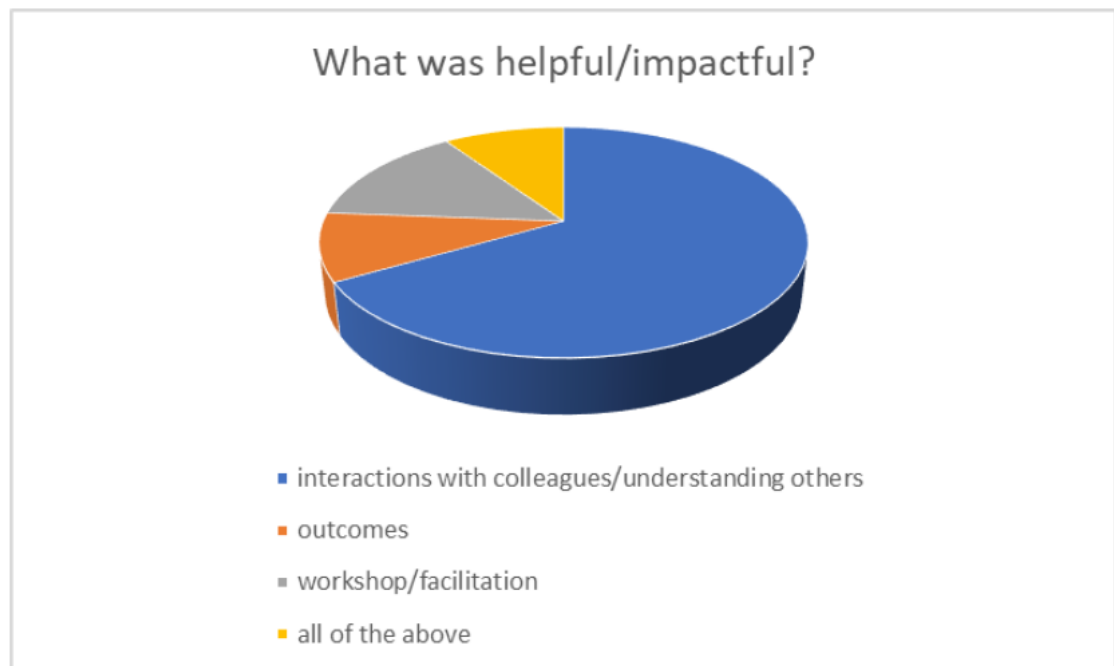
What was particularly impactful / helpful about the workshop?

What was less helpful/what else would you like to see included as part of the workshop?

The rationale behind this approach was that a limited number of questions would encourage participation. The first question enables understanding of what had worked well in the session, and the second question indicates what more colleagues might like to see and/or concerns that they may have. There were 25 items of feedback – so approximately 22% of people completed the feedback questionnaire.

### **(A1F5.2a) PARTICIPANT DATA** (collected anonymously)

1. What was particularly impactful / helpful about the workshop?



COMMENTS:
Gaining an understanding of challenges faced by others, positive aspects of culture and potential solutions.
It was useful having people from different departments across the institute highlighting what needs to improve.
It was very insightful, to hear other people's views as well.
Chatting to colleagues and seeing that often concerns I have been shared by others.
The fact that we had lots of people together and we could share and compare views on what was working well and what could be improved. It was good to hear that it wasn't just me struggling with workload (but also NOT good!).
It was good to hear that a lot of people shared similar concerns and ideas for improvement.
I found that other staff members, having similar issues as myself, quite enlightening.
Super-positive session. Very good to hear the range of pros and cons. This is a huge Institute, so we don't hear enough from across the range of functions/interests.
It was good to mix with more support and professional services staff.
Shared experiences of what is good and bad about the university, met others in my institute that I'd only ever emailed, found a group that walk at lunchtime.

<b>COLLEAGUES APPRECIATED FOCUS ON OUTCOMES:</b>	
The apparent willingness of ILT to sort problems and a head of Institute who cares (Referenced 4.1.3)	
Writing down discussion points	
Open door approach to managing difficult situations	
Focusing on how to use enablers to turn some negatives into positives.	
Understanding new approaches to improve our work experience in ISMIB.	
The ability to speak freely, knowing it was confidential. The fact that it feels like we are involved in the process of improvement, big and small. The realisation that there are some things we can all do to help and we are not alone in how we feel about some issues.	
Being able to air your thoughts/views in a constructive manner and environment.	
<b>WHAT WAS LESS HELPFUL OR COULD BE INCLUDED?</b>	
It felt like ISMIB was taking positive steps to address issues (leading the way), but that these were in isolation, so missing important cross-institute/cross-faculty synergies (and a clear buy-in from faculty and university management, beyond the wish to score more Athena Swan <u>Swan</u> points).	
Some guidance on what we can do as individuals to make things better - not just us bouncing ideas off each other. Expert advice would be good.	
There were some big issues/ideas and some quite specific ones that could maybe be tackled earlier. I know there is a short/medium/long-term planning process but maybe further sessions for the short-term goals that we could change or lobby for change would be helpful.	

### FOCUS GROUP 3 (A1F5.3) - POSTDOC EXPERIENCES OF FAMILY LEAVE

Background and context	Preliminary results from a faculty/Welcome funded research project into the EDI impact of COVID-19 revealed that post-maternity leave PDRs or 'welcome back' chats between staff and line managers are not happening consistently and that take up of KIT days could be higher. Faculty Action Plan assigned action to understand post-doc experiences of family leave and plan tailored actions accordingly.
Methodology	<p>Emails went out to relevant groups to ask for participants.</p> <p>The focus groups were run by ISMIB's PSO on behalf of faculty and following a script suggested by ISMIB family leave advisors and ISMIB HR.</p> <p>Limitations were around the low participant number and the lack of any recent experiences.</p>

	The decision was made to run focus conversations instead of a group to better facilitate the process and preserve anonymity.
Participant Profile	3 Females;  Length of time at university: 6 years, 2.5 years, 18 months  Supervisor gender: male, female, female  Leave taken Pre or Post Policy Changes in (year): Pre, Pre, Pre
THEME 1	No clear guidance on where to find information – policies, processes. HR guidance was confusing and difficult to find.
THEME 2	Lead time on returning – must give 6 weeks; pressure from funder to complete project, contract and return early.
THEME 3	Conversations with supervisors were largely positive and handled well but lack of a clear contact meant onus was on post-doc or supervisor to find answers and ask questions rather than HR providing guidance
THEME 4	Support on return to work was good in terms of flexible working, KIT days, phased returns and family friendly facilities.
THEME 5	Payroll and HR systems did not get updated correctly causing pay errors, confusion and anxiety.
THEME 6	Positives around new initiatives such as Family Friendly Advisors, matched stipend and pre and post maternity PDR.
CONCLUSIONS	Pressures to return were external (due to the research project) rather than from inside the University or related to pay.  Overall experience was positive.  100% of participants felt their supervisor handled the situation well.  Family friendly policies were praised.  Negatives were around HR systems, communication and payroll.
RECOMMENDATIONS	HR to create clear guidance pages and publicise family friendly advisors as the contacts; make it easy to find and access information for Post-Docs and Supervisors to remove anxiety at a difficult time. Guidance documents to be created to guide post-doc and supervisor through the process.

#### FOCUS GROUP 4 Clinical Academics

#### (A1F5.4) - CLINICAL ACADEMICS

Background and context	Bonus pay gap in favour of male staff (45% mean gap) at university level is related to awarding of Clinical Excellence Awards (CEA) mainly to male staff and larger awards to male staff. 57 women were eligible (consultants) in 2019 and 11 got a CEA, 91 men were eligible and 47 got a CEA. 19% of eligible women received a CEA, but they make up 39% of consultants. This data obtained at faculty and University Level, led to an Action Plan item from the interim Athena Swan Silver Award to identify actions to improve the field for female clinical academics.
Methodology	<p>Utilising the Clinical Academic SAT representative Lauren Walker; Mike Speed (AS Co-Chair) reached out to female clinical academics to discuss their experiences.</p> <p>Given the small number of responses the decision was taken to run focus conversations. The script was created with input from Lauren Walker.</p> <p>Limitations were around the low participant number.</p> <p>The decision was made to run focus conversations instead of a group to better facilitate the process and preserve anonymity.</p>
Participant Profile	<p>4 Females; 1 Male</p> <p>Departments: 3 from Pharmacology and Therapeutics, 2 from Clinical Cancer Medicine Length of time at university: shortest time at university 5 years, longest time at university 15 years</p>
THEME 1	Current up to date information about the complex career structure for career academics was lacking
THEME 2	Female clinicians who were also parents felt in need of peer support
THEME 3	Positives around the Clinical Research Pathway and the Institute's commitment to it
CONCLUSIONS	Recognition that the issues were beyond the Institute scope and needed faculty Level Intervention
RECOMMENDATIONS	Fed back to faculty the need for clearer information and resources and suggested a female clinical academic network. Both actions will be taken forward by faculty

## FIGURE 6 - SUB-GROUP OUTCOME TABLES

### OUTCOME TABLE 1 (A1F6.1) – DATA SUB-GROUP

DATA SET	COLLATED	ANALYSED	PRESENTED
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Required Student Data	From Business Objects	Identified UG to PGT/PGR pipeline issue	Appendix 2
Required Staff Data	From Tableau	Identified issues around female numbers for female clinical and T&R staff	Appendix 2
Required recruitment and promotions data	From local databases	Identified promotions issues around female progression	Appendix 2
PDR Data	From HR	Ran targeted completion process	Appendix 2
EDI Training Data	From HR	Ran targeted completion process	Appendix 2
Family Leave Data	From Tableau	Numbers too small for any real conclusions in this cycle	Appendix 2
Leaving Ddata	From Exit Surveys	Did not identify any points not raised elsewhere	Appendix 2
REC Survey data	From faculty	Identified priority areas for Priority 5	Appendix 1
Committee Survey	Ran locally	Identified greater need for other gender initiatives	Appendix 1
No meeting Friday survey	Ran locally	Identified a need to explore additional options – now in place	Appendix 1

## OUTCOME TABLE 2 (A1F6.2) – INNOVATIONS SUB-GROUP

This group represented a cross-section of our Institute and held an initial meeting to generate ideas based on the 2021 pulse survey. They then met to discuss specific issue areas in more detail and create initiatives, The outcomes are presented below.

Action point	Problem	Initiative	COMPLETED
1.1	Diversity	Generate an information package for Pls/ managers to include information about support on employing a disabled person e.g. what's available, contact etc.	Information package and training created and distributed
1.2	Diversity	Create a PhD scheme to target those from non-traditional backgrounds e.g. young parents, RM, care leavers, disabled, LGBTQ+	In place and fully funded. To be rolled out next academic year.



1.3	Diversity	Info package on what is available for disabled personnel at the <u>university</u> as part of inductions. Create Reasonable Adjustment Passport to move between roles with employee.	Included in Inductions and Reasonable adjustments package in liaison with Disability Team. RA Passport now follows employee.
1.4	Diversity	Lighting/fire alarms – alarm strobe lighting to be positioned down each aisle in labs that have floor to ceiling benches (as opposed to one strobe per lab) to be fitted as part of the alarm upgrade system.	Completed
1.5	Diversity	Prayer room – Muslims are expected to wash hands/feet before prayer. Facilities are needed for this.	Two created.
1.6	Diversity	All accessible bathrooms should have a gender (can be gender inclusive) to avoid perception of disabled people being genderless	Completed
1.7	Diversity	No meeting should be allowed to be organised by ISMIB staff, held at ISMIB or funded by ISMIB if it does not observe Inclusive meeting guideline.	In place.
1.8	Diversity	Names and pronouns	On signatures and screens
1.9	Diversity	A link will be generated in google forms and advertised to in every ISMIB newsletter where anyone can anonymously report a perceived barrier or an improvement that they feel is missing	On HR Intranet for ISMIB.
2.1	Barriers for females	Baby change facilities	In every disabled bathroom
2.2	Barriers for females	Milk Expressing Room	Created
2.3	Barriers for females	Pre and Post maternity policy	In place to be rolled out next academic year
2.4	Barriers for females	ISMIB maternity document	In place to be rolled out next academic year

2.5	Barriers for females Childcare	Funding available for returning to work	In place for all research based areas.
2.6	Barriers for females	Menopause awareness training	Completed and to be run again annually.
2.7	Barriers for females	Free period products in bathrooms	Completed and rolled out University wide.
3.1	Community lost since restructure	Recognise EDI in job descriptions	In place and in PDR Checklists
3.2	Community lost since restructure	Social calendar	In place, running monthly
3.3	Community lost since restructure	Seminar series	In place running smoothly
3.4	Community lost since restructure Low seminar attendance	Speaker events	Winter speaker event annually
4	PDR low completion rate and process not satisfactory	Re-introduce the PDR Checklists from previous Institute, re-wrote for all job rolls.	Created, ready to roll out next PDR cycle.

## APPENDIX 2 – Required Data Sets

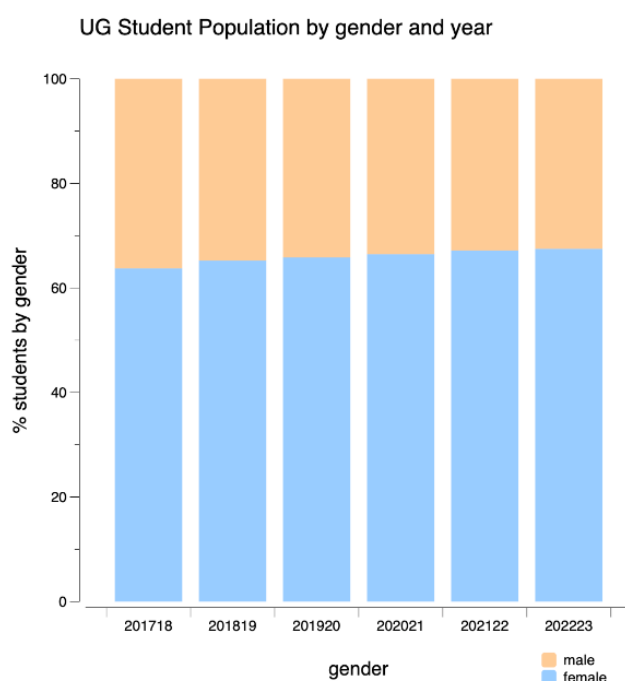
Referred to in this document as (A2)

## 1 Students at foundation, UG, PGT and PGR level

**FIGURE 1A (A2F1A)** – UG Student Population by gender and year, also showing % female.

Gender at birth	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Female	899	917	932	951	979	969
Male	512	489	484	480	478	467
% Female	64%	65%	66%	66%	67%	67%

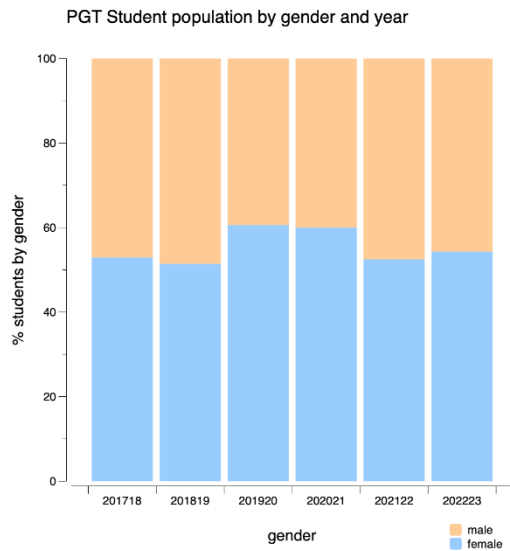
**FIGURE 1B (A2F1B)** – UG Student Population by gender and year.



**FIGURE 1C (A2F1C)** – PGT Student Population by gender and year, also showing % female.

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Female	18	18	20	21	21	44
Male	16	17	13	14	19	37
% Female	53%	51%	61%	60%	53%	54%

**FIGURE 1D (A2F1D) – PGT Student Population by gender and year**



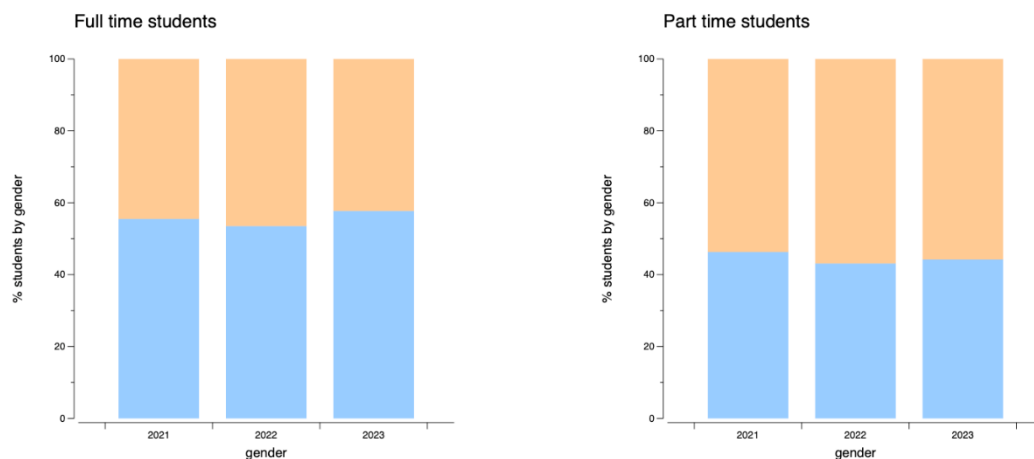
**FIGURE 1E (A2F1E) – PGR Student Population by gender and year, also showing % female.**

**ALL PGR** students registered broken down into FT and PT (MPhil, MD, PhD) – snapshot from 1 December each year.

	M FT	F FT	% F FT	M PT	F PT	%F PT	Total %F
(1/10/21 snapshot)	125	156	56%	29	25	46%	54%
(1/10/22 snapshot)	127	146	53%	29	22	43%	52%
(1/10/23 snapshot)	105	143	58%	24	19	44%	56%

**FIGURE 1F (A2F1F)– PGR Student Population by gender and year**

## PGR students population, gender percentages



**FIGURE 1G (A2F1G) - STUDENT DATA BENCHMARKING (%F)**

COHORT	ISMIB	NATIONAL	UNI
UG	67%	62%	56%
PGT	54%	68%	52%
PGR	58%	58%	N/A

National Data source: [HESA Student \(AP\) Full Person Equivalent \(FPE\) v1 2022/2023](#) (Removes subjects not relevant to our provision – Sport Sciences & Beauty)

University data source: [Appendix,B,&C,-Annual,D&E,Report,\(2022-2023\),Colleague,&Student,data,2.pdf \(liverpool.ac.uk\)](#)

<b>2</b>	<b>Degree attainment and/or completion rates for students at UG, PGT and PGR level</b>
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**FIGURE 2A (A2F2A) - UG Degree Awards 20/21**

UG Degree Awards (20/21)					
	Female	% of females by degree classification	Male	% of males by degree classification	Grand Total
<b>BSc Awarded</b>	266		139		405
I	95	34	30	21	125
II:1	142	51	79	54	221
II:2	26	9	25	17	51
III	2	1	5	3	7
PASS	2	1	0	0	2
<b>Exit Qualification Awarded</b>					
DipHE level	9	3	7	5	16
<b>Grand Total</b>	<b>276</b>	<b>100</b>	<b>146</b>	<b>100</b>	<b>422</b>

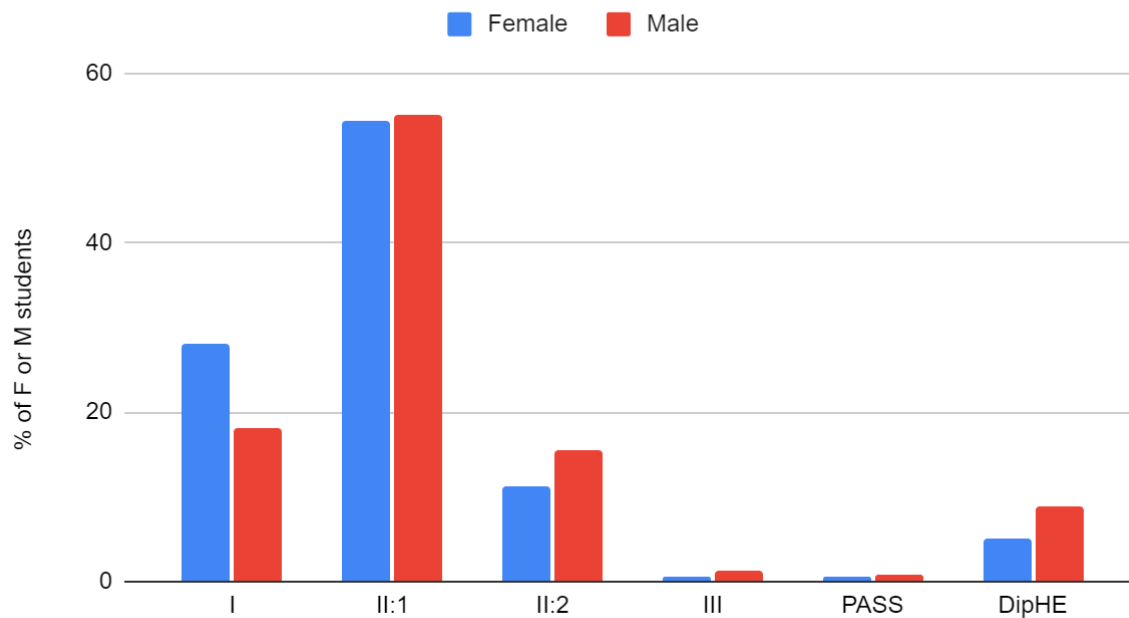
**FIGURE 2B (A2F2B) - UG Degree Awards 21/22**

UG Degree Awards (21/22)					
	Female	% of females by degree classification	Male	% of males by degree classification	Grand Total
<b>Awarded</b>	271		126		397
I	72	25	21	15	93
II:1	176	61	85	60	261
II:2	21	7	17	12	38
III	1	0	0	0	1
PASS	2	1	3	2	5
<b>Exit Qualification Awarded</b>					
DipHE	16	6	15	11	31
<b>Grand Total</b>	<b>288</b>	<b>100</b>	<b>141</b>	<b>100</b>	<b>429</b>

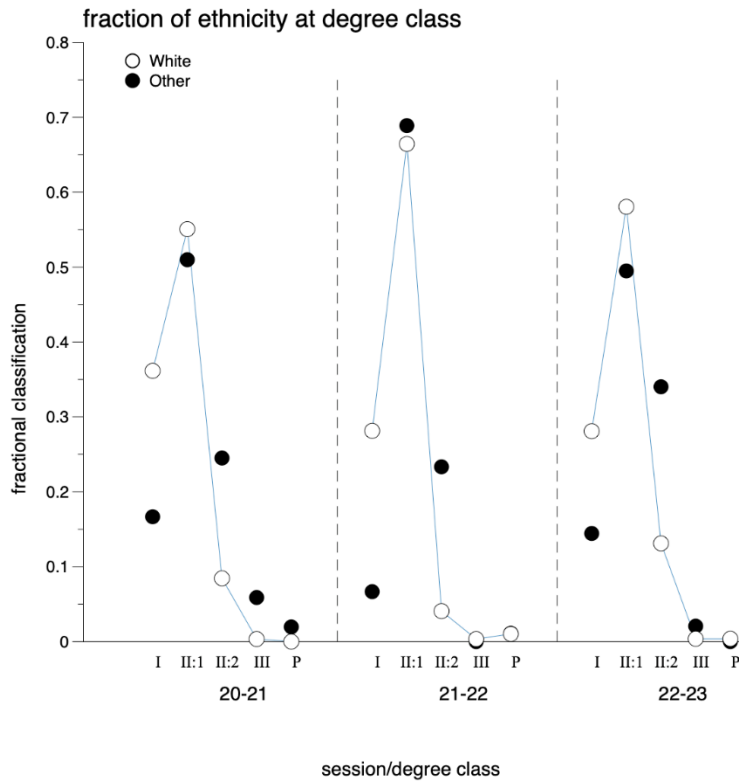
FIGURE 2C (A2F2C) – UG Degree Awards 22/23

UG Degree Awards (22/23)					
	Female	% of females by degree classification	Male	% of males by degree classification	Grand Total
<b>Awarded</b>	252		115		367
I	67	25	25	19	92
II:1	138	51	67	51	205
II:2	47	17	23	18	70
III	2	1	1	1	3
PASS	1	0	0	0	1
<b>Exit Qualification Awarded</b>					0
DipHE	17	6	15	11	32
<b>Grand Total</b>	<b>272</b>	<b>100</b>	<b>131</b>	<b>100</b>	<b>403</b>

FIGURE 2D (A2F2D) 3-year averages of % degree classification by Gender



**FIGURE 2E (A2F2E) - 3-year average of % degree classification for UK white & RM UG students (Referenced in 4.1.9)**



**FIGURE 2F (A2F2F) - UG Progression data**

UG Progression Data	(2020/21)		(2021/22)		(2022/23)	
	Female	Male	Female	Male	Female	Male
Continuing at same Year of Study	62	39	58	36	45	29
Continuing to next Year of Programme: Successfully completed in June	471	217	465	216	512	233
Continuing to next Year of Programme: Successfully completed in September	54	24	65	29	76	47
Continuing: Transferred programme	76	38	60	28	37	17
Continuing: Transferred programme (Intercalating return)	8	16	5	4	9	3
Dormant	1	2	10	7	2	
Left 2 weeks of start date					20	16



Exit qualification awarded	11	7	22	16	1	1
Left course (Other Reasons)	7	6	28	17	19	10
Left course (Transferred to another HEI)	6	1	4	3	4	1
Next year registration Pending	6	7	7	3	6	1
Successfully completed in June	258	124	259	121	242	111
Successfully completed in September	3	0	3		2	1
<b>Grand Total</b>	<b>963</b>	<b>481</b>	<b>986</b>	<b>480</b>	<b>975</b>	<b>470</b>

**FIGURE 2G (A2F2G) - Postgraduate (PGT) Awarding Rates**

<b>PGT Degree &amp; Award - Gender (2020/21)</b>				
	<b>Female</b>	<b>Male</b>	<b>%Female</b>	<b>%Male</b>
Pass Taught Masters Distinction	10	7	63	64
Pass Taught Masters Merit	4	4	25	36
Pass Taught Masters	2		12.5	0
Exit Award			0	0
<b>Total Awarded</b>	<b>16</b>	<b>11</b>		
<b>PGT Degree &amp; Award - Gender (2021/22)</b>				
	<b>Female</b>	<b>Male</b>	<b>%Female</b>	<b>%Male</b>
Pass Taught Masters Distinction	7	5	47	31
Pass Taught Masters Merit	6	8	40	50
Pass Taught Masters	2	2	13	13
Exit Award		1	0	6
<b>Total Awarded</b>	<b>15</b>	<b>16</b>		
<b>PGT Degree &amp; Award - Gender (2022/23)</b>				
	<b>Female</b>	<b>Male</b>	<b>%Female</b>	<b>%Male</b>
Pass Taught Masters Distinction	13	11	36	38
Pass Taught Masters Merit	14	17	39	59
Pass Taught Masters	6	1	17	3
Exit Award	3		8	0
<b>Total Awarded</b>	<b>36</b>	<b>29</b>		

**FIGURE 2H (A2F2H) - PGT Progression data**

Progression Data Gender	(20/21)		(21/22)		(22/23)	
	Female	Male	Female	Male	Female	Male
Continuing at same Year of Study	1	1	4	2	5	5
Continuing to next Year of Programme	1	1	0	0	3	0
Exit qualification awarded	1	0	0	1	2	2
Left course (Other Reasons)	1	0	1	0	1	1
Next year registration pending	0	0	0	1	0	0
Successfully completed	17	12	16	15	33	26
Successfully completed (having intercalated)	0	0	0	0	0	3
<b>Grand Total</b>	<b>21</b>	<b>14</b>	<b>21</b>	<b>19</b>	<b>44</b>	<b>37</b>

**FIGURE 2I (A2F2I) - Postgraduate (PGR) Awarding Rates (Referenced in 1.2.5)**

Overall **PhD** success rates submitting within 4 years of enrolment (FT) or 6 years (PT) – note: 4 and 6 years are the normal submission deadlines for full and part time.

	Male FT Total			Male FT Within 4yrs			Male FT Within 4.5yrs			Male FT Within 5yrs			Male FT Over 5yrs		
	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total
20/21	7	5	12	3	1	4	3	3	6	1	1	2	0	0	0
21/22	12	9	21	3	5	8	2	3	5	6	1	7	1	0	1
22/23	15	18	33	3	2	5	6	9	15	6	4	10	0	3	3

	Male PT Total			Male PT Within 6yrs			Male PT Within 6.5yrs			Male PT Within 7yrs			Male PT Over 7yrs		
	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total
20/21	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0

21/22	2	0	2	2	0	2	0	0	0	0	0	0	0	0	0
22/23	4	0	4	1	0	1	0	0	0	0	0	0	3	0	3

	Female FT Total			Female FT Within 4yrs			Female FT Within 4.5yrs			Female FT Within 5yrs			Female FT Over 5yrs		
	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total
20/21	16	12	28	7	2	9	8	5	13	0	4	4	1	1	2
21/22	14	7	21	0	0	0	6	4	10	6	1	7	2	2	4
22/23	19	6	25	8	3	11	4	0	4	5	1	6	2	2	4

	Female PT Total			Female PT Within 6yrs			Female PT Within 6.5yrs			Female PT Within 7yrs			Female PT Over 7yrs		
	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total	H/EU	OS	Total
20/21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21/22	3	0	3	0	0	0	0	0	0	2	0	2	1	0	1
22/23	6	0	6	2	0	2	1	0	1	0	0	0	3	0	3

### 3 Other Student Data Sets

**FIGURE 3A (A2F3A) - PGR Application diversity with offer and success rates**

Application diversity and offer success rates for MPhil, MD and PhD programmes **overall**.

	M applications	F applications	M offers	F Offers
20/21	98	100	47	63
21/22	109	102	47	33
22/23	123	118	27	51

\*success = registered

**FIGURE 3B (A2F3B) - PGR Application diversity with offer and success rates by Home /EU**

Application diversity and offer success rates for MPhil, MD and PhD programmes at **Home/EU** rate.

	M applications	F applications	M offers	F Offers
20/21	28	34	20	29
21/22	31	22	24	16
22/23	20	26	10	21

\*success = registered

**FIGURE 3C (A2F3C) - PGR Application diversity with offer and success rates by Home /EU**

Application diversity and offer success rates for MPhil, MD and PhD programmes **Overseas** rates.

	M applications	F applications	M offers	F offers
20/21	70	66	27	34
21/22	78	80	23	17
22/23	103	92	17	30

## 4 Academic staff by grade and contract function

**FIGURE 4A (A2F4A) – ISMIB Staff overall by Grade and Contract Function**

FIGURE shows a three-year period broken out by M, F and %F

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		% F	% F	% F
Research Staff	Grade 6	69%	55%	58%
	Grade 7	50%	42%	47%
	Grade 8	50%	59%	41%
	Grade 9	0%	50%	50%
	Total	52%	47%	49%
		% F	% F	% F
Academic T&S	Grade 7	33%	20%	33%
	Grade 8	75%	71%	75%
	Grade 9	13%	13%	36%
	Grade 10	75%	75%	75%
	Total	48%	42%	49%

		% F	% F	%F
Academic T&R	Grade 7	0%	0%	0%
	Grade 8	16%	23%	32%
	Grade 9	37%	38%	27%
	Grade 10	24%	27%	26%
	Total	24%	30%	28%
		% F	% F	% F
Clinical	Clinical Lecturer Grade 8	100%	60%	40%
	Clinical Professor Grade 10	15%	18%	16%
	Clinical Reader Grade 9	0%	50%	0%
	Clinical Research Fellow	22%	50%	29%
	Clinical Senior Lecturer Grade 9	29%	25%	29%
	Total	25%	29%	23%

**FIGURE 4B (A2F4B) – ISMIB Staff overall by Grade and Contract Function**

Charts removed to anonymize data and prevent identification

Clinical Reader and Senior Lecturer have been combined under Grade 9 [clinical lecturer assigned grade 8; clinical professor assigned grade 10]

Clinical Research Fellow has no associated grade and is currently excluded from the Academic: contract & grade FIGURE

Composites and individual FIGUREs have been created so that the scaling of point size is the same throughout

**FIGURE 4C (A2F4C) – CURRENT YEAR ISMIB BY ACADEMIC DEPARTMENT AND GRADE**

Department	Female	Male
Biochemistry Cell and System Biology	35	45
Molecular and Clinical Cancer Medicine	31	49
Pharmacology and Therapeutics	37	71
Professional Services	127	51
School of Biosciences	13	13

**FIGURE 4D (A2F4D) - CURRENT YEAR ISMIB T&S CONTRACTS BY DEPARTMENT AND GRADE**

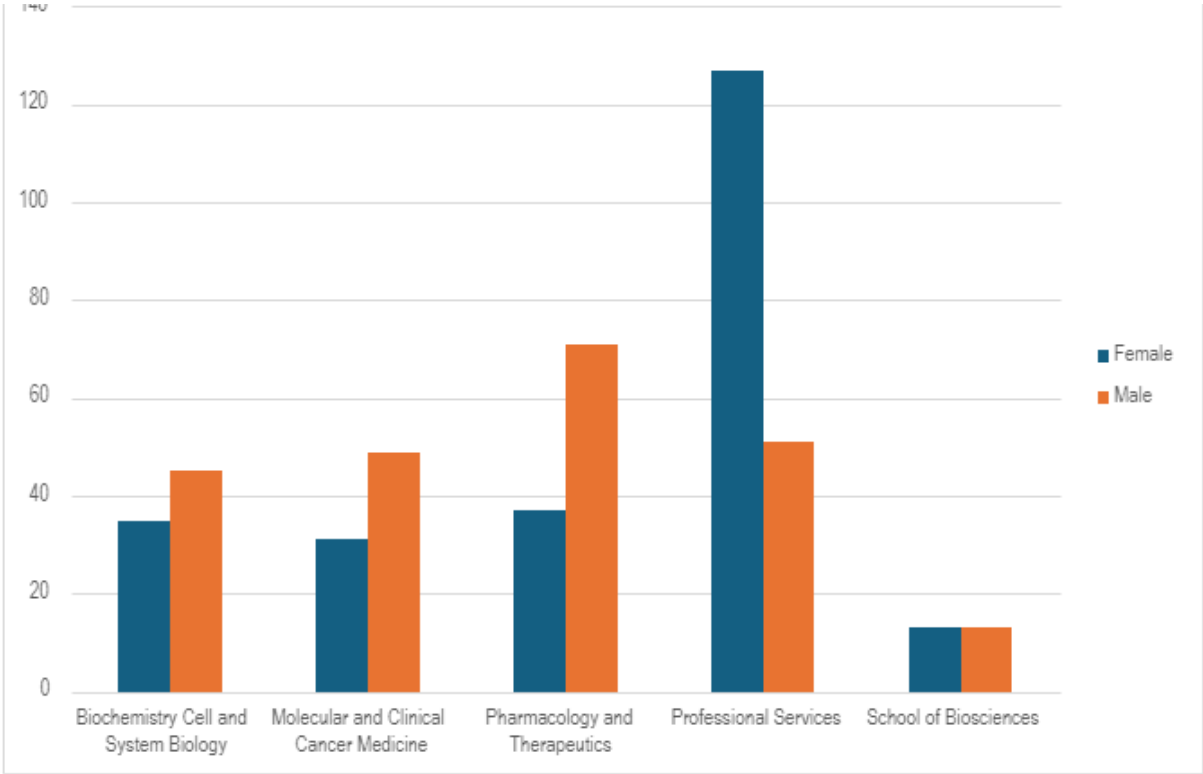
In green are the highest grades as **referred to in 2.2.1.1** shown as percentage F for highest grades in Pharmacology and Therapeutics and School of Biosciences

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Gender	Actual Grade	Department	%F
Male	Grade 8	Biochemistry Cell and System Biology	
Female	Grade 8	Molecular and Clinical Cancer Medicine	
Female	Grade 7	Pharmacology and Therapeutics	
	Grade 9		33%
Male	Grade 7		
	Grade 9		
Female	Grade 10	School of Biosciences	
	Grade 7		
	Grade 8		
	Grade 9		55%

Male	Grade 10		
	Grade 7		
	Grade 8		
	Grade 9		

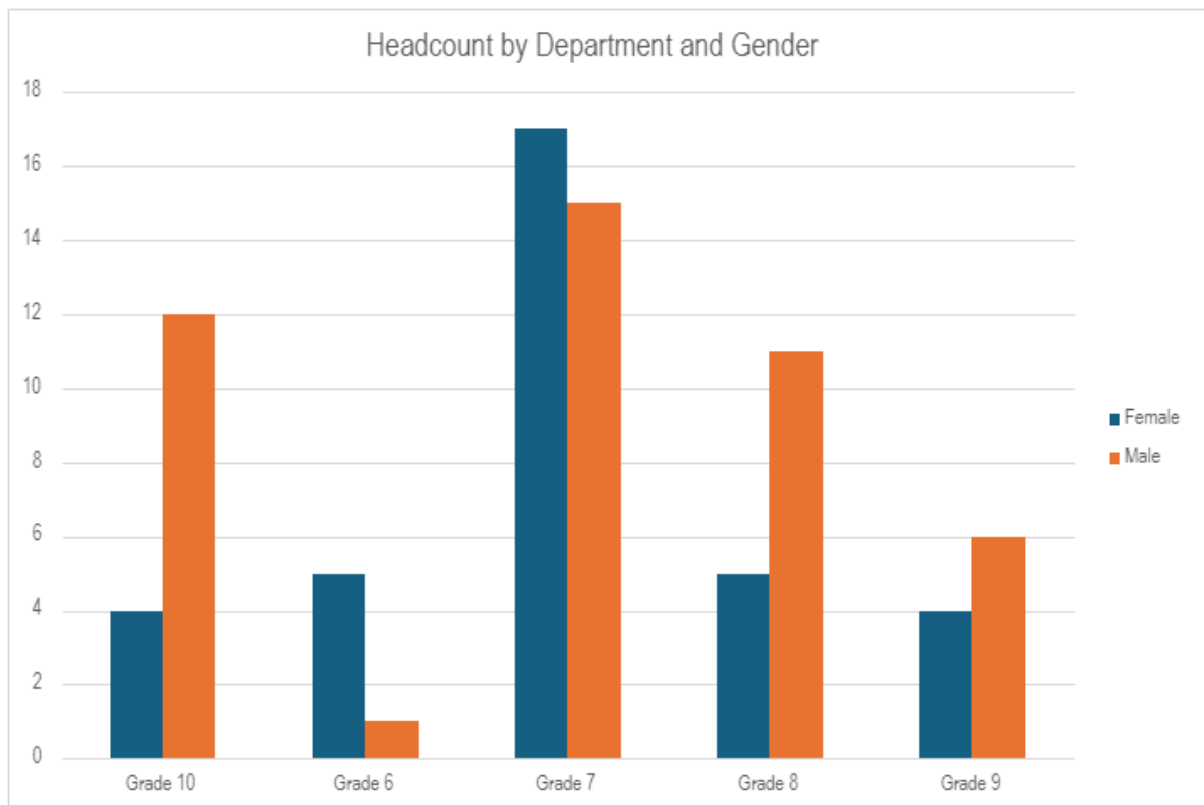
**FIGURE 4E (A2F4E) – CURRENT YEAR ISMIB BY ACADEMIC DEPARTMENT AND GENDER**



**FIGURE 4F (A2F4F) - BIOCHEMISTRY CELL AND SYSTEM BIOLOGY CURRENT PICTURE BY GRADE**

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**FIGURE 4G (A2F4G) - BIOCHEMISTRY CELL AND SYSTEM BIOLOGY CURRENT PICTURE BY GRADE**

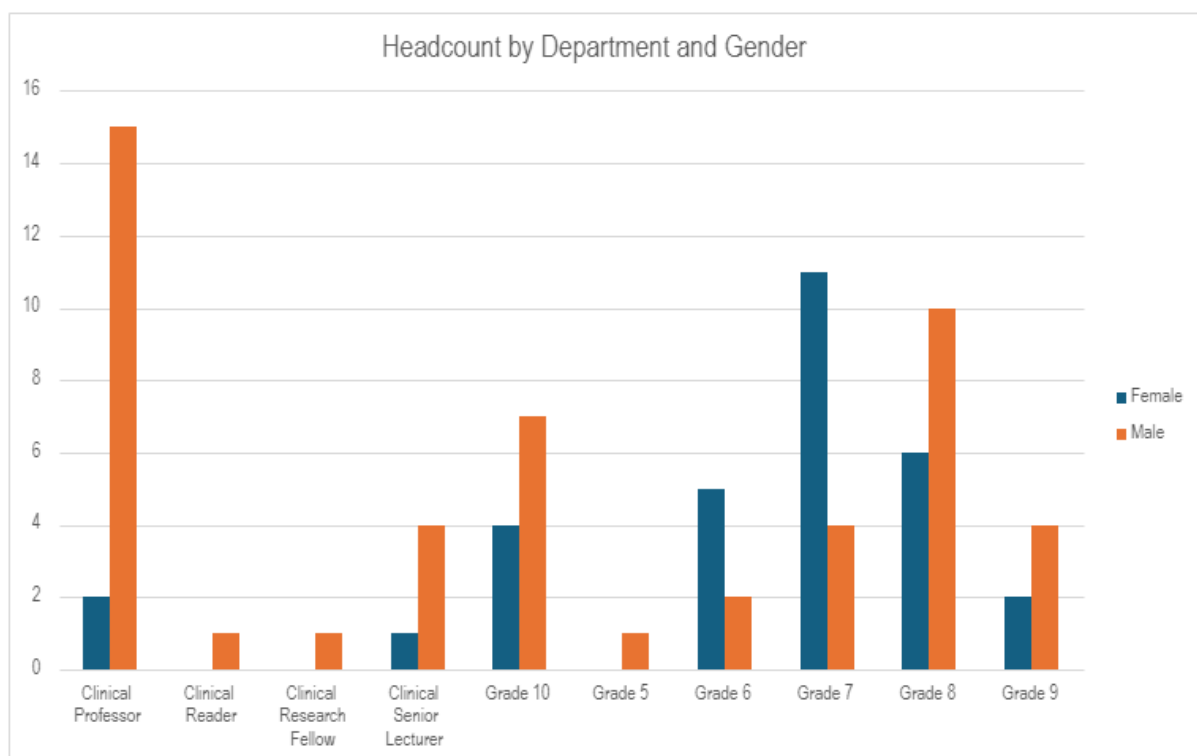


**FIGURE 4H (A2F4H) - MOLECULAR AND CLINICAL CANCER MEDICINE CURRENT PICTURE BY GRADE**

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**FIGURE 4I (A2F4I) - MOLECULAR AND CLINICAL CANCER MEDICINE CURRENT PICTURE BY GRADE**

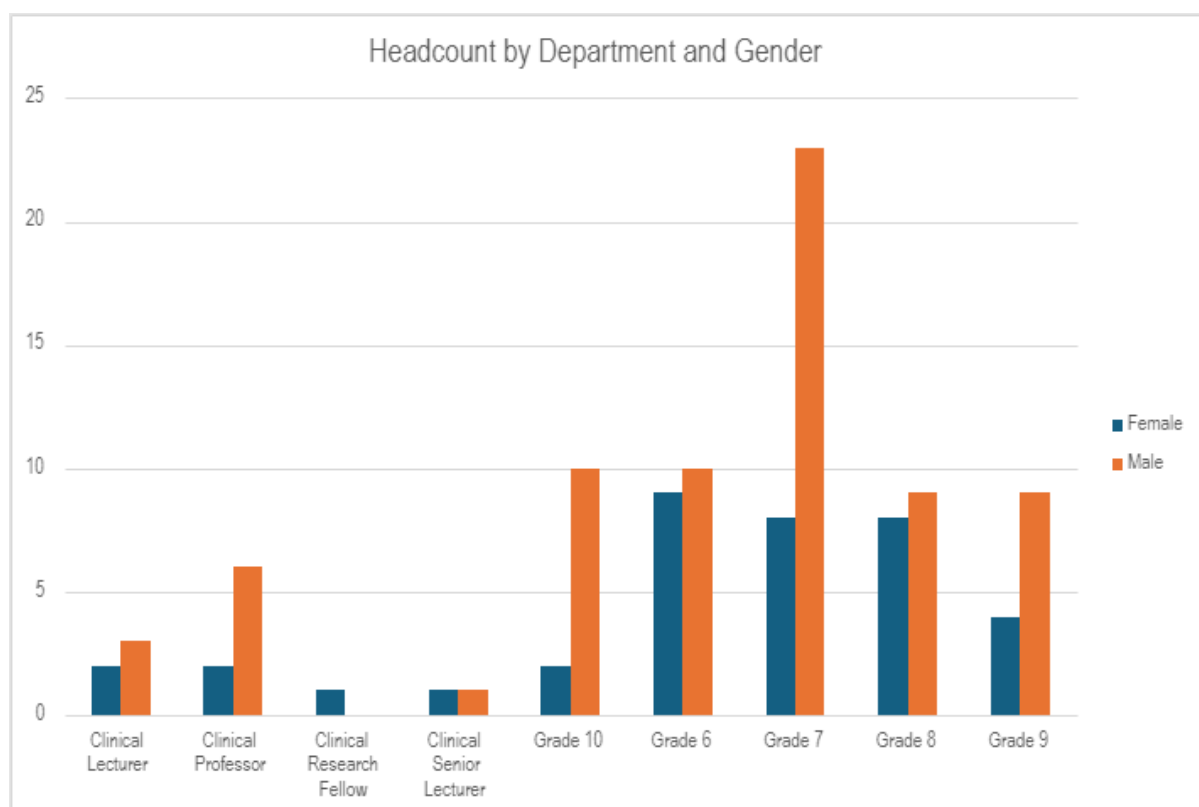




**FIGURE 4J (A2F4J) - PHARMACOLOGY AND THERAPEUTICS CURRENT PICTURE BY GRADE**

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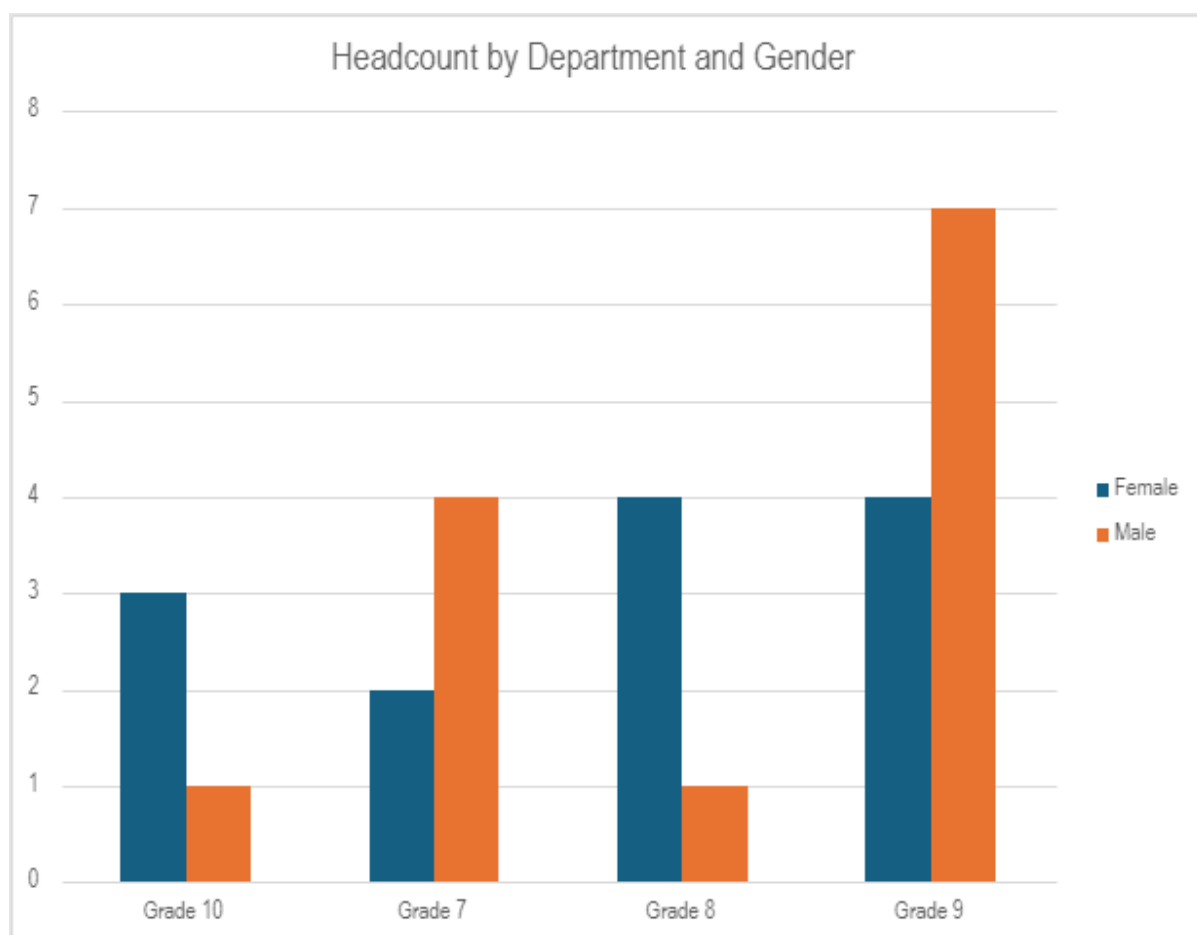
**FIGURE 4K (A2F4K) - PHARMACOLOGY AND THERAPEUTICS CURRENT PICTURE BY GRADE**



**FIGURE 4L (A2F4L) - SCHOOL OF BIOSCIENCES CURRENT PICTURE BY GRADE**

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**FIGURE 4M (A2F4M) - SCHOOL OF BIOSCIENCES CURRENT PICTURE BY GRADE**

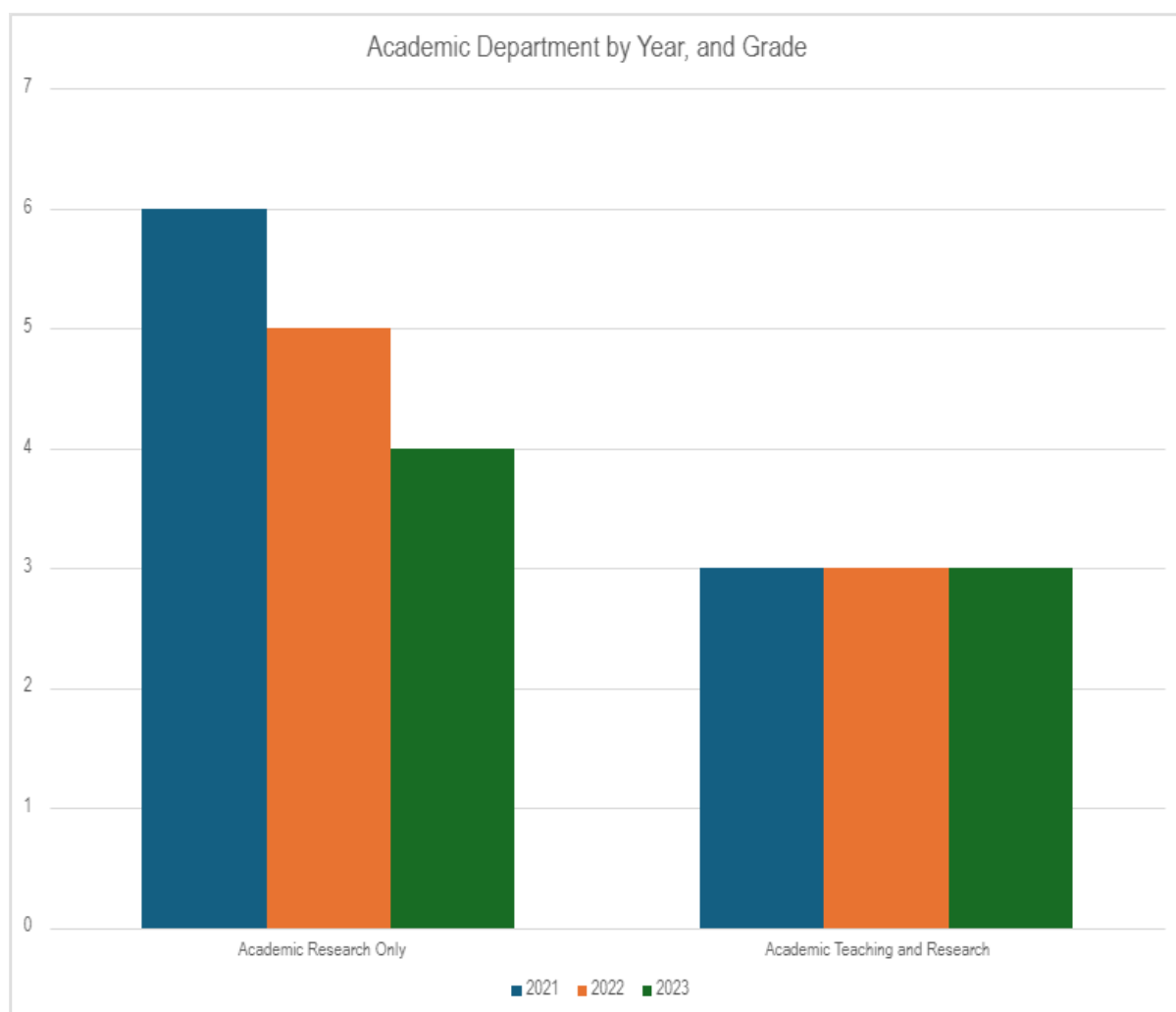


Prior to 2023/24 Molecular Physiology and Cell Signalling was an additional Department but in 2023 it was broken down and staff were reallocated across the other 4 departments. This means we have needed to split out the most recent year from the three years previously to provide an accurate picture of our Institute. Changes started to occur in 2022/23 year but the system changes to reflect the new culture were fully completed by 2023/24 which is why we have broken this year out separately.

**FIGURE 4N (A2F4N) – PREVIOUS THREE YEARS BIOCHEMISTRY AND SYSTEM BIOLOGY BY ACADEMIC DEPARTMENT AND GRADE**

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**FIGURE 4O (A2F4O) – PREVIOUS THREE YEARS BIOCHEMISTRY AND SYSTEM BIOLOGY BY ACADEMIC DEPARTMENT AND GRADE**

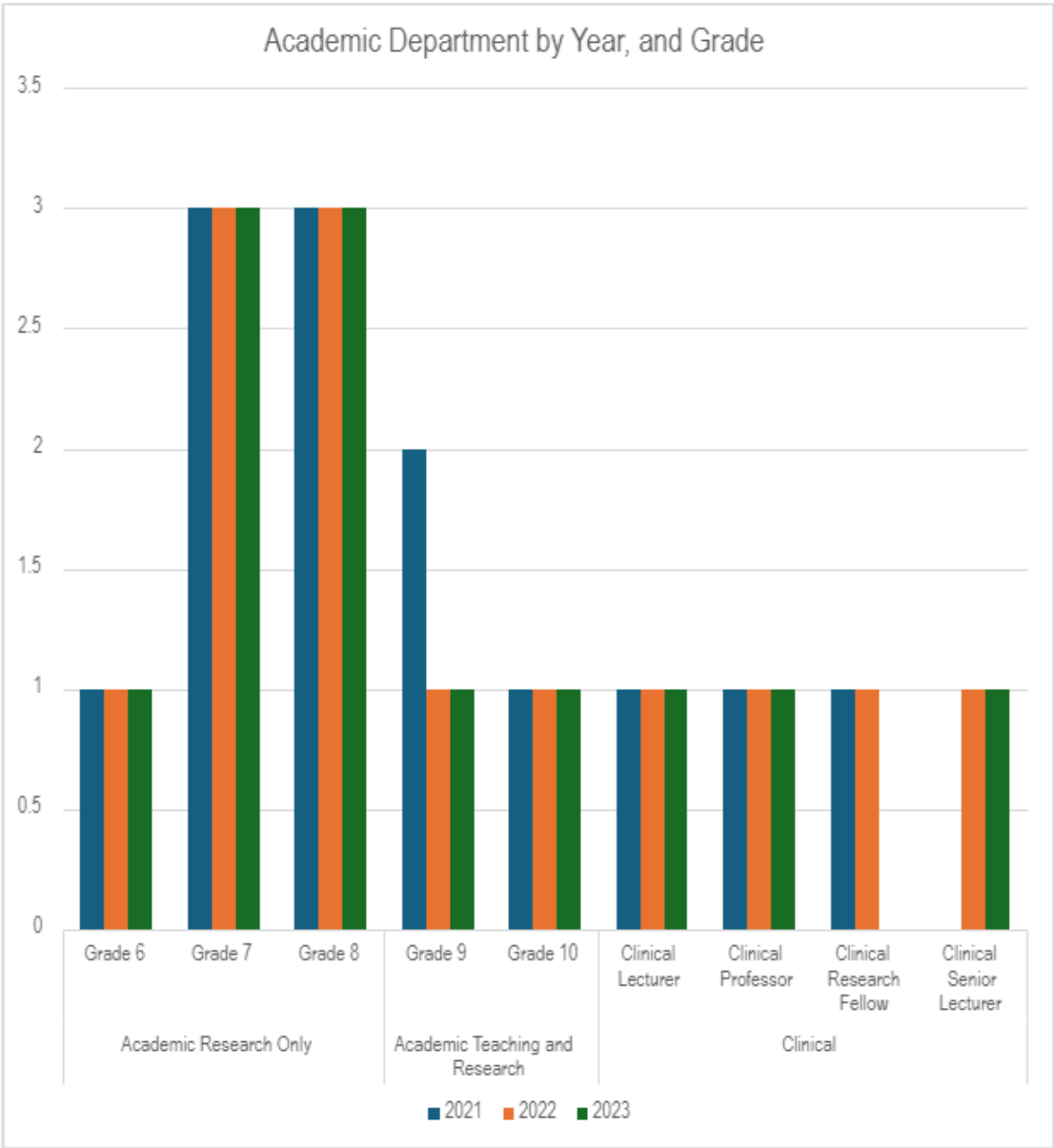


\*FIGURE shows female only headcount for ease of visibility

**FIGURE 4P (A2F4P) – PREVIOUS THREE YEARS MOLECULAR AND CLINICAL CANCER MEDICINE BY ACADEMIC DEPARTMENT AND GRADE**

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**FIGURE 4Q (A2F4Q) – PREVIOUS THREE YEARS MOLECULAR AND CLINICAL CANCER MEDICINE BY ACADEMIC DEPARTMENT AND GRADE**

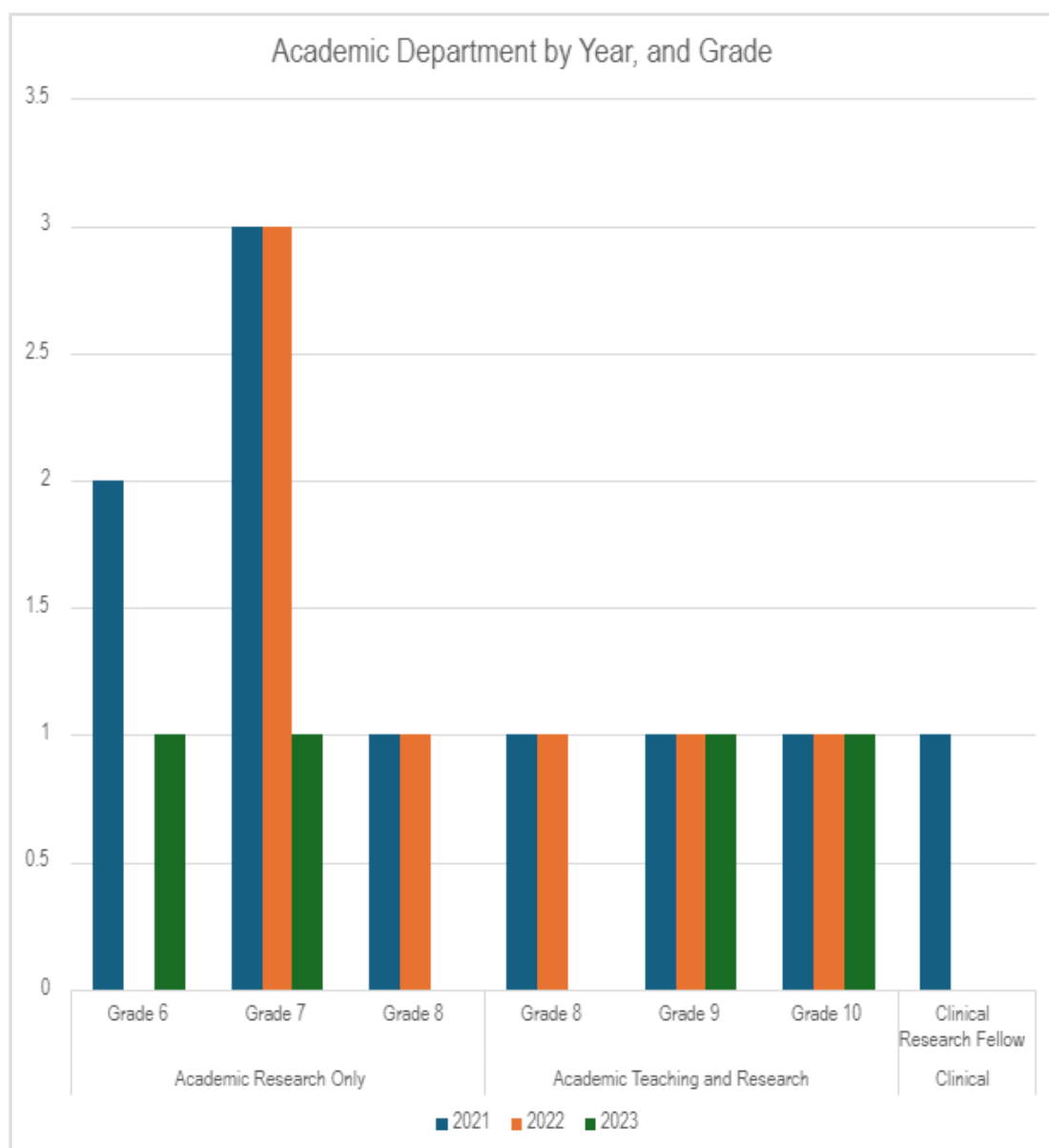


\*FIGURE shows female only headcount for ease of visibility

**FIGURE 4R (A2F4R) – PREVIOUS THREE YEARS MOLECULAR PHYSIOLOGY AND CELL SIGNALLING BY ACADEMIC DEPARTMENT AND GRADE**

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**FIGURE 4S (A2F4S) – PREVIOUS THREE YEARS MOLECULAR PHYSIOLOGY AND CELL SIGNALLING BY ACADEMIC DEPARTMENT AND GRADE**

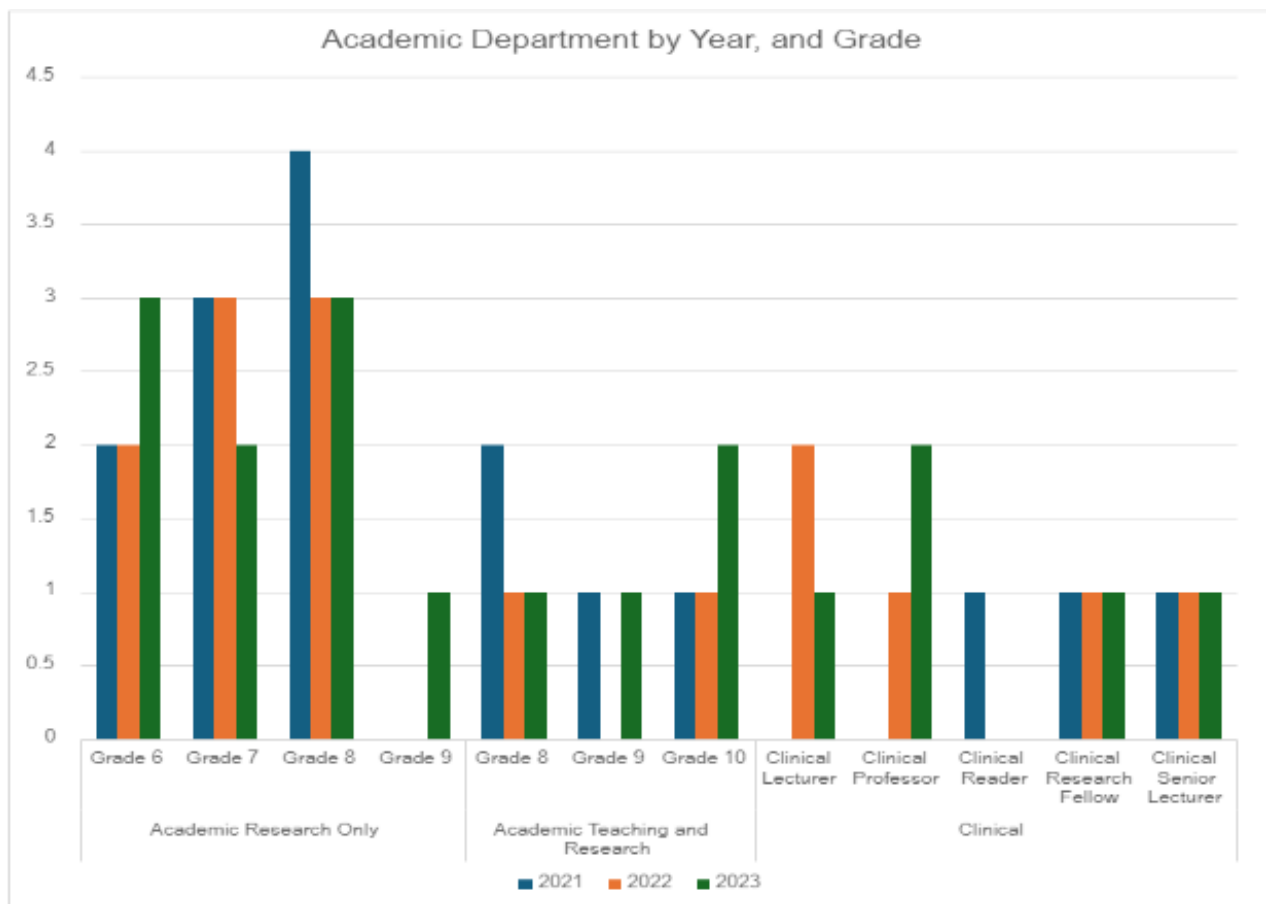


\*FIGURE shows female only headcount for ease of visibility

**FIGURE 4T (A2F4T) – PREVIOUS THREE YEARS PHARMACOLOGY AND THEREPEUTICS BY ACADEMIC DEPARTMENT AND GRADE**

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**FIGURE 4U (A2F4U) – PREVIOUS THREE YEARS PHARMACOLOGY AND THEREPEUTICS BY ACADEMIC DEPARTMENT AND GRADE**

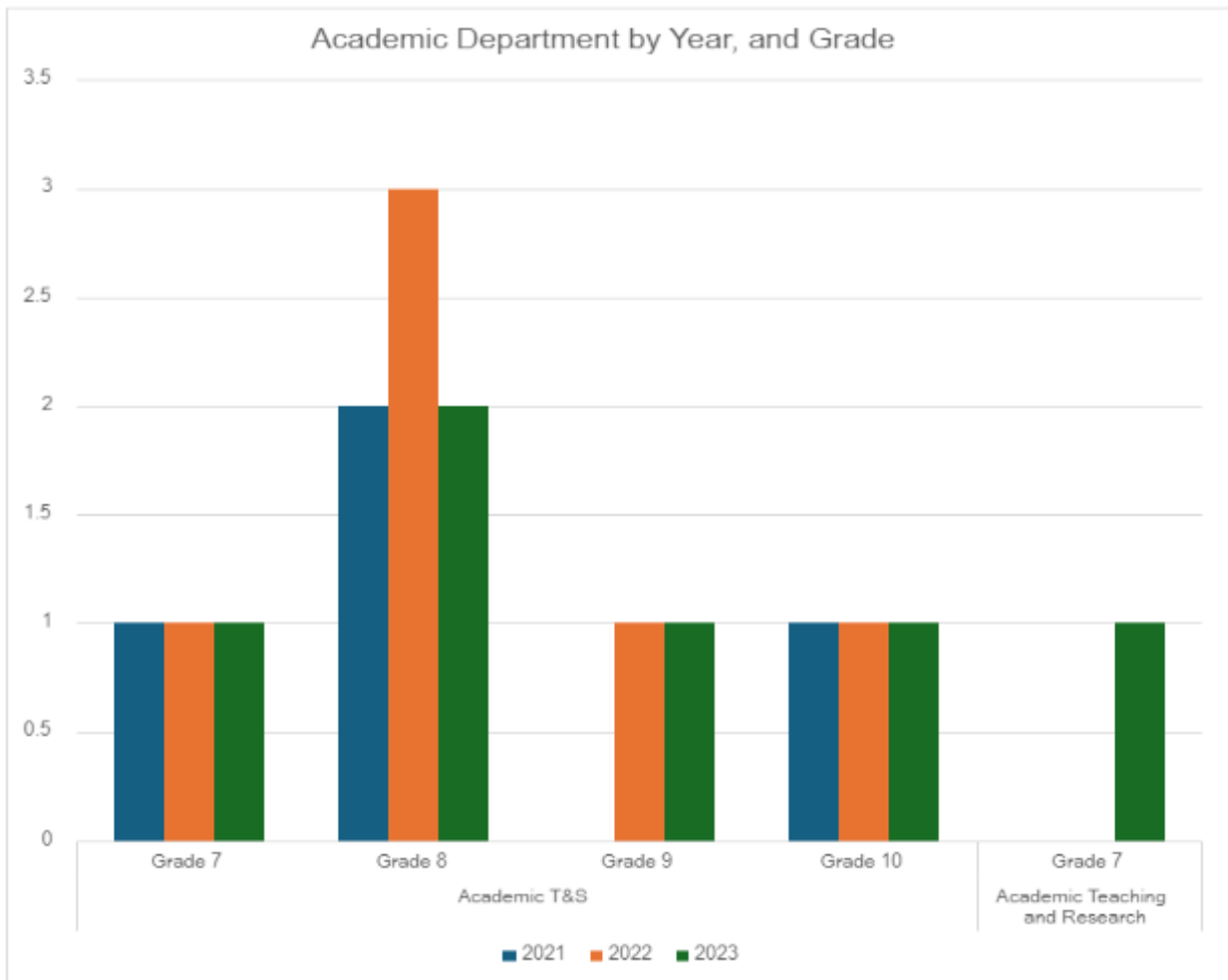


\*FIGURE shows female only headcount for ease of visibility

**FIGURE 4V (A2F4V) – PREVIOUS THREE YEARS SCHOOL OF LIFE SCIENCES BY ACADEMIC DEPARTMENT AND GRADE**

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**FIGURE 4W (A2F4W) – PREVIOUS THREE YEARS SCHOOL OF LIFE SCIENCES BY ACADEMIC DEPARTMENT AND GRADE**



\*FIGURE shows female only headcount for ease of visibility

## 5 Academic staff by grade and contract type

**FIGURE 5A (A2F5A) – ALL ISMIB ACADEMIC STAFF BY GRADE AND CONTRACT TYPE**

FIGURE shows a three-year period broken out by M, F

	7/31/2022									
	Male					Female				
	Full Time		Part Time		Totals	Full Time		Part Time		Total
	Fixed Term	Permanent	Fixed Term	Permanent		Fixed Term	Permanent	Fixed Term	Permanent	
Actual Grade										
Grade 6	4	0	1	0	5	9	0	2	0	11
Grade 7	47	2	1	1	51	39	3	6	0	48
Grade 8	11	22	2	1	36	12	15	0	3	30



Grade 9	0	18	0	0	18	1	9	2	0	12
Grade 10	0	15	1	4	20	0	5	0	1	6
	7/31/2023									
	Male					Female				
	Full Time		Part Time			Full Time		Part Time		
Actual Grade	Fixed Term	Permanent	Fixed Term	Permanent	Totals	Fixed Term	Permanent	Fixed Term	Permanent	Total
Grade 6	9	0	1	0	10	10	1	1	0	12
Grade 7	49	3	1	1	54	31	3	4	0	38
Grade 8	6	25	1	0	32	7	16	3	3	29
Grade 9	0	21	0	0	21	2	9	1	1	13
Grade 10	1	25	1	4	31	0	12	0	2	14
	7/31/2024									
	Male					Female				
	Full Time		Part Time			Full Time		Part Time		
Actual Grade	Fixed Term	Permanent	Fixed Term	Permanent	Totals	Fixed Term	Permanent	Fixed Term	Permanent	Total
Grade 6	11	1	1	0	13	17	0	1	0	18
Grade 7	41	2	1	1	45	32	3	3	0	38
Grade 8	7	24	1	1	33	5	17	1	1	24
Grade 9	0	31	1	0	32	0	12	1	1	14
Grade 10	1	44	1	4	50	0	14	0	3	17

**FIGURE 5B (A2F5B) – ALL ISMIB FEMALE STAFF % BY YEAR**

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	Female		Male	
Date	%	%	%	%
31/01/2022	30%	47%	4%	8%
31/01/2023	39%	34%	6%	3%
31/01/2024	41%	31%	5%	3%

#### **FIGURE 5C (A2F5C) – ALL ISMIB STAFF BY CONTRACT TYPE AND GRADE**

Chart removed to anonymize data and prevent identification

Clinical Reader and Senior Lecturer have been combined under Grade 9 [clinical lecturer assigned grade 8; clinical professor assigned grade 10]

Clinical Research Fellow has no associated grade and is currently excluded from the Academic: contract & grade FIGURE

Composites and individual FIGUREs have been created so that the scaling of point size is the same throughout

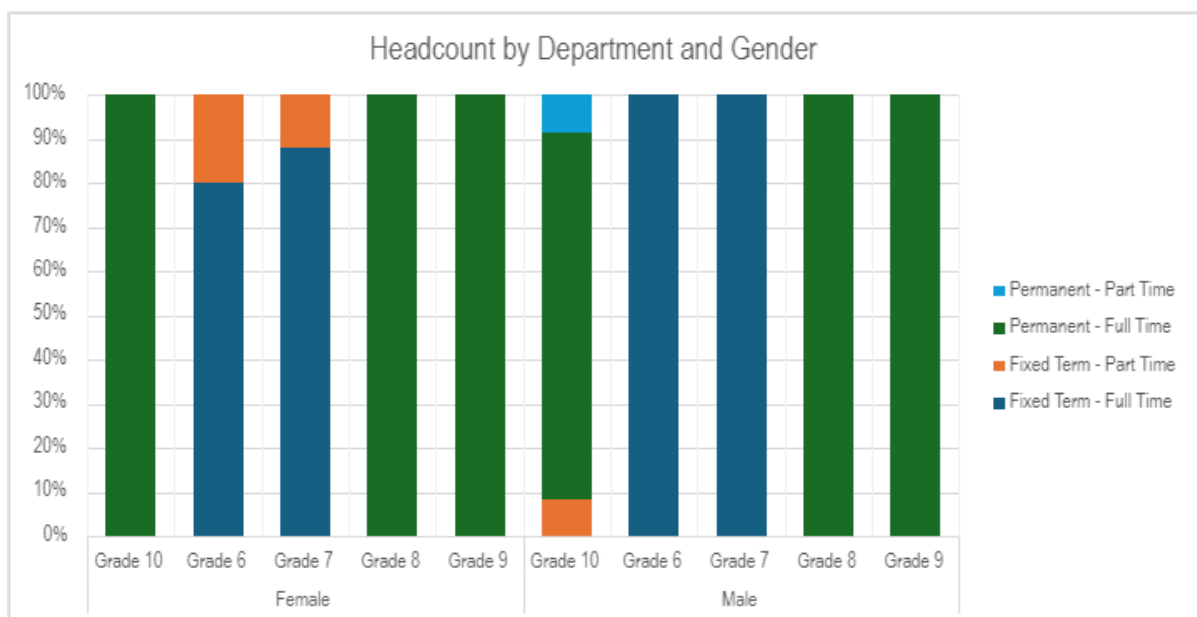
#### **FIGURE 5D (A2F5D) - ALL ISMIB CURRENT PICTURE BY GRADE AND CONTRACT TYPE**

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#### **FIGURE 5E (A2F5E) - BIOCHEMISTRY CELL AND SYSTEM BIOLOGY CURRENT PICTURE BY GRADE AND CONTRACT TYPE**

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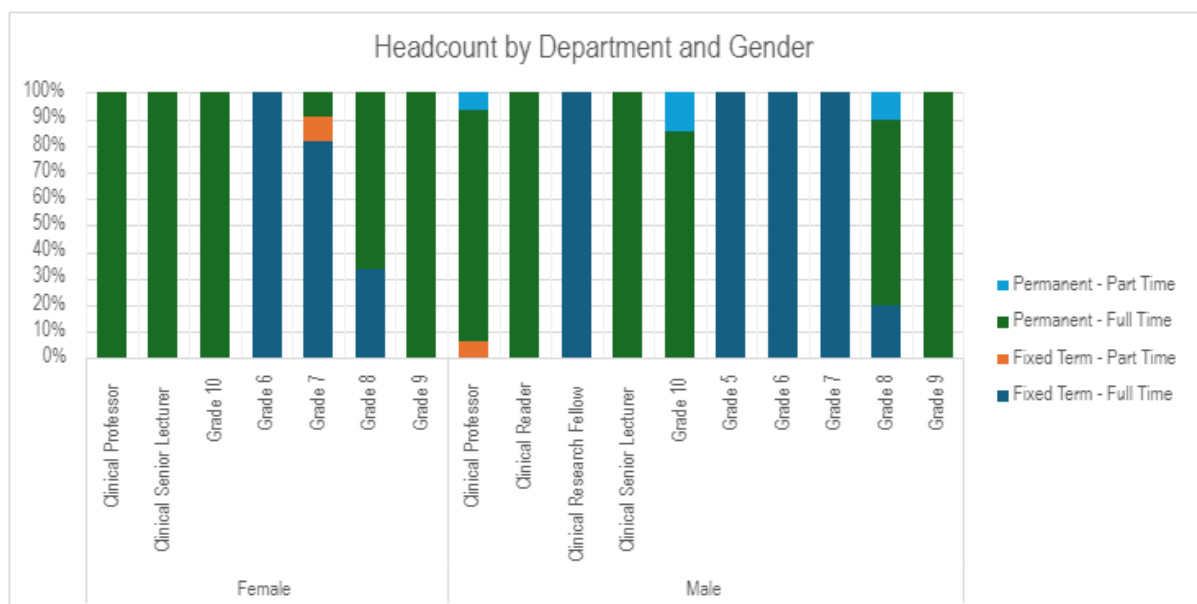
#### **FIGURE 5F (A2F5F) - BIOCHEMISTRY CELL AND SYSTEM BIOLOGY CURRENT PICTURE BY GRADE AND CONTRACT TYPE**



**FIGURE 5G (A2F5G) - MOLECULAR AND CLINICAL CANCER MEDICINE CURRENT PICTURE BY GRADE AND CONTRACT TYPE**

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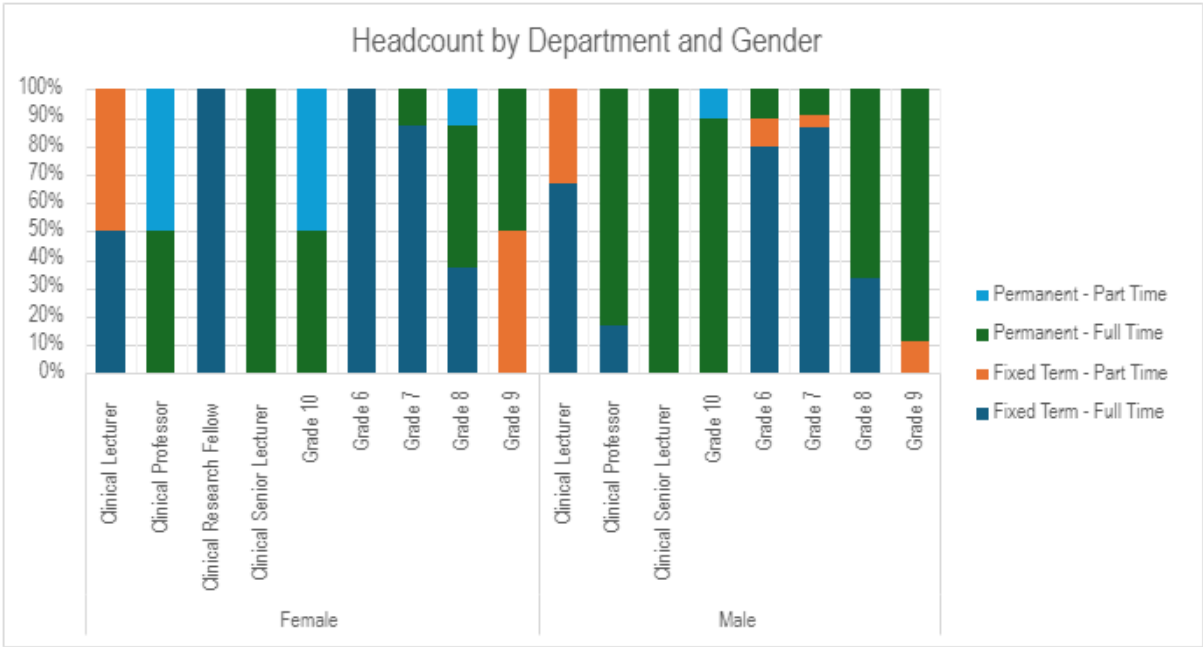
**FIGURE 5H (A2F5H) - MOLECULAR AND CLINICAL CANCER MEDICINE CURRENT PICTURE BY GRADE AND CONTRACT TYPE**



**FIGURE 5I (A2F5I) - PHARMACOLOGY AND THERAPEUTICS CURRENT PICTURE BY GRADE AND CONTRACT TYPE**

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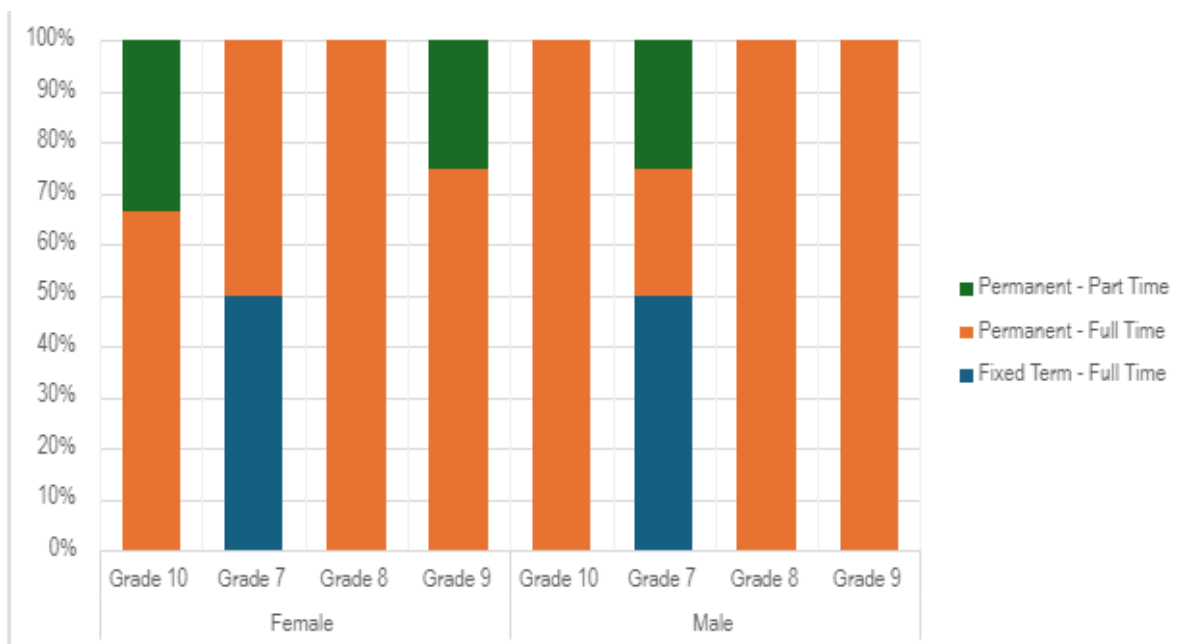
**FIGURE 5J (A2F5J) - PHARMACOLOGY AND THERAPEUTICS CURRENT PICTURE BY GRADE AND CONTRACT TYPE**



**FIGURE 5K (A2F5K) - BIOSCIENCES CURRENT PICTURE BY GRADE AND CONTRACT TYPE**

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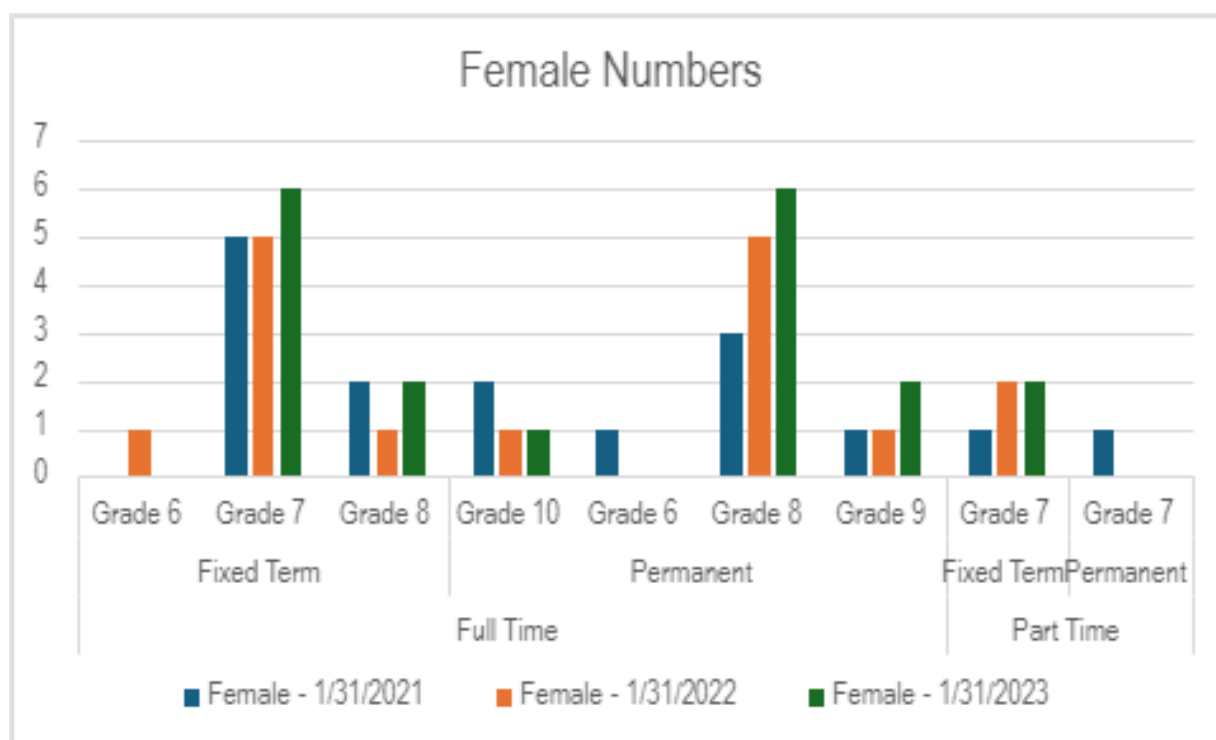
**FIGURE 5L (A2F5L) - BIOSCIENCES CURRENT PICTURE BY GRADE AND CONTRACT TYPE**



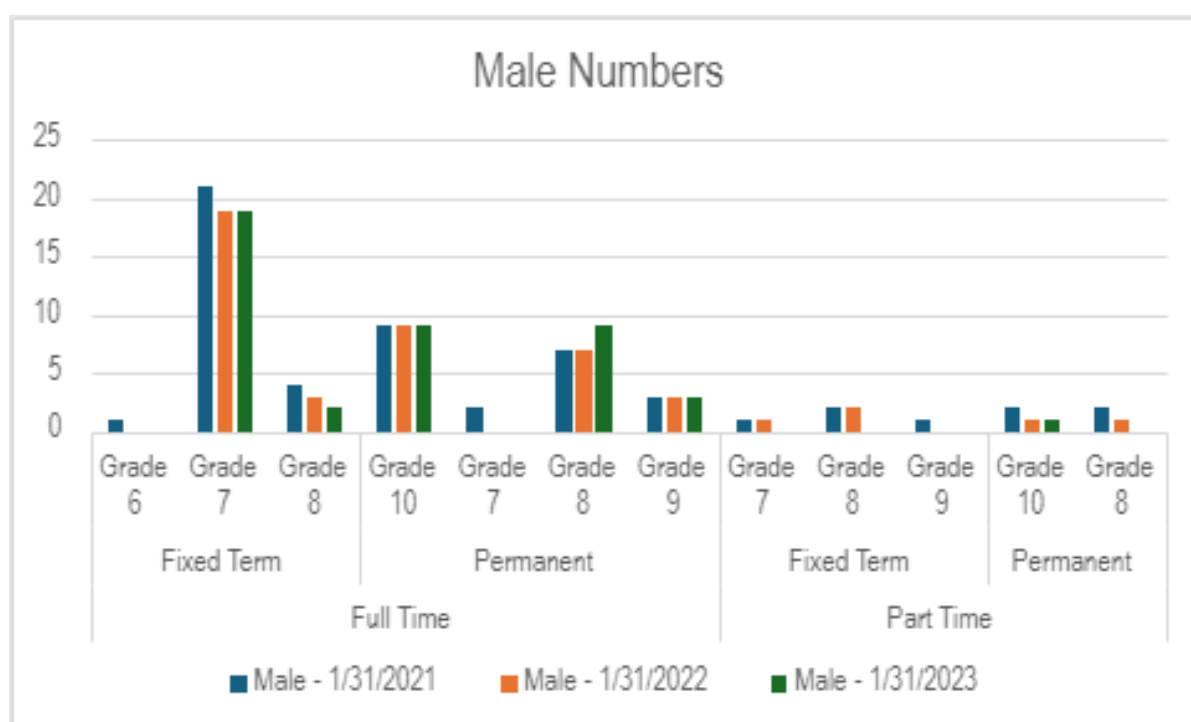
**FIGURE 5M (A2F5M) - BIOCHEMISTRY CELL AND SYSTEM BIOLOGY THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**

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**FIGURE 5N (A2F5N) - BIOCHEMISTRY CELL AND SYSTEM BIOLOGY THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE FEMALE**



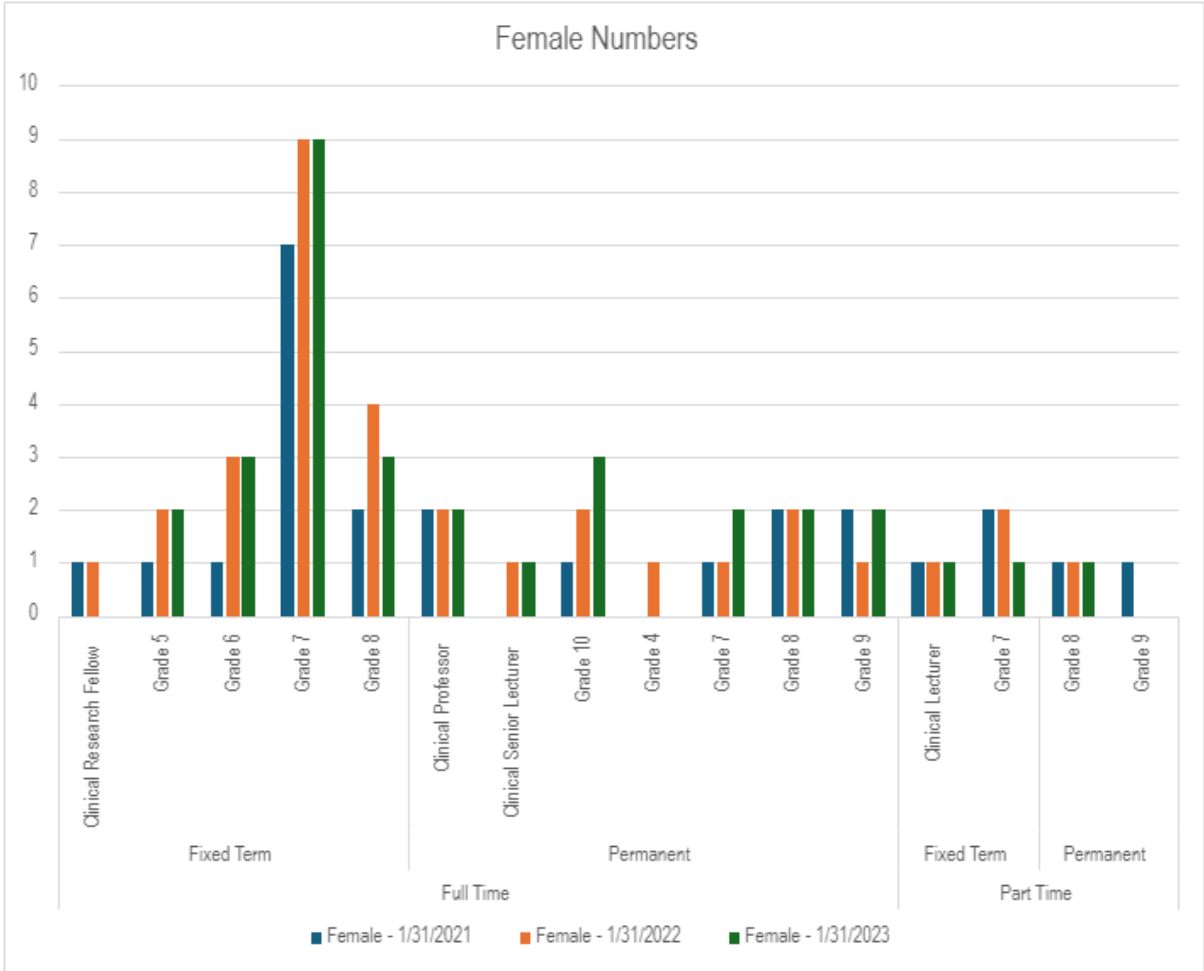
**FIGURE 5O (A2F5O) - BIOCHEMISTRY CELL AND SYSTEM BIOLOGY THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE MALE**



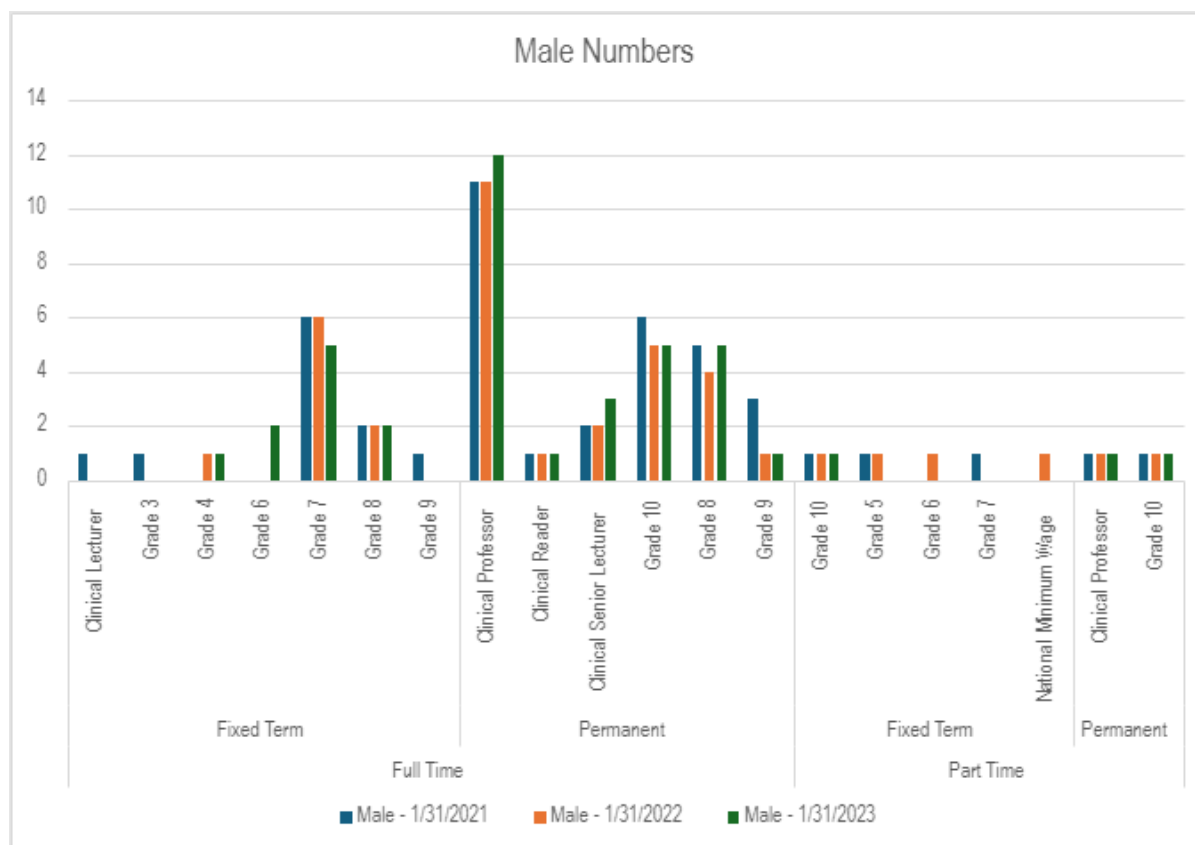
**FIGURE 5P (A2F5P) - MOLECULAR AND CLINICAL CANCER MEDICINE THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**

Table removed to anonymize data and prevent identification

**FIGURE 5Q (A2F5Q) - MOLECULAR AND CLINICAL CANCER MEDICINE THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE FEMALE**



**FIGURE 5R (A2F5R) - MOLECULAR AND CLINICAL CANCER MEDICINE THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE MALE**

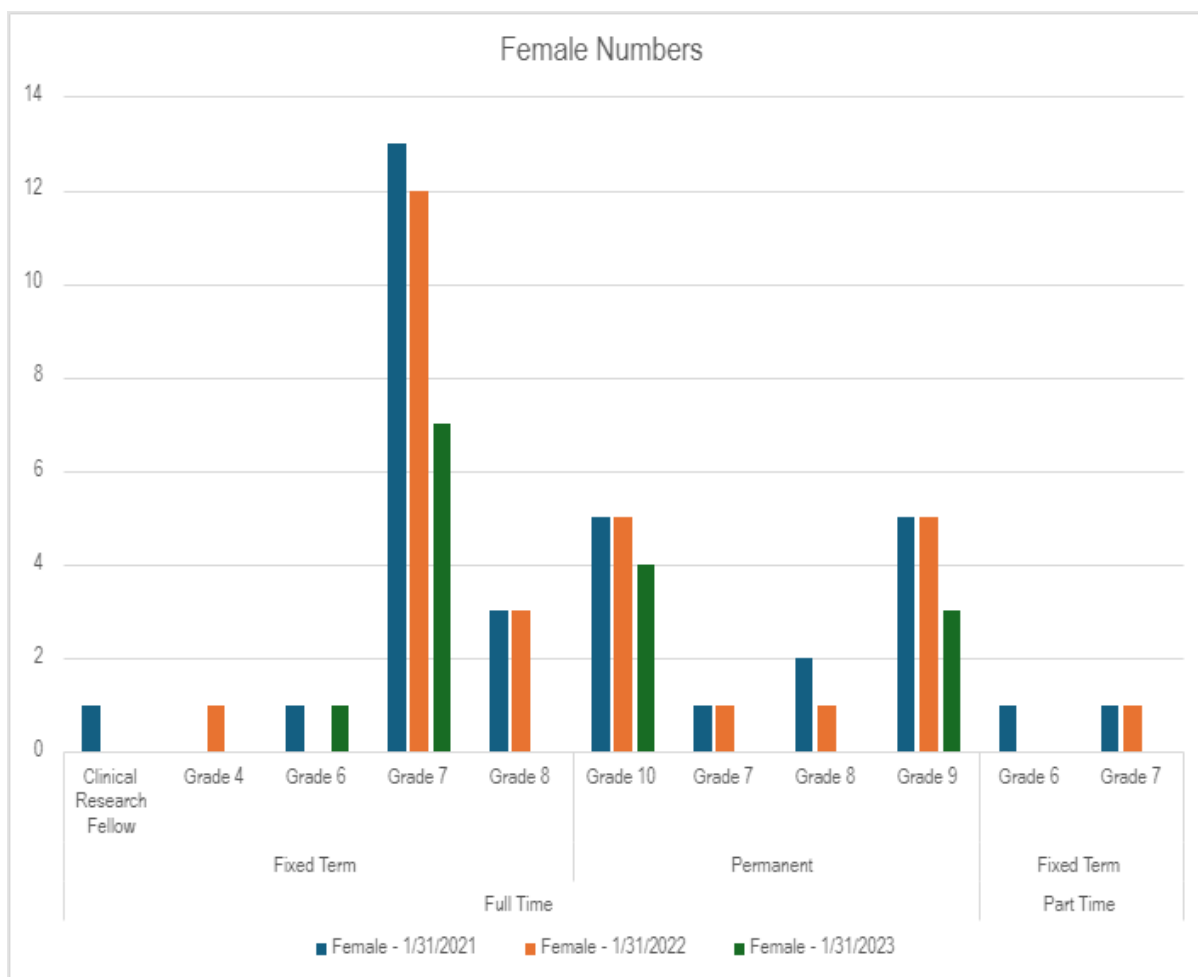


**FIGURE 5S (A2F5S) - MOLECULAR PHYSIOLOGY AND CELL SIGNALLING THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**

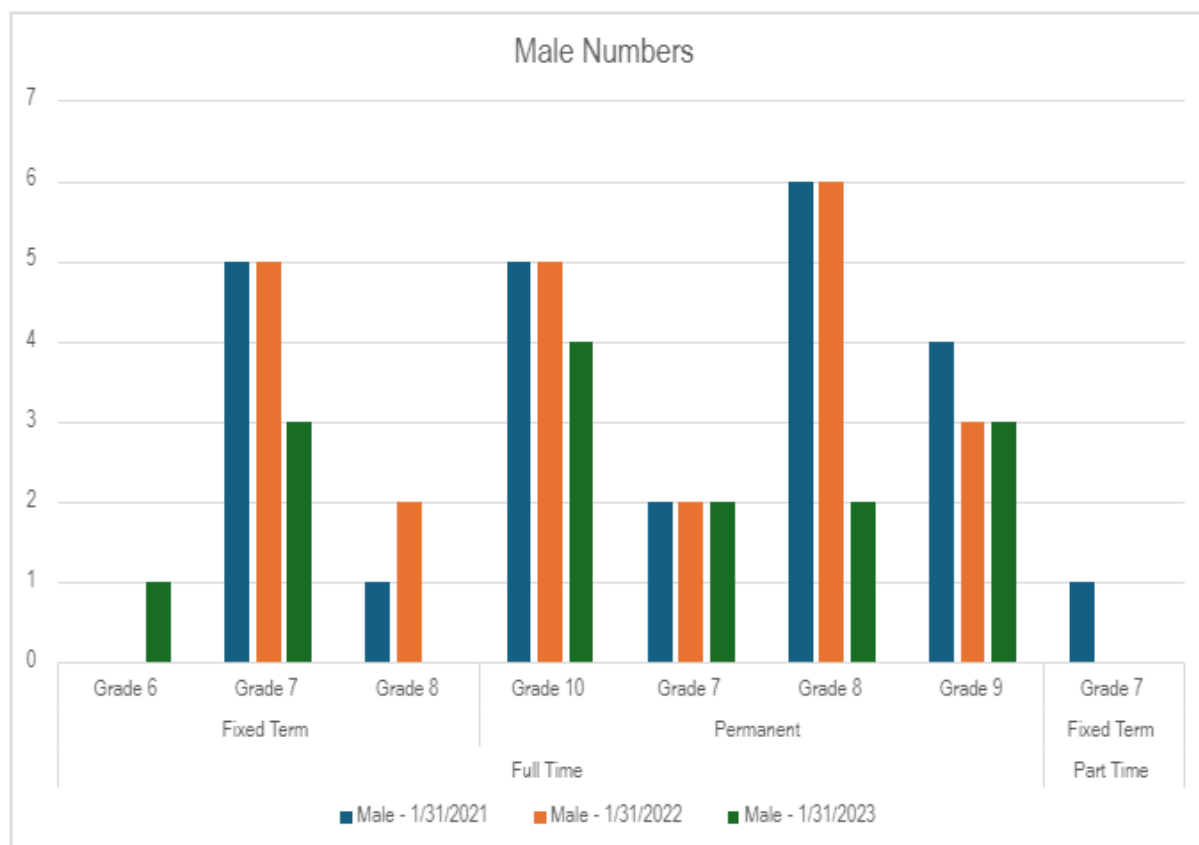
Table removed to anonymize data and prevent identification

**FIGURE 5T (A2F5T) - MOLECULAR PHYSIOLOGY AND CELL SIGNALLING THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**





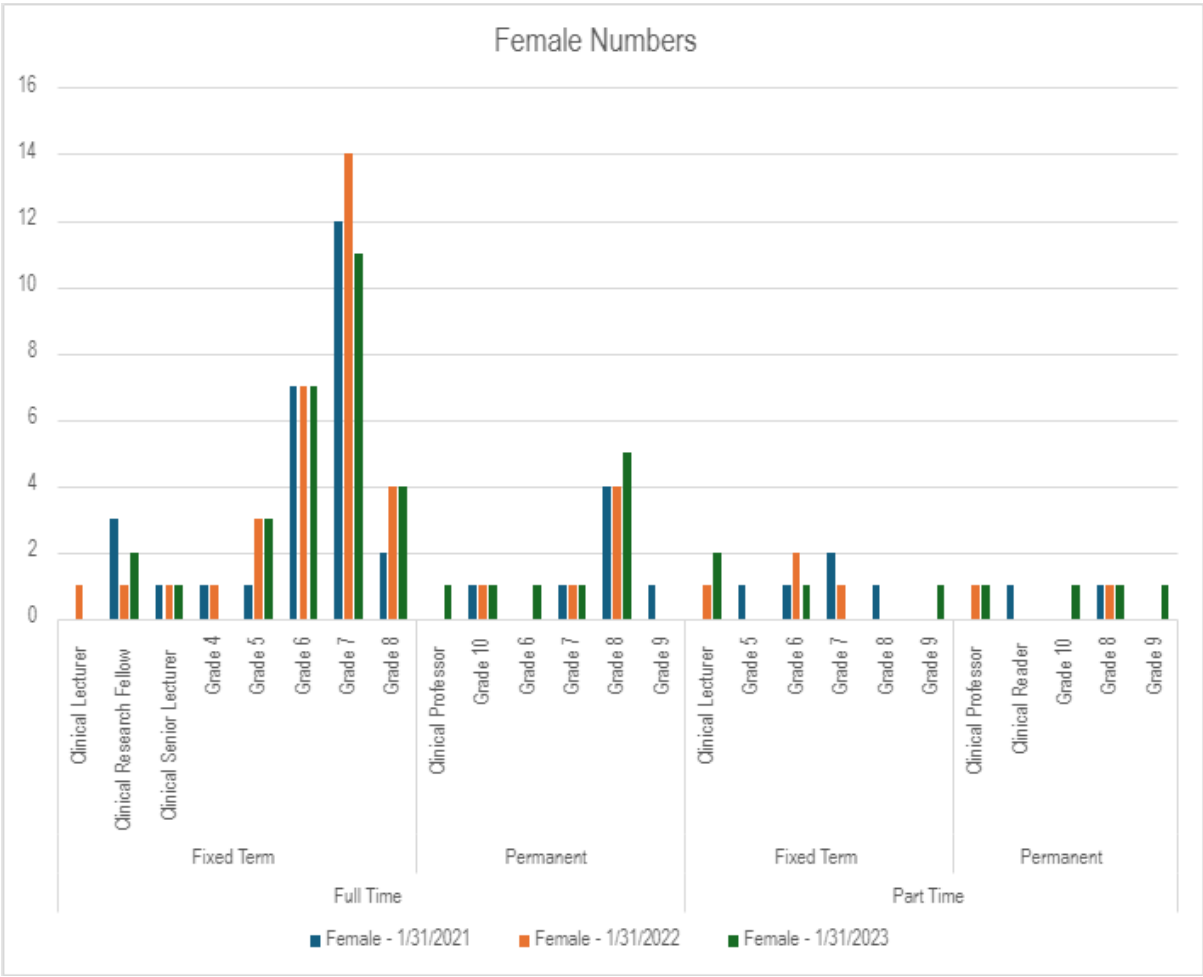
**FIGURE 5U (A2F5U) - MOLECULAR PHYSIOLOGY AND CELL SIGNALLING THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**



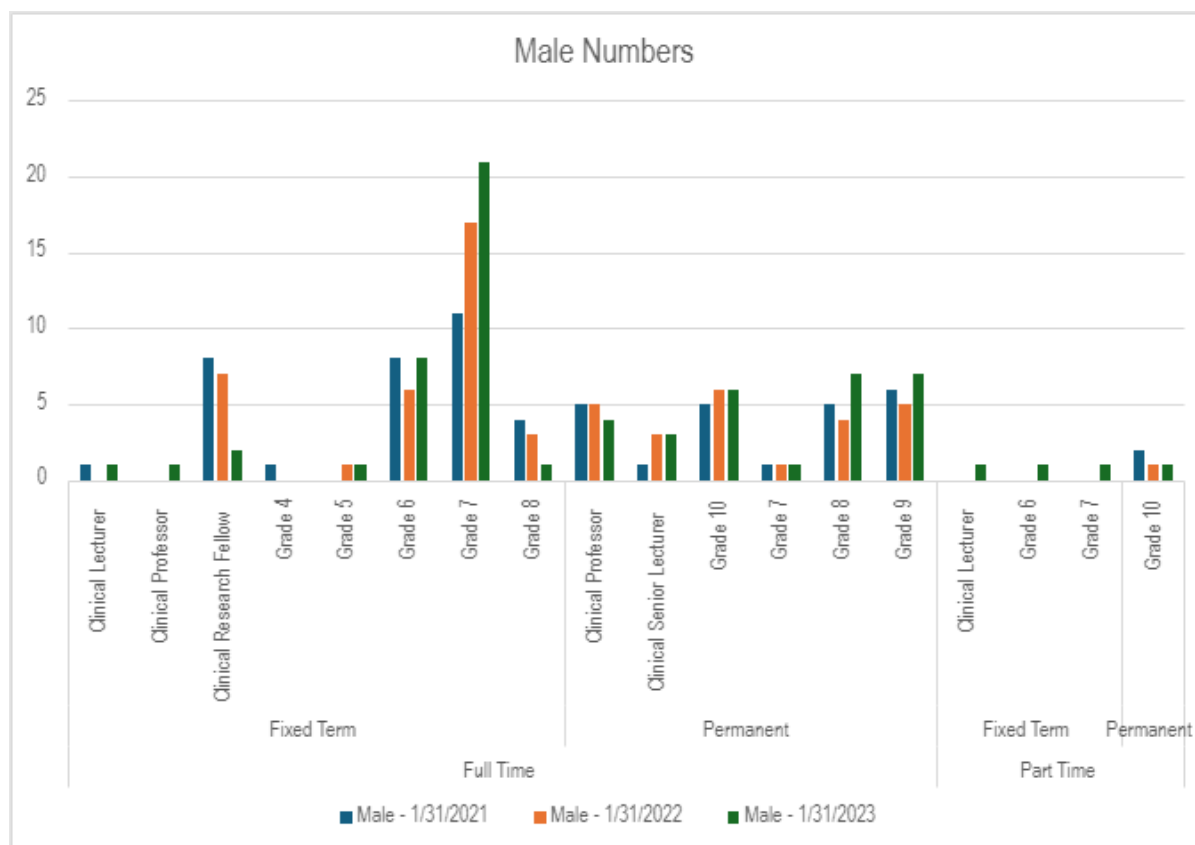
**FIGURE 5V (A2F5V) - PHARMACOLOGY AND THERAPEUTICS THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**

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**FIGURE 5W (A2F5W) - PHARMACOLOGY AND THERAPEUTICS THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**



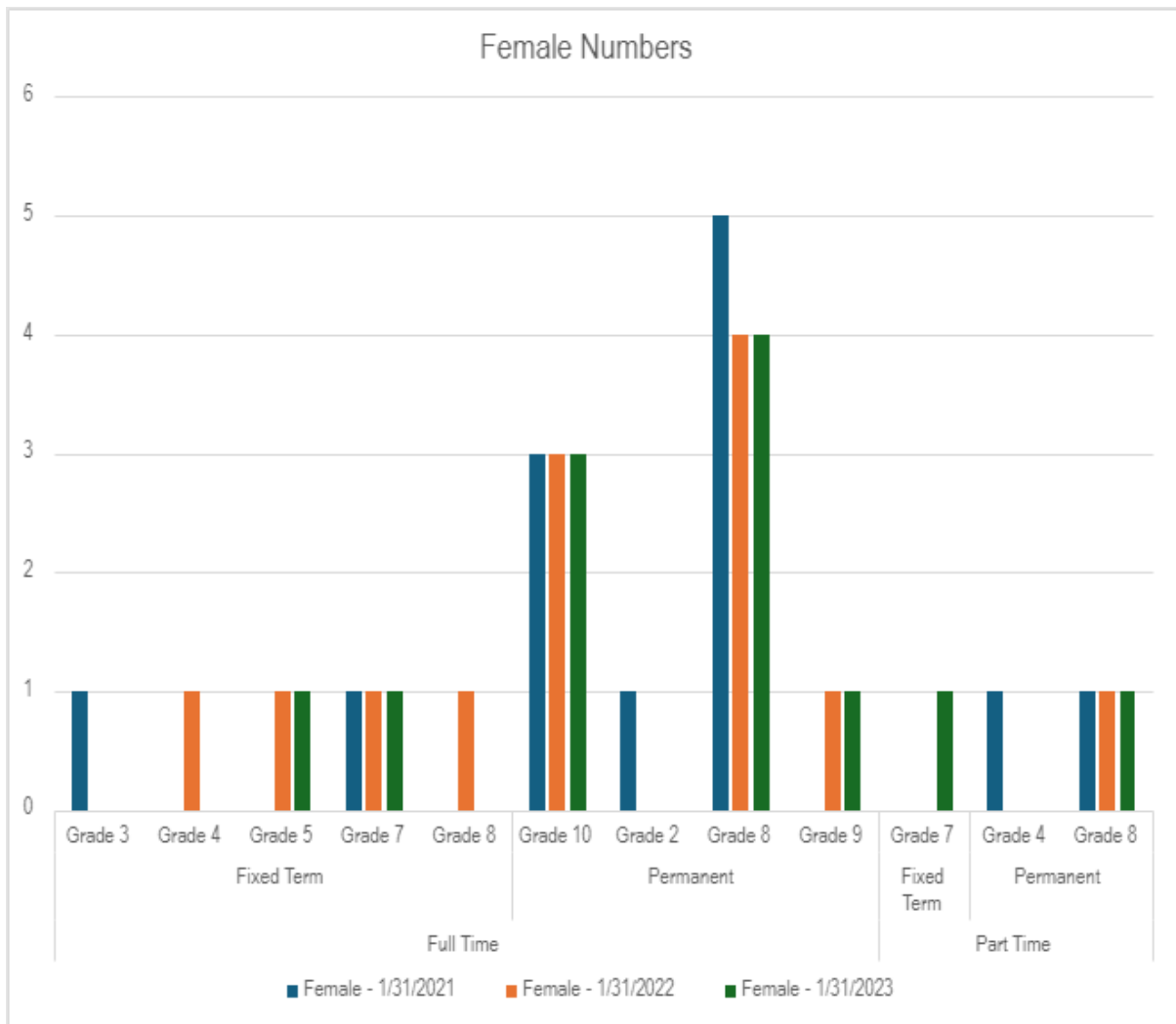
**FIGURE 5X (A2F5X) - PHARMACOLOGY AND THERAPEUTICS THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**



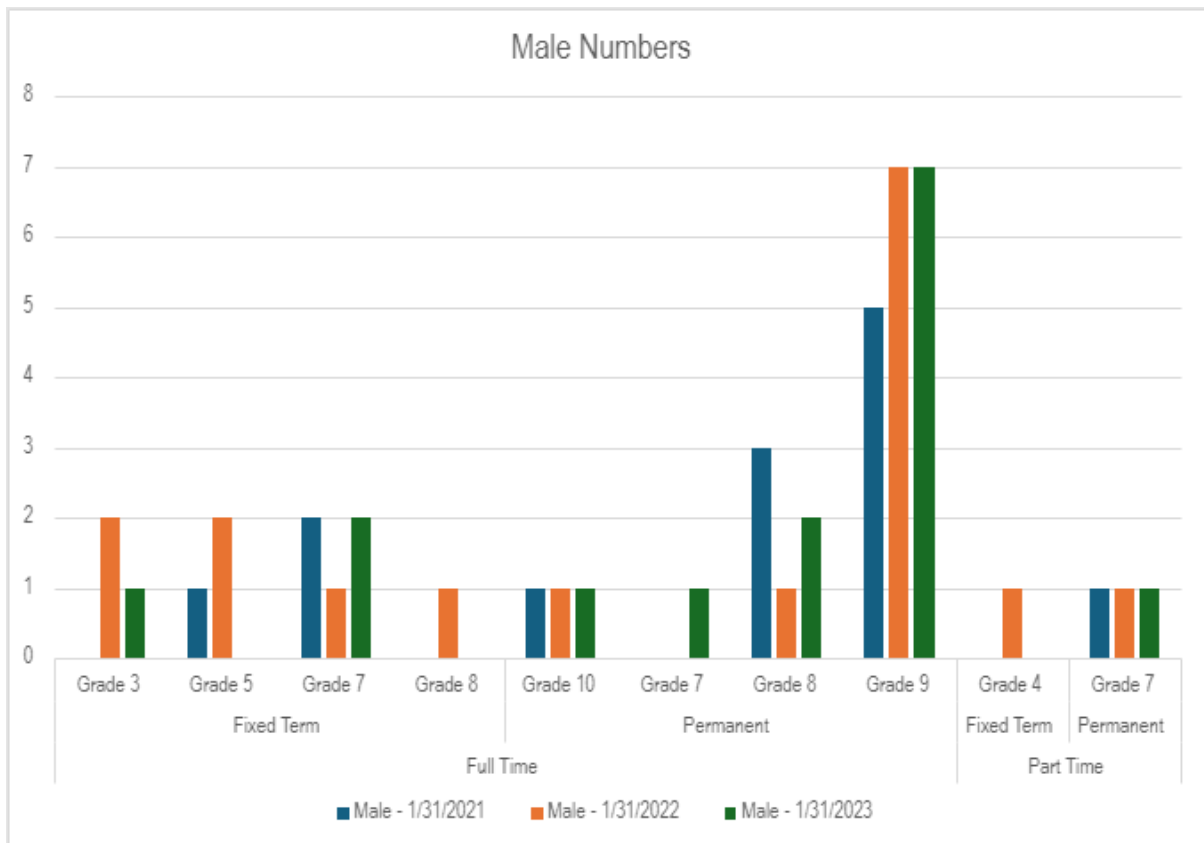
**FIGURE 5Y (A2F5Y) - LIFE SCIENCES THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE**

Table removed to anonymize data and prevent identification

**FIGURE 5Z (A2F5Z) - LIFE SCIENCES THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE FEMALE**



**FIGURE 5ZA (A2F5ZA) - LIFE SCIENCES THREE YEAR PICTURE BY GRADE AND CONTRACT TYPE MALE**



## 6 Professional, technical and operational (PTO) staff by grade and job family

**FIGURE 6A (A2F6A) - PTO Staff by grade, job family across 3 years** (highlighted bits in yellow are referenced in 2.2.2.2)

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**FIGURE 6B (A2F6B) - PTO Staff by grade, job family across 3 years**

Table removed to anonymize data and prevent identification

## 7 PTO staff by grade and contract type

**FIGURE 7A (A2F7A) - PTO Staff by grade and contract type across 3 years**

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**FIGURE 7B (A2F7B) - PTO Staff by grade, current picture**

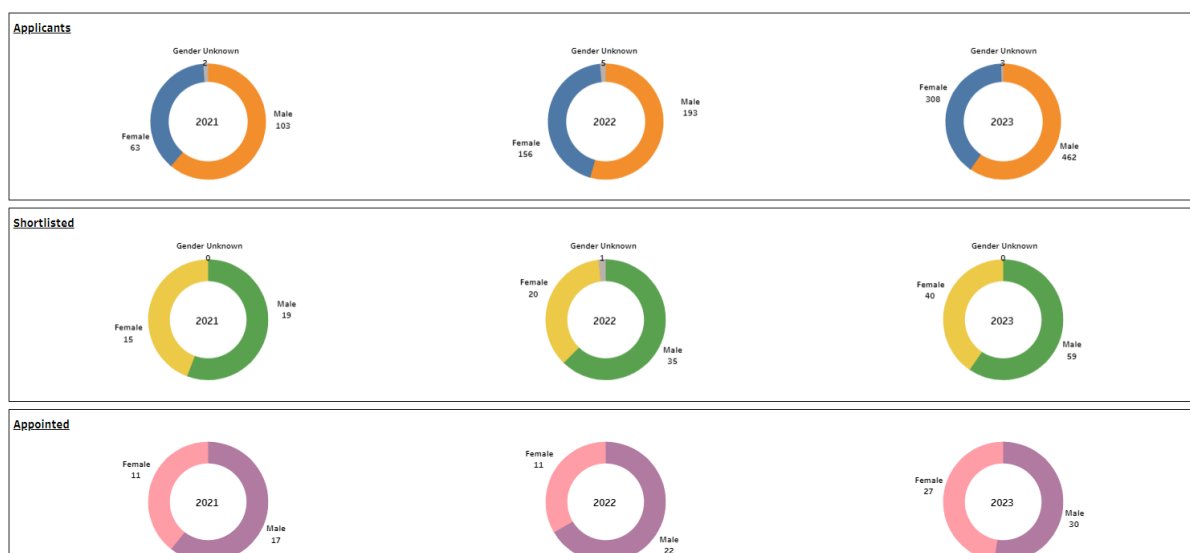
Males Fixed	55	Males Permanent	84
Males Total	139	Males Fixed %	60%
Females fixed	55	Females Permanent	59
Females Total	114	Females Fixed %	48%

**FIGURE 7C (A2F7C) - PTO Staff by contract grade, function across 3 years**

Table removed to anonymize data and prevent identification

8	Applications, shortlist and appointments made in recruitment to academic posts by grade
---	---

**FIGURE 8A (A2F8A) - ALL ISMIB ACADEMIC POSTS THREE YEAR PICTURE**



**FIGURE 8B (A2F8B) - FIGURE SHOWING BIOCHEMISTRY RECRUITMENT DATA BY GRADE**

Table removed to anonymize data and prevent identification

**FIGURE 8C (A2F8C) - SHOWING MOLECULAR AND CLINICAL CANCER MEDICINE RECRUITMENT DATA BY GRADE**

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**FIGURE 8D (A2F8D) - SHOWING PHARMACOLOGY AND THERAPEUTICS RECRUITMENT DATA BY GRADE**

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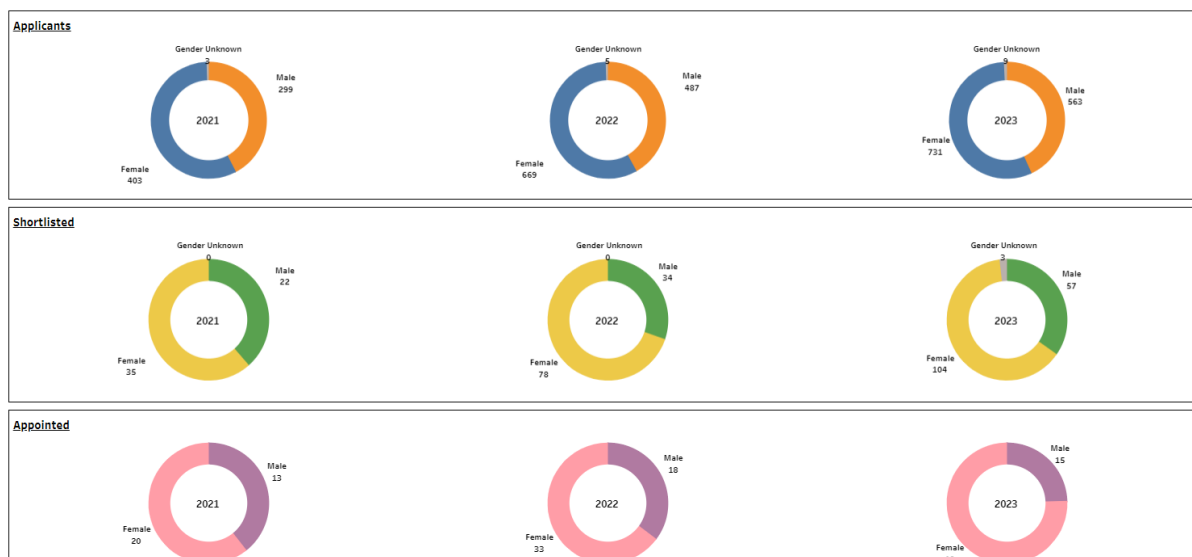
**FIGURE 8E (A2F8E) -SHOWING SCHOOL OF LIFE SCIENCES BY RECRUITMENT AND GRADE**

Table removed to anonymize data and prevent identification

## 9 Applications, shortlist and appointments made in recruitment to PTO posts by grade

**FIGURE 9A (A2F9A) - SHOWING ALL ISMIB PTO RECRUITMENT DATA**





**FIGURE 9B (A2F9B) – PTO RECRUITMENT TO POSTS BY GRADE**

Table removed to anonymize data and prevent identification

## 10 Applications and success rates for academic promotion by grade

**FIGURE 10A (A2F10A) - ACADEMIC STAFF PROMOTION AND SUCCESS BY GENDER AND YEAR (Referenced in 2.2.1.1)**

Parts of table removed to anonymize data and prevent identification

Year	Applications		Successes	
	Female	Male	Female	Male
2021	2	1	2	1
2022	0	2	0	2
2023	1	3	1	3
2021	2	1	2	1
2022	1	1	1	0
2023	1	4	1	3

2021	2	4	2	4
2022	2	1	2	1
2023	3	2	1	2
2021	1	2	1	1
2022	0	0	0	0
2023	0	0	0	0
2021	1	2	1	1
2022	0	0	1	0
2023	0	0	0	0
2021	0	0	0	0
2022	0	2	0	1
2023	0	0	0	0
2021	0	0	0	0
2022	1	1	1	2
2023	0	0	0	0
All Years	15	21	13	18
			F 87%	M 86%

**FIGURE 10B (A2F10B) - ACADEMIC PROMOTION BY PATHWAY (Referenced in 4.1.3 Clinical Academics)**

Parts of table removed to anonymize data and prevent identification

	Success %
T&R	100%
Clinical Academic Teaching and Research	100%
T&S	100%
ARO	100%
RTP	100%

FIGURE 10C (A2F10C) - ACADEMIC PROMOTION BY DEPARTMENT

Parts of table removed to anonymize data and prevent identification

	Success %
Biochemistry & Systems Biology	100%
Molecular Physiology & Cell Signalling	100%
Pharmacology and Therapeutics	100%
School of Life Science	86%

11	Applications and success rates for PTO progression by grade (where there are formal routes for progression)
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FIGURE 11A (A2F11A) - PTO STAFF PROMOTION AND SUCCESS BY GENDER AND YEAR (Referenced in 2.2.1.1)

Parts of table removed to anonymize data and prevent identification

Year	Applications		Successes	
	Female	Male	Female	Male
2021	1	0	0	0
2022	0	1	0	1
2023	0	0	0	0
2021	0	0	0	0

2022	3	0	1	0
2023	1	1	1	1
2021	6	6	5	6
2022	0	0	1	0
2023	4	0	2	0
2021	3	1	3	0
2022	1	0	1	0
2023	4	2	4	2
<b>All Years</b>	<b>15</b>	<b>8</b>	<b>10</b>	<b>8</b>

**FIGURE 11B (A2F11B) – Female PTO application success rate by year (Referenced in 2.2.1.1 and 4.1.7)**

Parts of table removed to anonymize data and prevent identification

	F % success
2021	100
2022	43
2023	70

**FIGURE 11C (A2F11C) – PTO application success rate by contract type**

Parts of table removed to anonymize data and prevent identification

Application Type	Success	Gender	Year
CP	Unsuccessful	Female	2022
AI	Y - AI	Male	2022
CP	Y	Female	2022
CP	EPA instead of increment	Female	2022
CP	CP	Female	2023
CP	CP	Male	2023

EPA	UNSUCCESSFUL	Female	2023
EPA	EPA	Female	2023
EPA	EPA	Female	2023
EPA	UNSUCCESSFUL	Female	2023

FIGURE 11D (A2F11D) - 2023 Picture

Parts of table removed to anonymize data and prevent identification

Year	Applications		Successes	
	Female	Male	Female	Male
2023	4	2	4	2

12	Other Staff Data Sets
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FIGURE 12A (A2F12A) - PDR Completion Rates for the Institute and Individual Departments as number of staff and % completed

Department	Staff	PDRs 23/24							Overall total and percentage (if sign offs and in progress are complete)	
		Complete	Reviewer signed-off	Reviewee signed-off	In progress	Exempt	Not started	Total Percentage complete %		
SMIB Professional Services	203	177	3	4	1	16	1	88%	185	91%
Pharmacology & Therapeutics	127	103	1	2	0	9	12	81%	106	83%
Molecular & Clinical Cancer Medicine	83	75	1	2	1	3	2	90%	79	95%
School of Life Sciences	26	26	0	0	0	0	0	100.00		
Biochemistry, Cell and Systems Biology	99	91	1	2	0	4	1	92%	91	95%
Totals:	538	472	6	10	2	32	16	88%	490	91%

PDR 22/23								
Department	Staff	Complete	Reviewer signed-off	Reviewee signed-off	In progress	Exempt	Not started	Percentage complete
Biochemistry, Cell and Systems Biology	70	55	2	7	1	0	5	79%
Institute of Systems, Molecular & Integrative Biology	1	0	0	0	0	0	1	0%
Molecular & Clinical Cancer Medicine	76	61	0	2	3	0	10	80%
Molecular Physiology & Cell Signalling	3	1	0	1	0	0	1	33%
Pharmacology & Therapeutics	97	69	1	4	4	0	19	71%
School of Life Sciences	23	19	0	0	2	0	2	83%
SMIB Professional Services	171	135	2	9	3	0	22	79%
Totals:	441	340	5	23	13	0	60	77%

- Here we a staff member incorrectly aligned to ISMIB, this was fixed
- We also have 4 members of staff sitting under MPCS which now doesn't exist

PDRs 23/24				PDR 22/23		
Department	Staff	Complete	23/24 Total Percentage complete %	Staff	Complete	22/23 Total Percentage complete %
SMIB Professional Services	203	177	88%	171	135	79%
Pharmacology & Therapeutics	127	103	81%	97	69	71%
Molecular & Clinical Cancer Medicine	83	75	90%	76	61	80%
School of Life Sciences	26	26	100.00	23	19	83%
Biochemistry, Cell and Systems Biology	99	91	92%	70	55	79%
Molecular Physiology & Cell Signalling				3	1	33%
Institute of Systems, Molecular & Integrative Biology				1	0	0%
Totals:	538	472	88%	441	340	77%

**FIGURE 12B (A2F12B) - EDI Training completed by Institute Staff. % completion data collected in September each year.**

	Introduction to Diversity and Equality		Keeping Healthy, Safe and Well		Unconscious Bias	
	Female	Male	Female	Male	Female	Male
<b>2023</b>	95%	88%	84%	72%	10%	6%

**FIGURE 12C (A2F12C) - Mean Gender Pay Gap and Mean Gender Bonus Pay Gap Data for ISMIB\* (Referenced in 4.1.3 Clinical Staff Analysis)**

Institute	Category (group)	Calculation	2021	2022	2023
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Inst.Systems, Molec & Integrative Biology	Academic Staff (Excluding Clinicians)	Mean Gender Pay Gap	14.80%	18.69%	10.07%
		Mean Gender Bonus Pay Gap	N/A	N/A	5.39%
	Clinicians	Mean Gender Pay Gap	33.82%	23.33%	23.10%
		Mean Gender Bonus Pay Gap	23.77%	41.13%	66.90%
	Professional Services Staff	Mean Gender Pay Gap	-10.19%	-8.47%	-8.66%
		Mean Gender Bonus Pay Gap	N/A	N/A	10.31%

\*Prior to 2023 only clinicians had been in receipt of bonus pay. During 2023 the majority of University of Liverpool staff received cost of living payments which UCEA confirmed should be treated as bonus payments

#### FIGURE 12D (A2F12D) - Family Leave FIGURE

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#### FIGURE 12E (A2F12E) - Maternity Leave FIGURE

Table removed to anonymize data and prevent identification

#### FIGURE 12F (A2F12F) - Leaving Data

Table removed to anonymize data and prevent identification

#### FIGURE 12G (A2F12G) - STAFF HEADCOUNT AND BENCHMARKING DATA (Referenced in 1.2.2 and 4.1.3 clinical Staff Analysis)

Staff and Students	Total	Male	Female	% Female	Benchmarking	
					National Benchmark	University UoL
All Staff	499	229	270	53%	61%**	55%+

Academic Staff	287	175	112	38%	52%**	44%+
Academic Research	130	67	63	52%	56%***	46%*+
Academic T&S	33	18	17	49%	65%***	56%*+
Academic T&R	82	59	23	28%	41%***	38%*+
Clinical Academic	40	31	9	23%	N/A	49%*+
<b>PTO staff</b>	212	54	158	67%	64%**+	66%+
PMSA	49	11	38	75%	58%**+	64%*+
Clerical	120	38	82	92%	79%**+	77%*+
Technical	43	5	38	57%	59%**+	43%*+
<b>UG students</b>	1436	467	969	67%	62%*	56%+
PGR students					58%*	
PGT students (MRes, MSC)	81	37	44	54%	68%*	52%+

\*\*National Benchmark for Staff from [Equality in Higher Education Statistical Reports 2023](#) 4.13 based on an average across our three areas Biochemistry 48.1%F, Pharmacology 55.4%F and Clinical Medicine 53.7%

\*\*+ National Benchmark for PTO Staff from [Equality in Higher Education Statistical Reports 2023](#) 4.9 based on our equivalent staff groups SOC2 Professional Occupations (PMSA), SOC3 Associate professional and technical occupations (Technical), SOC4 Administrative and secretarial occupations (Clerical).

University Benchmarking by Gender from [UoL Annual Report 2023](#)

\*\*\*National Benchmark for Staff by Area from HESA Staff Full Time Equivalent FTEv1 using cost centres equivalent to ours (112- Biosciences, 101 Clinical Medicine, 107 Pharmacy and Pharmacology)

## Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application

Glossary	
A1	Appendix 1
A2	Appendix 2
AS	Athena Swan
B&H	Bullying and Harassment Subgroup
BSCB	Biochemistry, Cell and Systems Biology
CA	Clinical Academic
CPD	Continuing Professional Development



EAP	Employee Assistance Programme
ECR	Early Career Researcher
EDIW	Equality, Diversity, Inclusion and Wellness
FMO	Faculty Management Office
FAP	Future Action Plan point
FT	Full Time
FHLS	Faculty of Health and Life Sciences
HoD	Head of Department or School
HoO	Head of Operations
HR	Human Resources
IIB	Institute Integrative Biology
ISMIB	Institute of Systems, Molecular and Integrative Biology
ILCAMS	Institute of Life Course and Medical Sciences
IVES	Institute of Infection, Veterinary and Ecological Sciences
IGH	Institute Infection and Global Health
IPH	Institute of Population Health
ILT	Institute Leadership Team
ITM	Institute Translational Medicine
LGBTQ+	Lesbian, Gay, Bisexual, Trans with '+' to encompass other sexualities and genders
LIVSRF	Liverpool Shared Research Facilities
MCCM	Department of Molecular, Clinical and Cancer Medicine
MH&W	Mental Health and wellbeing subgroup
MRes	Master of Research
MSc	Master of Science
ND	Neurodiversity
NSS	National Student Survey
PAP	Previous Action Plan Item
P&T	Department of Pharmacology and Therapeutics
PDR	Professional Development Review

PDRA	Postdoctoral Research Associate (Postdoc)
PG	Postgraduate
PhD	Postgraduate Research
PGR	PhD Students
PGT	Postgraduate Taught
PS	Professional Services
PT	Part Time
PTO	Professional, Technical, Operational
REC	Race Equality Charter/ Committee
REF	Research Excellence Framework
RISE	Research in an Inclusive and Sustainable Environment project
RM	Racially Minoritised
RMF	Racially Minoritised Females
RMM	Racially Minoritised Males
RTP	Research Technical Pathway
SAT	Self-Assessment Team
SDRG	Staff Review and development Group
SoBs	School of BioSciences
SMT	School of Biosciences Management Team
T&R	Teaching & Research (academic career pathway)
T&S	Teaching & Scholarship (academic career pathway)
TWG	Trans Working group
UG	Undergraduate
UoL	University of Liverpool
VC	Vice Chancellor
WF	White Female
WM	White Male
WP	Widening Participation



