ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

Note: Not all institutions use the term ‘department’. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Gold department awards.

You should complete each section of the application.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.
WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

<table>
<thead>
<tr>
<th>Gold Department application</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Word limit</td>
<td>13,000</td>
</tr>
<tr>
<td>Extra word allowance</td>
<td>500</td>
</tr>
</tbody>
</table>

**Recommended word count**

1. Letter of endorsement 692
2. Description of the department 277
3. Self-assessment process 691
4. Picture of the department 2,030
5. Supporting and advancing women’s careers 7675
6. Case studies 1,501
7. Further information 499

Total used 13,365
1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count:  500 words (currently 627)

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter immediately after this cover page.
24th April 2017

Sarah Dickinson Hyams  
Head of Equality Charters at Equality Challenge Unit  
Athena SWAN Charter  
Equality Challenge Unit  
First Floor, Westminster Tower  
3 Albert Embankment  
London  
SE1 7SP

Dear Sarah

It gives me great pleasure to write with my enthusiastic support for the Athena SWAN Gold application from The Institute of Integrative Biology (IIB). I joined IIB in June 2014, just after its successful Silver award application. I was struck at that time by the ambition and resolve shown by the whole IIB community in identifying aspects in the way we behave that unfairly impacts on colleagues who face additional demands outside of work. This time around, IIB is equally ambitious in seeking a Gold award rather than renewing Silver, a collective, community decision that was embed in our 2014/2015 research strategy. We are not content to simply build on the good practice we had already established. Our goal was to root out as many of the remaining barriers to equality of opportunity as possible, to confront them in every way we could think of, and to communicate with others our journey towards becoming a fair and effective place to work. As Head of Institute, I was determined to lead by example and personally drove forward three key initiatives:

- **Use of a talent search firm to generate the widest possible list of candidates for all our senior recruitment.** This has led to our offering Head of Department posts to two female external candidates, one of whom we are delighted has accepted;

- **Establishing a Staff Review & Development Group to advise and support staff on their pathway to promotion** long before they feel ready to put themselves forward into the University process;

- **Creation of Deputy Head of Institute and Deputy Heads of Departments**, that are open to all staff to apply and allow individuals to build up in leadership experience.
These are just a few of the very many innovations that we have been trialling in IIB, following suggestions from staff and students from across the Institute, including Professional Services staff whose inclusion we now welcome under the Athena SWAN banner. Some great examples of successful initiatives include: the £150,000 'Johnston Postdoctoral Development Awards'; a support group for postgraduate researchers; a new work contribution model to ensure equity in distribution of tasks and responsibilities; a new dashboard of data on academic contribution for use at annual review meetings; academic advisors for maternity, paternity, adoption and career breaks; summer research placements offered to locally-based students from other Universities with child-care responsibilities; financial support for career development courses (Aurora; WISE Career Development Program) and the delivery of sessions at conferences to communicate our initiatives (Vitae Researcher International Conference).

Our willingness to test out completely new ways of going about our day-to-day activities has created an exciting, “can-do” culture that is already delivering improved outcomes such as a sustained increase in the proportion of female academic staff applying for promotion and in the proportion of female Professorial staff, now at 28% and above the sector average of 18.5% (HESA, 2013/14).

I am enormously proud of the huge advances IIB has made and I am delighted that we are now inspiring an equally innovative approach outside the Institute (detailed in 5.6 iii). The University, for example, has adopted our ‘Well-being Week’ as an institutional event; our work contribution model is now informing the development of an institutional wide model; and the School of Physical Sciences has set up their own Researcher Award, based on our Johnston Awards Fund. We are also in discussion with the Marie Curie Alumni Association, who are considering a similar EU-wide career development scheme. However, we are not complacent and are very much aware of the work still to be done. In particular, we need to focus more on how we support our increasingly diverse PGR student population, and also the number of women that we attract to apply to our research and academic posts. These huge challenges are not something we will ignore and I am convinced that our approach of seeking ideas from across the community will help us to make progress.

I hope that the review committee will be as excited as I am about the IIB model and will allow us to be even more effective in influencing the HE sector through an Athena Swan Gold award.

Yours sincerely,

A.P. Hollander
Head of Institute

Word count: 692
2. DESCRIPTION OF THE DEPARTMENT

The Institute of Integrative Biology (IIB) is a large, research-intensive institute that brings together a broad range of biosciences from genes and genetic regulation, through proteins and cellular function to whole organisms, populations and ecosystems. It has strengths in ‘omic’ technologies that generate large data-sets and in the development of mathematical and computational models to exploit these data. IIB was formed in 2010 following a reorganisation of the Faculty of Health and Life Sciences to create dedicated institutes for research and teaching (Figure 2.1).

IIB has three departments: Biochemistry; Evolution, Ecology & Behaviour; and Functional and Comparative Genomics, and employs ~380 people, including 65 academic staff/ research fellows, 95 research staff (postdoctoral/shared facility managers), 140 postgraduate research (PGR) students and 77 support staff (administrative and technical; Figure 2.2).

Over the past 7 years we have seen significant changes in our academic staff and student profile. In 2010/11, just 8 out of 53 (15%) of our academic staff were female, including only 2 out of 13 (15%) lecturers and 2 out of 16 (12%) professors. Today, almost a third of our academic staff are female, including 6 out of 13 (46%) lecturers and 7 out of our 25 (28%) professors. Our PGR community has changed from only 10% black, Asian, and minority ethnic in 2010, to 30% in 2016/17.

Figure 2.2: IIB staff and student profile by gender (2016/17). % staff by gender given as numbers within chart.
The majority of IIB staff are located within the Biosciences Building on the University’s main city centre campus, which alongside general research space houses an aquarium, greenhouses and specialised shared research (Figure 2.3). Three members of academic staff and their associated groups are based at the Leahurst campus on the Wirral Peninsula, approximately 10 miles from the central campus.

Figure 2.3: Location and Facilities.

Word count: 277
3. THE SELF-ASSESSMENT PROCESS

(i) A description of the self-assessment team

Our approach is to welcome everybody who wants to contribute and hence we have a large and enthusiastic self-assessment team (SAT), drawn from every area of our Institute (Figure 3.1). Our SAT was formed in 2012 and we have held a Silver Award since 2013. Our current team comprises 11 women and 7 men at different stages in their careers and with a range of personal and professional experiences. The Head of Institute, Heads of the three departments and Institute Manager are all part of the team and ensure senior management engagement in all discussions.

![Figure 3.1: Institute of Integrative Biology Self-Assessment Team, May 2016. Left to right: Tina Lewis, Victoria Harman, Raj Whitlock, Andy Fenton, Mark Caddick, Kate Jones, Linda D’Amore, Caroline Dart, Rob Beynon, Carole Thomas, Stefan Fischer, Violaine Sée, Mike Begon, Anthony Hollander.](image)

A description of the team member’s roles is summarised in Table 3.1.

### Table 3.1:

<table>
<thead>
<tr>
<th>SAT members</th>
<th>Institute role</th>
<th>Team role &amp; experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mike Begon</strong></td>
<td><strong>Professor of Ecology</strong>&lt;br&gt;<strong>Head of Evolution, Ecology &amp; Behaviour</strong></td>
<td>Member of University since 1975&lt;br&gt;Raised a family (wife also full-time academic) with equal parental responsibilities, enriching both our careers</td>
</tr>
<tr>
<td><strong>Rob Beynon</strong></td>
<td><strong>Professor</strong>&lt;br&gt;<strong>Head of Biochemistry (2014-2016)</strong></td>
<td>Extensive experience of mentoring &amp; RCUK Fellowship panels&lt;br&gt;Former Chair of BBSRC Biosciences Skills and Careers Strategy Panel</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Summary</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mark Caddick</td>
<td>Professor</td>
<td>Senior academic with broad experience of balancing a research career and significant teaching and admin with family commitments</td>
</tr>
<tr>
<td>Linda D’Amore</td>
<td>Postdoctoral Researcher</td>
<td>Founding member of PostDoc Society</td>
</tr>
<tr>
<td></td>
<td>Dept of Functional &amp; Comparative Genomics</td>
<td>Interested in developing support/career opportunities for peers on fixed-term contracts</td>
</tr>
<tr>
<td>Caroline Dart</td>
<td>SAT Lead</td>
<td>Mid-career researcher managing an established research group with teaching and administrative loads</td>
</tr>
<tr>
<td></td>
<td>Reader in Dept of Biochem</td>
<td>Successfully promoted twice while at Liverpool</td>
</tr>
<tr>
<td></td>
<td>Deputy Head of Biochemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2015-2016)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim Head of Biochemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Jan – Jun 2017)</td>
<td></td>
</tr>
<tr>
<td>Andy Fenton</td>
<td>Professor</td>
<td>Former Research Fellow, recently promoted to Professor</td>
</tr>
<tr>
<td></td>
<td>Dept of Evolution, Ecology &amp; Behaviour</td>
<td>2 young children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interested in helping others develop careers alongside family commitments</td>
</tr>
<tr>
<td>Stefan Fischer</td>
<td>Postdoctoral Researcher</td>
<td>Member of Postdoc Society and involved in establishing the Johnston Fund</td>
</tr>
<tr>
<td></td>
<td>Dept of Evolution, Ecology &amp; Behaviour</td>
<td>Ambitious to improve opportunities for postdoctoral staff</td>
</tr>
<tr>
<td>Jill Gosney</td>
<td>PA to Head of Institute Management Services Administrator</td>
<td>Currently seconded as Research Co-ordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Mentor, member of PGR Pastoral Group, and Institute and University’s Health and Wellbeing Teams</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Details</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Victoria Harman</td>
<td>Research Assistant</td>
<td>Worked full-time in IIB for seven years, on four consecutive fixed-term contracts, whilst also completing a part-time MPhil</td>
</tr>
<tr>
<td></td>
<td>Former part-time MPhil student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dept of Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Anne Hermann</td>
<td>Postdoctoral Researcher</td>
<td>Interested in promoting support for staff on fixed-term contracts, parents and carers</td>
</tr>
<tr>
<td></td>
<td>Dept of Biochemistry</td>
<td>Took maternity leave whilst on fixed-term contract</td>
</tr>
<tr>
<td>Anthony Hollander</td>
<td>Head of Institute</td>
<td>Senior academic</td>
</tr>
<tr>
<td></td>
<td>Professor of Stem Cell Biology</td>
<td>Consider it essential for all leaders in the Institute to be actively involved in the Athena SWAN initiative</td>
</tr>
<tr>
<td></td>
<td>Associate Pro-Vice-Chancellor (Enterprise)</td>
<td></td>
</tr>
<tr>
<td>Kate Jones</td>
<td>Institute Manager</td>
<td>Oversees operational management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Took maternity leave 2015-2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full-time working mum of two young boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Works at home one day a week</td>
</tr>
<tr>
<td>Tina Lewis</td>
<td>Institute Management Services Team Leader</td>
<td>Leads IIB’s administrative support team, overseeing HR, Communications, Postgraduate recruitment and Senior Leadership support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One son</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Previously employed part-time</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Details</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Lu-Yun Lian        | **Professor of Structural Biology**  
                        **Director of the Nuclear Magnetic Resonance Centre**  
                        Senior academic  
                        Member of University Council, University Committee for Research Ethics  
                        Chairs University committee overseeing career development of researchers |
| Joan Robinson      | **Senior Technician**  
                        Represents IIB’s technical team  
                        Keen to feed into the development of new policies/initiatives  
                        Caring responsibilities for grandchildren |
| Violaine Sée       | **Senior Lecturer in Biochemistry**  
                        Manages research team alongside teaching and co-directorship of Centre for Cell Imaging  
                        Moved to Liverpool for a postdoctoral position and obtained a BBSRC David Phillips Fellowship  
                        Promoted to Senior Lecturer in 2015  
                        Three maternity leave breaks at different career stages |
| Carole Thomas      | **Management Services Administrator**  
                        Currently seconded as PA to the Head of Institute  
                        Originally employed part-time moving to full-time when children became independent |
| Raj Whitlock       | **Tenure-track Fellow (TTF) (2013-2016); Lecturer (2017-)**  
                        Dept of Evolution, Ecology & Behaviour  
                        Successfully obtained tenure as Lecturer in 2017 from TTF Scheme  
                        Interested in supporting progression of early career researchers |
IIB’s SAT consults widely with all staff and student groups within IIB and also actively exchanges ideas and experiences with external individuals, groups and institutions (summarized in Figure 3.2).

Staff/student data and feedback from surveys and focus groups forms a starting point for discussions and the development of Action Points. Progress is monitored by regular data collection and follow-up surveys and the Action Points are adjusted and developed accordingly. The SAT meets quarterly and minutes are available to all Institute staff on a shared workspace (VOCAL). Between meetings there are frequent sub-group meetings for specific staff/student groups and the SAT Lead attends regular meetings with the other Institute Leads within the University (University Athena SWAN Steering Group).

**Figure 3.2: Schematic of self-assessment process.**
(iii) Plans for the future of the self-assessment team

The SAT will continue to meet every three months to review progress of the Action Plan and report to the Institute Steering Group (ISG). Athena SWAN is a standing item on all Institute Steering Group (ISG) agendas and the SAT Lead is a member of ISG.

The SAT will request data from human resources on an annual basis and will monitor progress through annual staff surveys, exit surveys and internal data collection on postgraduate recruitment, outreach activities, training uptake and PDR completion. We plan to continue and increase our communication of successful (and unsuccessful) initiatives through attendance and organisation of conference and networking events. To ensure that new ideas and representation are constantly fed into the SAT, the membership will be reviewed every 18 months.

<table>
<thead>
<tr>
<th>Data used in application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Statistics Agency (HESA); Student Record 2011/12; 2013/13</td>
</tr>
<tr>
<td>Higher Education Statistics Agency (HESA); Staff Record 2011/12; 2013/13</td>
</tr>
<tr>
<td>Staff and student data: University of Liverpool, Strategic Planning</td>
</tr>
<tr>
<td>University Staff Survey 2013; 2016</td>
</tr>
<tr>
<td>Faculty of Health &amp; Life Sciences Staff Survey 2013; 2015</td>
</tr>
<tr>
<td>Faculty of Health &amp; Life Sciences PGR Student Survey</td>
</tr>
<tr>
<td>Institute of Integrative Biology Surveys: Staff Induction Survey; Tenure-track Fellows/ECR Survey 2016; Postdoctoral PDR Survey 2015; Postgraduate Satisfaction Survey 2017</td>
</tr>
</tbody>
</table>

Word count: 691
4. A PICTURE OF THE DEPARTMENT

4.1. Student data

(i) Numbers of men and women on access or foundation courses
(ii) Numbers of undergraduate students by gender
(iii) Numbers of men and women on postgraduate taught degrees

The Learning and Teaching Institutes within the Faculty (Figure 2.1) are responsible for recruitment and management of all undergraduate programmes and taught Masters degrees. Thus, these courses are not managed by IIB.

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time by programme. Provide data on course application, offers, acceptance and degree completion rates by gender.

1. PGR degrees: Overview

IIB has a postgraduate community of ~140 students at any one time, split between three postgraduate research (PGR) degrees: MRes in Advanced Biological Sciences, MPhil and PhD.

The overall gender profile is balanced and 52% of our PGR students are female (Figure 4.1). This is below the sector average for ‘biological sciences’ (59.5%; HESA Student Record 2013/14), which may reflect our research strengths in areas with a traditional male bias such as chemical biology/biophysics and bioinformatics/computing. We are above the overall SET sector average (43%), which includes physical sciences and computing.

We have seen a steady increase in % female full-time PGR students from 45% in 2011-12 to 54% in 2016-17 and female recruitment to both our MRes and PhD programmes is particularly buoyant (see below). The variation in % part-time female PGRs is driven by low student numbers.

Figure 4.1: Gender profile of total PGR student community 2011-2017. Actual student numbers given within bars. Benchmarking data: HESA Student Record 2011/12; 2013/14.

We have also seen an increase in the international and ethnic diversity of our postgraduate community (Figure 4.2) and have worked hard at proactive initiatives such as the establishment of research links with overseas partner institutions and an IIB International PhD Bursary Scheme where we pay all tuition fees. We offer these scholarships competitively to international students.
each year. This increasing diversity brings with it challenges in supporting all our students throughout their degree and particularly during the writing-up period (see Section 5.3).

Figure 4.2: Black, Asian, and minority ethnic PGR student numbers between 2010-2017. White PGR student numbers are 80-90 within each year.

2. PGR degrees: MPhil
The MPhil programme recruits only 1-2 students each year and we have therefore not included any analysis of this degree.

3. PGR degrees: MRes in Advanced Biological Sciences

MRes Numbers: Full- and part-time
The present MRes in Advanced Biological Sciences programme started in 2013 and there has been a year-on-year increase in intake. 52% of the 2016-17 intake were female (Figure 4.3).

Figure 4.3: Intake year-on-year on MRes in Advanced Biological Sciences by gender and mode of study. Actual student numbers shown within bars.
MRes: Application-Offer-Acceptance

Part of the reason for the increase in MRes student numbers comes from a doubling in applications between 2014-15 and 2015-16, which has been sustained in 2016-17 (blue bars, Figure 4.4). Since ~75% of applicants receive offers (grey bars), and offer acceptance rates (yellow bars) have gone up slightly, this has fed through to a 4-fold increase in student numbers. There was no gender difference in applicants, applicants who receive offers, or offer acceptance rate.

Figure 4.4: MRes Applications, offers and acceptance by gender. Student numbers shown above bars.

The increase in applicants between 2014 and 2015 coincides with a re-design of our webpages to include improved information on PGR study, family-friendly policies and case studies from current PGR students. We will capture reasons for applications, and offer acceptance/rejection as part of our Action Plan (Action point 2: Reduce numbers declining offers to study/work in IIB).

MRes Completion rates

Completion rates on the MRes programme are high (86% in 2013/14; 90% in 2014/15 and 83% in 2015/16) and similar between female and male students (Figure 4.5).

Figure 4.5: MRes Completion Rates by gender. Actual numbers shown within bars.
4. PhD students

PhD Numbers: Full- and part-time

We have seen a sustained increase in the % full-time female PhD students that we recruit from 50% of our intake in 2012-13 to 68% in 2016-17 (Figure 4.6). These changes are gradually impacting on the gender profile of our PGR population (Figure 4.1). Total student numbers on part-time PGR degrees have remained low over the last 5 years and are thus subject to variation.

**Figure 4.6: PhD intake year-on-year by gender.** Student numbers given within bars

PhD Applications-Offer-Acceptance

Applications can be for specific advertised projects or speculative applications for a PhD within a general research area. These latter students are assessed on a case-by-case basis and panel interviewed (see below) by Skype or in person. For advertised projects, applications are pooled, short-listed and competitively interviewed by a panel consisting of the two prospective supervisors, the Director of PGR (Dr Meriel Jones) and two other academics chosen to ensure gender balance. The presence of the Director of PGR ensures consistency between panels.

Female applicants account for ~50% of applications (Figure 4.7 blue bars). **There is no strong gender bias in applicants who receive offers** (grey bars) or in offer acceptance (yellow bars).

**Figure 4.7: Application-offer-acceptance numbers by gender.** Student numbers given above bars
While we monitor offer acceptance rates, we do not routinely collate reasons why candidates turn down our offer for a MRes/PhD position. We intend to remedy this through Action Point 2. This will allow us to understand if anything in our procedures or culture is off-putting to particular candidates.

PhD Completion rates

Overall completion rates for PhDs are high (past 5 years: 85%, 90%, 89%, 88%, 84%). Data shown in Figure 4.8 follows all cohorts of PhD students by intake year since the formation of IIB in 2010. We were interested to assess differences in the completion rates between specific groups that may be hidden in the bulk completion data. This is particularly in relation to the increase in the proportion of international students who come from different educational systems and for whom English is not their first language.

Our analysis shows that international students have a slightly better completion rate than home students. There also seems no particular trend for international students not submitting within 4 years. However, all 4 female international students in the 2011-12 intake (successfully completed in 2016) took longer to submit than their UK counterparts. This pattern is emerging again this year.

We have established a PGR Pastoral Group and introduced additional final year meetings with their advisors (see Section 5.3 iv; Action Point 13: Increase support for PGR Students).

Figure 4.8: Completion rates by cohort. * Note that the 2012-13 intake is in the process of completing.
Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees

Progression pipeline: Undergraduate – Postgraduate

The year-on-year increase in % female PGR students has started to overturn the female drop-off we had previously seen between undergraduate and postgraduate degrees (Figure 4.10).

Figure 4.10: Pipeline: Undergraduate – Postgraduate Research degrees. Dashed lines indicate UK average for ‘biological sciences’ (HESA Student Record, 2013/14).

There is also some evidence that we are retaining more of our own students as there has been a small but sustained increase in numbers of PGR students (MRes, MPhil and PhD) coming in from Liverpool undergraduate and other Masters programs (Figure 4.11).

Figure 4.11: Retention of Liverpool undergraduate students
4.2. Academic and research staff data
(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on, and explain any differences between, men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

1. Research-only grades

The majority of Research Grades 6-9 staff are postdoctoral researchers on fixed-term grant funding. While there has been a steady increase in female staff employed at research grade 6 over the past 5 years, at grade 7, where most staff are employed, numbers are relatively static (Figure 4.12). Currently 42% of our research-only staff are female, below the sector average for ‘biological sciences,’ (51%; HESA Staff Record 2013/14) but in line with the SET sector as a whole (44%; HESA 2013/14).

Figure 4.12: Numbers of research staff by grade and gender

Our recruitment analysis shows that success rates for obtaining IIB positions are comparable between men and women (see Figure 5.2), and staff in-post therefore mirrors the gender profile of the applicants. Over the past five years, % female applications vary between departments, with Evolution, Ecology & Behaviour attracting the highest %, and Functional & Comparative Genomics (with strengths in bioinformatics/systems analysis of large genetic datasets) the lowest (Figure 4.13).

Figure 4.13: % female applications by department 2012-2013. % values above bars are departmental averages over the year. Note that departments advertise different numbers of positions and thus contribute different weightings to overall % female applications.
While we are aware that some of our research areas have a traditionally strong male bias where the female applicant pool is currently small, we are committed in recruiting the best staff for all our positions. We will continue to develop proactive recruitment policies—see recruitment section and Action Point 1: Increase number of females applying for Research and Teaching & Research positions in IIB.

2. Teaching & Research grades

Staff employed on Teaching and Research (T&R) contracts represent the academic staff within IIB. % female T&R staff has almost doubled from 15% in 2011 to 28% in 2017 and we are moving towards the ‘biological sciences’ (and SET sector) average of 36% (HESA; Staff Record 2013/14; Figure 4.14).

Female lecturers have increased from 15% in 2011 to 46% in 2017 (Figure 4.15) through the recruitment of 3 female tenure-track fellows in 2011/12, all of whom have now been confirmed in post as tenured lecturers. We have also recruited two new female tenure-track fellows, Dr Jill Madine and Dr Kate Baker, one new female lecturer, Dr Andrea Betancourt, and one new female Chair, Prof Sonia Rocha, to arrive in summer 2017 as Head of Biochemistry. Dr Baker will be working on a part-time (0.8) contract.

Three women have been promoted to personal Chairs over the past three years. Claire Eyers (who we recruited as a Reader in 2013), Paula Stockley and Christiane Hertz-Fowler, Deputy Head of Institute. Encouragingly, the number of females in senior positions has therefore increased through both recruitment and promotion. 28% of Professors are now female (increasing from 2 (13%) in 2011 to 7 (28%) in 2017) (Fig 4.15). This is now above the UK SET sector average (18.5%) and almost double the UK average for ‘Biological Sciences’ (14.7%; HESA; 2013/14; ECU: ‘Equality in higher education: Statistical Report 2015’).
Figure 4.15: Numbers of Teaching & Research staff by grade and gender. Note: Variation at Senior Lecturer and Reader due to small staff numbers and promotions in and out of these grades.

We will maintain and build on the positive changes we see across T&R grades through strong support/mentoring and improved promotion procedures (see Section 5.3).
3. Teaching-only grades

Teaching & Scholarship (T&S) staff are employed within the Learning & Teaching Institutes. IIB currently has only one member of staff (male) employed on a T&S contract, who acts as a liaison between the research and teaching institutes.

4. Staff Career Progression Pipeline

Due to the significant improvement of % female T&R staff at Lecturer and Chair level, we have seen a gradual year-on-year improvement in the % female fall-off between postdoctoral researcher and professor (Figure 4.16).

![Figure 4.16: Career Progression Pipeline. Dashed lines indicate UK SET sector averages for 'Research-only'; Academic non-professorial and Academic professorial (HESA Student Record, 2013/14; ECU 'Equality in higher education: Statistical Report 2015').](image)

(ii) Where relevant, comment on the transition of staff between technical and academic roles.

A female technician moved to an independent Leverhulme Fellowship, which is funded 50% by the Institute. Two other technicians (1M:1F) have recently transferred to academic research-only positions.
5. **Research Staff: Fixed-term and open-ended contracts**

Research grade staff are largely postdoctoral researchers employed on fixed-term, grant-funded research projects. Currently **76% of male** research staff are on fixed-term contracts and **80% of female** research staff (**Figure 4.17**). The remaining research staff who are employed on open-ended contracts are involved in running the specialised core research facilities (**Figure 2.1**). **No IIB staff are employed on zero-hour contracts.**

---

**Figure 4.17**: % female and male research staff on fixed-term/ open-ended contracts. Staff numbers shown within bars.

There is a 60:40 male bias within both the open-ended and fixed-term contract groups, which simply reflects the gender profile of the postdoctoral community as a whole (**Figure 4.18**).

---

**Figure 4.18**: Research staff by gender and contract type. Staff numbers shown within bars.
Staff are notified 3 months before the end of their fixed-term contract and are invited to a PDR meeting to discuss their options and plans. Staff with at least 12 months' service whose contracts will end are authorised to access the Redeployment Vacancy webpage, allowing them to apply for internal vacancies ten days before they are advertised. If they meet the essential criteria, or could do so with a reasonable period of training, they are guaranteed an interview under University policy.

6. Teaching & Research Staff: Fixed-term and open-ended contracts

98% of male and 89% of female Teaching & Research (T&R) staff are currently employed on open-ended contracts (Figure 4.19). T&R staff currently on fixed-term contracts are the Tenure-track Fellows yet to be confirmed in post (2:F:1M, see Section 5.3 iii).

![Figure 4.19: % female and male academic staff on fixed-term and open-ended contracts](image)

(iv) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data

1. Research-only staff: Turnover

The highest turnover occurs with Grade 7 Research-only staff, who are predominantly postdoctoral researchers employed on externally-funded fixed-term projects (Table 4.1). Most staff leave following successful project completion (end of tenure; Table 4.2). Over the past 5 years 44%, 56%, 43%, 33%, 32% of Research leavers have been female. On average this is below the UK ‘biological sciences’ and UK SET sector (50% and 45% respectively; HESA 2013/14).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>GRADE 6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>GRADE 8</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>GRADE 9</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PROF</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.1: Turnover Research-only grades. Numbers of staff leaving by grade, gender and full- or part-time
Table 4.2: Research-only grades: Reasons for leaving. Numbers of staff by gender.

Year-on-year a proportion of Research staff (~10% within each year) resign early from the project to take up other career opportunities, usually in academia or industry (Table 4.3). Our exit data on reasons for early resignation (which appears slightly more prevalent amongst male researchers compared to female researchers, Figure 4.20) is however incomplete. We will address this through Action Point 3: Development of mechanisms to track reasons for leaving IIB.

<table>
<thead>
<tr>
<th>Year</th>
<th>End of Tenure M</th>
<th>End of Tenure F</th>
<th>Resignation M</th>
<th>Resignation F</th>
<th>Total M</th>
<th>Total F</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>2012-13</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>2013-14</td>
<td>7</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2014-15</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>2015-16</td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Ill Health M</th>
<th>Ill Health F</th>
<th>Redundancy M</th>
<th>Redundancy F</th>
<th>Total M</th>
<th>Total F</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2012-13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-14</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2014-15</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2015-16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 4.20: Research staff: Proportion leaving at end of contract versus early resignation. Staff numbers given above bars.
### Table 4.3: Reason for Leaving and Destinations: Research Staff

<table>
<thead>
<tr>
<th>Gender</th>
<th>Date of Leaving</th>
<th>Reason for Leaving</th>
<th>Destination</th>
<th>New Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sept 2013</td>
<td>End of contract</td>
<td>Karolinska Institute, Stockholm, Sweden</td>
<td>Senior postdoctoral</td>
</tr>
<tr>
<td>F</td>
<td>Dec 2013</td>
<td>End of contract</td>
<td>Industry: Fera Science, Sand Hutton, York</td>
<td>Unknown</td>
</tr>
<tr>
<td>M</td>
<td>Jan 2014</td>
<td>End of contract</td>
<td>Industry: Waters UK, Wilmslow</td>
<td>Applications Chemist</td>
</tr>
<tr>
<td>F</td>
<td>Feb 2014</td>
<td>End of contract</td>
<td>Masters course University of Bradford</td>
<td>Unknown</td>
</tr>
<tr>
<td>M</td>
<td>Mar 2014</td>
<td>End of contract</td>
<td>School exam invigilation &amp; tutoring</td>
<td>Tutor</td>
</tr>
<tr>
<td>M</td>
<td>Apr 2014</td>
<td>End of contract</td>
<td>Mexico</td>
<td>Academic position</td>
</tr>
<tr>
<td>F</td>
<td>Sept 2014</td>
<td>Resigned to take up lectureship</td>
<td>University of Salford</td>
<td>Lecturer</td>
</tr>
<tr>
<td>F</td>
<td>Nov 2014</td>
<td>End of contract</td>
<td>University of Antwerp, Belgium</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>F</td>
<td>Nov 2014</td>
<td>End of contract</td>
<td>Royal Institute of Technology, Stockholm</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>M</td>
<td>Nov 2014</td>
<td>End of contract</td>
<td>University College Dublin, Ireland</td>
<td>Research Fellow</td>
</tr>
<tr>
<td>M</td>
<td>Nov 2014</td>
<td>End of contract</td>
<td>Industry: Illumina Cambridge</td>
<td>Unknown</td>
</tr>
<tr>
<td>F</td>
<td>Dec 2014</td>
<td>End of contract</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>F</td>
<td>Dec 2014</td>
<td>End of contract</td>
<td>University of Oxford</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>M</td>
<td>Jan 2015</td>
<td>End of contract</td>
<td>University of Manchester</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>M</td>
<td>Mar 2015</td>
<td>End of contract</td>
<td>Industry, Norwich</td>
<td>Head of Production</td>
</tr>
<tr>
<td>F</td>
<td>May 2015</td>
<td>End of contract</td>
<td>University of Edinburgh</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>M</td>
<td>July 2015</td>
<td>Resigned to take up academic post</td>
<td>Trinity College, Dublin</td>
<td>Assistant Professor of Microbiology</td>
</tr>
<tr>
<td>M</td>
<td>Aug 2015</td>
<td>Resigned to take up lectureship</td>
<td>University of Salford</td>
<td>Lecturer</td>
</tr>
<tr>
<td>M</td>
<td>Aug 2015</td>
<td>End of contract</td>
<td>University of York</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>M</td>
<td>Sept 2015</td>
<td>End of contract</td>
<td>University of Bangor</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>M</td>
<td>Sept 2015</td>
<td>End of contract</td>
<td>Unknown</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>F</td>
<td>Sept 2015</td>
<td>End of contract</td>
<td>University of Liverpool</td>
<td>Postdoctoral Researcher</td>
</tr>
<tr>
<td>M</td>
<td>Aug 2016</td>
<td>Resigned to take up post</td>
<td>IBM Research Centre, Warrington</td>
<td>Researcher</td>
</tr>
</tbody>
</table>
2. Teaching & Research staff: Turnover

There is a relatively low turnover of staff on Teaching and Research contracts (Table 4.4 – 4.5). Only 7% (1 out of 13) T&R leavers are female. This is below the UK ‘biological sciences’ sector (34% of T&R leavers female) and UK SET sector averages (37%; HESA Staff Record, 2013/14).

6 male Teaching and Research staff retired and 7 male staff left to take up senior academic positions at the University of Manchester, University of Lancaster, University of York, and Earlham Institute, Norwich. The only female member of staff to leave resigned to take up a position at Konstanz University, Germany.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>FT PT</td>
<td>FT PT</td>
<td>FT PT</td>
<td>FT PT</td>
<td>FT PT</td>
<td>FT PT</td>
</tr>
<tr>
<td>GRADE 8 (Lecturer)</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>1 0 0 0</td>
<td>0 0 0 0</td>
<td>1 0 0 0</td>
</tr>
<tr>
<td>GRADE 9 (Sr Lect/Reader)</td>
<td>1 0 0 0</td>
<td>0 0 0 0</td>
<td>1 0 0 0</td>
<td>1 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>PROFESSOR</td>
<td>2 0 0 0</td>
<td>1 0 0 0</td>
<td>0 0 0 0</td>
<td>1 1 0 0</td>
<td>3 0 1 0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3 0 1 0</td>
<td>2 0 3 0</td>
<td>4 1 4 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4: Turnover Teaching & Research grades

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>RETIREMENT</td>
<td>2 0 0 0</td>
<td>1 0 1 0</td>
<td>2 0 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3 0 1 0</td>
<td>3 0 4 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5: Reasons for leaving Teaching & Research grades

Word count: 2030
5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for: applications; long- and shortlisted candidates; offer and acceptance rates. Comment on how the department’s recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Recruitment

Over the past 5 years, we have seen a 10% increase in female applicants for research-only (postdoctoral) positions (35% in 2012 to 45% in 2016; Figure 5.1), a 9% increase in % female applicants for both Lectureships (30% to 39%) and Readerships/Chairs (13% to 22%; Figure 5.2).

In 2013/2014 as part of our previous Action Plan we began to use social media and professional networks to advertise job vacancies within IIB. We have also re-designed both our internal and external-facing website to improve information about our working environment and family-friendly policies. All our job advertisements are now checked by someone who has undergone unconscious bias training and we have trialled the use of Textio software, a machine learning platform, to make our vacancies more appealing.

We will continue this Action Point and continue to monitor progress (Action Point 1: Increase number of females applying for Research and Teaching & Research positions in IIB)

<table>
<thead>
<tr>
<th>Year</th>
<th>% Applicants Female</th>
<th>% Male Applicants</th>
<th>% Female Applicants Short-listed</th>
<th>% Male Applicants Short-listed</th>
<th>% Female Applicant Success</th>
<th>% Male Applicant Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>28</td>
<td>25</td>
<td>17</td>
<td>24</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>2013</td>
<td>24</td>
<td>23</td>
<td>17</td>
<td>24</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>2014</td>
<td>30</td>
<td>26</td>
<td>20</td>
<td>25</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>2015</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2016</td>
<td>29</td>
<td>23</td>
<td>21</td>
<td>24</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Figure 5.1: Research Staff - Applications/Short-list/Success by gender. Staff numbers given above bars
We have also started to use a talent search firm to proactively approach candidates and generate the widest possible pool for all our senior recruitments. This has led to our offering Head of Department posts to two female external candidates, one of whom has accepted.

Female applicants for all positions are slightly more likely to be short-listed than male applicants (grey bars, Figures 5.1, 5.2). Selection panel members are chosen for their ability to judge effectively the selection criteria (for research positions this often calls for specific expertise in specialised technologies). Panels comprise 3-5 members of academic staff and we ensure that at least one panel member (and usually more) is female. Short-listing is carried out separately by each member of the selection panel using a matrix of clearly defined criteria. Interview times are arranged through consultation with the applicant.

Male and female applicants have comparable success rates (Figure 5.1, 5.2). To ensure fair and transparent recruitment we have made equality and diversity training mandatory for all staff (previous Action Point - 10% completion rate June 2014, 87% completion rate February 2017), and Recruitment and Selection Training mandatory for all members of a selection panel. We will also extend our training in Unconscious Bias (Action Point 5: Increase training in Unconscious Bias).
Induction

Describe the induction and support provided to all new academic staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

New staff are welcomed to the Institute via a series of one-to-one meetings organised by the Heads of Department and/or supervisor, who refers to the Institute’s Guidance for Inductors/Induction Checklist to ensure all necessary points are covered. The discussion covers all aspects of the individual’s new role; introduction to other members of the team/group; and a tour of the Institute. Importantly, we also seek the new starter’s permission to circulate details of their arrival in the daily IIB Bulletin.

Guidance in the form of a new Research Staff Handbook was launched in December 2014. This includes operational information about the Institute and also useful links to accommodation sites, bus and train information and University support networks. Introduction to University policies is delivered via an on-line e-induction module, which introduces the Professional Development Review (PDR) system and opportunities for training & development via the Centre for Lifelong Learning.

During their first month the new member of staff will also complete a PDR meeting led by their line manager to help establish a full understanding of roles, short term objectives and opportunities for development. Line managers also assist new staff to identify a mentor who can offer help and advice to support their career aspirations. Also see 5.3 iii on Staff Support.

Since 2016, we survey all new staff to assess the effectiveness of our induction (Box 5.1).

Box 5.1: Staff Induction Survey

- 100% of respondents (54% male; 46% female) were personally introduced to their new colleagues, managers & other members of their department.
- 73% of respondents were given a copy of the Institute’s Staff Information Booklet.
- 92% of respondents confirmed appropriate policies and procedures important to their role were shown and explained to them.
- 45% of respondents had completed their induction PDR. See Action Point 6
- 91% of respondents confirmed the Institute and University’s family friendly, flexible working and other staff support policies were clearly explained to them.
- 100% of respondents confirmed they were aware of the University’s Equality & Diversity Policy.
- 100% of respondents confirmed they were able to access training or courses related to their role and/or the University.

Action point 6: Improve staff induction and take-up of induction PDR
Promotion

There has been a steady improvement of women applying for promotion in IIB over the past 5 years (Figure 5.3). Since 2012 the % of eligible females applying each year has been equivalent or higher than the % of eligible men applying. This is reflected in our improving gender profile at more senior levels within IIB (Figure 4.13).

Over the past 5 years 100% of applicants from IIB have been successfully promoted.

- Sustained increase in % of female applicants for promotion:
  (0% in 2011; 17% in 2012; 43% in 2013; 50% in 2014; 33% in 2015; 25% in 2016)
- 100% success rate for all staff

We have also analysed the ‘promotion velocity’ of male and female members of IIB (Figure 5.4). We see no statistical difference in the amount of time spent at lecturer before promotion between men and women. As yet our sample size of females promoted from Senior Lecturer is too small to determine whether women spend significantly longer at Senior Lecturer before promotion.
As part of our last Action Plan we have fundamentally changed our procedures for identifying and preparing individuals for promotion.

Previously, the process for being put forward for promotion with Institute support relied on a PDR discussion and a ‘go’ or ‘no go’ decision from the HoDs and HoI. This gave the PDR reviewer and the HoD a gatekeeper role. We have therefore established a new Staff Review & Development Group to oversee staff development and promotion (Box 5.2).

### Box 5.2: Staff Review & Development Group
- Changes the emphasis: All staff are considered potentially eligible for promotion and/or incremental points.
- Staff are encouraged to informally submit their CV to the group in May with a cover letter outlining what they would like to get out of the process. This could be that they would like to be considered for promotion this year or, importantly, that they hope to be promoted in 1-2 years and would value feedback on areas they could improve.
- The Group provided feedback and makes recommendations for redistribution of teaching/administration so that promotions criteria can be met in the future. This feeds into improved IIB Workload Model – see later.
- At the second meeting in August, anyone who is considered ready for promotion gets tailored advice and support in putting together their final application.

Terms of Reference of this group have been shared with other Institutes within the Faculty.

Future actions for this Group are outlined in **Action point 7: Support and encourage for female career progression.**

#### (iv) Department submissions to the Research Excellence Framework (REF)

Provide data, by gender, on the staff submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

### REF/RAE Submissions

93% of eligible female staff were returned in RAE 2008 and 94% in REF 2014. This is compared to 88% and 74% of male colleagues, respectively (Figure 5.6). This reflects differences in the demography of male and female academics, with a larger population of the male cohort nearer retirement and decreasing research activity.

![Figure 5.6: Submissions to the Research Excellence Framework (REF) & Research Assessment Exercise by gender.](image-url)
5.2. Key career transition points: professional and support staff

(i) **Induction**

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

**Professional & Support Staff (PSS): Induction**

PSS within IIB are divided into three teams: Management Services; Technical, and Research & Finance.

IIB’s induction process (detailed previously in Section 5.1 ii) is mandatory for all new members of Professional Services. This includes the induction PDR and the identification of a mentor. In addition, new PSS receive a copy of the *IIB Professional Services Staff Information Booklet*.

Also see **Action point 6: Improve staff induction and take-up of induction PDR**

(ii) **Promotion**

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

**Professional & Support Staff: Promotion**

There is no automatic promotion route for Professional Services staff within the University of Liverpool, and members of staff looking to increase their grade are required to apply for a vacant position. Data on current IIB staff members applying to higher level roles is therefore not captured as they do not always disclose this information to line managers.

To ready staff for applications to higher grade posts we (summarized Table 5.1):

- **Actively create opportunities** to provide colleagues with the chance to take on additional responsibilities to develop their skills;
- **Secondments** to develop new skills;
- **Offer ‘acting-up’ opportunities** when staff leave and a replacement is not imminent;
- **Support staff who have been unsuccessful in applying for a more senior role.** E.g. Grade 6 technician recently applied for Grade 8 Technical Manager role. Meeting with her identified areas for her to develop and we have ensured that she is engaged in activities to support this.
- **Offer mentorship** E.g. Institute Manager mentors Grade 6 researcher who is now leading the training and development of four apprenticeships, thereby developing her leadership, management and planning skills.

Each year we consider staff for the *Institutional Annual Review Exceptional Contribution* award through the PDR process. The PDR process also presents the opportunity to evaluate roles to ensure that they continue to be appropriately graded, and where it is felt that the role has changed, requests to re-evaluate a grade in line with HERA guidelines are submitted to HR for consideration.
### Table 5.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Submitted to Annual Review process for additional increment/one off exceptional contribution award</th>
<th>Role requested to be re-graded to a higher grade based on requirements of the role</th>
<th>Secondment/Acting-Up Opportunities offered internally</th>
</tr>
</thead>
</table>
| 2017 | 1 pending case:  
   - M, Full-Time G4 to G5  
2 successful cases:  
   - Apprentices converted to substantive full time permanent G3 posts | 1 pending case:  
   - F, Full-Time G7 acting up to G8  
1 successful case:  
   - F, Part-Time G4 seconded to G5 | |
| 2016 | 1 successful case:  
   - F, Full-Time, G3 to G4 | 3 successful cases:  
   - F, Full-Time G5 seconded to G6  
   - F, Full-Time G4 seconded to G5  
   - F, Full-Time, G4 acting up to G5 – still ongoing | |
| 2015 | 2 unsuccessful cases (Action Points 15-18)  
   - F, Part-Time, G6  
   - M, Full-Time, G6 | 2 successful cases:  
   - M, Full-Time, G3 to G5  
   - M, Full-Time, G3 to G4 | |
| 2014 | 1 successful case:  
   - F, Full-Time, G5  
1 unsuccessful case:  
   - F, Full-Time, G7 | 2 successful cases:  
   - M, Full-time G7 IIB staff member seconded to Grade 8 position outside IIB, which turned into substantive post  
   - Backfilling secondment offered to M G6 non-IIB member of staff. Secondment at G7 in IIB turned into substantive post. | |
| 2013 | 1 successful case:  
   - M, Full-Time, G2 to G3 | | |
| 2012 | 2 unsuccessful cases:  
   - F, Full-Time, G5  
   - F, Full-Time, G6 | 2 unsuccessful cases:  
   - F, Full-Time, G5  
   - F, Full-Time, G6 | |

**Notes:**
- **Action Points 15-18** refer to the specific actions taken in 2015 to address certain situations.
- The secondment/acting-up opportunities are internal to the organization.
5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender, and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Academic Staff Training

Training can be divided into (i) compulsory training (‘Introduction to Equality & Diversity’; ‘Information Security’ and ‘Health and Safety in the Workplace’) which is delivered as on-line modules, and (ii) optional development opportunities. All centrally-delivered training is recorded on staff ‘Portfolio of Activity’ or the new CORE HR system and fed into PDR discussions. Effectiveness of these courses are evaluated through participant feedback at the end of each module/session.

All new staff involved in teaching complete either a Certificate of Professional Studies (CPS) in Higher Education, or a Postgraduate Certificate (PGCert) in Higher Education as part of successful completion of probation. For existing staff involved in teaching, who have not completed a CPS/PGCert, the University has recently developed the University of Liverpool Teaching Recognition and Accreditation (ULTRA) Framework to ensure that all those who teach have the opportunity to gain recognition for high quality teaching. ULTRA has been accredited by the Higher Education Academy.

We have sponsored four female members of staff, a Senior Lecturer (now Reader), Postdoctoral Researcher, Tenure Track Fellow, and Professor to attend the ‘Aurora Women in Leadership Programme’, and paid for a female research fellow (Dr Helen Wright, now Arthritis Research UK Career Development Fellow) to attend the ‘WISE Career Development Program for Women in STEM’. Dr Wright has fed back on the effectiveness of this program, which is run by a freelance facilitator, and IIB are arranging to run an in-house version of this program open to all staff (Action Point 14: Extend career development/leadership training).

Postdoctoral staff interested in teaching have the opportunity to enroll on a ‘Teaching for Researchers’ course run centrally by the University. This is heavily over-subscribed and IIB plan to commission CLL to deliver in-house training for our postdoctoral researchers (Action Point 12: Introduction of teaching training and opportunities for postdoctoral staff).

Box 5.3: Academic Staff Training

- ‘Equality & Diversity’ (Completion rate: 88% female and 86% male staff)
- CPS/PGCert in Higher Education: (Completion: 47% of female; 25% of male staff)
- ULTRA Framework (Registration rate: 18% of women and 15% of men)
- Unconscious Bias (Uptake: 65% female staff; 35% male staff)
- PDR reviewer/reviewee training sessions (uptake: 61% female staff; 39% male staff).
All academic staff (Research, and Teaching & Research contracts) are invited to participate in an annual Professional Development Review (PDR), and additional PDRs can be requested throughout the year. A clear issue for discussion is the trajectory for promotion and the need for training or development. Compulsory University-run training is required before anyone can act as a reviewer.

There has also been an improvement in the perception of how useful the PDR discussion is amongst female staff. In a 2015 cross-Faculty staff survey (response rate ~30%) 55% of female Research staff agreed that feedback from their reviewer had been helpful (compared with 33% in 2013) and 60% of female Teaching & Research staff (compared with just 12% in 2013). These improving but still disappointing figures prompted us in April 2016 to organise a series of PDR Training Workshops for both reviewers and reviewees to highlight the importance and benefits of the process. 45% of the attendees were male (30) and 55% female (36). We will monitor changes in the next Faculty survey.

We have also reviewed the PDR process for postdoctoral staff and run both Focus Groups and a Postdoc PDR survey. One key issue is that postdoctoral PDRs are conducted by the Principal Investigator (PI) of the research project they are employed on. Here, project needs may not necessarily coincide with career development needs. The Focus Groups suggested that postdoctoral researchers are reluctant to formally request an alternative reviewer and the survey produced no clear consensus of how the process could be improved (Box 5.4)

This year we will trial offering postdoctoral researchers the opportunity of a second PDR with a reviewer of their choice (Action point 11: Increase effectiveness of postdoctoral PDR).
1. Academic staff: Career Progression Support

A key attrition point of female staff in the IIB is the transition phase between postdoctoral researcher and an open-ended academic contract (Figure 4.16). We have been actively addressing this in a number of ways:

1.1 Tenure-track Fellowship (TTF) Scheme (on-going since 2012)

This scheme is designed to provide a structured and monitored transition for early career researchers (ECRs) to a permanent academic post. The Fellowship is held for 5 years, subject to satisfactory review at the end of year 3 with explicitly declared criteria. The first three years focus on establishing a research programme (fully resourced by IIB) and teaching duties are very low throughout this period. Following successful review in year 3, the Fellow moves to a standard open-ended lecturer contract. Teaching and administration then gradually increase over the next 2 years to that of a balanced, normal load according to the Workload Model. Fellows are mentored throughout by senior staff. The scheme timetable and milestones are adjusted in the event of part-time working or maternity leave. Dr Kate Baker has recently been recruited as a new TTF and will be working part-time (0.8 FTE).

Of the six researchers appointed to these posts in 2012, three were female (Figure 5.7). All have been successfully confirmed in post and moved to open-ended university contracts. They have also all either obtained substantive research grant funding (BBSRC, NERC, MRC, and Royal Society) and/or developed significant impact cases for the next REF. We have recently appointed 3 new fellows (1 male and 2 females; Figure 5.8). The scheme has been fundamental to improving the gender representation within T&R grades.

Figure 5.7: Our first in-take of Tenure-track Fellows. Clockwise from top left: Tom Price; Dada Pisconti; Luning Lui; Jenny Hodgson; Raj Whitlock and Natasha Savage
We surveyed our TTFs to assess the effectiveness of our support during their Fellowships. The survey was also open to other ECRs and we had 10 respondents (5 female; 5 male). All of our original 6 TTFs completed the survey (Summarized in Figure 5.9). Although a small sample, male respondents appear generally more confident, and effective mentorship, clear career progression guidelines and effective administrative support emerge as key themes.

We implement these recommendations through our Action Point 8: Increased support for Tenure-Track Fellows. Recommendations have also been passed to the Faculty.

Box 5.5: Recommendations TTF/ECR Survey 2016
10 responses (50% female 50% male):

- The Institute should better harmonise local criteria with Faculty-level criteria for ECRs who are TT Fellows.
- Administrative information regarding key stages in career progression should be relayed as early and as clearly as possible.
- Career support for ECRs that arises through mentorship, or other individual-level support is essential and should be strengthened. Ideally, mentorship support should be recognised via a tariff in the Workload Model. All ECRs should have at least one mentor beyond their line manager (not all currently do). ECR peer group support/networking should be continued and strengthened.
Outcome: Support from individuals is considered more essential by both male & female respondents than support from departments, research groups and research themes:

Figure 5.9 (continued):
Outcome: All respondents felt their performance in writing grant proposals papers, and carrying out teaching and administration had improved during their Fellowship. Male respondents were more confident in their performance both at the beginning and end of their Fellowship:

Self-assessment of performance: Perception at beginning and end of fellowship
1.2 Grant/Fellowship Support
See Section 5.3

1.3. Establishment of Postdoctoral Society
Established in 2013, IIB Postdoctoral Society acts as a peer support network organising social events, career development workshops and weekend retreats, and a forum through which the postdoctoral community actively feeds back to the Institute (Figure 5.10). A representative sits on the Institute Steering Group and a report from the Society is a standing item on Academic Staff Meetings.

The Society’s focus groups and surveys have been instrumental in our reassessment of the way we conduct postdoc PDRs; the introduction of teaching opportunities and teaching training courses for postdoctoral researchers, and the establishment of the Johnston Postdoctoral Development Fund (below).

Figure 5.10: IIB Postdoctoral Society
1.4. The Johnston Postdoctoral Development Fund (Johnston Awards)

Through consultation with the Postdoctoral Society, IIB has redirected a £150,000 endowment to support career development opportunities for postdoctoral staff. A key element of ‘The Johnston Award’ is that it supports opportunities that fall between the gaps of other forms of funding. Examples as identified by focus groups run by the Postdoctoral Society are:

**Box 5.6: Career development ideas from Postdoctoral Focus Groups**

- Pilot project to gain preliminary data to write a grant or fellowship (may include travel and subsistence to visit a collaborator’s group in UK or overseas or access to core research facilities/technologies);
- Visiting a research group to establish collaborations, learn/develop a new technique
- Organization of a small conference or workshop – networking opportunities
- Qualification/Certification courses
- Training in business/setting up start-up enterprises

Every postdoctoral researcher within IIB is eligible to apply to the Johnston Postdoctoral Development Fund (Johnston Awards) for up to £4,000 within any one year. There are two application rounds each year and applications are anonymous ('blind'). Assessors do not have visibility of the name, sex, research group affiliation, or nationality of the applicant. Applications are assessed by a panel of mainly early career researchers.

We have so far made 14 awards (8F:6M) totalling in the region of £30,000 (Figures 5.11; 5.12).

The endowment fund will be in place until 2021 at which stage it will have supported in the region of 50 individual projects. IIB will then seek to build the cost into its yearly budget. Awardees will be invited to talk about the impact of their award at annual Away Days and other Institute events (Action point 10: Support for postdoctoral career development)

---

**“**

Johnston funding has provided my career with a boost in a fresh direction.

--- Dr Linda D’Amore, IIB

---

**“**

A major difficulty I’d encountered in the past was the lack of “small” funding to carry out experiments which could bridge the gap to more substantial projects.

Thanks to the Johnston Fund this project is delivering concrete outcomes. ....it will provide a very good basis for a full grant proposal this year.

--- Dr Pascal Campagne, IIB
John Ankers: Training as an Academia Coach

Richard Gregory: Design & construction of a prototype mosquito trap for real-time monitoring of insect disease vectors

Pascal Campagne: Mapping insecticide resistant traits in an African crop pest

Linda D’Amore: Synthetic Biology course Cold Spring Harbour, US

Figure 5.11: Johnston Fellowship Round 1 Awardees
The Fund was presented at a Special Interest Session at ('Innovative Professional Development for PostDocs: A post-doctoral development fund') at the Vitae Researcher Development International Conference September 2016, Manchester and has inspired the development of a similar award in the School of Physical Sciences, University of Liverpool. We are also in discussion with Dr Brian Cahill of the Marie Curie Alumni Association about the establishment of a European-wide career development support fund for former Marie Curie Fellows.

1.5. Informal mentoring and support networks.

We established an informal mentoring/advice website in 2013 to complement existing formal (IIB and University) mentoring schemes. The site includes a mix of academic and Professional Services staff (4 male and 8 female) with different life experiences. Feedback from the mentors suggests that they are approached by 2-3 (predominantly female) individuals each year. We have also developed an Alumni webpage to establish an international network of ex-IIB postgraduates and provide positive female role models. Action point 13: Increase support for PGR Students.
1.6. Support for training

We have set aside an annual budget in our Research Support Budget to fund training opportunities directly relating to female students and staff. To date, we have paid for four female members of staff to attend the ‘Aurora Women in Leadership Programme’, and a female research fellow to attend the ‘WISE Career Development Program for Women in STEM’.

1.7. Establishment of Staff Development & Review Group
See Section 5.1 iii

1.8. Maternity/Paternity/Adoption leave support
See Section 5.5 ii

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students (at any level) to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

1. Postgraduate Students

There is an extensive support network in place within IIB for postgraduate students. In addition to their two supervisors, PhD students have two independent advisors whom they meet (without their supervisors) at regular intervals to discuss progress. Postgraduate students also attend specific development workshops and networking events as part of their training. We have established an annual Postgraduate Forum, that all PGR students within IIB attend, which acts as a discussion forum around a different theme each year:

2014 – Postgrad research in IIB: Why is it special?
2015 – Health and Well-being
2016 – Students Affecting Change
2017 – Reporting and feed forward

We have also recently established a PGR Pastoral Group, a group of individuals drawn from all staff groups (PSS and academic) within IIB who are available to offer guidance and also signpost students to other support networks and structures within the University. The Group has a balance of men and women and mixture of staff at different career stages so that students can choose who they feel most comfortable approaching. This is an important extra tier of support given the increasing diversity of our PGR student community. We have also introduced an additional final year meetings with the advisors in which a thesis plan and timeline for submission is discussed.

I am grateful for the newly added 3rd year viva, as it not only helps with structure of chapters and thesis-writing, but also preparation for the thesis defense.

Comment from IIB PGR Satisfaction Survey 2017
Informally, postgraduate students are able to access a support network via the Postgraduate Society that runs an active social and career development programme (Figure 5.15).

![Image]

**Figure 5.15**

Postgraduate students within IIIB also have access to two generous bequests received in 2013: The Herbert and Dorothy Catlow and Michael Pugh Thomas Endowment Awards. These awards provide financial support for PGR student travel to conferences or for relevant training. Decisions on the awards are made by a group of 2 PhD students, 1 Professor and 1 other member of academic staff.
We have seen no gender bias in applications or awards, and analysis of two full student cohorts (the 2010/11 intake and the 2011/12 intake) shows no statistical difference in the number of conferences/networking events attended by male and female students over the course of their PhD (Figure 5.14). There is also no difference in the number of events attended between home students and EU/Overseas students.

Figure 5.14: Number of conferences attended by students over the course of their PhD. Two full student cohorts were analysed over the course of their PhD.

IIB PGR Committee also acts to support the PGR community and represent its interests and views within the Institute. The Committee is made up of 5 PGR students (3F:2M); 9 academic staff, including early career researchers (4F:5M) and 2 members of Professional Services (2F). Standing items on the agenda include: Infrastructure/Resources; Training/Support; Communications, and reports from the IIB PGR Society. A recent PGR Survey revealed generally high levels of satisfaction, but highlighted areas in our seminar programme and careers support for improvement (see Action Point 13: Increase support for PGR Students).

My supervisor is very helpful with regard to academic careers advice but not much from institute on alternative careers.

There has been a lack of opportunities to speak to anyone about career options. A one to one/group session may help or even career talks from different people in a wide range of fields and backgrounds.

Comments from IIB PGR Survey

I have found that the seminars can be too focused to the point where I cannot even fathom what they are investigating. I feel this alienates some people.

Comment from IIB PGR Survey
IIB has developed a **new grant review process**, which starts with informal group presentation of ideas at an early development stage and progresses through peer review and mentoring by at least two members of staff over a period of weeks/months.

The process is based on the successful *University of Liverpool Peer Review College* that was set up and led by Mike Begon (SAT member) in response to Natural Environment Research Council’s (NERC) demand management measures that were brought in in 2015 (*Figure 5.15*). These NERC measures set a 20% success rate threshold that an organization has to meet to avoid a cap on the number of submissions.

![NERC SUCCESS RATE (%) BY CALL](image)

*Figure 5.15: Impact of grant review process on NERC success rate.* The new system was started for NERC grants for the July 2015 round (red line).

We have also established a **database of successful (and unsuccessful) grant/fellowship applications for sharing with staff**, and have **designated individuals with specific experience with funding bodies to provide support on fellowship preparation**. Prof Greg Hurst offers guidance on applications to NERC, Royal Society, British Council, and EU/Marie Curie; Prof Jay Hinton: BBSRC, MRC, Wellcome Trust, and other UK charities. We will extend our support for unsuccessful applicants through **Action Point 9: Support for grant development**.

Analysis of our grant applications by gender shows that over the past 5 years female members of staff put in comparable numbers of grants as male colleagues and have a
similar success rate (Figure 5.16). Over the past 3 years the median (mid-point) value of grants applied for by female staff has been slightly higher than male counterparts. The median values of grants awarded are very similar between genders (Figure 5.17).

Figure 5.16: Grant applications and success rates by gender

Figure 5.17: Value of grant applications and awards by gender. The median (middle value) for each data set is shown by the white line and the spread of the data either side is indicated by the size of the box and lines.
5.4. Career development: professional and support staff

(i) Training

Describe the training available to all professional and support staff, at all levels, in the department. Provide details of uptake by gender, and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

In addition to the obligatory training referred to in 5.3.i, the Institute:

• **Responds to individual training requests on a case-by-case basis.** These are often identified during the annual PDR (but could be flagged at any time during the year).

  o **The Professional Services PDR Reviewers Group** meets twice a year to consider commonality in requests for training, which allows us to optimise funds and provide training to as many members of staff as possible.

  o Unique requests for training and development are submitted on the IIB *Learning and Development Request Form* to the Institute Manager who prioritises requests based on the following criteria:

    1. **Compulsory training:** Required by law or University policy
    2. **Role-related training:** Required to deliver current role objectives
    3. **Career:** Development that enables a staff member to build professional skills that exceed current role objectives
    4. **Personal:** Development that enables a staff member to build personal skills not related to the work of the University

• **Runs ad hoc training sessions** open to all PSS. For example training on ‘project management’ was offered to 84 professional services staff, including staff from the School of Life Sciences, in January 2017. 30 staff attended (20 F; 10 M).

• **Opens up in-house training to PSS across the Institution and region.** For example, in October 2014 we ran a *Counter Terrorism Awareness Training* Workshop for the North-West region which we organised in partnership with HEaTED, the leading provider of professional development for the technical workforce in higher and further education. In another session we explored "How can professional services support widening participation, outreach and the research impact agenda". Attendees were from Universities of Manchester; Manchester Metropolitan; Edge Hill; and Staffordshire. We are now looking to run similar training events with the HEaTED network (see *Action Point 18: Support career development for PSS*).

• **Has developed a new technical team structure.** A bespoke training programme will be delivered during 2017/18 to upskill the technical workforce, and ensure that new posts are well-embedded (see *Action Points 17-18*). As part of the new structure we will be implementing a *laboratory technical apprenticeship programme*, with its own training plan, supported by externally accredited qualifications. **We aim for this to grow a future generation of technicians, and for our approach to be recognised as best practice institutionally.**

Our intention is to map skills and competencies against recognised frameworks available across the sector and beyond (AUA, HEaTED, CIPD, Vitae etc.) with a view to developing a bespoke training framework for our staff. **Undertaking this project will allow the Institute to be well-placed to influence institutionally on the training and development of PSS.**
We have seen a year on year increase of the number of PS staff undertaking a form of training or career development from 6 staff in 2013 to 15 staff in 2016.

In the 2016 Staff Survey 50% of PSS respondents (38) said they had taken part in any type of learning/development in the past 12 months (55% M, 46% F). 79% said they were given the opportunity and 82% said they ‘received sufficient training to do my job well’. These latter figures are higher that the University average (all staff).

(ii) Appraisal/development review

All members of Professional Services staff receive an annual PDR. Ahead of each annual PDR round, each member of staff receives an invitation email outlining the process, how to prepare for the discussion and who the PDR reviewer is. This is seen as best practice across the Institution, and consequently has been adopted at an institutional level.

The PDR consists of an online form with sections on: Role; Contribution/Performance; Plans & Priorities; and Development & Support. Following the formal PDR discussion, staff are expected to update the form to reflect the discussion, prior to the form being signed off by the reviewee and the reviewer. The 2016 PDR completion rate for IIB’s professional services staff was 100%.

Reviewers are encouraged to re-visit PDRs with their reviewees during the course of the year to monitor progress.

(iii) Describe current appraisal/development review schemes for professional and support staff, at all levels, and provide data on uptake by gender.

Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process. Support given to professional and support staff for career progression Comment and reflect on support given to professional and support staff to assist in their career progression.

The Professional Services PDR Review Group has been constituted to identify common themes, issues and training needs which affect our Professional Services staff. The Group meets twice a year to reflect on the PDR process just past.

In April and May 2016 PDR training sessions were offered to all Professional Services staff. 84 staff (reviewers and reviewees, including School of Life Sciences staff) were invited to attend the sessions, with various times and dates offered, to accommodate limited availability and non-routine working patterns. The Professional Services sessions were attended by 20 female and 11 male PSS. Feedback from the sessions regarding career progression has fed into our Action Plan (Action Point 18: Support career development for PSS):

Clarification with regard to the University’s Contribution Point or Exceptional Contribution Award criteria would be welcome. The are no indicators of what is considered over and above an individual’s expected contribution

Comment from PSS PDR training session

Pathways to career progression should be made clearer, with guidance on upskilling to progress to the next grade

Comment from PSS PDR training session

Comment from PSS PDR training session
5.5. Flexible working and managing career breaks
Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave
Explain what support the department offers to staff before they go on maternity and adoption leave.

Dr Violaine See acts as an advisor and a first point of contact for all staff for advice on maternity/paternity/adoption and career breaks. Violaine has had three maternity leave breaks at different stages of her career. We have also developed a new IIB Maternity Leave Discussion Form to highlight sources of advice and to help focus initial discussions with line-managers. The University has a specific advisor on Shared Parental Leave who can help staff navigate the complexities of the new policy and advise on bespoke arrangements.

Before a member of staff (academic or PSS) goes on maternity leave they are provided with time off to attend medical appointments as needed. Those members of staff who are experiencing a difficult pregnancy, or who are nearing the end of their pregnancy, are offered the opportunity to work at home if needed or reduce their working hours.

There has been a steady increase in staff taking maternity leave over the past five years (Figure 5.17). No members of staff have taken adoption leave over the past 5 years.

Figure 5.17: Total maternity leave numbers and maternity leave numbers by staff group
IIB ensures it highlights the ‘Keep In Touch’ days scheme and liaises closely with staff to ensure that these days are used productively. Members of Professional Services staff receive a full day’s pay, even if they only attend work for part of a day to attend an event/group meeting.

From our previous Action Plan we have a policy that allows **effective cover of a research project during maternity leave (of a PI or postdoctoral scientist)** through the **short-term appointment of a technician/research assistant**. This ensures continuity of a project for a PI during her maternity leave, and will also protect PIs and postdoctoral scientists from a loss of momentum should a postdoctoral scientist take maternity leave.

**For academic staff** we have a policy of **reduced teaching and administrative load and progressive rather than immediate uptake of load upon return** from maternity/adoption leave (feeds into **Workload Model**). There is also extra IT provision for secure home working for all staff to allow individuals to work flexibly from home during the week. Kate Jones, our Institute Manager, returned to work in April 2016 following maternity leave, and whenever possible works at home one day a week.

Wherever possible, the Institute pays for the PSS providing cover to remain in post for a short handover period, to enable the original role holder to readjust and transition back into work. We also offer those returning to work a **phased return** over a reasonable period of time. For example, the Institute Manager phased her return to work over a four week period. Soon after their return to work, staff members have a **return-to-work PDR**. Some members of staff may ask to re-adjust their working hours/patterns on their return to work, and wherever possible we will accommodate this.

We have also established a new mum’s room available for mums to express milk in.
(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Over the past 5 years 20 members of IIB have taken maternity leave (11 Research staff; 9 Professional Services; [Figure 5.19]). 16 have or will be returning to work, an **80% maternity return rate**. Data also shows that all staff who have returned to date are still in post 18 months following return to work. Wherever possible alternative funding sources/opportunities are pursued for employees whose fixed-term contracts expire during their maternity leave. For example Dr Fang Huang returned to a Grade 7 Research Associate position in October 2016, following the end of her Grade 4 Technician contract during her maternity leave period.

![Figure 5.19: Maternity Return Rates by Staff Group](image-url)
(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Paternity leave figures over the past 5 years are shown in Figure 5.20. The University’s family friendly initiatives are introduced to all staff at induction and changes in policy advertised via the IIB Daily Bulletin. Links to all the family-friendly initiatives are available on our ‘Need help and useful links?’ section of our intranet. Our Maternity/Paternity/Adoption (MPA) Advisor (Violaine See) also acts as an accessible first point of contact staff to help advise or direct staff to the University’s specific advisor on Shared Parental Leave for bespoke arrangements.

Only one member of IIB (female, Technical, Grade 7) has taken formal parental leave since 2012. In practice, parental leave is often taken for short periods of time and, due to the flexibility that academic and PSS have in managing their time, few formal requests are received by HR.

The Institute offers special compassionate paid leave for dependant, domestic and personal emergencies. This entitles staff members to take time off to deal with unexpected and stressful circumstances and goes beyond the requirements of employment legislation. For example special leave to take children for hospital appointments, or if there is an unforeseen childcare/carer issue.

![Figure 5.20: Paternity by Staff Group.](image)

(vi) Flexible working

Provide information on the flexible working arrangements available

The Institute has a flexible approach to working: Academic staff have no fixed hours and work according to what is necessary. The University allows access to shared drives and a broad range of licensed applications over the Internet, allowing staff to work very effectively from home. Many members of staff do so for perhaps one day a week. There is an understanding that staff have increased family commitments during half-term and other school holidays, so formal Institute commitments are minimised during these
times. Also, the modern design of the building with academic offices separated from research labs (which require swipe card access) means that older children can also join their parents at work if necessary without safety implications.

Any member of staff can apply for flexible working. In the past three years requests for flexible working have included:

a. Grandparents reducing hours / changing working patterns to provide childcare
b. Reducing working hours to four days per week to improve work-life balance
c. Working longer or shorter days over a five day week to accommodate childcare/carer responsibilities

There has been some improvement in awareness of flexible working options and how to request flexible working (Box 5.8), but these % are still relatively low (Action Point 4: Promotion of career breaks/flexible working)

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The Institute has a local policy whereby staff can reduce their FTE to accommodate their family/individual needs, then return to full time at a future date. For example between September 2006 and September 2015, our Management Services Team Leader’s FTE fluctuated to accommodate her family commitments. See case study. This flexible approach allows us to retain motivated and committed members of staff, and promotes a work-life balance.
5.6. Organisation and culture
(i) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

IIB has a vibrant and extensive outreach programme co-ordinated through the Public Engagement and Communication Committee (PECC) (Box 5.9 and Figure 5.21).

**Box 5.9: IIB Outreach Activities**
- Christmas Lectures for secondary schools;
- 'Meet the Scientists' events at the World Museum, Liverpool;
- Edinburgh Science Festival;
- Royal Society Summer Science Exhibition
- PuBhD talks;
- Family science fairs at Ness Gardens, Wirral;
- Scouse Science Alliance Blog
- Media interviews/press releases,
- School visits,
- Summer lab projects for sixth formers;
- Café Scientifique,
- Liverpool SciBar series

In March 2015 the PECC established a blog site (Blog and Log) to celebrate and record outreach activities of students, postdoctoral researchers and academic staff in IIB (Figure 5.21). In the site’s first year, IIB recorded 33 outreach activities from 48 different researchers (46% male; 54% female) and the site was viewed ~2300 times by over a 1000 different people.

Several members of the Professional Services staff contribute to outreach activities. If PS staff participate in out-of-hours outreach this is recognised in time in lieu, or overtime payments depending on their personal preference.

**Outreach activity is now incorporated in the Institute Workload Model.**
Sharing our outreach activities

Welcome to the University of Liverpool Institute of Integrative Biology and School of Life Sciences outreach Blog and Log.

The blog will celebrate, reflect on, share and record the outreach activities of students, post-doctoral researchers and academics from IIB and SoLS.

Figure 5.21: Extracts from our Blog and Log website
(ii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers & chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

The redesign of our webpage and the development of our publicity brochure (Figure 5.22) followed extensive consultation with the Athena SWAN SAT to ensure that the images used were balanced and representative.

IIB has 2 major seminar programs: The Behaviour, Evolution, Ecology and Microbiology (BEEM) series and the Genomes, Systems & Therapeutic Targeting (GSTT) series. Suggestions for speakers are welcome from anyone within IIB and organisers then select speakers to ensure a good balance in topics and gender representation. Since January 2016 the BEEM series has hosted 25 speakers (15M:10F; 40% female) and the GSTT series has hosted 26 speakers (15M:11F; 42% female).

In a 2016 PGR Faculty Surveys, 73% of female PGR students felt there was a good visibility of IIB role models for women (Faculty average 74%). We will improve both the visibility of role models and the accessibility of our seminar programme through **Action Point 13: Increase support for PGR Students.**

Figure 5.22: IIB Publicity brochure
Beacon activity

Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.

We share and promote all of our successes, which are shaping changes at the University and beyond.

At the University:

- Our ‘Well-being Week’ inspired a University-wide event of the same name, and its organisers, Jill Gosney (SAT member) and IIB’s Postgraduate Society won the ‘Enhancing University Life’ Team Category at the University Staff Awards 2015.
- Former tenure-track fellow, Tom Price’s ‘Managing Stress and Well-Being’ workshop, which explores issues and sources of help for PGR students has been adopted by University Doctoral College and is now run as part of the University’s Researcher Induction Week
- Our ‘Johnston Postdoctoral Development Awards’ inspired the School of Physical Sciences to develop ‘Post-doctoral Development Awards’
- Our workload model is seen as University-leading and influencing the development of an Institutional model. Kate Jones (Institute Manager) has been appointed to the University Workload Allocation Board.
- Postgraduate Student Experience Survey template (a showcase of good practice): Prof Andrea Varro, Director of Postgraduate Studies) had been adopted by the Faculty
- HR good practices (job advertisement template; PDR notification templates) adopted at Institutional level

Externally:

- Our PostDoc Society ran a Special Interest Session at the Vitae Conference (Manchester, Sept 2016): ‘Innovative Professional Development for Postdocs’ based on our experience of setting up and running the Johnston Awards
- An outcome of the Vitae Conference is our involvement with the Marie Curie Alumni Association (MCAA)/Dr Brian Cahill who is developing career development opportunities for Marie Curie Fellows based on ‘Johnston Awards’
- In collaboration with the HEaTED network we have been running development/training for Professional Services staff that we have opened up to colleagues at the Universities of Manchester; Manchester Metropolitan; Edge Hill; and Staffordshire.
- SAT Lead, Caroline Dart, has acted as an advisor for AS Groups at the University of Salford and the University of Leicester
- We are currently working in partnership with Search Higher, an executive search firm affiliated with jobs.ac.uk, to pilot career development training for ECRs. These will be developed in light of our feedback before being rolled out to the sector.
(iv) Culture
Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

In the 2016 University survey 90% IIB male (49 respondents) and 91% IIB female staff (55 respondents) agreed that ‘the University is a good place’ and the survey also shows positive changes in local views on commitment to gender equality and inclusivity:

**Box 5.10 University Staff Survey 2016** (109 IIB respondents: 49M; 55F)

- 86% of IIB staff (90% male; 82% female) believed that the University is committed to equality of opportunity for all of its staff compared to 81% in 2013 (113 respondents)

Athena SWAN is a standing item on the Institute Steering Group and we communicate our Athena SWAN initiatives through Institute Away Days (left), the Daily Bulletin, an Athena SWAN Newsletter, and events organised by the Postdoc Society, the Postgraduate Society and PSS groups.

In a 2016 PGR Faculty Survey (176F:87M respondents) 85% of IIB female PGR students and 79% of male IIB PGR students answered ‘yes’ to the question: Have you heard about Athena SWAN - the charter mark for gender equality in STEM subjects? This is in comparison the Faculty average of 78% for female PGRs and 69% for male PGRs. To give staff and students sometime within the week to all get together, we hold an Institute Coffee Morning every Friday between 10:00 – 11:30 in our Common Room when the drinks machine is switched to free vend and biscuits and cakes are provided.

Our ‘Health & Well-being Week’ (flyer included in Additional Information) includes a wide range of talks, activities and tours (some sessions repeated during the week) that allow staff and students to join in. In response to feedback from PSS forums we also launched the IIB Professional Services Awards to recognise the effort and dedication of our Professional Services staff (Box 5.11). Everyone within IIB has the chance to vote and winners are chosen by judges from other research institutes. All nominees (whether they win or not) receive a copy of the supporting comments from their nominators.
Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.

There is no set time-slot for Academic Staff Meetings, which are held on different days of the week and at different times. This means that staff working part-time on set days can attend meetings. Staff meetings are recorded via Stream Capture and posted on the Institute intranet and also streamed live to the Leahurst campus to allow colleagues working off-site to contribute. Meetings of teaching teams or research groupings are typically organised by Doodle Poll to ensure maximum availability. We avoid scheduling meetings during half-term, Christmas or Easter breaks for local schools. The Institute considers 10:00am – 3:00pm to be core hours and where possible all meetings are scheduled within this timeframe.

Social gatherings, such as summer barbecues, are held in the mid-late afternoon during school holidays to ensure families can attend.

HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Such policies are signposted in the Institute’s own Staff Information Booklets, which are disseminated at induction and also highlighted on the Institute’s intranet web pages. Any inconsistencies/anomalies that are brought to light are considered and discussed at the Institute’s monthly meeting with its Central Human Resources Business Partner to ensure policies are interpreted and implemented fairly and transparently.

Key policy changes are also presented to the Institute’s Senior Management Team. For example:

Box 5.11: IIB’s Professional Services Award

Winners are selected from four categories:

- **Good Citizen**: colleagues who promote positive morale and the well-being of staff and students
- **Team Player/Mentor**: colleagues who are flexible, approachable, collegial and encourage cross team initiatives and transfer of good/best practice
- **Innovator/creator**: colleagues who propose and implement solutions to improve and enhance the Institute's practices/systems/processes for the benefit of staff and students
- **Unsung hero**: colleagues who work tirelessly behind the scenes without fuss or quibble
Prior to the introduction of Shared Parental Leave, the University’s HR Policy Lead provided an overview to the SMT summarising their obligations and how they could support staff.

The University’s Equality and Diversity Officer presented an overview of the University’s Flexible Working Policy to ensure all Heads of Departments understood their obligations to consider all staff and wherever possible accommodate requests. Heads of Department disseminate information via their departmental meetings, team meetings, daily news bulletins and email briefings.

(vii) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

IIB has developed and utilises a new transparent workload model. The model provides a management tool to mitigate against heavy administrative/teaching workloads, particularly for those establishing research programmes, to develop areas in line with promotions criteria, to fairly re-distribute duties on staff retirement and to modify workloads for those returning from maternity leave/career breaks. Our model captures contribution through a wide range of activities e.g. teaching, administration, research, impact, outreach and knowledge exchange, and external roles that can be reasonably measured (Box 5.12).

Box 5.12: Workload Model

The model takes into consideration:

- Grant applications and awards
- Staff supervision
- PhD Supervision
- Teaching and Teaching Administration
- Publications: To recognize the workload associated with achieving publications
- Administrative and Leadership Activities: Committee membership; external grant/journal editorials/reviews; external examination (BSc/PhD/MRes); conference organisation
- Athena SWAN activity

Following staff consultation this year’s model has been modified to include:

- Tenure Track Fellow tariff: To recognise that TTFs spend significant periods of time generating data/results to be used in future publications and grant applications, which is not otherwise measured. A tariff is awarded to all TTFs of 550 workload units
- Outreach activity
- Impact Case Development

Staff are able to see their own data and are given individualised ‘Dashboards’, which form part of the PDR discussion. The group that developed the ‘Dashboards’ were nominated for University Staff Award 2016 and the Dashboards have now been adopted by another research institute (Institute of Ageing & Chronic Disease) within the Faculty.
Our model is seen as University-leading and influencing the development of an Institutional model. Kate Jones (Institute Manager) has been appointed to the University Workload Allocation Board.

Analysis of 2016 workload data shows no significant difference between the workload of male and female members of staff within IIB (Figure 5.23). There is also no gender bias in staff with higher teaching/administrative load compared to research-focussed activities.

![TEACHING & RESEARCH STAFF WORKLOAD BY GENDER](image)

**Figure 5.23: Annual workload by gender as captured by the Workload Model**

The Workload Model Review Group (WMRG) will meet annually to revisit workload tariffs and consider new requests submitted by staff for their inclusion in the model with an appropriate tariff. Two female early career lecturers have joined the group to ensure a more balanced forum for discussion from staff members at all career levels. We plan to monitor the perception of fairness through staff surveys (Action point 20: Assess staff perception of workload allocation).
(viii) **Representation of men and women on committees**

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

IIB is a large and complex institute and its committee structure was reorganised in 2014 (Figure 5.24).

---

**Figure 5.24: Committee structure**

% female representation on the 3 major management committees (**Institute Steering Group**, **Senior Management Team** and **Research Strategy Committee**) has improved with the promotion of female staff to senior positions and our active inclusion of representation from student and staff groups across the Institute (Figure 5.25).

The Institute Steering Group now has representatives of the postdoctoral researchers and postgraduate students, elected by secret ballot of the postdoctoral and postgraduate communities respectively. We have also introduced **Deputy Heads of Department (DHoDs) and Institute**, which are openly advertised to all staff. 2 out of the 3 DHoDs are female (one now acting as Interim HoD until the new female HoD arrives in the summer) and the Deputy Head of Institute is female. Deputy HoDs attend Institute Steering Group and Senior Management Team meetings in the absence of the HoD and have full voting rights. This has significantly improved the gender balance in influential committees within IIB and importantly allows staff to build up experience in leadership positions.
To avoid 'committee overload' where possible we direct female staff into the more important decision-making committees rather than the more routine surveillance committees.

Figure 5.25: Committee membership by gender. Number in parenthesis indicate the number of Professional Services staff within the above total.
IIB encourages all staff to sit on influential committees outside the Institute and to apply for positions on external policy commissions and grant-awarding bodies (Table 5.2). Opportunities are advertised on our Daily Bulletin and work on internal and external committees is recognised in our workload model.

**Table 5.2: Female External Committee membership**

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic PSS</th>
<th>Faculty level Committees</th>
<th>University level Committees</th>
<th>External Committees/Panels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Svetlana Antonyuk</td>
<td>Academic</td>
<td>International PGR Program Management Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Beesley</td>
<td>PSS</td>
<td>Health and Safety Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caroline Dart</td>
<td>Academic</td>
<td>Wellcome PhD Program Management Committee</td>
<td>University Athena SWAN Steering Group</td>
<td></td>
</tr>
<tr>
<td>Claire Eyers</td>
<td>Academic</td>
<td>N8 Target Validation Committee</td>
<td></td>
<td>BBSRC Pool of Experts – TRDF1 Panel Deputy Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BMSS Executive Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>L’Oreal Women in Science Fellowships Panel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Royal Society Research Grants Scheme Board</td>
</tr>
<tr>
<td>Christine Hertz-Fowler</td>
<td>Academic</td>
<td>Faculty Impact Group</td>
<td>Knowledge Management Platform Implement Grp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Research Strategy Group</td>
<td>LBIH Project Board Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LHP NWC Genomics Healthcare Alliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MIF Joint Steering Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NWC GMC</td>
<td></td>
</tr>
<tr>
<td>Jenny Hodgson</td>
<td>Academic</td>
<td></td>
<td>British Ecological Society Grants Review College</td>
<td></td>
</tr>
<tr>
<td>Jane Hurst</td>
<td>Academic</td>
<td>Animal Welfare Committee</td>
<td>Chair of BBSRC Animal Welfare Advisory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NC3Rs Fellowship Panel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research Council Strategy Panel; BBSRC Bioscience for Health</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Academic PSS</td>
<td>Faculty level Committees</td>
<td>University level Committees</td>
<td>External Committees/ Panels</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Kate Jones</td>
<td>PSS</td>
<td>Faculty Professional Services Leadership Team</td>
<td>Workload Allocation Model Development Board</td>
<td></td>
</tr>
<tr>
<td>Meriel Jones</td>
<td>Academic</td>
<td>International PGR Program Management Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MRes Coordinating Board of Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PGR Action Point Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Postgraduate Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruitment, Admissions &amp; Widening Participation Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tina Lewis</td>
<td>PSS</td>
<td>Faculty Regulatory Affairs Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lu-Yun Lian</td>
<td>Academic</td>
<td>Committee for Research Ethics</td>
<td>Babraham Institute, Cambridge - Board &amp; Audit Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Embryonic Stem Cell Sub-Committee</td>
<td>BBSRC Core Panel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Concordat Implementation Group</td>
<td>British Council Newton Fund Programme - Biological and Medical Sciences Panel</td>
<td></td>
</tr>
<tr>
<td>Dada Pisconti</td>
<td>Academic</td>
<td>BSU User Group</td>
<td></td>
<td>Daphne Jackson Trust Assessment Panel</td>
</tr>
<tr>
<td>Natasha Savage</td>
<td>Academic</td>
<td>HLS Senate representative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violaine See</td>
<td>Academic</td>
<td>Medicine Curriculum Advisory Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soraya Shirazi-Beechey</td>
<td>Academic</td>
<td>N8 Food Security Consortium</td>
<td>L’Oreal Women in Science Fellowships Panel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Management of EU SATIN consortium</td>
<td>Commonwealth Scholarship Assessor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HLS Senate representative</td>
<td>Chair of Association for the Study of Animal Behaviour Grants Committee</td>
<td></td>
</tr>
<tr>
<td>Debbie Stevens</td>
<td>PSS</td>
<td>Health and Safety Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula Stockley</td>
<td>Academic</td>
<td>NERC Peer Review (Demand Management)</td>
<td></td>
<td>NERC Peer Review College</td>
</tr>
</tbody>
</table>
6. CASE STUDIES: IMPACT ON INDIVIDUALS

Three individuals working in the department should describe how the department’s activities have benefitted them.

The subjects of the case studies should include a member of the self-assessment team and a member of professional or support staff. The case studies should include both men and women.

Dr Helen Wright (Arthritis Research UK Career Development Fellow)

At the age of 27 I gave up my job as a Personnel Administrator and returned to full time education, initially by completing a Foundation course at Preston College as I did not have any A-levels. I came to the University of Liverpool in 2005 with a 1st class degree in Molecular Biology and Biochemistry degree from UCLAN to study for a PhD in the School of Biological Sciences (now IIB). 10 years later, I hold two research grants as Principal Investigator and two as co-applicant, have a research group of 4 post-docs and 2 PhD students and have recently been awarded a Career Development Fellowship. I wanted to be part of this Gold Application to convey just how fundamentally important the support, mentorship and encouragement that I have received in IIB has been to me both personally and professionally.

I completed my PhD in September 2009 and immediately took up a 1-year post-doctoral research position. During 2010 I applied for an Arthritis Research Foundation Fellowship, supported by IIB, who helped by reviewing my application and organising practice interviews. I was awarded the 3-year Fellowship in December 2010 and was provided with a shared office (rather than being in the communal research office), a mentor, and attended regular Fellows meetings alongside tenure-track Fellows in the Institute.

In the second year of the project my husband suffered an accident, which meant I had to take 6 weeks leave of absence from work to care for him. My Fellowship was suspended during this time, and I was very grateful to IIB for bridging my salary during the suspension and my absence. When I returned to work, the Institute was supportive of my need for flexible working to allow me to accompany my husband to out-patients appointments, physiotherapy, hydrotherapy etc. This was frequent (weekly) for the first few months, but decreased to 6 monthly appointments until he was discharged from the fracture clinic 2.5 years after his accident.

When my Fellowship ended and I was awaiting the outcome of pending funding applications, IIB bridged my salary for a total of 12 weeks until funding was awarded. Since 2014 I have been funded on fixed-term 3-year grant with the ultimate aim of securing a Career Development Fellowship. IIB has supported me with both Career Development Fellowship applications, and applications for short-term Project Grant (seed) funding to support my research and establish my own research group. In 2016 I was awarded grants from the Wellcome Trust and Pfizer which has provided me with valuable post-doctoral research support to drive forward my research.

I was recently awarded a Career Development Fellowship by Arthritis Research UK, and I will move with my research group to the Institute of Ageing and Chronic Disease (IACD).
to align my research fully with clinical and translational musculoskeletal biology. I particularly valued the input and support of IIB when writing my Fellowship application despite the fact that the Fellowship was not be based within IIB.

I have two mentors who have encouraged me to develop my skills in teaching, allowing me to shadow them during lectures and workshops. I have subsequently achieved a first level teaching qualification, am an Associate Fellow of the HEA, and am registered for the CPS in Higher Education. The Institute also financially supported my attendance on the ‘WISE Career Development for Women’ course in 2016. I can’t stress how important the course was in developing my confidence for my Fellowship interview. The mentoring I have received within IIB has given me confidence in my own ability, and I nominated myself for the British Society for Rheumatology (BSR) Garrod Prize, which I was awarded in 2017. This prize recognises the work of an early career, non-clinical scientist in the field of Rheumatology, and I will present my research in the ‘Jewels in the Crown’ plenary session at the BSR Conference in Birmingham in April 2017, something that I never thought I would ever have the confidence to do.

Mrs Tina Lewis (Management Services Team Leader, SAT member)

I joined the University of Liverpool in July 1995, aged 20; as a Grade 3 Secretary. At that time I possessed the minimum qualifications required for the position (GCSEs and typing qualifications) and 3½ years secretarial experience. After moving to other roles I applied and was offered a fixed term (3 years), Grade 5 position in IIB’s former incarnation, The School of Biological Sciences, in November 2000, employed as Secretary to the Head of School.

Since joining IIB I have received exceptional mentoring and guidance from my colleagues and line-managers, with my contribution duly recognised with the award of an Exceptional Contribution Award in December 2004 and my subsequent progression up two further pay grades. The School/IIB allowed me to work flexibly following my return from maternity leave in 2004, and to subsequently reduce my working hours in 2007, when my son started primary school. Whilst employed on a part-time basis, I was uplifted to a Grade 6 clerical contract, in recognition of the processes I developed and introduced to underpin IIB’s human resources-related support systems.

Over the past 5 years, the Institute has paid my study costs and offered flexibility so I could undertake the following qualifications:

2012-2013: CIPD Diploma in Human Resources Practice. Allowing me to attend Liverpool Community College one day per week, covering all course fees and CIPD membership (approximately £1200).

2013-2014: ILM Level 3 Diploma in Leadership and Management

2015-ongoing: ILM Level 5 Diploma in Leadership and Management

I moved to a Grade 7, Academic-Related, Professional Management and Administration contract, in October 2012. This was made possible by the Institute’s commitment to my development through on the job training, networking opportunities and the qualifications listed above. I returned to full-time working hours in September 2015, when my son started secondary school.

I cannot overstate how I’ve benefitted from the support I’ve received. I joined the University of Liverpool having left secondary school with basic qualifications. Despite
this I've achieved a middle management position, supervising a team of 7 administrators. I'm extremely grateful to the Institute for recognising my contribution, encouraging my further development and placing me on a clear career-path, which I hope to continue to progress in the future.

Prof. David Atkinson

I joined what has now become the Institute of Integrative Biology as a Lecturer in 1990. I had been transferred from a disbanded Department of Continuing Education, where I had taught Ecology to the general public. As I started building a research and University teaching career from almost scratch, my fiancée (now wife), following a bout of glandular fever and a riding accident, succumbed to multiple illnesses which have continued to this day, including Chronic Fatigue Syndrome, fibromyalgia, and nerve and spinal damage. My main challenge, as her carer, was coping not just with periods when she was bed-bound much of the time, but with her constant pain and disturbed sleep, and with numerous hospital appointments to see diverse specialists. The trickiest thing for managing my academic work was constantly adapting to how the severity of symptoms, and hence caring demands, varied so unpredictably from day-to-day and often hour-to-hour. In 2008, my wife’s health deteriorated further when she started with chronic hemiplegic migraines which caused neuromuscular weakness as well as excruciating headaches and days sleeping off each episode. In the same year, my 8-year old son also developed Chronic Fatigue Syndrome following a viral infection, which led to him having to leave school, be cared for at home, and later enrol at the Alder Centre for Education which is linked to the local children’s hospital. I continue to be a carer for my wife and son, and support our teenage daughter. In 2016, I was promoted from Senior Lecturer directly to Professor.

Instead of dispensing with my services long ago, which I think many organisations would have done, my HoD and colleagues have unfailingly supported me during particularly difficult times. Examples include a colleague stepping in for me without a qualm when I had to withdraw at very short notice from teaching on a field course; and my Head of Department continuously supporting my long-term research vision and flexible work schedule that allowed me to incorporate unpredictable time off on hospital visits or caring at home.

I am grateful for the continued effort our Institute puts into maintaining and growing its supportive, collegial environment, in the face of outside pressures to focus on individual short-term career gains. This is in contrast to other institutions I know whose leaderships seem to have a “one-size-fits-all” approach to managing staff.

Despite the constraints on my time, I am very keen to maintain our nurturing working environment, especially for those people who struggle with additional pressures. To this end, I have volunteered to become one of the growing number of the University’s staff mentors. I want others to be supported flexibly and over the long-term as I have been – as a unique individual, with very particular needs and talents.

Word count: 1501
7. FURTHER INFORMATION

Recommended word count: 500 words

Please comment here on any other elements that are relevant to the application.

Additional case study from Professor Christiane Hertz-Fowler, Deputy Head of Institute.

I completed my PhD in molecular parasitology in May 1999 at the University of Manchester. After a short post-doc, I moved to Dundee. I wasn’t sure if I wanted to pursue an academic career and decided to enrol in a program run by Scottish Enterprise Tayside, which placed recent graduates into business to gain employment skills. The project management role with a strawberry farm enabled me gain key skills, undoubtedly setting the path for managerial roles in the future.

Our first child was born in 2000 and we relocated to East Anglia. I accepted a position within the Pathogen Group at the Wellcome Trust Sanger Institute in September 2001. I stayed at Sanger for eight very productive years, both personally (the births of two more children) and professionally. The role at Sanger really helped to develop my skills in developing research programs, securing funding, managing and bringing to conclusion projects that were often of a large collaborative nature with many partners. I also began managing a research team.

In 2009 I joined IIB on a management-affiliated contract to manage the Centre for Genomic Research, a facility that employed 15 people at the time. Within 6 months of arriving, I transitioned to a research contract as a Senior Fellow; the contract enabled me to apply for independent grant funding as PI. As the Centre grew and expanded in profile, the role further developed my management and leadership skills; allowing me to become involved in a number of University initiatives. I was promoted to Professor in Jan 2016 and, when the new Deputy Head of Institute role was advertised in April 2016, I decided to apply. My longer-term ambitions are to target senior leadership roles within academia. This current role enables me to ‘learn on the job’, working together with the Institute senior management team to gain experience of all facets of institute and institutional life.

My career to date certainly has not followed a straight path. I have attended management and leadership courses offered through the University and, aside from academic promotions, I was very honoured to receive the award for Outstanding Contribution to the Research Environment in 2014. In all the avenues that I have pursued, I have consistently benefited from a tremendous amount of support and mentorship from senior colleagues, both within the University and elsewhere. I am very grateful to those colleagues, most of whom are in senior leadership roles and who have always made the time and effort to keep in touch, to take an interest in my career ambitions and act as sounding boards. In my current roles, I place a lot of emphasis on the guidance and development of more junior colleagues and am keen to ensure that IIB fosters an environment that is supportive and recognizes different career ambitions and pathways. I hope that I am able to give some of what I have benefited from over the years back to colleagues.
8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.
## ACTION PLAN

An IIB SAT Sub-Group to be set up to closely monitor progress of actions, assess success against targets and consider whether any additional support or actions are required. Sub-group to include staff in key leadership roles with autonomy to assign funding or relieve those responsible from other activities/responsibilities.

### Recruitment and Induction

<table>
<thead>
<tr>
<th>Action Point</th>
<th>Priority</th>
<th>Objective</th>
<th>Actions/ Progress before May 2017</th>
<th>New Actions post-May 2017</th>
<th>Responsibility</th>
<th>Target Group</th>
<th>Timelines</th>
<th>Success Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>Increase number of females applying for Research and Teaching &amp; Research positions in IIB</td>
<td>(i) <strong>Targeted advertising</strong> to STEM networks (Daphnet, WISE) and women in science groups using social media (Facebook; Twitter; LinkedIn).&lt;br&gt;&lt;br&gt;(ii) Each advert checked by someone who has undertaken Unconscious Bias training.&lt;br&gt;&lt;br&gt;(iii) Promotion via website and advertising material of flexible and family-friendly working policies as well as proactive initiatives relating to</td>
<td><strong>1.1:</strong> Project using Textio software on a sample of adverts with a view to:&lt;br&gt;&lt;br&gt;  a) Creating a set of easy-to-use guidelines for consideration by all staff when developing job adverts and descriptions and&lt;br&gt;&lt;br&gt;  b) Improving all adverts and descriptions to clearly convey our equality and diversity values as an Institute.&lt;br&gt;&lt;br&gt;<strong>1.2:</strong> <strong>Beacon:</strong> Share guidelines with other Institutes and Schools within the Institution and beyond through forums such as the Association of University Administrators.</td>
<td>Institute Manager and Professional Services Team Leaders (Tina Lewis, Colin Webster, Carol Beesley, Debbie Stevens)</td>
<td>All staff groups</td>
<td>Project completion by end of 2017.&lt;br&gt;&lt;br&gt;Assess initial impact on job applications at end of 2018.</td>
<td>Monitor annually through HR data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>mentoring/support networks; promotion.</strong></td>
<td><strong>Updated job advertisement template (our template being adopted institution wide)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(iv) <strong>Proactive recruitment:</strong> Utilisation of executive search firms to support the identification of appropriate female applicants for senior positions and encourage them to apply.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><strong>1.</strong></td>
<td><strong>Reduce numbers declining offers to study/work in IIB</strong></td>
<td>Collate reasons why PhD/MRes students decline our offers both through surveys with those who declined and also exploring the experiences of those who accepted Results will allow for the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students Annual review process to be established by end of 2017/2018 academic year Increase in acceptance rates to 75% for both MRes and PhD students 2019/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set of easy-to-use guidelines created to support those preparing job adverts and descriptions. Take-up rate among recruiters of over 70% Based on HESA 'in-post' benchmarks for 'biol sci':</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Increase in % female applications for Research posts from 45% to 50% by 2019/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Increase in % female applications for non-professorial Teaching &amp; Research positions from 39% to 45% by 2019/2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Increase in % female applications for Readerships/Chairs to 35% by 2019/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3. | To start in 2018 | Development of mechanisms to track reasons for leaving IIB | Exit PDRs for staff resigning from posts, with an annual assessment of
   a) How many are leaving for career development
   b) Negative reasons which might be preventable if appropriate actions are taken | HR Administrator, Management Services Team Leader and Institute Manager | All staff groups | Annual review process to be established by end of 2017/2018 academic year | Increasing numbers leaving due to career progression, and a reduction in those leaving due to negative experiences |
| 4. | Promotion of career breaks/flexible working | 4.1 Include additional Case Studies on webpage highlighting individuals who have taken career breaks
   4.2 Presentation on flexible working options and how to request at Academic Staff Meeting | Management Services Team | All staff groups | By end of 2017 Academic year 2017/18 | Number of hits to relevant webpage as assessed by Google Analytics
   Over 70% of staff 'aware of flexible working options and how to request' as assessed by Staff Survey 2018/19 |
| 5. | Increase training in unconscious bias | Extend training in Unconscious Bias through additional in-house courses to 100% of staff sitting on interview panels | Organisational Development and HR | All staff groups | Year on year increase | Increase number of those who have completed Unconscious Bias to 100% of staff sitting on interview panels |
| 6. | Improve staff induction and take-up of induction PDR | (i) Staff information booklets have been in use for some time, and an induction checklist is available.
   (ii) A designated HR administrator was appointed as a pilot to support recruitment,
   6.1 An Induction Project Team formed in January 2017 to review the whole induction process for different staff groups
   6.2 New HR administrator was appointed March 2017 and will now monitor and track induction completion, | Induction Project Team Manager (Tom Heyes), Project Champion (Carol Beesley) and team members | All staff groups | Project completion June 2018 Ongoing | • New process outlined with supporting documentation
   • Increase completion of induction checklist from ~50% to 100%
   • Increase completion of induction PDR from <50% to 100%
<table>
<thead>
<tr>
<th>7.1</th>
<th>Support and encourage for female career progression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) Introduction of new Staff Review &amp; Development Group (SRDG): Changed the emphasis to one where the Institute considers that all staff are potentially eligible for promotion and/or incremental points. Allows staff to informally submit CV to: (1) be considered for promotion this year or, (2) seek feedback on readiness of CV for promotion in 1-2 years</td>
</tr>
</tbody>
</table>

**7.1:** Expand remit of group to include research-only staff (fixed-term and opened-ended contracts)

**7.2:** Increase numbers of female staff submitting CV

**7.3:** Monitor effectiveness of SRDG through staff surveys and focus groups

---

**Career Development, Training & Mentorship**

- Strategic case to turn temporary HR administrator post into a permanent post

**7.1:** Expand remit of group to include research-only staff (fixed-term and opened-ended contracts)

**7.2:** Increase numbers of female staff submitting CV

**7.3:** Monitor effectiveness of SRDG through staff surveys and focus groups

**Progress to date:**
- **Sustained increase in % of female applicants for promotion:** (0% in 2011; 17% in 2012; 43% in 2013; 50% in 2014; 33% in 2015; 25% in 2016)
- **100% success rate** for all staff

**Future indicators:**
- Maintain 100% success rate of promotion cases
- Double number of CVs submitted to group from ~10 to 20
- Over 80% staff approval of effectiveness as assessed by survey
## Increased support for Tenure-Track Fellows

The Tenure-track Fellowship (TTF) scheme has seen 6 TTFs (3 men; 3 women) successfully transition to lectureships and the recruitment of 3 new TTFs (1 man; 2 women). Feedback on the support offered by IIB suggests that we need to improve clarity of career progression criteria/timelines and strengthen mentoring.

### 8.1: All TTFs to have two mentors

### 8.2: Mentoring to be recognised in WLM to incentivise

### 8.3: Career progression criteria and milestones to be rewritten by small working group including former TTFs

### 8.4: Beacon: To influence more widely across the Institution to make criteria more clear through discussion with HR, the Faculty of Health and Life Sciences as appropriate and the Executive PVC for Research

### Senior Management Team

### Workload Model Review Group

### Head of Institute; Working group to be identified by Senior Management Team

By end of 2017

Next iteration of model May 2018

To be completed by Spring 2018

Positive feedback in TTF Survey/Focus Groups

Successful confirmation in post of all current TTFs

## Support for grant development

The Institute's Grant Peer Review System has now been developed and is fully operational. This gives all academic staff preparing grant applications with a greater level of support at the idea development stage and mentoring during application preparation by at least two members of staff.

### 9.1: To track those who go through the peer review process (successful/not successful), with a view to identifying through grant panel feedback what further support can be offered in terms of mentoring/resources

### 9.2: Formally extend mentoring beyond grant application to help staff respond to reviewer's comments

### Research Lead and Research Strategy Group with support from Research and Finance Team and other non-IIB support teams such as Research Policy

### Teaching & Research Staff

### Tracking to begin summer 2017

To start summer 2017

Increase grant success rate and diversification of funding streams
<table>
<thead>
<tr>
<th>10.</th>
<th>1.</th>
<th>Support for postdoctoral career development</th>
</tr>
</thead>
</table>
| (i) | The establishment of the **Johnston Postdoctoral Development Awards**, are seen as a beacon of best practice and has been adopted by Physics Department at University of Liverpool, and is currently being explored by the EU Marie Curie Network. **10.1:** Develop a series of impact cases from Johnston Awardees as a means of promoting the Fund opportunities. **10.2:** Establish a Johnston Awards Alumni network. **10.3:** Establish a similar fund for PGR students. **10.4:** **Beacon:** Continue to liaise with the EU Marie Curie Network to offer advice and guidance. | Johnston Award Panel | Post Docs (possibly with a view to widening this out to PGRs) | Ongoing | • Number of Johnston awards  
• Excellent impact cases  
• Funding identified beyond 2021  
• Establishment of PGR fund |

<table>
<thead>
<tr>
<th>11.</th>
<th>1.</th>
<th>Increase effectiveness of postdoctoral PDR</th>
</tr>
</thead>
</table>
| (i) | PDR consultation sessions with postdocs highlight the conflict of interest that some academics may have in not supporting career development. **11.1:** All Post Docs to be offered the opportunity of a second PDR facilitated by the AS Committee. **11.2:** Each Department to carry out a PDR reviewer’s discussion in a Departmental meeting to identify common themes and training requests. **11.3:** To establish a Post Doc Career Development Panel to offer advice and guidance on PDRs/CVs etc. This Panel will comprise of staff who have completed or are currently on the Tenure Track Scheme. | AS committee  
Heads of Department  
SMT to nominate Tenure Track Fellow to lead. | Post Docs | To start summer 2017  
To have taken place by September 2017  
To be established by end of 2017 | • Number of Post-Docs requesting second PDR  
• Outputs from Departmental reviewers groups  
• Number of cases reviewed by Post-Doc Career Development Panel  
• Positive feedback in Postdoc PDR Survey 2018 |
<table>
<thead>
<tr>
<th>12.</th>
<th>2.</th>
<th><strong>Introduction of teaching training and opportunities for postdoctoral staff</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(i) Postdoctoral focus groups identified a lack of teaching opportunities compared to other universities that was making IIB postdoc staff less competitive at interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) Successful career development, fellowship and CV workshops completed for Post-Docs</td>
</tr>
<tr>
<td>12.1:</td>
<td></td>
<td>Agreement with School of Life Sciences for postdoctoral staff to conduct workshops/small-group teaching</td>
</tr>
<tr>
<td>12.2:</td>
<td></td>
<td>Appointment of Academic Lead for postdoc teaching to collate requests and match-up opportunities</td>
</tr>
<tr>
<td>12.3:</td>
<td></td>
<td>Request that Centre for Lifelong Learning run in-house version of oversubscribed: ‘Teaching for Researchers’ course for 20+ postdoc within IIB on ‘waiting list’.</td>
</tr>
<tr>
<td>12.4:</td>
<td></td>
<td>To develop a Career Development Summer Series for all staff and students, with various workshops and events, with opportunities for cross-learning across groups.</td>
</tr>
<tr>
<td>12.5 <strong>Beacon</strong>:</td>
<td></td>
<td>Working in partnership with Search Higher, an executive search firm affiliated to Jobs.ac.uk, IIB will pilot career development training to ECRs specifically, providing feedback on courses which will then be rolled out across the sector by Search Higher. A slot at the following Vitae conference will be applied for to share</td>
</tr>
<tr>
<td>13.</td>
<td>2. Increase support for PGR Students</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>(i) Established PGR Pastoral Group and introduced an additional final year meeting with advisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Tom Price’s talk on mental health awareness for PGRs (originally part of well-being week) now part of Faculty Induction/Welcome Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Creation of Alumni webpage to establish an international network of ex-IIB postgraduates and provide positive female role models.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) PGR Satisfaction Survey identified issues with Wi-Fi provision (Wi-Fi now installed), lack of careers advice, improvements to seminar series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 13.1: Series of career seminars /workshops from alumni |
| 13.2: Prioritization and funding of career-related events by PGR Soc; Postdoctoral Society & School of Life Sciences |
| 13.3: Inclusion of ‘Postgraduate Pick’ to all seminar programmes. At least one speaker to be invited and hosted by PGR Society |

| PGR Director and MRes Lead |
| PGR Society |
| PGR Committee |
| Organisers of BEEM and GSTT seminar series |

| PGRs |
| Academic year 2017/18 |

Increase PGR satisfaction (over 80% approval) on annual PGR survey for:
- Careers advice (Approval currently 30%)
- Variety of seminar programme (Approval currently 72%)
### 14. Extend career development / leadership training

(v) To date we have sponsored four women within the Institute to attend women in leadership training programmes, such as the Aurora programme and the WISE Career Development Program for Women.

#### 14.1: Run an in-house Institute leadership programme (delivered by accredited external facilitators) which will be open to applications from all staff within the Institute.

**Institute Manager leading from IIB Senior Management Team**

**All staff**

**To run a programme in academic year 2018/19 (i.e. after September 2017)**

- Quantitative and qualitative data from training course participants

#### 14.2 Beacon: This will be the first time such a programme has been run within one department in the University, and engagement with Organisation Development will allow for the wider sharing of best practice across the organisation and beyond.

**Senior Management Team, Institute Manager, Management Services Team Leader, HR Administrator**

**All staff**

**New Action**

**To achieve the AUA Mark of Excellence**

**New Action**

**To achieve the kite mark recognising our demonstrated commitment to working with and embedding the Association of University Administrators (AUA) CPD Framework and Statement of Values into organisational development**

**Senior Management Team, Institute Manager, Management Services Team Leader, HR Administrator**

**All staff**

**Annual progress**

**Award by 2020**

### 15. Long-term (2/3 year project)

#### 15.3: To increase involvement in mentoring

(i) We have had a page advertising those in the Institute who have agreed to provide mentorship support for some time. In addition we are aware of 10 IIB mentors and 14 IIB mentees registered with the UoL mentorship programme but only 2

#### 16.3: To continue to grow and diversify the pool of IIB mentors

**Institute Manager in partnership with Organisational Development (HR) and Alumni**

**All staff and PGR students**

**Ongoing**

- Increase number of formally recorded mentoring relationships through UoL portal from 2 to 10

**Senior Management Team in partnership with Organisation Development (HR) and Alumni**

**All staff**

**Annual progress**

**Award by 2020**
| 16.2: To influence institutionally wide to secure more junior mentors especially from professional services; |
|---|---|
| 16.3: To identify alumni who would be willing to act as mentors to PGRs |
| 16.4: To encourage more staff to attend the University provided Mentor and Mentee training programmes |
| 16.5: To develop mechanism to record number of mentorship relationships taking place |
| 17.1: New junior posts have been created presenting career development opportunities for the future. This will include an apprenticeship scheme to run within the Institute which we aim to be seen as an example of best practice institutionally. |
| Institute Manager, Technical Manager and Technical Research Coordinator |
| Technical Team |
| December 2017 |
| - Increased numbers of mentors (IIB local list and Institutional) |
| - Increased diversity in mentors advertised |
| - Increased number of mentorship relationships recorded |

<table>
<thead>
<tr>
<th>17.</th>
<th>1.</th>
<th>Support career development for technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) A full review of the technical team has been undertaken to identify issues affecting the technical workforce in IIB. Some of the key issues are lack of opportunities for career progression due to a top heavy and flat structure, with no junior posts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.1: New junior posts have been created presenting career development opportunities for the future. This will include an apprenticeship scheme to run within the Institute which we aim to be seen as an example of best practice institutionally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute Manager, Technical Manager and Technical Research Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Number of new junior technical posts filled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Associated training and development provided to new members of staff, or those moving into new roles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18.</th>
<th>2.</th>
<th>Support career development for PSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) The Institute has a skills and training matrix for the professional services staff. We have an excellent track record of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.1: To develop a bespoke skills, competencies and behaviours/attitudes framework for professional services staff, with associated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute Manager, Technical Manager and Technical Research Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- To increase uptake of training to 100% of PSS staff take a form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
supporting apprenticeships. Due to this, the Institute Manager was recently asked to join a working group by Organisational Development in Human Resources to consider as part of the 2026 People Strategy the training needs of professional services institutionally and the training offer currently available.

(ii) To recognize professional services (PS) staff contribution, annual Professional Services Staff Recognition Awards introduced in 2016. Including a nomination process inviting all staff categories to nominate their colleagues.

- training identified. External funding will be sought to undertake this work as a discreet project, for example from the Gatsby Foundation.
- Framework will align with sector and non-sector frameworks of relevance such as AUA; CIPD; Vitae Researcher Development Framework. This will be done with a view to developing further the skills matrix for professional services, identifying mandatory skills required for each role, and the core training all posts holders should complete and within what defined timeframe. Will give individual staff a framework by which they can plan for their own development and career progression.

18.2 Beacon: Following the above, work will be shared at relevant conferences such as the annual AUA conference

18.3: To lead on the arrangement of training opportunities through HEaTED and other providers for Technicians which can be opened out across the

<table>
<thead>
<tr>
<th>Institute Manager and Professional Services Team Leaders</th>
<th>Professional Services Staff</th>
<th>Matrix completed by end of 2018.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Gatsby Foundation Award or similar for project
- Completion of matrix
- IIB PS membership on newly constituted PS Athena Swan committee at Institutional level

- Organisation and running of additional training events in collaboration with HEaTED in 2018/19
- Number of participants from other HEIs
<table>
<thead>
<tr>
<th><strong>Work-life Balance</strong></th>
</tr>
</thead>
</table>

| 19.2. Promotion of family-friendly policies |  
| We have a factsheet that promotes family-friendly policies, and we also promote these in new IIB Research Staff Information Booklet, the Institute Brochure and on the ‘Working with us’ page of our website. They have also featured on the IIB Daily Bulletin. |

| 19.1: New Induction/Welcome Process (Action Point 6, above) to highlight to new staff. |
| Management Services Team Leader (Tina Lewis) |
| Induction and Health and Wellbeing Project Managers and Champions (Tom Heyes, Emma Newby, Carol Beesley, Kate Jones) |
| All staff groups |

| 19.2: New Health and Well-being Team to promote policies and policy changes to existing staff |
| All staff groups |

| Ongoing |
| Ongoing |

| Increased awareness of family-friendly policies as assessed by annual Staff Survey |

**18.4: Beacon:** For an IIB PS member of staff to join the new PS institutional Athena SWAN committee to be established to develop a framework for Professional Services. It is anticipated that the Framework will enable an enhanced approach to equality within Professional Services in support of improved performance against Strategy 2026 and in line with the approach to values and ethics set out within the Strategy.
| 20. | 1. | Staff perception of workload allocation | The Institute now has a well-established Workload Model. This is seen to be an example of best practice institutionally and as such IIB represent the Faculty on the Institutional Workload Allocation Model board. Using our own model we were asked to run a sample of staff through the Institutional model as part of a pilot. | 20.1: We will develop an online system to support our own model which will provide staff with the metrics which drive their own data. | Management Services Team Lead (Tina Lewis) and Workload Model Lead (Professor Andy Jones) Institute Manager, (Kate Jones) sits on Institutional Workload Allocation Model Board. | Academic Staff | June 2017 | • Continue to influence the development of the Institutional Workload Allocation Model due to be implemented in March 2018. • An online resource to be developed by end of 2017 to make our WLM more user friendly and efficient. • Over 75% staff approval for transparency of WLM |
| 21. | 3. | Increase awareness of Health & Well-being | In 2015 the Institute ran a Health and Wellbeing Week, which was then adopted institutionally, and now an annual week takes place at University level. We now want to embed our health and wellbeing values within the Institute offering health and wellbeing support, advice, guidance, signposting and activities throughout the year. A Health and | 21.1: Mapping of health and wellbeing issues which affect different groups to identify common themes/priorities to allow initiatives to be developed. | IIB Health and Wellbeing Project Manager (Emma Newby), Project Champion (Kate Jones) and team members | All staff and students, including those in the School of Life Sciences as we take a site based approach. | Ongoing | • Increased engagement in health and wellbeing events • Pulse surveys demonstrating an improved score • 100% line managers/supervisor s having undertaken mental first aid training |
**Wellbeing IIB Project Group** was established in January 2017 with representation from all groups within the Institute.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21.3</strong>:</td>
<td>Regular related content in daily newsletter to raise profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>21.4</strong>:</td>
<td>Regular events to support staff and students. For example bespoke sessions for PhD students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>21.5</strong>:</td>
<td>Make mental first aid course compulsory for line managers/supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>21.6</strong>:</td>
<td>Arrange local/in-house Mental Health Awareness half day sessions offering training opportunity to all categories of staff within the Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>21.6</strong>: <strong>Beacon</strong>:</td>
<td>Institutional and sector wide promotion of health and well-being initiatives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>