Athena SWAN Silver department award application

Name of university: University of Liverpool

Department: Institute of Integrative Biology (IIB)

Date of application: November 2013

Date of university Bronze and/or Silver Athena SWAN award: Bronze Award April 2010 (extended to November 2014)

Contact for application: Dr Caroline Dart

Email: c.dart@liverpool.ac.uk

Telephone: 0151 795 4462

Departmental website address: http://www.liv.ac.uk/integrative-biology/

Athena SWAN Silver Department awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term ‘department’ and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.
**List of acronyms used in application**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BBSRC</td>
<td>Biotechnology and Biological Sciences Research Council</td>
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<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
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<tr>
<td>CCI</td>
<td>Centre for Cell Imaging</td>
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<td>CCBM</td>
<td>Centre for Computational Biology and Modelling</td>
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<td>CIPD</td>
<td>Chartered Institute of Personnel and Development</td>
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<td>ECR</td>
<td>Early career researcher</td>
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<td>EwI</td>
<td>Excellence with Impact</td>
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<td>FHLS</td>
<td>Faculty of Health and Life Sciences</td>
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<td>HESA</td>
<td>Higher Education Statistics Agency</td>
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<td>HR</td>
<td>Human Resources</td>
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<td>IIB</td>
<td>Institute of Integrative Biology</td>
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<td>ILT</td>
<td>Institute for Learning and Teaching</td>
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<td>IMT</td>
<td>Institute Management Team</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>MSc</td>
<td>Master of Science</td>
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<td>NMR</td>
<td>Nuclear Magnetic Resonance</td>
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<td>PDR</td>
<td>Professional Development Review</td>
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<td>PFG</td>
<td>Protein Function Group</td>
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<td>PGCert</td>
<td>Postgraduate Certificate</td>
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<td>PGCE</td>
<td>Postgraduate Certificate in Education</td>
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<td>PGDip</td>
<td>Postgraduate Diploma</td>
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<td>PGR</td>
<td>Postgraduate research</td>
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<td>RCUK</td>
<td>Research Councils UK</td>
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<td>SAT</td>
<td>Self-assessment team</td>
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<td>SLS</td>
<td>School of Life Sciences</td>
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<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
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<td>T&amp;R</td>
<td>Teaching and Research</td>
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<td>UCAS</td>
<td>Universities and Colleges Admissions Service</td>
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<td>UoL</td>
<td>University of Liverpool</td>
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<td>WISE</td>
<td>Women in Science and Engineering</td>
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<tr>
<td>XTRB</td>
<td>Robotic Crystallisation</td>
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Dear Athena SWAN panel,

This letter is to indicate my wholehearted endorsement and support of the application made by the Institute of Integrative Biology (IIB) for an Athena SWAN Silver award and my personal commitment to and involvement in the delivery of the Action Plan.

We are a relatively new Institute, formed in mid-2010 following a major reorganisation of Faculty structures. My prime role as Head of Institute is to ensure that all staff realise their full potential in a supportive environment of fairness and transparency, and this underpins our collective goal of research excellence and societal impact.

IIB, and its forerunner the School of Biological Sciences, have always endeavoured to support and advance the careers of women by embedding good practice within our cultures. The formation of our Institute and the Athena SWAN initiative, as driven by our Athena SWAN Group, has generated added impetus and enabled us to look honestly at our culture and ethos, identify elements that need to change or improve, and define practical initiatives to achieve a long-lasting and fundamental shift in the gender balance.

The resulting analysis has been important on three levels. Firstly, we have identified and reinforced current good practice, including our long-standing workload model; our support framework for early career researchers (ECRs) with associated mentoring and peer-support programmes; our policy of maternity cover and of reduced teaching/administrative load on return; our active Postgraduate Society whose activities provide a truly student-centred forum for personal and career development; and our promotion of women as heads of our principal technology platforms. Secondly, it has identified areas for improvement that could be straightforwardly rectified, such as reformulation of the Institute Management Team to improve diversity in our decision-making; improvement of our website to better reflect gender contribution, and the reassignment of Institute endowments to increase the capacity of our ECR support fund. Thirdly, and most importantly, it has allowed us to identify longer-term aspirations that will take time and constant monitoring to achieve. Thus, we must attract a greater proportion of female applicants for IIB posts and for promotion, and we should strengthen our support during and following maternity leave.

Our staff are our most valuable asset and we take a proactive approach to training and development at all levels. A key issue in the progression of senior female staff is training in leadership skills and we have recently funded a female Senior Lecturer on the Leadership Foundation for Higher Education’s Aurora Women in Leadership Programme. We have set aside an annual budget to fund further training opportunities for female students and staff.
Our commitment to Athena SWAN has already improved our gender balance at Fellow, Lecturer and Senior Lecturer levels. Our Action Plan will build on this to promote similar improvements at even more senior levels by attracting and retaining the best academic talent to a vibrant and supportive workplace. We are thus delighted that two of our female Senior Lecturers have recently been promoted to a Readership and a Chair respectively.

Yours faithfully,

[Signature]

Professor Andrew Cossins
Head of Institute

(500 words)

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

a) A description of the self assessment team: members’ roles (both within the department and as part of the team) and their experiences of work-life balance

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

c) Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self-assessment team intends to monitor implementation of the action plan.

a) The IIB’s self assessment team (SAT) comprises 7 women and 3 men at different stages in their academic careers and with a range of personal and professional experiences:

<table>
<thead>
<tr>
<th>SAT members</th>
<th>Institute role</th>
<th>Team role &amp; experience of work-life balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Lara Bogart</td>
<td>Postdoctoral Researcher</td>
<td>After my PhD (Durham) I moved to Liverpool in 2010 to take up a 4-year research position in nano-technology. I contribute experience as a young ECR currently applying for Fellowships to establish my own research group.</td>
</tr>
<tr>
<td>Dr Caroline Dart</td>
<td>Senior Lecturer in Biochemistry</td>
<td>SAT Lead. I contribute as a mid-career researcher managing an established research group with teaching and administrative loads. I have acted as a mentor for Royal Society University Research/Dorothy Hodgkin Fellows and have also successfully been through the promotion process at Liverpool. I am in a dual academic career marriage.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Description</td>
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<tr>
<td>Dr Nigel Jones</td>
<td>Senior Lecturer in Genetics</td>
<td>Following my PhD (Medical Research Council Radiobiology Unit) and postdoctoral positions in Livermore (California) and Swansea, I moved to Liverpool as a Lecturer in 1995 when my three children were newborn, 3 and 8 years old. I contribute experience of dovetailing a full and successful academic career with the demands of family life and with a partner employed outside academia working shifts with unsociable hours.</td>
</tr>
<tr>
<td>Dr Raphaël Lévy</td>
<td>Lecturer in Structural &amp; Chemical Biology</td>
<td>I completed my PhD in Physics in France then followed my partner (a scientist herself) to Liverpool, where I held postdoctoral positions followed by a Biotechnology and Biological Sciences Research Council (BBSRC) David Phillips Fellowship. I am dad to three young children, a parent governor in a primary school, and head an active research group. I contribute experience of managing the demands of a young family with being an ECR.</td>
</tr>
<tr>
<td>Ms Tina Lewis</td>
<td>IIB’s Management Services Team Leader</td>
<td>I manage IIB’s administrative staff and control both central and local policies and procedures, including the Institute’s committee structure and Human Resource processes. I have one son, age nine, and work part-time.</td>
</tr>
<tr>
<td>Dr Zenobia Lewis</td>
<td>Lecturer in School of Life Sciences &amp; Research Associate in Evolution, Ecology and Behaviour</td>
<td>My PhD (Leeds) was followed by a number of postdoctoral positions including a Japan Society for the Promotion of Science-funded Research Fellowship in Japan. I competed for and was appointed to my position after my partner was offered a research Fellowship in Liverpool. I contribute experience as a newly-appointed academic juggling work-life balance in a dual academic career partnership.</td>
</tr>
<tr>
<td>Professor Lu-Yun Lian</td>
<td>Professor of Structural Biology and Director of the Nuclear Magnetic Resonance Centre</td>
<td>I have held academic positions in Manchester, Leicester, Oxford, London and Warwick. I am a member of the University of Liverpool Council, the University Committee for Research Ethics and I chair the University committee that oversees the career development of researchers. I contribute as an established, senior academic with broad experience of research environment and culture.</td>
</tr>
<tr>
<td>Dr Jill Madine</td>
<td>Research Fellow</td>
<td>My PhD (Manchester) was followed by an Alzheimer’s Research UK Fellowship, which I moved to Liverpool. During the Fellowship I had two periods of maternity leave and have now obtained a 5 year British Heart Foundation Fellowship. I am in a dual-career marriage and contribute experience as a young academic balancing the demands of family life and establishing an independent research group.</td>
</tr>
<tr>
<td>Dr Violaine Sée</td>
<td>Lecturer in Biochemistry</td>
<td>I head a research group of six PhD students and post-docs and am also Co-Director of the IIB’s Centre for Cell Imaging. I obtained my PhD in France and moved to Liverpool for a postdoctoral position, subsequently obtaining a BBSRC David Phillips Fellowship within IIB. I have had three maternity leave breaks at different stages of my career and am in a dual academic career partnership.</td>
</tr>
</tbody>
</table>
**Dr Mike Speed**  
**Reader in Evolutionary Biology**

I obtained my PhD at the University of Leeds, where I also qualified as a secondary school science teacher. I have had one period of adoption leave during my time at Liverpool and contribute as a senior academic with established research, teaching and administration.

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**b)** The self-assessment team (SAT) met every 4-6 weeks to discuss strategy/current good practice, analyse data and formulate the Action Plan. Between meetings there were frequent email exchanges and file-sharing via Dropbox. The SAT Lead (Caroline Dart) additionally attended regular meetings with the other Institute Leads within the Faculty (Faculty Leads Group) to exchange ideas and good practice. Analysis of IIB staffing and student data provided the starting point for identifying key local issues. The SAT consulted widely within IIB through presentations at the **Institute Away Day** (Section 5), focus groups and via a cross-Faculty staff survey to better understand local perceptions. Input was routinely sought from the **IIB Postgraduate Society**, who gave an invaluable early career prospective. To assess how similar issues were tackled elsewhere, the Faculty Leads Group invited **Prof Paul Walton (Athena Swan Gold Department of Chemistry, University of York)** and **Sarah Buckman, The Royal Society** to give presentations to Faculty. IIB’s SAT additionally invited **Dr Rhonda Snook, Reader and Vice Chair of the Women’s Network at The University of Sheffield** to lead a seminar and group discussion, and **Prof Michael Larkin (Queen’s Belfast)** to discuss good practice with the Head of Institute. IIB sponsored Lara Bogart to attend a ‘Communication and Impact for Female ECRs’ course run by Warwick University. Lara subsequently implemented networking/social media ideas within the IIB. The SAT Lead (CD) attended the International Union of Physiologic al Sciences meeting (Birmingham, July 2013) which included ‘Women in Science’ workshops aimed at highlighting best practice.

The above fed into the development of a viable and deliverable Action Plan which was approved and implemented through consultation with the Institute Management Team (IMT).

**c)** The SAT will continue to meet quarterly to review progress of the Action Plan and report to IMT. Athena SWAN is, and will remain, a standing item on all IMT agendas and the SAT Lead (Caroline Dart) is a member of IMT. 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 and outreach activities**.

(998 words)

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3. **A picture of the department: maximum 2000 words**

   **a)** Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The **Institute of Integrative Biology (IIB)** was formed in 2010 following a major reorganisation of Faculty structures, which created dedicated institutes for research and teaching. IIB is one of five Research Institutes in the Faculty of Health and Life Sciences (FHLS) (see **schematic below**). The University of Liverpool (UoL), and specifically the FHLS, is unusual in offering scientific and clinical training in biosciences, clinical medicine, health sciences, dentistry and veterinary science. The
major undergraduate and postgraduate taught programmes within the Faculty therefore need a clear identity for recruitment and professional body accreditation. To achieve this, five Teaching Schools and two Centres were created under the auspices of a new institute, the Institute for Learning and Teaching (ILT). The ILT is responsible for recruitment and management of undergraduate and taught Masters programmes, but the associated teaching is provided in large part by staff within the Research Institutes. IIB staff contribute mainly to the undergraduate programmes managed by the School of Life Sciences (SLS).

In terms of research, the IIB brings together a range of biosciences from structural and chemical biology, through cell science and genetics, to evolutionary biology, epidemiology and behaviour. It is subdivided into three departments: Biochemistry; Evolution, Ecology & Behaviour; Functional and Comparative Genomics. It employs around 350 people, including 70 academic staff and research fellows (21% female), 90 postdoctoral researchers (42% female), 120 full- and part-time postgraduate research students (45% female) and 57 support staff (administrative and technical; 67% female). Most IIB staff are located within the Biosciences Building on the University’s main city centre campus. Three members of academic staff are based at the Leahurst campus on the Wirral Peninsula.

Schematic illustrating Faculty and IIB organisational structure

A particular strength of the IIB is its core research facilities. Most of these research platforms are led or co-led by women (Centre for Genomic Research: Dr Christiane Hertz-Fowler; Protein Function Group: Dr Claire Eyres; Robotic Crystallisation: Drs Olga Mayans and Svetlana Antonyuk; NMR Centre for Structural Biology: Prof Lu-Yun Lian; Centre for Cell Imaging: Dr Violaine Sée).
In contrast to undergraduate and taught postgraduate programmes, the IIB is entirely responsible for recruitment into, and management of, its postgraduate research degrees. IIB’s postgraduate community is particularly vibrant and provides an active social programme, welcome events for all new students and student-centred workshops on career development and public engagement. IIB’s Postgraduate Society won a prize at the national Biotechnology YES competition (2011) for young entrepreneurs with their novel biofuels idea and start-up company Synthetica. They also recently won the ‘Excellence in Innovation’ Award at the University Celebrating Success Awards, which recognise excellence by staff across the University (see Section 5). The energy and engagement of the postgraduate and postdoctoral community was highlighted as the critical factor in IIB being awarded runner-up in the 2011 BBSRC "Excellence with Impact" Competition.

The IIB, and its forerunner the School of Biological Sciences, has always operated a transparent workload model which balances teaching, administrative and pastoral duties in relation to research commitments. All IIB staff participate in an annual Professional Development Review (PDR), designed to establish an understanding of career trajectory and identify any support/development needs. More recently, IIB has developed a Tenure-track Fellowship scheme aimed at providing a structured and monitored transition for ECRs to a permanent academic post, and a peer-support Research Fellows Group to aid transition into new academic roles. A key issue in progression of more senior female staff is training in management/leadership. IIB has funded a female Senior Lecturer on the Aurora Women in Leadership Programme, which is taught by the Leadership Foundation for Higher Education. A second female member of staff wishes to undertake an MBA and is currently being mentored to identify her precise training needs. We will continue to support and generate bespoke solutions at this higher level of training to ensure that the positive changes in gender balance that we are already seeing (see Figure 7C page 17) continue and feed-through to senior levels. Indeed, the latest promotions round (November 2013) has seen two female Senior Lecturers within IIB promoted, one to a Readership, and the other directly to a Chair (Figure 11, page 22).
Student data

(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

All undergraduate and taught postgraduate admissions are through the Institute of Learning and Teaching (ILT; see above). The School of Life Sciences (SLS), one of the five teaching schools that make up ILT, is however directly affiliated with IIB. Members of IIB are also members of SLS, organise and run Open/UCAS Days and deliver the majority of teaching for this School. Thus, while IIB has no administrative role in undergraduate/taught postgraduate admissions, it is important to include these data (*Figures 1-3*) to complete the picture of the Institute.

The UoL is top in the Russell Group for widening participation. Carmel College, St Helens, Merseyside deliver a Biological Sciences Foundation Degree Programme that offers progression to degree courses within SLS. The number of students on this programme has increased from 17 in 2009-2010 to 48 in 2011-12 (*Figure 1*). These numbers fluctuate, but females account for between 40-60% of the cohort. While Carmel runs only daytime courses, they have a strong equality and diversity policy particularly geared at widening participation, offer financial support for childcare via a Bursary Scheme and additional support through the University of Salford’s ‘Families at Salford Group’.

![Figure 1. Numbers of males and females on foundation degree courses](image-url)

*Figure 1. Numbers of males and females on foundation degree courses* associated with the School of Life Sciences over the past three years. Data show % of total number of students. Actual student numbers given within bars. Data provided by Strategic Planning, University of Liverpool.
(ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

SLS offers 12 different BSc Honours degrees across a range of biologically-related topics from biochemistry to zoology. Females consistently account for 57% of the full-time undergraduate intake (Figure 2A). This is comparable with HESA 2011-12 benchmark data that show that 59% of students taking ‘biological science’ degrees are female. A small number of undergraduate students opt for part-time study, and of these ~50% are female (Figure 2B). Active contribution to undergraduate recruitment through UCAS/Open Days is encouraged for all IIB staff and gender balance is considered in all advertising material. Increasingly, UCAS/Open Days take place on Saturdays to allow maximum attendance of prospective students and their parents. Here, family commitments of IIB staff are recognised. Staffing for these events is organised well in advance by an Institute-wide Doodle Poll to ensure equal coverage for each degree programme and to allow staff to organise their contribution.

![Figure 2. Undergraduate male and female numbers](image)

*Figure 2. Undergraduate male and female numbers* in the School of Life Sciences over the past three years. Data show % of total number of full-time (A) and part-time (B) students. Actual student numbers given within bars. Data provided by Strategic Planning, University of Liverpool.

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

SLS offers two postgraduate taught courses: **Advanced Biological Sciences MSc/PGDip/PGCert** and **Post Genomic Science MSc/PGDip/PGCert**. Numbers on these courses are small and subject to year-on-year variation (Figure 3). There was a particularly small cohort in 2009-10 (of which 40% were female – 2 full-time and 2 part-time). Since then 68-69% of the full-time intake has been female. HESA 2011-12 comparator data show that 68% of students on full-time postgraduate taught courses in ‘biological sciences’ are female. Total student numbers on the part-time
Postgraduate taught courses are low (2 students per annum) and vary from 100% female in 2009-10 to 50% female in both 2010-11 and 2011-12.

(iv) Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Postgraduate research programmes are associated entirely with individual Research Institutes. IIB has a reasonably balanced number of males and females registered for full-time postgraduate research degrees, varying from 40-50% female over the last three years (Figure 4A). This is slightly down on HESA 2011-12 comparator data for biological sciences where 60% of full-time postgraduate research students are female. This may reflect IIB’s research profile with strengths in chemical/structural biology and biophysics, which traditionally have less of a female bias. Total student numbers on part-time postgraduate research degrees have remained low over the last 3 years and are thus subject to variation (Figure 4B). We plan to increase the numbers of females applying for our research degrees through Action Point 1 (page 21).
Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Figure 5A shows that a consistent 56-58% of undergraduate applicants to SLS are female. No data on offers by gender are currently available, but enrolment statistics indicate that 15-20% of female applicants enrol on SLS courses, identical to the % of male applicants that enrol.

The number and gender balance of applications received for postgraduate taught courses is smaller and somewhat noisy (Figure 5B). In 2009-10 there was a particularly small cohort with only 38% of applications coming from females. Since 2010 however the pattern has been similar to undergraduate applications with 57% of applicants being female in both 2010-11 and 2011-12. The data also indicate that since 2010 a slightly higher % of female applicants enrol on postgraduate taught programmes compared to male applicants.

For postgraduate research degrees comprehensive data by gender on applications, number of students interviewed and acceptances are only available for the past two years (Figure 5C). This shows that IIB receives approximately equal numbers of applications from males and females, and invites near equal numbers of males and females for interview. Interestingly, female interviewees appear more likely to accept offers than male interviewees (70% of female interviewees accepted an offer in 2011-12, compared to 56% of male interviewees, and 65% female in 2012-13 compared to 47% male). Our female:male ratio on postgraduate research degrees is still slightly below the national picture for biological sciences (section iv above) and we plan to increase the numbers of females by increasing our number of female applicants through Action Point 1 (see page 21).
Figure 5A. Undergraduate applications vs acceptances by gender. % of applications and applicants who accepted offers by gender in School of Life Sciences over the past 3 years. Actual student numbers given within bars. Data provided by Strategic Planning, University of Liverpool.

Figure 5B. Postgraduate taught degree applications vs acceptances by gender. % of applications and applicants who accepted offers by gender in School of Life Sciences over the past 3 years. Actual student numbers given within bars. Data provided by Strategic Planning, University of Liverpool.

Figure 5C. Postgraduate research degree applications vs interviews and acceptances by gender. % of applicants, applicants who were interviewed and interviewees who accepted offers by gender in IIB 2011-2013. Actual student numbers given within bars. Data provided by IIB Director of Postgraduate Research and Faculty PGR Office.
(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Data across all SLS degrees show a consistent pattern with females more likely to obtain a first class degree than males (Figure 6). On average over the last three years 65% of students obtaining a first class degree were female (HESA 2011-12 benchmark data that show that 68% of students obtaining a first in ‘biological sciences’ were female). More balanced numbers of male and female students obtain upper second and lower second degrees.

![Figure 6. Degree classification by gender for the School of Life Sciences over the past three years. Data show what % of students attaining a particular degree class were male, and what % female. Actual student numbers given within bars. Data provided by Strategic Planning, University of Liverpool.](image_url)

**Staff data**

(vii) **Female:Male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent).** Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

Approximately equal numbers of males and females are employed at **Research Grades 6-9**, which almost exclusively represent **postdoctoral researchers** (Figure 7A). There is a slight male bias at all research grade levels, but at grade 7, the grade at which the majority of researchers are employed, there are generally comparable numbers of females and males (an average of 54% males and 46% females over the last 4 years). Success rates for obtaining positions within IIB are comparable between males and females (with females slightly more successful, Figure 9B), and, therefore, number of staff in-post mirrors the gender profile of the applicants. **See Action point 1 and page 24** for our support and development structure for postdoctoral researchers.

A more striking under-representation of females is evident in **Teaching and Research (T&R) grades** (Figure 7B). There has however been a significant improvement of female representation at
almost all levels since 2012. 20% of Lecturers (T&R grades 6-8) were female in 2011 and 14% in 2012 (due to one female Lecturer leaving to join another research grouping in the Faculty). This number improved to 31% in 2013 due to the recruitment of 3 new female Tenure-track Fellows and one new female Lecturer (Figure 7C). There has been a slight drop in the number of female Senior Lecturers (from 3 to 2), for while one Lecturer was promoted to Senior Lecturer in 2012, two Senior Lecturers have been recently promoted, one to a Readership and one directly to a Chair. Encouragingly, the number of females at senior positions (Readerships and Professors) has increased over the last three years. 30% of Readers in IIB are now female and 18% of Professors, which is slightly above the sector (HESA comparator data 2011-12 show 16% Professors in SET departments are female). It is anticipated that the positive changes we see at T&R grade 6-9 will continue to feed-through to more senior levels with strong support/mentoring and improved promotion criteria.
Figure 7. Percentage of staff at different grades by gender in IIB over the past three years. A, Research grades (6-Professorial) represent post-doctoral staff, scientific officers and research only academics. B, Teaching and Research (TR) grades represent the majority of academic staff in IIB. These are made up of Lecturer (TR grade 6-8); Senior Lecturer/Reader (TR grade 9) and Professorial grade. Tenure Track Fellows have been included in the Lecturer scale. Actual staff numbers given within bars. Data provided by Human Resources, University of Liverpool.
(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Comparable numbers of male and female staff left IIB between Sept 2010 and Jan 2013 – 38 males and 26 females (Figure 8). On average this represents 16% of female staff and 13% of male staff. Most staff leave IIB due to successful completion of a fixed-term research project as is indicated by the relatively high turnover on Research (postdoctoral) Grades 6-9. Only one female on an open-ended (permanent) Teaching and Research contract has left IIB over the last 3 years. She moved to another Institute within the Faculty in 2010-11 to join a complementary research grouping. All staff on professorial grades left through retirement.
Figure 8. Turnover of staff by gender and grade in IIB over the past three years. Data show total number of staff who left in a particular year. All staff on Teaching and Research grades had open-ended (permanent contracts). All staff on professorial grades left through retirement. Staff on Research grades left due to the successful completion of a fixed-term contract (see text for details). Data provided by Human Resources, University of Liverpool.

(1997 words)
4. Supporting and advancing women’s careers: maximum 5000 words

Key career transition points

(a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

For **Research Grade 7 (postdoctoral)**, which consistently attracts high numbers of applicants and gives relatively stable data, there is a slight male bias in the number of applications (Figure 9A). There is a female bias at grade 6, although numbers here are small (apart from 2012) and subject to variation. Ignoring the particularly small cohort at grade 6 in 2010, which skews the data, the success rates for obtaining positions are comparable between females and males (Figure 9B).

![Figure 9A. Research Grade 7 job applications by gender](image)

![Figure 9B. Research Grade 7 success rates by gender](image)

**Figure 9. Research grade job applications and success rates by gender** in IIB over the past four years. Data show % of applicants by gender at Research Grade 6 and 7 (A), and the % success by gender of these applicants (B). Actual number of applicants shown within bars in A. No applications were received above Research Grade 8 in the relevant time period. Data has been collected from the Human Resources Snowdrop database and was searched via the Business Objects Interface.
At **Teaching and Research Grades** the data clearly indicate fewer female than male applicants (**Figure 10**). Interestingly the data also indicate that females, if they do apply, are more successful at obtaining the post. In 2012, for example, 7.7% of female applicants were successful compared to only 3.5% of male applicants. Similarly in 2010, 12.5% of female applicants were successful compared to just 5% of their male counterparts.

This is a restricted data set but suggests that relatively small improvements in the numbers of females applying may feed-through to increased female appointments.

**Figure 10. Teaching and Research (Lecturer – Professorial) job applications and success rates by gender** in IIB over the past three years. Data show % of applicants by gender at Teaching & Research (T&R) Grades 7 to Professorial (A), and the % success by gender of these applicants (B). Actual number of applicants shown within bars in A. No applications were received below T&R Grade 7 in the relevant time period. Data has been collected from the Human Resources Snowdrop database and was searched via the Business Objects Interface.
We will address the lower female application rates at all levels in IIB through **Action Point 1**.

<table>
<thead>
<tr>
<th>ACTION POINT 1: Increase number of females applying for positions in IIB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1:</strong> Targeted advertising to STEM networks and women in science groups using social media (Facebook; Twitter; WISE networks <a href="http://www.wisecampaign.org.uk/">http://www.wisecampaign.org.uk/</a>).</td>
</tr>
<tr>
<td><strong>1.2:</strong> Each advert to be checked by person who has undergone Unconscious Bias training</td>
</tr>
<tr>
<td><strong>1.3:</strong> Promotion via website and advertising material of flexible and family-friendly working policies as well as proactive initiatives relating to mentoring/support networks; promotion; strong support during and following maternity leave (see Action Points 2, 3, 7, 8).</td>
</tr>
<tr>
<td><strong>1.4:</strong> Factsheet highlighting flexible and family-friendly working policies and proactive initiatives sent to everyone enquiring about an advertised position within IIB.</td>
</tr>
</tbody>
</table>

(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

There has been a steady improvement of females applying for promotion in IIB over the last three years ([Figure 11](#) and Table 1). Numbers of females both eligible and applying is relatively low and so individual cases make a large difference to the % data. However, it is positive to note that application rates have improved from 6 men and 0 women in 2011, 5 men and one woman in 2012 to 4 men and 3 women in 2013. Over the past 9 years 100% of applicants from IIB, and its forerunner the School of Biological Sciences, have been promoted. The Readership interviews in late November 2013 resulted in 4 successes, two of which were women, one of whom was promoted by the panel to a full Professor grade on the basis of her distinction in research outputs and income. This is following the implementation of **Action Points 2.1 and 2.2** (below). We await the outcome of the other applications.

Candidates are identified by an annual **Professional Development Review (PDR)** in which all IIB staff participate. If an individual is deemed to meet the defined role expectations of the next career progression point, an application is made for promotion. Since 2011-12 staff have also been able to self-nominate independently of the PDR process. To date no staff within IIB have taken advantage of this option. Indeed in a recent cross-Faculty staff survey 79% of IIB respondents saw the PDR discussion as useful with 43% saying that the PDR had ‘definitely clarified plans and priorities for the future’ (compared to a Faculty average of 29%) and 36% saying it had ‘possibly done so’ (Faculty average 37%). We will continue to support women through the promotions process though the delivery of **Action Point 2**.
Table 1: Applications for promotion and success rates by gender and grade within IIB over the past three years. Outcomes for Chair and Senior Lecturer applications not known at time of submission. * indicates a female Senior Lecturer who applied for a Readership and was promoted directly to a Chair.
a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Recruitment of staff – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies.

All IIB recruitment is carried out in close collaboration with HR and overseen by Ms Tina Lewis (SAT member) whom IIB funded to complete the CIPD Foundation Diploma in HR to enable her to ensure that IIB recruitment complies with UoL equal opportunities policies. Selection panels comprise 3-5 members of academic staff. At least one member of every selection panel must have successfully completed the University’s training course on Recruitment and Selection. While there is no formal requirement, we endeavour to ensure that at least one panel member (and usually more) is female. Short-listing is carried out separately by each panel member using a matrix of clearly defined criteria. Job adverts offer informal contact and enquiries and interview times are arranged through consultation with the applicant.

Data suggest (Figures 9 and 10) that females who apply for academic positions in IIB are actually more successful than their male counterparts in obtaining the post. We however need to attract more females to apply. We are addressing this through Action point 1.

(ii) Support for staff at key career transition points – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

ACTION POINT 2: Improve number of females applying for promotion

2.1 Develop and promote and formal and informal mentoring schemes and support networks (see section on ‘Support for staff at key career transition points’);

2.2 Clearly laid out promotions criteria available on IIB intranet and emailed to all staff following announcement of the annual promotions round;

2.3 Appointment of a senior academic advocate to assess all female PDR feedback (with reviewee’s permission) and to identify areas for targeted responsibilities in line with promotions criteria. Advocate to provide additional advice, mentorship and support for female academics and arrange targeted training or responsibilities. We will carefully monitor the benefits of this approach.

2.4 Introduction of targeted responsibilities (see Action Point 5.1)
The key area of attrition of female staff in the IIB is the transition phase between postdoctoral researcher and an open-ended academic contract. We are addressing this issue in a number of different ways:

**Tenure-track Fellowship Scheme**
This scheme has been designed to provide a **structured and monitored transition for 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 university contract. Teaching and administration then gradually increase over the next 2 years to that of a normal load according to the workload transparency model. Fellows are mentored throughout by senior staff with a structured research plan. The scheme timetable and milestones will be adjusted accordingly in the event of part-time working or maternity leave. Of the six researchers appointed to these posts in 2011/12, three were female.

**Research Fellows Group**
This peer mentoring network is open to all IIB Fellows (tenure-track and externally funded) and offers a structured support programme to aid the transition into new academic roles. The Group meets fortnightly on days and times when all members of the group are available to highlight IIB’s support infrastructure, mentoring and training opportunities and to broaden network of contacts within both the Institute and the Faculty. The Group also identifies bespoke training needs.

**Development of informal mentoring and support networks.**
Following focus group feedback and consultation with the Postgraduate Society, IIB has also established an informal **mentoring/advice website** (see Section 5). The site includes a mix of staff (30% male and 70% female) with different academic and life experiences. It allows those seeking advice or mentoring to browse the site and to make their own choices as who best to approach regarding a particular issue. It is hoped that this approach will complement existing mentoring schemes. We have also developed an **Alumni webpage** to establish an international network of ex-IIB postgraduates and provide positive female role models (see page 27/28).

Our focus groups also highlighted the potential benefit of informal support networks via social media. A **Twitter group @IIB_cygnets** has been established, which is open to all and allows a flexible, inclusive support network to form across the large Institute.

**Personal development**
All IIB staff (Research and T&R contracts) participate in an annual Professional Development Review (PDR). A recent cross-Faculty staff survey suggests that 79% of IIB respondents saw the PDR discussion as useful, although some areas required improvement (particularly the development of leadership roles). We propose to introduce guidelines and resources for both reviewers and reviewees, highlighting training opportunities in leadership, management, networking; the introduction of targeted responsibilities (Action point 2.4); the introduction of post-PDR meetings for postdoctoral scientists to follow-up on specific training needs, and the continuation of career development workshops. A joint IIB/Institute of Translational Medicine workshop on fellowship funding including one-to-one advice sessions was held in June 2013 and was fully booked. Similar events are planned for next year. IIB funded Dr Lara Bogart’s attendance at a ‘Communication & Impact for Female Early Career Researchers’ course run by Warwick University in January 2013, which looked at communication and networking over a broad range of media platforms. To support more senior staff, IIB has funded a female Senior Lecturer’s participation in the *Aurora Women in Leadership Programme*. IIB has set aside an annual budget
in its Research Support Budget to fund training opportunities directly relating to female students and staff.

**Promotions**
IIB will continue to support female promotions through **Action Point 2**.

**Maternity leave support**
IIB has a history of strong support for staff going on maternity/adoptive leave beyond University policy. Support includes reducing teaching/administrative duties and progressive rather than immediate uptake of load upon return, extra IT provision for secure home working, and the provision of replacement postdoctoral researchers to allow research projects to continue. IIB will formalise and extend these policies (See Section on ‘Flexibility and managing career breaks’ and Action points 7 and 8).

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**ACTION POINT 3: Support for staff at key career transition points**

3.1: Develop and publicise both formal and informal mentoring/support networks.

3.2: More effective annual postdoctoral PDR: Postdoctoral researchers seeking further support following their PDR will be able confidentially to approach an academic advocate. This advocate will be able to give additional advice on training and career development opportunities.

3.3: Creation of more explicit guidelines and resources for reviewers and reviewees highlighting training opportunities in leadership.

3.4: Establish programme of annual career development workshops.

3.5: Formally monitor number of female Fellowship applications.

3.6: Develop Alumni webpage to establish international network and promote positive female role models.

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**Career development**

a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

   (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

All IIB staff participate in an annual PDR, and additional PDRs can be requested throughout the year if deemed helpful. A clear issue for discussion is the trajectory for promotion and the need for training or development. If it is agreed during the PDR that an individual’s contribution should be recognised and rewarded, a submission can be made for promotion. Since 2011/12 staff have also been able to nominate themselves, though so far no one within IIB has taken advantage of this.

There have been significant changes in the promotions process since 2010 to take into account wider contributions outside of research. Promotions are now based on reaching defined role expectations in four separate areas: **Research/Scholarship**, **Knowledge Exchange**, **Student Experience**, and **Leadership and Collegiality**. There is a clear emphasis on quality over quantity.
with evidence needing to be provided of ‘sustained excellence’ in research/scholarly activity; design and delivery of learning & teaching, and development and delivery of knowledge exchange activity. Evidence also needs to be provided of academic guidance and support to students, in areas including employability, disability and accessibility.

IIB, and its forerunner the School of Biological Sciences, has a particularly good track-record of judging through the PDR system when individuals have met role expectations, with a 100% promotion success rate over the past 9 years. The cross-Faculty survey suggests, however, that the clarity of promotion criteria needs to be improved, as does the development of leadership roles. We are addressing this through Action Points 2 and 3.

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

New staff are welcomed to the Institute via a series of one-to-one meetings organised by the Heads of Departments and/or the supervisor. Staff receive a document summarizing key policies and contacts and line-managers are sent a check-list of what needs to be covered in the welcome/induction meetings. Introduction to University policies is delivered via an on-line e-induction module, which introduces the PDR system and opportunities for professional and personal development via the Centre for Lifelong Learning. The e-induction also includes Equality & Diversity training via online development modules. There is also an informal ‘Welcome Event’ held for new starters at least once a semester which encourages networking with other new members of staff and key contacts from central departments including the Equality & Diversity team.

The Postgraduate Society organises a series of academic and social events at the beginning of the academic year to introduce all new postgraduate students to the Institute. This includes a ‘Welcome Pack’ that gives an overview of the Society, the University and the city of Liverpool as well as details of all upcoming events.

Despite the induction procedures, data from the cross-Faculty survey suggest that staff are generally unaware of, specifically, flexible working policies. Only 14.7% of IIB respondents definitely or mostly agreed with the statement ‘I am aware of flexible working options available’ (compared to a Faculty average of 29%) and only 17.6% definitely or mostly agreed with the statement ‘I understand how to request flexible working’ (Faculty average 24.5%). No members of IIB have formally applied to work flexibly over the last 3 years, although the Institute has an informal policy of flexible working and most members of IIB already effectively work flexible hours (see section on ‘Culture’, page 32). We will increase awareness of flexible working policies and equality and diversity issues through Action Point 4.

**ACTION POINT 4: Increase awareness of flexible working policies**

- **4.1:** Promote flexible working policies on website and in induction of new staff
- **4.2:** Completion of Equality and Diversity Training modules compulsory for all IIB staff
(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

All **undergraduate students** are placed with a tutor/academic advisor in their first week of arriving at the University. Virtually all IIB staff act as academic advisors and there is no female bias. The tutor group (4-6 students) meets on a fortnightly basis and becomes a relatively cohesive unit with the academic advisor providing academic and pastoral support. If requested, students can be placed with female advisors, although this rarely happens and has not, to date, caused any workload issues. The **tutorial system was singled out as an example of good practice** at a recent UoL Periodic Review and the contribution to this and other pastoral duties is recognised via the Institute **workload model**.

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. Informally, they are able to access a support network via the **Postgraduate Society** that runs an active social and career development programme (see section on ‘**Culture**’ below).

IIB has also developed an **Alumni website** to establish an international network of ex-IIB postgraduates across a range of careers and provide positive female role models for present and future students. So far 160/381 (42%) ex-student’s career destinations have been mapped (Figure 12). Interestingly, of these 62% of females are still in academia compared to 64% of males. We will invite alumni back to the Institute to give talks and meet our current students.
Organisation and culture

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Aside from staff meetings to which all academic staff are invited, IIB has two major general management committees and four more specialist committees (Figure 13).

With the exception of IIB staff meetings, the membership of committees is determined by the need for representation from key administrative units. The Institute Management Team (IMT) is the Institute’s ultimate decision-making body. There has been a steady improvement in female representation on this important committee over the past three years (Figure 13A). It now consists of the Head of Institute, the Institute Manager; Heads of the three Departments; the Director of Postgraduate Studies; the Athena SWAN SAT Lead, and a representative from each of the following: the Faculty Research Strategy Committee, the core research facilities, the Leahurst campus, postdoctoral researchers and postgraduate students. Of the 12 members 6 are now female. Representatives of the postdoctoral researchers and postgraduate students (both female) were elected by secret ballot of the postdoctoral and postgraduate communities respectively. We will also introduce a ‘rolling’ seat on the committee for individuals targeted by PDR as requiring

![Figure 12: Career destinations post-PhD by gender of postgraduate students registered in IIB (or fore-runner) since 1995.](image-url) To date the destination of 160 out of 381 students (42%) has been identified. 46/74 females (62%) and 55/86 males (64%) remain in academia.
committee experience in line with promotion criteria (see Action Points 2.3 and 2.4). The Heads of Department Group, which consists of the Heads of the three (previously five) Departments and the Head of Institute, is currently exclusively male. It is anticipated that the positive changes in female representation at T&R grade 6-9 and strong support in leadership training will result in more females in senior management positions within the Institute over the next 3 years.

Figure 13: Percentage of academic staff on IIB committees over the past three years. A. General management committees: Staff Meetings; Institute Management Team; Heads of Dept Group. B. Specialist committees: Regulatory Affairs Committee; Biological Safety Committee; Digital Comms Group; Impact & Widening Participation Group. Note that only academic members of staff are indicated and some committees also include members of administrative and technical support staff.

**ACTION POINT 5: Improve gender diversity in decision-making within IIB**

5.1: The introduction a ‘rolling’ seat on the committee that would be filled on an annual rotation. Individuals could be targeted by PDR as requiring committee experience in line with promotion criteria (Action point 2.4).

5.2: Inclusion of representatives of postdoctoral researchers and post-graduate students. To be elected annually by ballot of postdoctoral and post-graduate communities.
(ii) **Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

Comparable numbers of males and females are on fixed-term contracts in IIB (Figure 14). This largely represents the postdoctoral community employed on **Research grades 6/7** (Figure 14B). Within the Research grades there is no gender bias between those on fixed or open-ended contracts (Figure 14B). A smaller proportion of females are on open-ended contracts within IIB (Figure 14A), but this reflects the generally smaller number of females on **Teaching and Research grades**. Further analysis shows that there is no gender bias between those on fixed or open-ended contracts within Teaching and Research grades (Figure 14C). Thus the challenge in increasing female staff representation on fixed contracts is linked to the challenge of providing a structured and monitored transition for ECRs to a permanent academic post. IIB is addressing this through a number of initiatives detailed in the section ‘**Support for staff at key career transition**’ above.

![Graph A](image1.png)  ![Graph B](image2.png)  ![Graph C](image3.png)

**Figure 14.** Percentage of academic staff on fixed-term and open-ended (permanent) contracts by gender in IIB over the last three years. **A,** All academic staff; **B,** academic staff on Research grades (6 – professorial), and **C,** academic staff on Teaching & Research grades (6 – professorial). Data have been provided by Human Resources, University of Liverpool.
b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Representation on decision-making committees – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The primary decision-making committee within the IIB is the Institute Management Team. The female representation on this has steadily improved over the last three years (Figure 13A) and we will continue to increase the transparency and diversity of this committee through Action point 5.

The IIB similarly encourages female staff to sit on influential committees outside the Institute. Dr Meriel Jones sits on the International PGR Programme Management Group, Dr Olga Mayans on the Information Services Group and Prof Lu-Yun Lian is a member of the University Council, sits on the Research Ethics Group and chairs the Research Concordat Implementation Group. All professors within IIB are members of the Senate, which as of September 2013 changed its Ordinances to include eight representatives from each Faculty elected by and from academic staff. Female members of Faculty have been strongly encouraged to apply for these positions. IIB also supports and encourages female staff to apply for positions on external policy commissions and grant awarding bodies.

IIB is aware of the risks of ‘committee overload’ considering the relatively small pool of female T&R staff. Directed by our workload model and with careful monitoring of activities via the PDR system we expect to improve progressively the gender balance in decision-making structures inside and outside of the Institute without overload and negative impacts on career progression. One tactic is to focus the time-allocation of female staff into the more important decision-making committees (IMT, PGR interviewing), rather than the more routine surveillance committees (Safety, Regulatory Affairs).

(ii) Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

IIB has developed and utilises a transparent workload model. The model (the matrix of which is emailed to all staff) calculates the number of nominal hours allocated to an individual’s activities in both teaching and research. This recognises staff contribution to teaching in terms of contact and preparation time; and also time involved in the setting and marking of assessments. The model also sums the time taken on administrative and collegial tasks (committees, module organiser, exam modulation, admissions and recruitment, Open/UCAS Days). Pastoral responsibilities are reflected by recognising time spent as an academic advisor/tutor or as a Programme Director. Research activity is calculated using one or more proxy measures, such as the number of grant applications made or the amount of successful grant income as principal
investigator or co-applicant over 3 or 5 year timeframe. These data are interpreted through rank-based and correlation methods to identify outliers in the staff population. By these means 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 and to modify workloads for those returning from maternity leave.

(iii) Timing of departmental meetings and social gatherings – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

**Friday 12:00-14:00** is reserved for all Institute-level activities. Staff meetings are held at this time once a month alternating with meetings of other Institute committees (Figure 13). Meetings of teaching teams, research groupings or Departments are typically organised by Doodle Poll to ensure maximum availability. No such meetings are scheduled for half-term, Christmas or Easter breaks for local schools.

The Institute has adopted a flexible approach to working: Academic staff have no fixed hours and work according to what is necessary. The University is particularly well-supported by the Computing Services Department, which 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.

The Institute runs a major seminar series on Monday (13:00-14:00) preceded by an informal buffet lunch for staff, students and the speaker. Social gatherings, such as summer barbeques, are held in the mid-late afternoon during school holidays to ensure families can attend.

For flexible working and social gatherings – see section on ‘Culture’ below.

(iv) Culture – demonstrate how the department is female-friendly and inclusive.

‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Under the ‘Sense of belonging’ section of a recent cross-Faculty survey, **82.4%** of IIB staff agreed with the statement ‘My Institute is a good place to work’ and **76.5%** agreed with the statement ‘My Institute is an open and friendly place to work’. IIB’s Head of Institute operates an open door policy for all academic staff, as do the Heads of Departments. Staff meetings are inclusive, informal and held as an open discussion forum in a large seminar room.

The fortnightly on-line **IIB News Bulletin** welcomes new staff to the Institute, celebrates staff successes, highlights outreach activity, opportunities for training and professional development and promotes social events.

There has been a complete refurbishment of the staff common room at a cost of £60K. Staff were consulted on the design of the new space, which includes a fully-fitted kitchen area, coffee machine, leather sofas, magazines, journals and a book exchange.
The Postgraduate Society has worked tirelessly to develop a highly successful social programme within IIB. Each year the Society organises a Summer Charity Ball, and also regular film/pizza evenings in the common room, cake sales for local charities, Operation Christmas gift donations and weekend family picnics in nearby Sefton Park. They also organise career development talks and events with a good balance of male and female speakers/mentors. Recent examples include:

- ‘Being a patent attorney in big Pharma’ by Peter Elliott (Unilever)
- Becoming a STEM ambassador
- ‘A Life in academia’ by Dr James McDonald (University of Bangor) & Prof Mike Begon (UoL)
- Biotechnology YES training with mentoring sessions by Carol Roberts (UoL Business manager), Julie Rainard (RedX Pharma), Dale Heywood (Business strategy and marketing consultant); Geoff Wainwright (2Bio Director); Peter Elliott (Unilever); Penny Attridge (Investment Director at Spark Ventures); Greg Dorian (Barclays)
- ‘Becoming a venture capitalist’ By Penny Attridge (Spark Ventures)
- ‘Moving a molecular genetics spin-out to commercial scale’ Dr Luke Alphey (Oxitec)
- ‘Time management’ by Richard Hinchcliff, Director of PGR Development

Dr Raphael Levy, a member of IIB’s SAT, runs the major seminar programme within the Institute and ensures gender balance is considered in the choice of seminar speakers.

(v) Outreach activities – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

IIB has a vibrant and extensive outreach programme to which a similar proportion of male and female staff contribute (33% of male academic staff and 40% of female academic staff). Activities include media interviews, press releases, blogs, visits to school, the Royal Society Summer Science Exhibition, live on-line events linked to schools, day events at local museums; summer lab projects for sixth formers and Café Scientifique. These programmes are aimed at primary school children through to sixth formers, the scientific community and the lay general public. Undergraduates with an interest in education or public engagement also have the opportunity of completing their final year research project at a local school or museum, developing learning and public engagement resources. These projects often directly address school children’s perceptions of scientists and promote positive female scientist role models, see http://raphazlab.wordpress.com/2013/06/26/guest-post-teaching-biodiversity-and-challenging-sciency-stereotypes-in-a-primary-school/ and Section 5.

IIB is acutely aware of the importance of outreach and science communication and won the runners-up award for ‘Greatest Culture Change’ at the UK-wide BBSRC ‘Excellence with Impact’ (Ewl) Competition in 2011. We are leading a Faculty-level entry into the current BBSRC Ewl Competition and are expanding our current Access database of outreach activities. This will capture individual staff contributions for inclusion in annual PDR discussions, and also allow for a sharing of ideas/best practice across the University (see Action Point 6). We will also engage with social scientists within the University to develop ways of monitoring and assessing our societal impact, particularly in gender perceptions of scientists. While outreach activity (apart from final year research projects) is not currently incorporated in the Institute workload model, it does form part of the University’s promotion criteria.
**ACTION POINT 6: Outreach/Impact activities**

6.1: Appoint Outreach Officer to co-ordinate activity and report on good practice

6.2: Design a new online database to facilitate easy capture of all outreach activities. This is in collaboration with the EwI Team.

6.3: Systematically consider gender issues in outreach activities

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**Flexibility and managing career breaks**

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

IIB has a 100% maternity return rate over the past 3 years (Figure 15). Data also show that these members of staff are still in post 12 months following return from maternity leave.

![Figure 15. Maternity return rates](image)  

*Figure 15. Maternity return rates* in IIB over the last three years. No one went on maternity leave during 2012. Data have been provided by the Systems Team in Human Resources, University of Liverpool.

(ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Only one member of staff (T&R Grade 8) has taken paternity leave over the past three years. No one within IIB, male or female, took formal parental or adoption leave over this time period. In practice, parental leave is often taken for short periods of time and, due to the flexibility that academic members of staff have in managing their time, few formal requests for parental leave are therefore received by HR. **See Action Point 7.3.**
(iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

No members of IIB have applied formally to work flexibly over the last 3 years. Academic staff do not have fixed hours and, in practice, many staff work flexibly and effectively through informal agreement with their line manager and this is not formally recorded.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The Institute has an informal system of flexible working and academic staff have no fixed hours. The University has an established formal Flexible Working Policy with various options advertised on the HR website: [http://www.liv.ac.uk/hr/conditions/family-friendly/](http://www.liv.ac.uk/hr/conditions/family-friendly/). Familiarisation with the policy forms part of the induction process and University management training courses, which are completed by all Heads of Department. Results from the recent cross-Faculty survey suggest that many staff are however unaware of the full range of flexible working options available, and are unclear as to how to apply – see page 24. We will address this in our Action Plan – see **Action Point 4.1**.

(ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

IIB ensures it highlights the ‘Keep In Touch’ days scheme, where a member of staff can come into work for 10 discrete days during the period of her maternity leave without affecting Statutory Maternity Pay, and liaises closely with staff to ensure that these days are used productively.

Beyond the University maternity policy, IIB already has a policy of strong individual support for staff who take maternity leave. The following example describes support for Dr Violaine Sée, a current IIB Lecturer who held a BBSRC David Phillips Fellowship in IIB between 2005 and 2010. During the course of her Fellowship, she took 5 months of maternity leave which was not covered by the BBSRC. IIB ensured that her fellowship was suspended during her maternity leave (the University paid Statutory Maternity Pay) and then extended by 5 months from October 2010 to January 2011. In January 2011, at the end of the extension, she was appointed as a Lecturer. IIB also protected her from the teaching load usually expected of a newly appointed academic and she received no additional teaching until the next academic year (September 2011). In another case, IIB paid for an EU Marie Curie Fellow recently returned from maternity leave to take her daughter to an important conference in the US. Her Fellowship would not have covered this additional travel expense and without IIB support her caring responsibilities would have prevented her from attending this conference, negatively impacting on her career progression.
These policies will be formalised and extended to allow effective cover of a research project during maternity leave (of a PI or postdoctoral scientist) via the appointment of a technician/research assistant. This will ensure 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. The appropriate cover will be arranged through close consultation between the member of staff, the Head of Institute and our Institute Manager, Kate Jones. We will continue with our policy of reduced teaching and administrative load following return from maternity leave.

ACTION POINT 7: Strong support during maternity/adoption leave and better promotion of paternity/parental leave.

7.1: Effective cover of a research project during maternity leave (taken by a PI or postdoctoral scientist) via the appointment of a technician/ research assistant.
7.2: Management of teaching and administrative duties on return from maternity leave.
7.3: Promote paternity/parental leave policies on website and in induction of new staff.

ACTION POINT 8: Support Fund

8.1 Establish funding to cover circumstances not normally covered by other funding sources.

(4997 words)

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

This section highlights a series of gender-related and personal development initiatives run by IIB.

Below: Screenshots of the blog posted by one of our final year undergraduate students, Rachel Gilbert, following her school-based research project challenging science stereotypes. We are interested in engaging with social scientists in collaboration our Impact and Widening Participation Team to develop ways of measuring the level of impact of these projects and positive female scientist role models on school children’s perception of science careers. The full posting can be found at http://raphazlab.wordpress.com/2013/06/26/guest-post-teaching-biodiversity-and-challenging-sciency-stereotypes-in-a-primary-school/. 
Guest post: teaching biodiversity and challenging sciency stereotypes in a Primary School

This is a guest post by Rachel Gilbert who did her Hons project with me this year (2012-2013). Some of our Hons students choose the opportunity to do a teaching project as their Hons 3rd year research project. Rachel decided to do a teaching project with a Primary School, St Michael in the Hamlet.

There is a trend in which science is viewed in a very stereotypical, one dimensional way. At the extreme, scientists are seen as mad men in white coats with crazy hair who blow up test tubes doing not much of anything, while occasionally discovering something apparently important. This view is especially prominent in young people, which is problematic because these are the individuals who we need to take up science as a career if we have any chance of solving the world's vast array of problems. One such problem centres around biodiversity, more accurately, it's loss.

In today's world, less is more. Fewer buttons, more commands; smaller screens, more power; but what is the less to our ever increasing population? More people, more houses, more man-made. Less space, less habitats, less natural-world. With the population expanding at its

I began the lesson by challenging the students' preconceptions around science with an introduction which included a small quiz. The children had to match 4 semi-famous people to their professions, two males and two females, with the photos taken out of context of their professions. Fig. 1.

Figure 1. Images, including the names and professions, shown to the students in the introductory talk. Originally, the children were shown the photos without the text. After class discussion the names and professions were revealed.

What was interesting was that during the project, the students revealed that they did indeed see scientists as aliens, with only one student out of 55 indicating a desire to become a scientist before they began the project. During the quiz, the students all believed the man in the white shirt (Paul Smith) was the scientist. In fact, it is the female, top left, who is the scientist: Linda Buck. What further surprised them was the notion that I was a scientist. Did that mean they too could be scientists, one day? After all, I don't look like anything they couldn't be.
Below left: IIB’s Postgraduate Society - winners of the ‘Best Consideration of Intellectual Property Strategy’ at the national Biotechnology YES competition (2011) for their start-up company Synthetica and their novel biofuels idea to transform waste plastic into ethanol. Members of the start-up company are pictured with their award (Simon West (front) with (from left) Jen Kelly, Ben Wareham, Damon Daniels and Jane Pulman).

Below right: IIB’s Postgraduate Society committee winners of ‘Excellence in Innovation’ Award at the University Celebrating Success Awards, which recognise excellence by staff across the University. The Postgraduate Society runs a highly successful and supportive social programme for postgraduate students and a series of career development workshops with a good balance of male and female speakers/mentors.

Below: Dr Zenobia Lewis (member of IIB’s Athena SWAN self-assessment team) promoting IIB’s Athena SWAN initiative at the Institute Away Day at St George’s Hall, Liverpool 11th January 2013.
Below: Additional images from the Institute Away Day at St George’s Hall, Liverpool 11th January 2013. IIB’s self-assessment team use this annual event as a way of actively promoting their activities to the whole Institute (presentations/ posters/ drop-in clinics), of reporting progress, and of gaining feedback on local issues and perceptions. The next event is planned for 10th January 2014.
Below: Rolling video screens in the entrance foyer of the Institute promote the Athena SWAN initiative and advertise policies and events.
Below: Screenshots from our intranet mentoring and support site:

Mentors

Heather Allison (hallison@liv.ac.uk) (mailto:hallison@liv.ac.uk)
I completed a doctorate at the University of Florida in the College of Medicine where I worked on bacterial virulence gene expression. I began a postdoctoral fellowship at the University of Rochester, NY, before moving to the UK. I have been a member of the department since January 1999. I have served on the NERC Peer Review College for 4 years, I served on the NERC Fellowship Interview panels for 8 years and the associated sitt panels 3 times. I have a husband, a step-son and my own 7 year old son. I had my son whilst employed as a Lecturer. As a Senior Lecturer, I have served on some of the Women in Science support groups run here on Campus. I have been promoted twice in the Institute (once from postdoc to Lecturer and then from Lecturer to Senior Lecturer).

Mike Beaton (mbeaton@liv.ac.uk) (mailto: mbeaton@liv.ac.uk)
I'm the Head of DEEB, and have been a member of staff since 1975. As a department head, it's part of my job to mentor members of staff that are just starting out. So I've a fair bit of experience! Always happy to have an informal chat with, and/or provide advice to, people about career progression etc.

Rob Beaton (rbeaton@liv.ac.uk) (mailto: rbeaton@liv.ac.uk)
A grumpy old sod from the last millennium, who hates 'list mentality' and who believes in being able to calculate things in your head. Goes on vacation and wants to be left alone, so checks email every day. A half-decent protein chemist and proteomics-guy with more ideas than common sense would presume. Basically, a happy bunny! Also, previous form as Chair of BBSRC Grants Panel NS and C, currently Chair of BBSRC BBSRC (Biobased Sciences Skills and Careers) Strategy Panel, Council Member and Chair of Education Committee, Biochemical Society. Currently (until 2016) a Royal Society Industrial Fellow, which limits my availability. But delighted to provide advice and searching questions! Married to another workaholic professor and perhaps not best placed to give advice on work-life balance!

Caroline Dart (c.dart@liv.ac.uk) (mailto: c.dart@liv.ac.uk)
I completed my doctorate in cardiac physiology at the University of Oxford then moved to the University of Leicester to learn about ion channel electrophysiology. While at Leicester I was awarded a Royal Society University Research Fellowship which allowed me to establish my own research group. I moved to Liverpool in 2008. I'm happy to chat about any aspects of applying for fellowships and establishing a research group, and have previously acted as a mentor for the Royal Society. My husband is also an academic and while we now both have tenure positions at Liverpool, we spent around 10 years working and living in different cities, so I have some experience of at least trying to maintain a work-life balance.

Greg Hurst (rghurst@liv.ac.uk) (mailto: rghurst@liv.ac.uk)
I act as a point of contact for people applying for fellowships in the Institute, both internal to the institute and external. My aim is to provide a short, medium and long term plan towards fellowship application. This involves working out how to maximize your personal CV profile, and creating a mentoring structure for applications within the Institute. I am also happy to provide general guidance to members of the Institute who wish to apply for Marie Curie, Research Council or fellowships in other institutions, in terms of how to approach CVinserted research, how to identify a partner, and how to develop an application with other universities. I've worked on many Marie Curie applications, sat on the NERC Fellowship panel, and also did training in mentoring at the University. I was formally a BBSRC David Phillips Fellow.

Zen Lewis (z.lee@liv.ac.uk) (mailto: z.lee@liv.ac.uk)
I'm a lecturer in the School of Life Sciences, and associate member of the IEB. I completed my PhD at Leeds University, followed by a couple of post-docs, and a research fellowship in Japan. I'm always happy to chat with people about career plans, maintaining a work-life balance etc. I feel I'd particularly be able to provide advice on working abroad, and on unusual career choices. I gave up a three year post-doc after only ten months to move to Liverpool when my partner was offered a position here, and wasn't at all sure about making the transition from pure research to teaching. Turns out it was the best career decision I have ever made.
I obtained my PhD in Manchester and was awarded an Alzheimer’s Research UK Fellowship which I moved to Liverpool. During this fellowship I gained experience in working as an independent researcher.

During this time I developed a range of experience about applying for fellowships, particularly when wanting to remain at the same institution and the importance of establishing collaborations. I am restricted in moving universities due to a dual career marriage and reliance upon local family to support with childcare for conferences etc. I have now obtained a British Heart Foundation Fellowship for 4+1 years to establish my own research group, currently composed of 1 post-doc and 1 PhD student. I can provide a wealth of advice from my experience of juggling life as an early career researcher with a young family.

Data Piconi (d.piconi@liv.ac.uk)  (matt.ross@liv.ac.uk)

I am a Tenure Track Fellow, which is sort of a “potential Lecturer” hired with a 3-year-long probation (aka tenure track) at the end of which, if I have done well, I will be promoted to “real Lecturer”. I was born and raised in Italy where I completed my academic curriculum (Bachelor and Master in Perugia, then PhD in Bari). After a short postdoc in Milan I moved to the United States to work in the laboratory of Brad Olwin, at the University of Colorado, a world leader in muscle stem cell biology. In 2011 I was awarded a Marie Curie Fellowship that allowed me to further pursue my interest in muscle stem cell biology at the University of Liverpool, UK and then in 2012 I was hired by IBE in Liverpool as a Tenure Track Fellow.

Throughout my career I have made all the naïve mistakes that one can possibly make, but I am still here, launched in my academic career and with a pretty decent collection of honors, awards, grants and publications, so I am a good example of how to make it despite all sorts of adversities.

Given my background, my mentorship specialties are: (a) what not to do in the pursuit of an academic career (and what to do as well), (b) carrying out a PhD or a postdoc abroad, (c) being a woman in science, (d) being a foreigner in the country where you want to pursue an academic/science career.

Feel free to contact me for a chat at any time, hey, I am research scientist, I always and compulsively check my email!

Natasha Savage (n.savage@liv.ac.uk)  (matt.n.savage@liv.ac.uk)

My master’s degree and PhD are in applied mathematics. After my PhD I moved into the field of Mathematical Biology, spending roughly 7 years in various post-doc positions. I’m now on a tenure track here at the University of Liverpool in the Institute of Integrative Biology. The main thrust of my research is to use mathematics and computation to create models of cell biological processes. The models I create are used in conjunction with wet methods to uncover mechanisms involved in cell polarity establishment and maintenance.

Violaine Gé (v.gé@liv.ac.uk)  (matt.violaine@liv.ac.uk)

I completed my doctorate in molecular and cellular pharmacology in 2001 at the University Louis Pasteur (Strasbourg, France). After a fixed term contract as assistant lecturer I moved to the Centre for Cell Imaging at the University of Liverpool in 2002 as a post-doctoral research associate. In 2005 I obtained a David Phillips Fellowship (EBI/SCI) to work on intracellular signalling dynamics at the University of Liverpool. At the end of my Fellowship I moved to a Lectureship in the department of Biochemistry and Cell Biology. I am now leading a research group and co-directing the Centre for Cell Imaging.

Areas where I am happy to help mentor:

The everyday life of a fellowship, applying for a fellowship, starting a research team, work-life balance, Being on maternity leave at different career stages

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Crown Street, Liverpool L69 7ZD, United Kingdom
+44 (0)151 795 4160

[Contact](http://www.liv.ac.uk/contact/), [Map](http://www.liv.ac.uk/map), [Terms and Conditions](http://www.liv.ac.uk/legal/website-terms-and-conditions), [Accessibility](http://www.liv.ac.uk/accessibility)

(297 words)
6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.

See Appendix 1.

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department’s SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

This first case study comes from a member of IIB’s Athena SWAN SAT:

I came to Liverpool with a junior Alzheimer’s Research UK fellowship straight from my PhD in 2006. These junior fellowships coincide with first postdoctoral positions, but give applicants the opportunity to write their own research proposal as a means of gaining experience and some independence. During this fellowship I had 6 months maternity leave and also dealt with my mum becoming ill and Sadly passing away. During this time I felt completely supported by the Institute and was able to work flexibly and was granted compassionate leave where required. Towards the end of this fellowship I was encouraged by the Institute to apply for further more senior fellowships. Unfortunately, none of these were successful. Through mentoring and support from senior experienced academics it was agreed that before applying again I needed to gain more experience in writing manuscripts as corresponding author, along with experience of teaching and supervising students independently. I was therefore given the opportunity to take on a small number of lectures in a subject area I felt comfortable with, undergraduate Key Skills tutorials and also became the primary supervisor for a Masters student. During this time I worked as a senior postdoctoral researcher and had a second period of maternity leave. Upon my return from maternity leave I was selected by the Institute to attend a Research Team Leadership Programme, endorsed by the Higher Education Academy, which provided me with a wealth of knowledge designed to prepare me to lead my own research group. I was then supported and encouraged to apply for more prestigious fellowships and I am pleased to say I have now achieved a 4 year British Heart Foundation Fellowship with additional funding for a named postdoctoral researcher. The fellowship was awarded on a resubmission, which left a 6-month gap between the named researcher finishing her PhD and being able to take up her new position. To prevent a good postdoctoral researcher leaving the Institute, bridging funds were provided by the IIB to enable her to work as a research assistant and start on my project early. This was beneficial both for myself and for the female postdoctoral researcher.
I have been supported in all my time here by many experienced members of staff both emotionally, learning the ups and downs of a career in research, and also through the practicalities of writing applications and preparing for interviews. Recently the Institute has also fully funded my first PhD student who will start in September 2013, which represents a large leap towards building my own research group. I am currently continuing with a small amount of teaching responsibilities and supervision of students to continue to gain experience without impacting too much on the time I spend on my primary role of establishing my own research group. I am a member of the Research Fellows Group, which is a positive way to provide early career researchers like myself with valuable information required to continue onto a tenured position at the end of my fellowship.

I rely on family locally to help with childcare when attending conferences and meetings and would have found it difficult to remain in science if I had had to leave the area and change host institute to establish myself as an independent researcher. The help, support and understanding that I have received from the Institute that has allowed me to remain in Liverpool has been vital to my career progression.

This second case study comes from a member of IIB who is not a member of Athena SWAN SAT:

I began my research career in the USA. After meeting my English husband, it was obvious that my next career move would be to establish myself in the UK. I was appointed as a postdoctoral researcher in the precursor of the Institute in January 1999. My supervisors were extremely supportive and spent a considerable amount of time mentoring me with regards to my future career plans. In 2001 I was hired on a fixed-term academic contract to cover the teaching of one of my colleagues who was taking a sabbatical. During this time I received mentoring on teaching and student support, but was also guided and supported through the process of grant-writing and applications, which was absolutely invaluable and I believe responsible for my current successes. In 2004, I received funding from 3 Research Councils and a government agency (DEFRA), one year before my fixed term contract was at its end, and I was given a permanent Teaching & Research contract. At this time I also began my own family, giving birth to a son and adding the additional complication of balancing a hectic academic career with a busy family life. I returned to work following my maternity leave to a significantly reduced (half) teaching load which allowed me time to develop my research programme and adjust to my new family commitments. Further RCUK funding success, receipt of a PGCE in Teaching and Learning in Higher Education (with Distinction) and a Pilkington Award for Teaching Excellence resulted in my promotion to Senior Lecturer in 2008. Though my successes have been a result of hard work and dedication, it has been the collegiate and supportive environment of my research group, department and Institute that have helped me balance by workloads appropriately and guided my career progression. I am still being supported and mentored and I am currently being sponsored by the Institute on the Aurora Women in Leadership Programme by the Leadership Foundation for Higher Education. I have heard within the last few days that I have been promoted to Readership.

(940 words)
<table>
<thead>
<tr>
<th>Action</th>
<th>Description of action</th>
<th>Success Indicator</th>
<th>Responsibility</th>
<th>Targets and timeline</th>
<th>Progress to date</th>
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<tbody>
<tr>
<td>1</td>
<td>Increase number of females applying for positions in IIB</td>
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<tr>
<td>1.1</td>
<td>Targeted advertising to STEM networks, women in science groups using social media Facebook; Twitter; LinkedIn, Women in Science and Engineering (WISE) networks.</td>
<td>An increase in the number of female applicants. To be monitored by annual HR statistics to IIB’s self assessment team (SAT)</td>
<td>Management Services Team led by Tina Lewis (also a member of SAT) in liaison with HR</td>
<td>Implemented Census point on application numbers by gender at end of 2014 then annually.</td>
<td>IIB funded advertising space on Women in Science and Engineering (WISE) website <a href="http://www.wisecampaign.org.uk/jobs">http://www.wisecampaign.org.uk/jobs</a> (e.g. recent HoI advert) Job vacancies tweeted providing visibility to key audiences following @Stemettes, @Science_Grrl, @BiosciCareer, @thewisecampaign and other WISE networks in higher education institutions across the UK.</td>
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<tr>
<td>1.2</td>
<td>Each advertisement to be checked by a person who has undergone ‘Unconscious Bias’ training</td>
<td>Management Services Team led by Tina Lewis (also a member of SAT) in liaison with HR</td>
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<td>Advertisements to be checked by Darren Mooney (UoL Equality and Diversity Officer) who has completed Equality Challenge Unit ‘Unconscious Bias’ training. Future progress: Tina Lewis (IIB Management Services Team Lead and SAT member) to complete ‘Unconscious Bias’ training by Spring 2014.</td>
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### APPENDIX 1: Institute of Integrative Biology Action Plan

| 1.3 | Further promotion locally via website and advertising material of flexible working and family-friendly policies and proactive initiatives relating to mentoring/support networks; promotion; strong support during maternity leave (see Action Points 3 and 4). | SAT in collaboration with IIB Digital Communications Group and Corporate Communications liaison, Jo Morfee | To be completed by end of November 2013 | New externally facing website now live [http://www.liv.ac.uk/integrative-biology/about-us/life/](http://www.liv.ac.uk/integrative-biology/about-us/life/) | Future progress: Jan 2014 will see the pilot launch of the Mentoring Network in partnership with the University of Manchester. This will also be advertised on the IIB page when appropriate evidencing the wider mentoring support available. |
| 1.4 | Factsheet highlighting flexible working, family-friendly policies and proactive initiatives to be sent to everyone enquiring about an advertised position within IIB. | An increase in the number of female applicants. To be monitored by annual HR statistics to IIB’s self assessment team (SAT) | Management Services Team in collaboration with SAT | To be implemented by beginning of 2014 | Factsheet currently being designed to complement new website content. Future progress: Factsheet will also be made available on the IIB Intranet so that all staff are further aware of it and can download copies if they are promoting posts externally. |

### 2 Improve number of females applying for promotion
| 2.1 | Develop and promote formal and informal mentoring schemes and support networks. Support for training schemes such as Aurora Women in Leadership Training Programme. | Increased uptake of mentoring  
Improvement in number of females applying for promotion. To be monitored by annual HR statistics to SAT  
Mentors to be asked quarterly how many times they have met with mentee. Success and perceptions from mentees to be monitored by staff survey, focus groups and in feedback from workshops run at Institute-wide events such as Away Days. | SAT and University Athena SWAN Steering Group, and University’s Organisational Development Team.  
First signs of improvement envisaged in this year’s Annual Review (November/Dec 2013)  
Data on continued progress will be available at end of next Annual Review November/Dec 2014  
SAT will monitor progress annually over next 3 years | Informal IIB mentoring network is already established and publicised to all IIB staff on the IIB intranet.  
An additional mentoring scheme has been in place for all Tenure-track Fellows since 2011.  
A Research Fellows Peer-Support Group was established in Spring/Summer 2013. Current membership is 6 women and 4 men.  
Annual budget set aside in Research Support Budget to fund training opportunities in leadership directly relating to female staff.  
University Female Early Career Researchers and Liverpool Women in Science and Engineering society (LIVWISE) networking events promoted to all staff.  
Future progress: Wider University online Mentoring Network in partnership with the University of Manchester (due for release Spring 2014) publicised.  
Existing IIB mentoring programme to be monitored in terms of mentee/mentor relationships and their effectiveness. Mentors to be asked quarterly how many times they have met with mentees to evidence impact. |
<table>
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<tr>
<th>2.2</th>
<th>Clearly laid out promotions criteria available on IIB intranet, emailed to all staff following announcement of Annual Review (PDR).</th>
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<tr>
<td></td>
<td>Improvement in number of females applying for promotion. To be monitored by annual HR statistics to SAT.</td>
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<td></td>
<td>Continuation of IIB’s high success record in those put forward for promotion.</td>
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<td></td>
<td>SAT and IIB Digital Communications Group. Promotions criteria to be emailed by Management Services with reminder of annual PDR.</td>
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<td></td>
<td>Completed in July 2013 for this year’s Annual Review. Monitor as above.</td>
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<td></td>
<td>Promotions criteria/role expectations emailed to all staff May 2013 and will continue to be circulated prior to PDR cycle each year.</td>
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<td>Criteria available throughout the year on the intranet.</td>
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<th>2.3</th>
<th>Appointment of a senior academic advocate to assess all female PDR feedback (with agreement of reviewee) - to identify areas for targeted training or responsibilities in line with promotions criteria.</th>
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<td></td>
<td>Head of Institute and Prof Lian</td>
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<td>SAT will monitor progress in terms of promotion applications and success rates over next 3 years.</td>
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<td>Advocate (Prof Lu-Yun Lian), senior academic and member of University Council and Chair of the University Concordat Implementation Group, has been appointed and is reviewing this year’s PDR feedback.</td>
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<td></td>
<td>Future progress: Advocate to provide additional advice, mentorship and support for female academics and arrange targeted training or responsibilities.</td>
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<th>2.4</th>
<th>Introduction of targeted responsibilities (see Action Point 5.1)</th>
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<tr>
<td></td>
<td>Prof Lian in liaison with HoDs and HoI</td>
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<td>SAT will monitor progress in terms of promotion applications and success rates over next 3 years.</td>
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<td>Will commence following completion of all PDRs November 2013</td>
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**APPENDIX 1: Institute of Integrative Biology Action Plan**

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<th>3</th>
<th>Support for staff at key career transition points</th>
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<tr>
<td><strong>3.1</strong></td>
<td>Develop and publicise both formal and informal mentoring and support networks</td>
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<td>Increased number of women applying for Fellowships</td>
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<td></td>
<td>Increased numbers of females successfully making transition from postdoctoral/fellowship level to tenured academic position.</td>
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<td>Monitoring of HR data and exit data for those leaving IIB. First IIB Tenure Track Fellows will be considered to tenure in 2015</td>
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<td>Success and perceptions to be monitored by staff survey, focus groups and in feedback at Institute-wide events such as Away Days.</td>
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<td>SAT and University Athena SWAN Steering Group and HR</td>
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<td>Current mentoring programmes should be updated to reflect 2.1 by Spring 2014</td>
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<td>First IIB Tenure Track Fellows will be considered to tenure in 2015.</td>
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<td>Please see 2.1</td>
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<td>Future progress: Management Services Team Leader, Institute Manager and IIB Human Resources Manager to discuss further developing exit surveys and monitoring of data.</td>
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<td>3.2</td>
<td>More effective annual post-doctoral PDR: Postdoctoral researchers seeking additional help or support following their PDR will be able to confidentially approach an academic advocate. This advocate will be able to give additional advice on training and development opportunities.</td>
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<td>Hol to appoint academic advocate</td>
<td>To be in place mid-2014 to allow advocate to prepare for next year’s PDR round starting Sept 2014.</td>
</tr>
<tr>
<td></td>
<td>To be monitored over the next 3-5 years through HR data, internal exit data, staff survey, focus groups and in feedback at Institute-wide events such as Away Days by the SAT.</td>
</tr>
</tbody>
</table>

**Researcher Support and Career Development** new intranet page. Structure already drafted (owner Institute Manager, Kate Jones and Management Services Team Lead Tina Lewis) to include new pages offering key support including amongst other things:

- Mentorship opportunities
- Network for Early Career Researchers
- Fellowship workshop podcasts
- Researcher Handbooks (PIs and ECR)
- Link to professional development toolkits
- Promotions criteria and role expectations
- IIB Tenure Track Fellowship guidelines (expectations for tenure after 3 years)

Short-listed candidates for academic advocate have already been identified.

**Future Progress:** Advocate to be appointed by Spring 2014.

Appropriate training opportunities for advocate being identified.

Intranet pages brought online by Feb 2014
### APPENDIX 1: Institute of Integrative Biology Action Plan

#### 3.3 Creation of more explicit guidelines and resources for PDR reviewers and reviewees highlighting training opportunities in leadership

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>HoDs and academic advocate</td>
<td>Consultation to identify needs by Spring 2014</td>
<td>Guidelines and resources available by September 2014</td>
<td>All PDR reviewers must complete a full-day training course. Currently PDR reviewers can speak to the Heads of Departments for additional guidance on training opportunities for reviewees. We propose to make guidance more accessible.</td>
</tr>
<tr>
<td>Increase attendance figures from last year. Improve based on feedback form from attendees.</td>
<td>SAT and IMT</td>
<td>Review annual workshop in July each year through participant surveys.</td>
<td>Successful career development workshop and CV clinic held in June 2013. Another planned for Summer 2014.</td>
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<td>Heads of Department and SAT</td>
<td>Data already captured and available but needs to be collated.</td>
<td>Data already captured and collation in progress.</td>
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<td>Data provided to IMT on an annual basis</td>
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#### 3.4 Establish programme of annual career development workshops.

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#### 3.5 Formally monitor number of female Fellowship applications

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</table>

#### 3.6 Further develop Alumni webpage and to establish an international network to include positive female role models for PhD students and ECRs.

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<tbody>
<tr>
<td>See above</td>
<td>Jackie Henderson (IIB administrator) in collaboration with Andrew Morrison – University Alumni Relations Manager (Networks &amp; Volunteers)</td>
<td>New webpage now live at <a href="http://www.liv.ac.uk/integrative-biology/alumni/">http://www.liv.ac.uk/integrative-biology/alumni/</a></td>
<td>Appointment of Ms Jackie Henderson as IIB’s designated administrator for alumni relations.</td>
</tr>
<tr>
<td>Invite alumni back for talks and to meet students and encourage them to offer placements and endowments which can be reinvested to support PGRs.</td>
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<td></td>
<td>Future progress is to further develop database and data collection and promote to all students and academics, and start to utilise the contacts and form working relationships</td>
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<td></td>
<td>Increase awareness of flexible working policies</td>
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<tr>
<td><strong>4.1</strong></td>
<td>Promote flexible working policies on website and in induction of new staff</td>
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<td></td>
<td>Improved awareness of formal flexible working options (to be judged by results of subsequent staff surveys)</td>
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<td></td>
<td>Possible improved uptake of formal flexible working options, although successful informal flexible working policies already in place in IIB</td>
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<td>SAT in collaboration with Professional Services</td>
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<td></td>
<td>New ‘Life in IIB’ webpage now live with direct links to HR flexible working policies.</td>
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<tr>
<td><strong>4.2</strong></td>
<td>Completion of Equality and Diversity module compulsory for all staff</td>
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<td></td>
<td>Improved awareness of online module and increase completion rates.</td>
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<td></td>
<td>Institute Manager/Head of Institute</td>
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<td></td>
<td>On-going</td>
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<td></td>
<td>On-line e-induction Equality and Diversity module was introduced in recent years and was made compulsory for all new staff. Management Services Team Leader ensures all new starters complete this.</td>
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<td></td>
<td>Future progress: To encourage everyone who has not completed it due to starting employment prior to online module to complete.</td>
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<td></td>
<td>To request everyone sitting on interview panels completes this module.</td>
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<table>
<thead>
<tr>
<th>5</th>
<th>Improve gender diversity in decision-making within IIB</th>
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<tbody>
<tr>
<td>5.1</td>
<td>The introduction of a ‘rolling’ seat on IMT that would be filled on an annual rotation. Individuals could be targeted by PDR as requiring committee experience in line with promotion criteria (Action point 2.4).</td>
</tr>
</tbody>
</table>

| 5.2 | Inclusion of representatives of post-docs and post grads | HOI and HoDs – female candidates will be encouraged to apply | Autumn 2013 | Representative for postgraduates and postdocs elected by secret ballot of postgrad and postdoc communities. Representatives (both female) attended their first IMT meeting on 15th November. |
### Outreach/impact activities

| 6.1 | Appointment of Outreach Officer to oversee Outreach Programme. | Success and perceptions of Outreach events with relation to gender issues in SET to be monitored by surveys to schools/colleges and exit surveys to the public following public engagement events. (Note: Level of ‘impact’ often difficult to quantify. We receive positive feedback from the public via surveys for engagement events and from schools following visits, but we have little data on the level of impact on gender-related issues. We will collaborate with social scientists to develop methods of quantifying this). | Widening Participation and Impact Group and SAT in collaboration with Matthew Billington (Educational Opportunities, UoL Centre for Lifelong Learning) to approach social scientists to develop means of monitoring/assessing level of impact of our outreach activities. | Monitor over the next three years. | Outreach Officer appointed July 2013. Widening Participation and Impact Group convened Spring/Summer 2013 to oversee impact agenda. Discussions underway with Matthew Billington (Educational Opportunities, UoL Centre for Lifelong Learning) to establish/co-ordinate additional links with local schools and colleges. Future progress: To develop means of quantifying level of impact of our outreach activities in terms of gender balance in SET. |
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| 6.2 | Design a new online database to facilitate easy capture of all outreach activities. This will be in collaboration with the Widening Participation and Impact Group. This will feed into data capture for Athena SWAN and impact activity monitoring for Research Councils (EwI Competition). | Improved monitoring of outreach activity in terms of staff contribution (to feed into ‘Knowledge Exchange’ promotions criteria). Targeting of events and matching individuals with specific requests from media, museums and schools. | Outreach Officer in liaison with Management Services administrator (Louise Crompton) | Impact database launched Nov 2013. To be monitored over the next three years. | Impact Database now live. Will allow improved monitoring of outreach activity in terms of female staff contribution and match individuals with specific expertise with requests from media, museums, schools. Appointment of Ms Louise Crompton as IIB's designated administrator for Impact Database. |
| 6.3 | Systematically consider gender issues in outreach activities | Success and perceptions to be monitored by surveys to staff and also to schools/colleges. Also see above. | SAT and Outreach Officer, Widening Participation and Impact Group | Annual review by SAT and Outreach Officer, Widening Participation and Impact Group between 2013-2016. | Gender issues already embedded in many outreach activities (see Section 4v, 5). Discussions between SAT and Outreach Officer underway as to how to embed gender awareness in all outreach activities. |
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<table>
<thead>
<tr>
<th>7</th>
<th>Stronger support policy for staff affected by maternity leave</th>
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</thead>
</table>
| **7.1** | Effective cover of a research project during maternity leave (taken by a PI or postdoctoral scientist) via the appointment of a technician/research assistant.  
To ensure continuity of a project for a PI if she takes maternity leave, and to protect PI and postdoc from the loss of momentum caused by a postdoctoral scientist taking maternity leave.  
More female applicants for posts in IIB  
Improved number of women applying for promotion  
Improved number of women at Teaching and Research Grades 6-9 and Professorial.  
Hol and HoDs and Institute Manager Kate Jones in discussion with staff  
Policy in place  
Success indicators to be monitored by annual HR statistics, staff survey and in feedback at Institute-wide events such as Away Days over the next 3-5 years  
Agreed by IMT and in place.  
Future Progress: To implement best practice from other Institutes by introducing a form to be completed during a discussion between the individual going on maternity leave and their supervisor/line manager to identify what their needs are.  
Development of an information factsheet by Summer 2014 for those preparing for maternity leave and those returning from maternity leave. |
| **7.2** | Management of teaching and administrative duties on return from maternity leave  
Hol and HoDs  
Policy in place  
See above  
Policy pre-dates formation of IIB in 2010.  
Future progress: Information to be posted on IIB intranet and included in factsheet mentioned above. |
| **7.3** | Promote paternity/parental leave policies on website and in induction to all new staff  
SAT in collaboration with Professional Services  
New website released November 2013.  
Implementation of improved induction process Spring/Summer 2014  
New ‘Life in IIB’ webpage now live with direct links to HR paternity/parental leave policies.  
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<table>
<thead>
<tr>
<th>8.1</th>
<th>Support Fund</th>
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</thead>
<tbody>
<tr>
<td>Establish support fund to cover circumstances <strong>not normally covered</strong> by other funding sources.</td>
<td>Increased number of female post-docs applying for Fellowships</td>
<td>HoI and IMT</td>
<td>In place.</td>
</tr>
<tr>
<td>Decisions on funding decided by a committee – complete transparency on funding.</td>
<td>Increased numbers of females successfully making transition from postdoctoral/fellowship level to tenured academic position</td>
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<td>Data from HR and internal data collection on Fellowship applications, exit surveys</td>
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<td>Success and perceptions to be monitored by staff survey, focus groups and in feedback at Institute-wide events such as Away Days</td>
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</tbody>
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**Notes and Key to Action Plan:**

- EU: European Union
- HoD: Head of Department
- HoI: Head of Institute
- HR: Human Resources
- IIB: Institute of Integrative Biology
- IMT: Institute Management Team
- SAT: Self assessment team
- STEM: Science, technology, engineering and mathematics
- WISE: Women in Science and Engineering