

Wellcome Sanger Institute - Faculty Model

Contents

1. The Sanger Institute	1
2. Wellcome Funding and Quinquennial Review	2
3. Faculty	2
4. Proportion of the different levels within the model	3
5. Equality, Diversity and Inclusion	4
6. Promotion	5
7. Review arrangements	5
8. Scientific Alignment Review	6
9. External Grant Income	6
10. Continuing a scientific career through Assisted Transfer	7
11. Faculty Model Ownership and Governance	8
Table 1 Summary of Faculty levels and criteria	9

1. The Sanger Institute

- 1.1 The Wellcome Sanger Institute is a Genome Research Institute located on the Wellcome Genome Campus and core-funded by Wellcome.
- 1.2 The Institute is characterized by a collective of creative, imaginative scientists with a shared commitment to understanding genomes and their biological implications, with deep competencies and experience in their analysis.
- 1.3 The Faculty Model is an important framework in enabling the delivery of science excellence and for supporting the unique (in the UK) mission of the Institute to undertake ground breaking genome science at scale. Our privileged position as a recipient of substantial core funding from Wellcome places a particular responsibility on us to undertake and support large scale programmatic science, addressing big questions and making a significant contribution to the sum of human knowledge. Our faculty are resourced at a level which is beyond the reach of other UK institutions, with funding for faculty teams and access to sequencing and informatics platforms and other programme support provided as routine. It is incumbent on us to ensure that these funds are well targeted and that the science evolves and continues to reflect our mission, as the major questions in genomics change.
- 1.4 Our Faculty have diverse expertise in biology, genetics, medicine, pathology, technology, informatics, computational science, mathematics and statistics. They work alongside each other with a particular scientific culture and intellectual critical mass supported by technical, IT and analytic support to develop and follow bold ideas in an agile manner. This community intellect spawns novel questions, experimental designs and modes of exploration of genomes and leads in their investigation, is undaunted by challenges of scale, includes DNA sequencing and other forms of large- scale experimentation, is systematic and globally descriptive in approach, is skilled in handling and advanced interpretation of large-scale data, nucleates bold thinking in the wider scientific community and is receptive to new ideas from other scientists.

- 1.5 The Institute uses a broad definition of research excellence that encompasses a range of outputs; recognises research leadership e.g. of large consortia or mentoring; and which values societal impact, translation and public engagement.

2 Wellcome Funding and Quinquennial Review

Core funding plays a key role in supporting Sanger as a Genome Institute. Core funding further creates the intellectual mind-set that enables individual researchers to embark on new directions and into higher risk science. Venturing into different areas of research, sometimes with different underpinning technologies, has been a feature of Sanger investigators and is one that we encourage - on the basis that it enables the next stage of addressing a central question emerging from past work and/or delivers a new vision.

Sanger applies for its core funding every five years from Wellcome through a process of quinquennial review. The quinquennial review means that the Institute's science strategy is set and evaluated every 5 years. Faculty are collectively involved in developing the research ideas that form multiple projects across a structure of existing research programmes. All faculty levels can contribute to the development of Sanger's long term research strategy and vision. However, we expect Group Leader Level 3 (GL3) to play a central role in this regard given that they constitute the intellectual scientific foundation of the Institute.

Review of the Institute's individual Faculty is delegated to the Institute and does not form part of the quinquennial review. However strategic direction may be considered at the time of the Institute's quinquennial review as the scientific plans are being developed. Inevitably, these shifts in scientific direction occur with initially limited expertise and credibility. However, by working with others to effect the change our researchers gain expertise, enrich their own scientific capabilities and bring an added depth and dimension to Sanger science. In order to maintain the Institute at the leading edge of a fast moving field, turnover of Faculty is actively managed and we support this process by working with individuals to facilitate the smooth transition to a new host institution.

3 Faculty

- 3.1 The Institute is an 'ideas factory' and Sanger's most valuable asset is its people, notably the Faculty who conceive, drive and deliver Sanger science through their vision, imagination and intellectual energy.
- 3.2 To continue to be successful, the Institute must maintain a career structure which rewards, motivates and supports excellence, attracting scientific leaders of the future and enabling turnover to support an evolving scientific strategy.
- 3.3 The Faculty model has three levels of Group Leader (see table 1 on page 9 for a summary):

Group Leader level 1 (GL 1) are appointed soon after obtaining a PhD or after a single post-doctoral fellowship. This level is equivalent to a Lecturer at a UK University or an Assistant Professor at a US University. Appointments are for six years, focused on developing new and complementary areas of research within one of the Institute's research Programmes, and are designed to allow early career researchers their own teams. GL1 faculty are normally supported with resources for 2 FTE plus consumables, in addition to support from the Institute's central scientific operations and scientific Programme administration. While not necessarily expected, they may contribute to the Institute's five year research plan and this will be welcomed. Upon completion of the

six years it is expected that most of these individuals pursue their scientific careers elsewhere. However there will be opportunities to apply to Sanger Group Leader Level 2 (GL2) positions in (i) open competition when there are recruitment rounds and (ii) at the Director's discretion. We provide mentoring as well as leadership and management training to support the establishment of a new research group and transition to the next stage of their career.

Group Leader level 2 (GL 2) are appointed after two or more post-doctoral research fellowships (or equivalent experience), and after a first independent group leader position, for eight years. During the course of their tenure, these roles become equivalent to an Associate Professor and are intended to give early career scientists opportunity to develop an internationally competitive research portfolio, and are normally supported with resources for 4 FTE plus consumables. While not necessarily expected, they will usually contribute to the development of the Institute's five year research plan. During this time a GL2 faculty will be developing a research agenda that the Institute may build around in the future. At year six of tenure these individuals are evaluated for promotion to Group Leader level 3 (GL3). Evaluation to promotion is considered on the basis of scientific excellence and the development of a set of research aims that support the strategic direction and goals of the Institute and one of the Institute's scientific Programmes. Promotion will also be contingent upon suitability of the candidate for a leadership role within the Institute. It is imperative that individuals demonstrate the expected behavioural standards for our leaders acting as role-models and positively influencing the behaviour of others. For further details see the promotion section. Where a promotion is not achieved or there is not a suitable strategic fit based on the Institute's scientific direction, individuals will be supported in transitioning their science to another organisation within a maximum of two years (see section 10 for further details).

Group Leader level 3 (GL 3) are internationally successful scientists in areas of research that are important for the Institute's strategy. These roles are equivalent to Professor at UK or Full Professor at US University. They embody the long term intellectual foundations of the Institute's science, run internationally recognized, successful independent research groups and demonstrate significant internal and external leadership, and are normally supported with resources for 6 FTE plus consumables.. They are expected to have a substantial record of research achievement and be scientific leaders at the forefront of their own fields. Within the Institute they lead and develop Sanger's long term research strategy and play a central role in the development of the five year research plans. Research excellence and the continued development of research aims that support the strategic direction and goals of the Institute and one of the Institute's research Programmes are peer reviewed every six years. Renewal will also be contingent upon suitability of the candidate for a leadership role within the Institute. As with promotion considerations, it is essential that our GL3 faculty maintain the expected behavioural standards of our leaders demonstrating exemplary leadership skills and advocating for and developing positive behaviours in others. In the event that the research is not renewed Faculty are supported to transfer their science elsewhere over a maximum period of two years (see section 10 for further details).

4 Proportion of the different levels within the model

We consider that a core Faculty of around 35 is optimal to maintain expertise in the multiple scientific fields needed to fulfil our mission and to incubate the next generation of genome scientists. Fewer would not provide sufficient collective intellect for each scientific area. More would spread the resources and space too thin, reducing the scale of science. Half of our faculty are GL3 and act as the cornerstones of the Institute's research agenda. The remaining half are a combination of GL1 and GL2 faculty who are still developing their careers and the

direction of their science.

5 Equality, Diversity and Inclusion

- 5.1 Our global reputation for excellence is strengthened by our commitment to developing and maintaining an organisation where staff from all backgrounds can thrive. Our Equality, Diversity and Inclusion Programme is about valuing our people, and our leaders play a key role in nurturing a positive culture where staff from all backgrounds can thrive. We have developed an ambitious programme of activity focused on leadership, organisational decision-making and equality of access to recruitment, promotion, reward and career development opportunities.
- 5.2 Internationally, women are represented in diminishing proportions at higher career levels and many leave science altogether due to systemic biases along the career pipeline and in the scientific environment. We have developed a broad strategy to address gender imbalance within Faculty and have put in place a number of targeted initiatives to support the recruitment, retention and progression of women - raising awareness of these issues; facilitating discussion and driving change in practices and policy. We hold a Silver Athena SWAN award, which is an equality charter developed to recognise commitment to combating underrepresentation and advancing the careers of women in science (<https://www.sanger.ac.uk/about/equality-in-science/athena-swan/>).
- 5.3 In line with societal and cultural shifts, the issues that cause this well-recognised 'leaky pipeline' affect female scientists and increasingly also men in science. Scientists from marginalised groups such as LGBT+, Black, Asian and Minority Ethnic and disabled scientists also do not achieve success at the same rates as their counterparts. By striving to promote and maintain a diverse, inclusive and stimulating workplace, we are celebrating and valuing our staff for their differences in background, experience and perspectives.
- 5.4 The Campus-wide Equality in Science Programme (<https://www.sanger.ac.uk/about/equality-in-science/equality-in-science-overview/>) raises awareness around these issues, facilitates discussion and drives change in practices and policy.
- 5.5 In considering candidates for a Faculty position, if an absence or career break may have impacted on scientific outputs (e.g. number and frequency of papers), this will be taken into consideration. Similarly, the research productivity of a candidate who has been working part-time would be considered in a pro-rata way. Outputs, of all kinds, are considered on their scientific merit and used as a guide to a candidate's ability to deliver a program of research of the standard expected of Faculty at the Institute, and a career break or part-time working should not disadvantage a candidate.
- 5.6 The Institute supports flexible working and Faculty positions may be held on a part time employment basis, for example to accommodate family/caring responsibilities.
- 5.7 Where Faculty take time out due to maternity, adoption or shared parental leave of at least 10 weeks, the Institute will offer the option to extend the individual review term (in the cases of GL2/GL3) and/or fixed-term contract (for GL1's) up to a period of 12 months for absences of less than a year and up to an additional 6 months if the time away on parental leave is 12 months. Therefore a shift of renewal date and or contract extension is capped at a maximum of 18 months ie 12 months away plus 6 months extension.
- 5.8 The salary of the member of Faculty, plus the entire team and consumables budget is

extended for the time taken as leave, plus any additional time as outlined above.

- 5.9 Guidance on statutory pay, entitlements to maternity, adoption, shared parental leave and paternity leave and pay can be found under their respective policies and procedures on the Intranet at:
<https://fred.wellcomegenomecampus.org/Interact/Pages/Section/ContentListing.aspx?subsection=3233> or by contacting Human Resources see also section 9.1 for further details as to how this process works.
- 5.10 The Institute is committed to equality of opportunity and will seek to develop a balanced and inclusive Faculty who also demonstrate equitable approaches in terms of recruiting and developing their teams and will champion and lead an inclusive workplace culture.

6 Promotion

- 6.1 The GL2 role gives early career scientists opportunity to develop an internationally competitive research portfolio. GL2 will be considered for promotion to GL3 during the 6th year of their 8 year tenure. This promotion point is an opportunity for the Institute to consider whether the individual has sufficiently established their research and whether their science will support the strategic direction of the Institute and one of the Institute's scientific programmes. BoM members can nominate GL2 for promotion before the year 6 mark provided the Director agrees.
- 6.2 At the promotion point the sponsoring Head of Programme and Director will consider scientific excellence and strategic direction, but promotion will be contingent upon suitability of the candidate for a leadership role within the Institute. The Behavioural Competency Framework sets out clear expectation for leaders across the institute, setting high standards to inspire others to follow. Exemplary leadership is defined as acting as a high calibre external representative for the Institute, also internally recognised as a strong decision maker, leading by example, providing clear, strong and supportive leadership to their teams; coaching, advising and providing proactive management alongside contributing to important institutional activities such as being an effective committee member and advocate for key organisational initiatives. These activities are assessed on an annual basis as part of the appraisal process with their line manager and their prior performance in these areas will implicitly inform the case for promotion. See sections 1 and 4 for further details in the Faculty Guidance notes on Leadership and Management and Important Institutional Contributions.
- 6.3 In cases involving the promotion of an externally funded fellowship holder, such as a Career Development Fellowship, to GL1, the sponsoring Programme will support the Faculty by providing resources for 2 FTE plus consumables, in addition to support from the Institute's central scientific operations and scientific Programme administration.

7 Review arrangements

- 7.1 Individual review arrangements vary according to Faculty appointment level. Faculty reviews are separate from Wellcome's 5 yearly review of the Institute's scientific (see section 7 for further details) programmes and projects. Faculty reviews are separate from Scientific Alignment Reviews (see section 8 for further details).
- 7.2 GL1 are appointed for a term of 6 years and are not subject to final formal scientific review. Discussions will be initiated by the Institute 24 months ahead of the projected end date to ensure adequate preparation for the next career step. See also section 2 in the Faculty Guidance notes on Leadership and Management.
- 7.3 GL2 are reviewed and considered for promotion to GL3 during year six of their tenure.

Promotion is considered on the basis of scientific excellence, and the development of research aims that support the strategic direction and goals of the Institute and one of the Institute's scientific Programmes. Promotion will also be contingent upon suitability of the candidate for a leadership role within the Institute.

- 7.4 GL3 are reviewed by the BoM towards the end of their six year review cycle and a decision on whether the appointment will be continued is made alongside confirmation of any new requested resources. The criteria for renewal is research excellence and the continued development of research aims that support the strategic direction and goals of the Institute and one of the Institute's research Programmes as well as exemplary leadership and management performance, recognised as an outstanding leader across the institute, providing clear strong leadership to their teams, by coaching, leading by example and inspiring others to follow.
- 7.5 Scientific Board of Management (BoM) members are GL3 positions and are reviewed as above. Additionally BoM members are expected to present their research to the Institute Scientific Advisory Board (ISAB) who provide feedback to the Director on scientific excellence, strategic fit and on leadership and management performance.

8 Scientific Alignment Review

- 8.1 A Scientific Alignment Review (SAR) is commissioned by a Head of Programme or the Director of the Institute, to determine if a Faculty member, group of Faculty, or a Programme's science is aligned with the current research aims that support the strategic direction and goals of the Institute and one of the Institute's research Programmes.
- 8.2 A SAR could be initiated as a result of the Institute's preparation for the Quinquennial Review, as a result of changes to the Institute's scientific platforms or capacity, changes in Institutional leadership, or changes to funding.
- 8.3 A SAR does not assess the quality of scientific output (which would be managed by a poor performance process), only the alignment of strategy.
- 8.4 If a SAR determines that the scientific area of a GL3 Faculty is no longer aligned with the current strategic direction of the Institute, a twenty-four month Assisted Transfer will be implemented (see section 11 for further details). If a SAR determines that the scientific area of a GL2 or GL1 Faculty is no longer aligned with the strategic direction of the Institute there are no changes to those appointment durations.

9 External Grant Income

- 9.1 Sanger is core funded by Wellcome and this investment is leveraged to attract additional resources from other funders. We encourage Faculty at the GL1 and GL 2 levels to apply for external grants to supplement their core resource allocation, and allot them laboratory/office space to do so. This is primarily to give them experience of the process, gain personal external credibility and to acquire resources of their own that could move with them if they leave the Institute.
- 9.2 We expect GL3 to take advantage of substantial external funding opportunities, particularly for major initiatives with large consumables budgets characteristic of many components of Sanger science.
- 9.3 Faculty are encouraged to apply for external grants (where funders allow awards to be moved) until 6 months before the end date agreed for transition. Individual cases can be

made to apply for external funds up to the end date providing that there is no ongoing commitment to the Institute and the new host institution agrees. In the event that external awards are not transferable the applications may need to involve collaborators still based within the Institute and each potential application will require approval from the Operations Board prior to submission.

- 9.4 For all Faculty, however, an appropriate balance has to be reached. While we welcome additional income, the measure of success for a Sanger scientist will primarily be scientific discoveries (and not grant-winning activity). The core grant allows Sanger Faculty to be independent, to be bold, to take a longer term view and to concentrate on their science. This is a privilege and an opportunity that should not be lost in the processes of applying for and administering large numbers of external grants.

10 Continuing a scientific career through Assisted Transfer

- 10.1 The preceding sections set out the usual timings for appointment length, promotions and reviews. However, the Institute's scientific direction is flexible to allow adaptation to changes in leadership, strategy, technology and in the external environment. Very occasionally changes in direction result in a decision to end a research area and/or a Faculty position. These discussions can occur either at a six year review point (see section 7) or through a Strategic Alignment Review (see section 8).
- 10.2 The Institute is committed to supporting Faculty Members, wherever possible, by providing ample notice of changes to scientific strategy and direction, and allowing time and support for the Faculty Member to find new positions and transition to their next career opportunity.
- 10.3 Assisted Transfer Packages are typically 18 months in duration and available to protect the career of transferring GL3 and GL2 Faculty who move to another academic institution. Assisted Transfer Packages are not available to Faculty who move into commercial organisations, leave academic research, or who have decided to leave on their own accord to take up a new position elsewhere. These funds are not provided to GL1 Faculty who have a tenured position for six years.
- 10.4 These funds not normally designed to complete the current strategy as defined in the Institute Review (or subsequent updates agreed by the Board of Management), but to enable GL3 and GL2 faculty members to conclude science, adjust their science to align with future funding sources and environments, to define new research plans and scale resources accordingly, and develop external funding applications in order to progress their science at another organisation. Transitions can take time to implement, therefore the Institute provides time and resource to support a smooth transition. These funding packages are ring fenced and the Faculty member will be able to decide how to profile the transferrable funding at the new host institutions. If a Faculty member reaches the end of the transition period without securing a new position, the Institute would fulfil its redundancy obligations.
- 10.5 The precise nature of the Package will be determined through discussion between the Faculty member, the Director's Office and the Head of Programme. Once the Assisted Transfer Package is calculated it will be reviewed and recommended for approval by the Head of Programme, and approved by the Director. Any variations to the principles described below will require support from the Head of Programme and approval by the Director.

An Assisted Transfer Package includes

- 10.5.1 The Faculty member's personal employment cost – excluding additional responsibility allowances

- 10.5.2 Faculty team costs - based on the standard Faculty team size [GL2 (4 FTE); GL3 including BoM leads (6 FTE)] to include resources for employment, lab consumables, travel, and training.
- 10.5.3 Any equipment and maintenance that originated from 3rd party funding where the grant specifies the terms under which equipment should move with the Principal Investigator.
- 10.5.4 Any amount not spent during the Assisted Transfer can be taken to a new academic institution.

An Assisted Transfer Package Does Not Include

- 10.5.5 An allocation of the shared programme resources. However transferring faculty will have continued access to the shared programme resource during the transfer period,
- 10.5.6 Core recharge consumables are not transferable. Any recharge consumable budget that is unspent at the end of the transition period is not transferrable and will remain at the Institute.

Other areas subject to discussion and approval

- 10.5.7 Continued managed access to Sanger infrastructure such as research pipelines and platforms, and subject to feasibility, will be considered to enable completion of any critical ongoing research.
- 10.5.8 Storage of data and samples will continue during the transition period. It is expected that the transferring faculty will work closely with the Institute in order to ensure data are continued to be made available to the research community and that all data and samples are appropriately transferred to a new institution, destroyed or transferred to a new owner by the end of the transition period, unless other arrangements have been explicitly agreed with the Head of Programme.
- 10.6 Assisted Transfer Packages have a maximum transfer period of two years. After 18 months, if the Faculty member does not have a new position identified and agreed, the ability to use an additional 6 months of funding will be subject to further approval from the Director and, where necessary, that funding will be allocated towards redundancy costs for the Faculty member and their team.
- 10.7 The start date of the transfer period is from the 1st of the month following the Faculty member being informed formally in writing (including email) that they are being supported to move elsewhere.
- 10.8 If maternity or parental leave is taken during the transition period, then the fixed term contract/review date is automatically extended (see section 4).

11 Faculty Model Ownership and Governance

- 11.1 The Director takes direct responsibility for the overall scientific strategy and how this relates to Faculty and its career framework through the Director's Office, and is advised on these matters by the Board of Management and Human Resources.
- 11.2 The Faculty model document will be periodically reviewed and updated. This process will involve consultation with Faculty and approval by the Board of Management.

Table 1 Summary of Faculty levels and criteria

	Group Leader Level 1	Group Leader Level 2	Group Leader Level 3 → <i>increasing experience level and scientific reputation</i>
<u>Level</u>	For outstanding basic scientists or clinical researchers seeking to establish themselves as independent scientists. Will normally have completed PhD within last 2-4 years and excelled as a student and postdoctoral fellow or have equivalent relevant experience and have strong support from referees. On entry, equivalent to a Lecturer at a UK University or an Assistant Professor at a US University	Minimum of 8 years postdoctoral training or equivalent experience and after a first group leader position. During the course of their tenure these roles become equivalent to an Associate Professor. Will have excelled as a postdoctoral fellow/career development fellow and have strong support from referees predicting likely success as independent investigator	Spans a breadth of academic and or industrial experience levels. On entry, equivalent to Professor at UK or Full Professor at US University. More experienced members of this cadre will be competitive for senior academic leadership positions such as departmental or divisional heads or a Wellcome Principal Fellowship and have strong support from referees.
<u>Leadership</u>	First group leader role	First or second group leader role	On entry, will have run a successful independent research group for at least 5 years and will demonstrate significant internal and external leadership. Over time, will demonstrate substantial track record of academic leadership both within own field and more broadly within the Institute and beyond
<u>Research output</u>	Highly productive period of research training which demonstrates growing independence	Multiple first author publications with demonstrable impact.	Will have had highly productive period as independent investigator as evidenced by publications with high impact, significant grant support and successful collaborations. Over time, will develop substantial record of research achievement and recognition
<u>Review</u>	No review	Promotion point at year 6. Outcomes are either promotion to GL3 or completion of the 8 year tenure as a GL2	Review research every 6 years
<u>Reputation</u>	Strong indicators of capability and personal qualities to lead a research team and direct an independent programme of work	Strong evidence of growing international scientific reputation and of capability/personal qualities to lead a research team and direct an independent programme of work	International reputation as evidenced by invitations to speak at and organize scientific meetings, requests to participate in peer review activities. More experienced members of the cadre will have an outstanding international research profile including influencing scientific activity/policy and contributing to peer review bodies, national/government committees or Research Councils etc
<u>Institute need</u>	To maintain a stream of fresh ideas and experiences. Research plans must align with one of the Institute's core programmes		Must be foreseeable long-term strategic need for the scientific programme

Section 2: Faculty Guidance Document

Faculty Guidance Areas

Contents

1. Leadership and Management	10
2. Recruitment and Reward	10
3. Personal development and career planning	10
4. Important Institutional Contributions	11
5. Clinicians at Sanger	12
6. Translation	12
7. External Relationships and Outside Activities	12
8. Sabbatical	12

1. Leadership and Management

Whilst it is essential that all Faculty are assessed against their scientific contribution and strategic relevance, Faculty will also be expected to demonstrate exemplary leadership skills, acting not only as high calibre external representatives for the Institute, but also internally, providing clear, strong and supportive leadership; coaching, advising and providing proactive management to their teams, role modelling appropriate positive behaviours as outlined within the GRL Behavioural Competency Framework (BCF). Similarly, we expect Faculty to contribute institutionally by supporting a wide range of activities such as strategic initiatives, training and mentoring junior researchers and being an effective member of committees.

These additional aspects of Faculty contribution are seen as being part of the local research community that enables and supports everyone's science and is an unequivocally expectation of all Faculty. See section 4 on important institutional contributions in the Faculty Guidance notes.

2. Recruitment and Reward

The Institute favours a balanced approach to both Faculty recruitment and promotion. Where we are seeking to develop new areas of science and provide new leadership we search externally. Group Leaders recruited from outside the Institute also provide valuable experience, extensive networking opportunities and a fresh outlook. Recruitment from within allows inculcation of the intellectual culture of the Institute with its emphasis on ambitious, large-scale science.

The continuing success of the Institute critically depends on the recruitment and retention of the best scientists to develop and deliver its scientific strategy. We offer excellent benefits, and a stimulating research environment on Campus.

We provide a pay and reward framework that acknowledges success and we have an active programme of nominating excellent scientists for international prizes and awards.

3. Personal development and career planning

All Faculty have a performance review meeting with their BoM line manager in July each

year, which should complement regular one to one discussions throughout the year. The annual appraisal provides a formal opportunity for dialogue between individuals and their line manager on a range of issues including feedback on overall performance, scientific relevance to the strategic aims of the Institute, specific research project progress, collaborations, management and leadership, translational activities, committee based activities, training responsibilities particularly post doc and PhD supervision, development needs and resources. In addition this annual meeting is an opportunity to discuss the balance of workload across the many areas of responsibility and whether the proportions of the different areas are appropriate for the particular level of Faculty.

Alongside the provision of leadership and management support, BoM members are also responsible for ensuring that appropriate mentoring arrangements are in place for Faculty in their reporting line (if it is needed). Mentoring arrangements may be formal or informal and can either be provided through interactions with the line manager or through interactions with other experienced scientists who are not part of the formal reporting line. Mentors can be internal or external to the Institute. It is also expected that BoM members ensure that all Faculty within their programme have access to appropriate management and leadership training as necessary.

The appraisal process includes an open discussion of performance by the Board of Management of all Faculty members. This ensures that appraisal discussions are moderated across all programmes and gives an opportunity for cross programme perspectives to be considered. Each Head of Programme will feedback to the Faculty within their programme the outcome of the discussions with a view to supporting professional development.

The purpose of these discussions will be to ensure that an equitable and balanced approach towards appraisal is taken. BoM members will provide adequate information to the rest of BoM ahead of the discussion so that there is a clear understanding of each Faculty member's performance output and progress.

The Director meets annually with all Faculty members to discuss career and research progress.

4. Important Institutional Contributions

Contributing to Institutional broader activities is recognised and encouraged as being an essential and important part of being a Faculty member. Faculty members demonstrate significant leadership in many cross-cutting strategic initiatives and contribute managerially by supporting the wider work of the Institute, for example through translational activities, effective committee memberships, supporting public engagement, data and resource generation for the wider community, leading and participating in training and graduate programmes and others. Recognition and reward for these activities are acknowledged as part of the annual appraisal and pay review systems. In the first instance contributions to important institutional activities do inform the decision making of identifying candidates' suitability for promotion but they do not explicitly form part of the decision making around the promotion itself.

Overall it is important that a balance is reached in the number of these commitments undertaken by Faculty members so that an individual's research progress is not unduly affected and advice in this regard can be sought from the Director, BoM Leads and Mentors. There is an expectation that evidence from the annual appraisals process demonstrates a level of attainment in terms of both institutional contributions and appropriate skill sets in leadership and management. Therefore this will be a prerequisite in consideration for promotion.

5. Clinicians at Sanger

The Sanger Institute is dedicated to working collaboratively with the appropriate Trusts and external bodies to support all clinicians with any clinical employment obligations. The Institute will continue to commit to the training and further development of clinicians in the understanding of genomics and also to expose its scientific agendas to influence from scientists with clinical experience.

6. Translation

The Sanger Institute conducts both basic and translational research. However, further development of scientific discoveries for human health benefit often requires different approaches and activities. Therefore Sanger Faculty are encouraged to consider all translational possibilities and to discuss them with the Translation Office. However, Faculty are not obliged to carry out translational activities. For those who engage in translation, the potential impact on scientific productivity and strategic relevance is carefully considered and arrangements are made to manage conflicts of interest. Advice can be sought in terms of the balance of translational activities and how they relate to the scientific performance from the Director, BoM Leads and Mentors.

7. External Relationships and Outside Activities

As part of its role as a leading research institute, Sanger aims to create a network of interactions with other institutes, organisations and scientists that develops, synergises, enriches and maximises the impact of both their science and ours. Faculty members are therefore supported to take up part-time academic posts or other external positions that would complement their research. These arrangements are covered by the outside activity policy.

8. Sabbatical

Sabbatical leave provides opportunities for Faculty to carry out their research in other institutions in order to broaden horizons, gain new perspectives, practice new techniques or approaches and enhance research networks. As the Institute is committed to furthering the personal, scientific and professional development of its faculty members periods of sabbatical leave are possible. A request for sabbatical leave should be discussed with the BoM lead and presented to BoM for final approval. A period of leave will not affect the review timetable and there is an expectation that a report is written to confirm what the benefit was of the time away. Faculty members must also agree with their BoM lead how their teams will be managed in their absence.