

Athena Swan renewal application form for research institutes

Applicant information

Name of research institute	The Babraham Institute
Date of current application	31/7/24
Level of previous application	Silver
Date of previous application	27/4/18
Contact name	Michelle Barthelemy
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Section	Words used
An overview of the research institute and its approach to gender equality	3045
An evaluation of the research institute's progress and issues	2841
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5886

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 6000 words

Redaction statement

Please note: To maintain confidentiality and comply with the General Data Protection Regulations 2016, this document has been redacted. Where personal information is included, this has been with the explicit permission of the individual involved.

31st July 2024

Dear Dr Gilligan

It is with great pleasure that I write this letter endorsing the Babraham Institute's (BI) application for renewal of our 2018 Athena Swan (AS) Silver award.

I became Institute Director in June 2022, following the unexpected departure of Prof Wolf Reik, but have been a group leader (GL) here since 1997, and Head of our Signalling programme since 2020. I have therefore seen first-hand the progress made on gender equality at BI since the advent of the AS (now equity4success – e4s) project in 2013. Between 2016-2019 I was a member of the e4s Steering Group (ESG), rejoining when I became director, and I believe that our commitment to equity and a positive research culture underpins our delivery of excellent, world class research into molecular mechanisms of healthy ageing. However, I also recognise that further change is needed, with key priorities identified from our data analysis and catalysed by our Action Plan (2024AP).

Although collective responsibility for addressing these issues exists at BI, including from the five members of the senior leadership team who sit on the EWG, the project's success has relied on a full-time e4s Manager since 2016. Recognising the importance of dedicated resources, this role was made permanent in 2021. An inclusive research culture is a key pillar of our strategic five-year plan with significant core funding allocated for supporting initiatives.

Through implementation of our 2018 and 2022 AS actions, I am delighted to see that we have made substantial progress towards gender equality. Undoubtedly, one of our most impactful innovations is our pioneering Roving Researcher (RR) scheme, which supports scientific staff on long term leave ensuring their research maintains momentum; this has primarily been used to support maternity leaves. Since its inception in 2018, 16 research projects and one core facility have been supported by the RR scheme and it has been lauded by Equality, Diversity and Inclusion (EDI) leaders and replicated at other institutions. By positive action in other areas, including an overhaul of our recruitment processes and restarting recruitment if we have a single gender shortlist at higher levels, we have increased the proportion of female GLs from 28% in 2018 to 43% in 2023 (compared to 35% in the EU, SHE Figures 2018).

My own experience of coming from a working class family, the first in my family to go to university and as a carer for elderly parents have taught me the importance of a supportive culture and a healthy work-life balance. This has increased my personal commitment to e4s actions and our wider EDI agenda. As director, I actively advocate for my female colleagues and I am personally committed to ensuring the continuation of inclusive recruitment and management practices and promoting a positive and transparent work culture. The success of these actions and our e4s programme is seen in the number of women recruited as GLs in the last 5 years, the increase in women in senior roles (Band 3) in research and operations and the increase in ethnic and gender diversity of GLs and Heads of Facilities. As an institute, we believe that drawing from a larger talent pool not only better reflects society but enables us to do better science.

My personal thanks go to all our staff, of all genders, whose persistent commitment to equity, inclusivity and the Athena Swan principles has continued to bring about positive change. Our 2024 Staff Engagement Survey (SES) revealed a high level of staff satisfaction at the Babraham Institute, indicating it is a welcoming place to conduct and support research with 94% of staff being proud to tell people they work at BI.

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An Institute supported by the Biotechnology and Biological Sciences Research Council.

The following application reflects on our achievements and on challenges relating to our key priorities: career development, support for staff, workplace culture, and the gender disparity in staff leaving academia. I can confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Institute.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Simon Cook', enclosed within a large, loopy oval flourish.

Dr Simon Cook FRSB
Institute Director
Head of Signalling Programme

1.2 Description of the research institute and its context (1408 words)

i) The Babraham Institute

The Babraham Institute is an independent world-leading bioscience research institute with charitable status. Our mission is to identify new strategies to promote healthy ageing through our internationally leading life science research. BI forms the heart of the Babraham Research Campus (Figure 1), which also houses 60 commercial life science companies over a 450-acre parkland estate five miles south of Cambridge.



Figure 1: Image of campus labelled with BI buildings

BI undertakes fundamental molecular and cellular research to generate new knowledge about the biological mechanisms underpinning ageing, development and the maintenance of health. Our staff is made up of 325 employees and 42 PhD students. The Institute's core is composed of three interconnected and collaborative Institute Strategic Programmes (ISPs): Epigenetics, Immunology, and Signalling. Each ISP is headed by an ISP lead and comprises 5-11 research groups. We have a strong focus on cross-ISP research projects, innovation, research translation and entrepreneurship, and operate across these areas with an ethos of team science. Existing in parallel to the ISPs are eight science facilities that support research groups and undertake external work: Bioinformatics, Biological Chemistry, Biological Support Unit (BSU), Flow Cytometry, Gene Targeting, Genomics, Imaging, and Mass Spectrometry. Each scientific service is led by a facility head who oversees the facility's research staff. The BSU is a larger facility, with over 60 staff in four bio-science units (staff are named 'Technical (BSU)' for this application). Professional (e.g. HR, Finance, Institute Management, Grants Office) and Technical (e.g. Engineering, Business Systems, Computing, Stores, Housekeeping) teams support the Institute's research. We also have a nursery available for Institute and campus staff. For this application Nursery staff have been categorised as 'Professional (Nursery)'.

The Institute receives strategic funding from the Biotechnology and Biological Sciences Research Council (BBSRC) to support the scientific and operational infrastructure in five-year instalments. This is subject to rigorous and thorough review through an Institute Assessment Exercise (IAE), which last occurred in 2023. The strategic funding comprises around half of our grant income with the rest

obtained through grant applications to Research Councils, the European Commission, charities, and industry.

ii) Workplace culture

We aim to sustain an environment where everyone can thrive and take pride in their contribution to the delivery of world-class life sciences research. For this to happen, BI must have equitable opportunities for a successful career within science and/or scientific support operations. Our vision for a positive workplace culture is exemplified by the five strategic initiatives defined in the IAE; these are key areas of Institute life that the Babraham Executive Committee (BEC) and Board of Trustees (BoT) have prioritised for development, with Steering Groups comprised of students and employees from all areas of the Institute. There are individuals who sit on more than one group which ensures collaboration and communication between groups.

1. *Equity4Success*. Our EDI initiative evolved from our Athena Swan Self-Assessment Team (SAT) and now has a remit that goes beyond gender to develop and maintain an inclusive workplace where everyone can contribute to and benefit from our research. In 2023, the name changed from equality4success to equity4success reflecting our focus shifting to equitable outcomes rather than equal opportunities.

2. *Technician Commitment*. The Institute became a signatory of the Technician Commitment in 2019 and the Steering Group acts to ensure visibility, recognition, and career development of technicians recognising their critical role in our research, and sustainability of technical expertise across BI.

3. *Wellbeing*. Above and beyond our contractual duty of care, BI is strongly committed to promoting the physical and mental health and wellbeing of employees and students. The Wellbeing Steering Group plans and delivers a range of day-to-day activities to promote a positive and healthy working environment.

4. *Research Integrity*. We signed the San Francisco Declaration on Research Assessment in 2018. We conduct research in a way that allows others to have confidence that our research is of the highest quality, being founded on rigour and excellence. Established in 2021, the Steering Group ensures statutory, regulatory, contractual and ethical requirements (both in the UK and internationally) in research integrity, whilst promoting best practice in our research.

5. *Green Labs*. This Steering Group was established to improve the environmental footprint of our research and associated activities by reducing emissions and pollution, enhancing nature and biodiversity on campus, and raising awareness of environmental issues and their solutions. In 2023, Green Labs received a Platinum Award from SOS-UK Green Impact recognising our leadership and sustained efforts.

In addition to our strategic initiatives, we have facilities and policies that provide a wide variety of opportunities and a strong sense of community. On site accommodation (44 properties) provides homes for short and long-term employees or students and their families. BI has its own nursery, established in 1990, accommodating up to 90 children: it has consistently been rated as outstanding by OFSTED. The nursery is staffed by Institute employees and is available to BI staff, staff from BRC companies, and the wider public but BI staff are given enrolment preference and employees can use a tax relief payment system. The nursery also runs holiday 'funpack' clubs held in Babraham village school.



- On-site accommodation
- Free car parking
- Subsidised local bus fares
- Bike sheds (with equipment and support)
- Campus car share scheme
- Canteens and coffee shops
- Cash machine
- Vending machines/coffee machines
- Nursery, after school club & holiday club
- Nappy changing facilities in male and female toilets
- Lactation room
- e4s children's resource box for when children are on site
- Nursery salary sacrifice
- Childcare vouchers
- Employee assistance programme
- Gym, sauna, sports clubs, tennis courts, trim trail
- Yoga classes
- Reflection/prayer room
- Allotments
- Sports and social club
- e4s library
- Gardens

Figure 2: Screenshot showing part of the Making Life Work Well page

iii) Organisation and governance

The director is responsible for all institute activities and reports to the BoT (Figure 3). Since our last application in 2018, we have had significant director turnover starting with the death of Michael Wakelam in 2020, the short tenure of Wolf Reik and the current four-year tenure of Simon Cook. Despite these rapid leadership changes, there is a clear management structure and robust policies that ensure good governance and transparency.

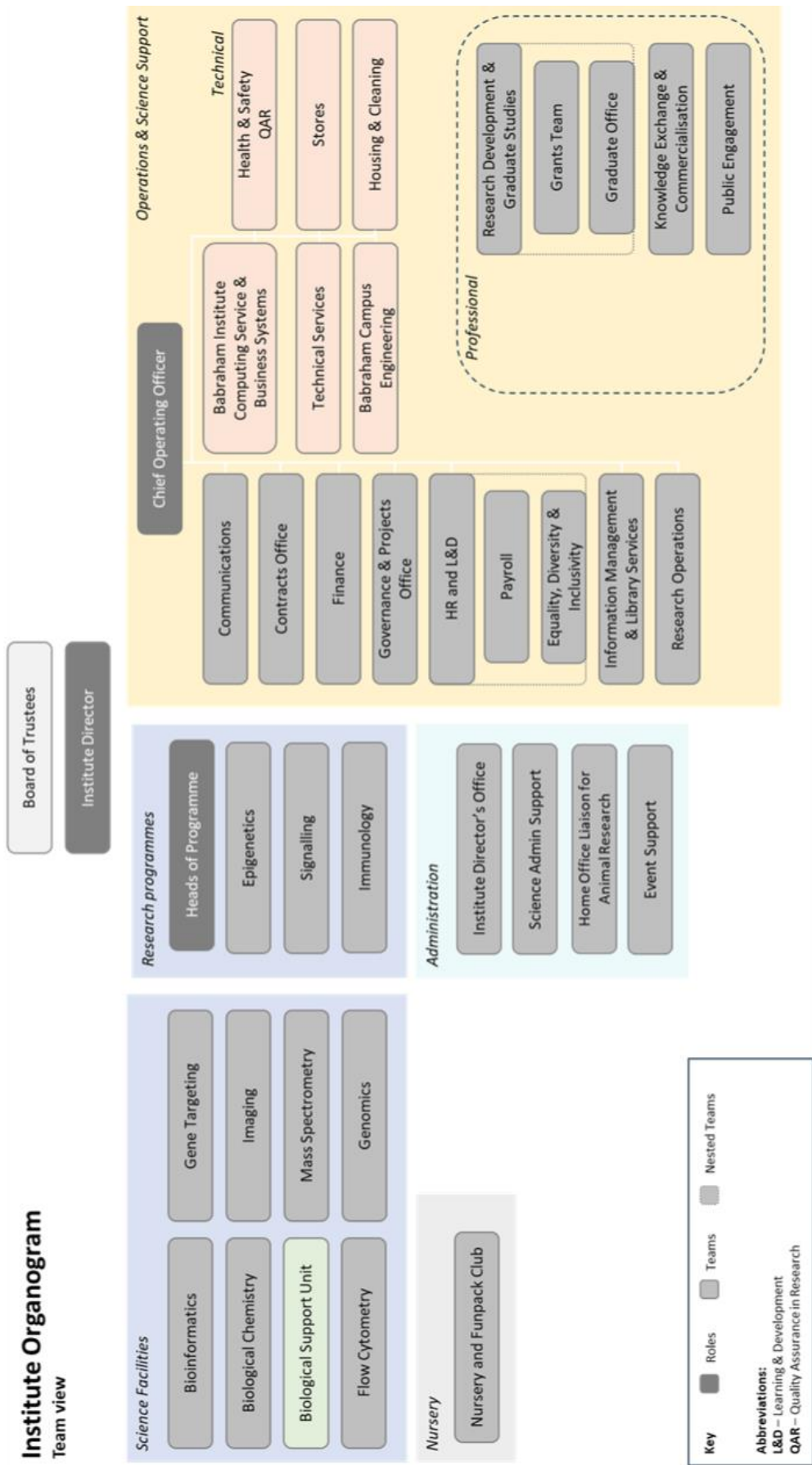


Figure 3: Institute organogram

There are also a variety of decision-making committees and advisory groups (Figures 4 and 5) that cover many aspects of Institute operation. Committees devolve authority from the most senior internal committee, BEC. Representatives from each committee, including the ESG, provide biannual reports to BEC and a summary of business is available to all staff after each meeting.

About our Committees & Groups

We have a number of different types of committees and groups, which help us manage our day-to-day activity. These are:

- **Committees** are part of the Institute's core internal governance structure. They have delegated authority from Babraham Executive Committee (BEC) for decision making within their remit, with detail recorded in their Terms of Reference.
- **Steering Groups** oversee Institute strategic initiatives. They have decision making powers delegated from BEC as defined within the strategic initiative's project plan.
- **User Groups** are consultation groups for users of a service. They have no decision making powers and provide advice only to management of the service.
- **Forums** are communication or discussion groups. They have no decision making powers; decision making powers are only from the authority delegated to specific roles. Forums can make recommendations to Institute Committees.
- **Team meetings** have no decision-making powers; decision making powers are only from the authority delegated to specific roles.

Figure 4: About our committees and groups

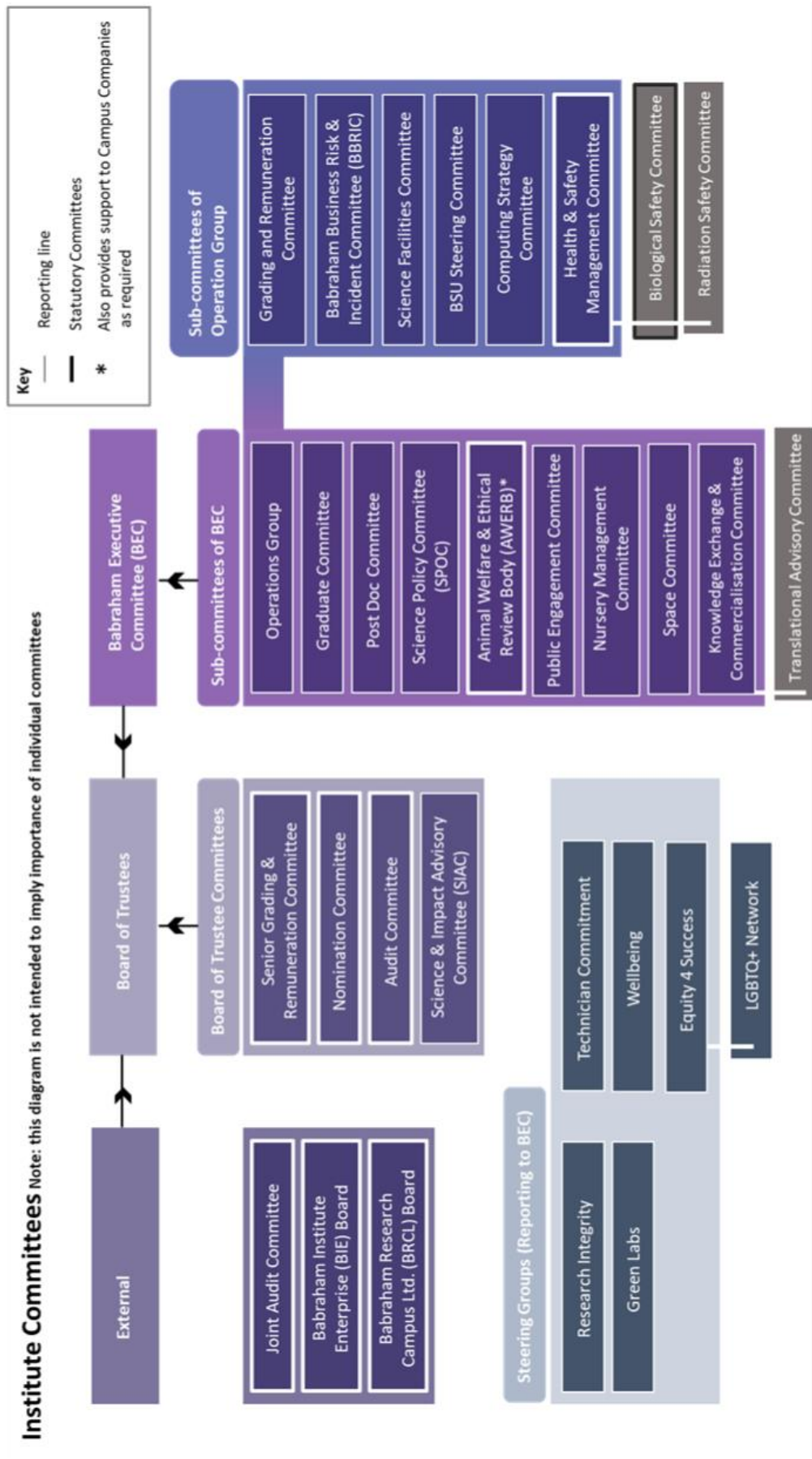


Figure 5: BI committees organogram

iv) Staff

Staff at the Babraham Institute are divided into two categories: students and employees.

Employees

For this application, employees have been categorised according to their role (Table 1). BI role and grade structure are shown in Table 2. BI diverged from BBSRC in 2011 leading to a restructure and new terms of employment. All new staff are employed on BI contracts and 12% of staff members remain on BBSRC terms and conditions. Those on BBSRC terms are categorised into equivalent BI bands for analysis.

Professional	Professional (Nur)	Technical	Technical (BSU)	Research	Students
Directors Office	Nursery	BCE Engineering	BSU	Group Leaders	PhD students
Finance	Nursery Funpack Club	Business Systems	Vet Care	Post Docs	
Grad Programme		Housekeeping		Research Assistants	
Grants Management		Computing		Facilities Staff	
Human Resources		Health & Safety			
Institute Management		Science Building Services			
Knowledge Exchange and Commercialisation		Stores			
Public Engagement					
Support Services					
Communications					
Projects Office					
Library					

Table 1: Departments by category

Research career paths

Many of our research staff, including PhD students and postdoctoral researchers, are recruited to fixed term contracts with a view to them moving on from the Institute. Our goal is to enable them to have successful independent scientific careers. Our programme funding structure also enables longer term contracts for senior postdoctoral researchers and technical specialists such as research assistants or facilities staff (Table 2). As such, some researchers are on permanent contracts.

Additionally, we have a tenure track programme. At the point of recruitment, it is the intention that all tenure track group leaders (TTGLs) will achieve tenure according to a defined set of criteria. There is space to accommodate all recruited GLs on a long-term basis, subject to research assessment exercises and continued institutional funding. All TTGLs are external recruits and GLs are a mix of internal promotion and external recruitment. We do not use a workload allocation model.

	BI Band	Examples of Staff Roles	Category				
← Increasing Seniority	AP	Apprentices					
	10, 11	BSU Trainee Technician, Nursery Assistant					
	9	BSU Technician, Nursery Nurse, Stores Assistant, Admin Assistant	Professional	Professional (Nursery)	Technical	Technical (BSU)	Research
	8, 7	BSU Supervisor, Senior Nursery Nurse, Engineer, IT Support					
	6	Post-Doc, Research Fellow, Professional Manager, BSU Manager, IT Specialists, Deputy Nursery Manager					
	5	Senior Post-Doc (sPD), Senior RA (sRA), TTGL, Facility Head, Research Fellow, Manager, IT Manager					
	4	Principal Post-Doc (pPD), GL, Facility Head, Department Head, Professional Manager					
	3	GL, Department Head					
	PC2	ISP Head, Deputy Director					
	PC1	ISP Head, Director					

Table 2: Bands, roles and categories

Students

We have a thriving community of research PhD students, registered at the University of Cambridge (UoC). New students complete a two-week induction programme enabling each year group to get to know each other and form supportive networks throughout their time at BI. Numerous shared training sessions are provided in subsequent years. Each student has a personal committee, comprising:

- Their supervisor;
- a UoC co-supervisor;
- an independent assessor (another BI GL);
- a scientific mentor, (often a postdoc in the lab);
- a pastoral mentor; and,
- a UoC college pastoral mentor.

Students' progress is formally assessed by their committee, with a two-month report, eight-month PhD registration report, 18-month update, second year draft thesis plan and third year revised thesis plan. The Graduate Committee has student members and oversees student progress and welfare.

BI does not have undergraduate or taught postgraduate students.

v) University of Cambridge

BI is a UoC Partner Institute, and many employees and students play an active role in UoC life. Group leaders are full UoC supervisors but have no formal teaching responsibilities. Some postdocs are associated with UoC colleges with different levels of engagement and responsibilities in college activities, for example as affiliated members or research fellows/bye-fellows. All research staff have access to UoC resources, such as career services and training.

1.3 Athena Swan self-assessment process (983 words)

i) Overview of Self-Assessment Team

The Babraham Institute's SAT is made up of members of the equity4success steering group (ESG) and Athena Swan working group (ASWG). Members are a mix of self-nominated, recruited and *ex officio* individuals from across the Institute (Table 3). A new equity4success chair, Dr Hayley Sharpe, was recruited in 2022 to succeed Dr Cheryl Smythe who led BI's 2018 Athena Swan application.

Name	Gender	Job Title	Role in SAT
	Female	PhD student	PhD representative, [REDACTED] Public Engagement Committee (ESG)
Simon Andrews	Male	Head of Bioinformatics	Facilities and Schools representative, Research Integrity Steering Group (ESG)
Steve Barrett	Male	Project and Governance Officer	Staff surveys, data gathering (ASWG)
Michelle Barthelemy	Female	Head of Learning & Development and Deputy HR Director	HR representative, Staff Engagement Surveys, action plan design, Wellbeing Steering Group chair (ESG)
Simon Cook	Male	Institute Director	Senior Leadership team, BEC, Scientific Policy committee, application preparation, action plan development (ESG)
Heidi Hauser	Female	Graduate Studies Officer	Data provision (ASWG)
Jon Houseley	Male	Group Leader	Liaison with SPOC, GL representative, Scientific Policy Committee, Head of Knowledge Exchange and Commercialisation, Senior Leadership team, Green Labs Steering Group (ESG)
Simon Jones	Male	Chief Operations Officer	Governance, BoT liaison, BEC, Senior Leadership Team (ESG)
Andrea Last	Female	HR Director	Liaison with nursery management, data analysis, application preparation, action plan development, BEC, Senior Leadership team, Research Integrity Steering Group (ESG)
Mel Neil	Female	Business Systems Manager	Data provision and project support (ASWG)
Michael Norman	Male	Public Engagement Manager	Schools and community group liaison, outreach, Public Engagement Committee (ESG)
Francesca Rossi	Female	Postdoc - Marie Curie Fellow	Data presentation, postdoc representative (ESG)
Yasmeen Safayd	Female	PhD student	PhD representative, SES design (ESG)
Rahul Samant	Male	Tenure-Track Group Leader (TTGL)	TTGL representative, action plan development (ESG)
Devadathan Sethumadhavan	Male	Postdoc	Postdoc representative (ESG)
Hayley Sharpe	Female	Group Leader	e4s Chair, application preparation, action plan development, Research Integrity Steering Group, ASWG chair (ESG and ASWG)
Robert Siddaway	Male	Senior HR Advisor	Data provision/analysis and people advice, Wellbeing Steering Group, Technician Commitment Steering Group (ASWG)
Laura Steel	Female	BSU Unit Supervisor	BSU representative, action plan design (ESG)
Olly Stokoe	Male	Head of Governance and Projects	Project management assistance and oversight, application preparation, Senior Leadership team (ASWG)
Louisa Wood	Female	Head of Communications	Internal and external communication, action plan development, images for application, Research Integrity Steering Group, Technician Commitment Steering Group, Senior Leadership team (ESG)
Elizabeth Wynn	Female	Equality and Diversity Manager	Application lead, data analysis, Postdoc Committee, Technician Commitment Steering Group, Wellbeing Steering Group, focus groups (ESG and ASWG)

Table 3: SAT membership as of 31/1/24

In recent years we have expanded representation so now the team has representatives from most staff areas (Appendix 2 Figure 1) with professional staff being overrepresented due to the number of *ex officio* roles. Due to the need to maintain staff to child ratios, staff from the Nursery are unable to attend meetings so a liaison speaks on their behalf. Compared to the grade distribution at the Institute (Appendix 2 Figure 2), we have more senior staff to guarantee actions are embedded at the highest levels.

The SAT is slightly more male than female (Appendix 2 Figure 3), counter to the gender distribution of the Institute (SAT: 47%F, BI: 63%F; 30/09/2023). The overrepresentation of men is partly due to having more senior staff but also ensures the burden of gender equality work does not rest solely with women. Additionally, the SAT has a breadth of different life experiences (Table 4) leading to diverse contributions in planning and carrying out actions.

Experience	Yes
Born outside the UK	24%
Experience living and/or working outside of home country	48%
Part of a minority ethnicity group in the UK	19%
Member of the LGBTQ+ community	10%
Has a disability	10%
Married or in a long-term relationship	62%
Part of a dual-academic relationship	10%
Experience of part-time work	19%
Has taken long term leave over 4 weeks	45%
Has children under 5	10%
Has children between 5 and 16	24%
Experience of elder care	33%

Table 4: Life experiences of SAT members

ii) Summary of self-assessment process

The ESG met quarterly throughout 2018-2022 then meeting frequency increased in the run up to this application. Agendas are prepared by the e4s Manager and Chair based on progress on initiatives, as well as items suggested by team members (Figure 6). The Terms of Reference for e4s outline a remit that includes all forms of inclusivity and equity; nevertheless, gender related issues and AS actions are discussed at almost all meetings.

56th equity4success Steering Group Meeting

12th December 2023 @ 9:30 Old Dining Room

Agenda

1. Welcome and Apologies [REDACTED]
2. Minutes from the last meeting and matters arising (29th Sept 2023) [REDACTED]
3. Athena Swan update [REDACTED]
4. HR update [REDACTED]
5. E4S posters [REDACTED]
6. Prayer room update [REDACTED]
7. Behaviour focus groups [REDACTED]
8. AOB

Figure 6: Sample ESG agenda

The ASWG was formed in 2021 and met bimonthly with a focus on data collection and timelines for the project (Figure 7). It comprised staff from the Projects Office, Business Systems, HR and a subset of e4s members. Meetings of both groups were minuted by admin staff.

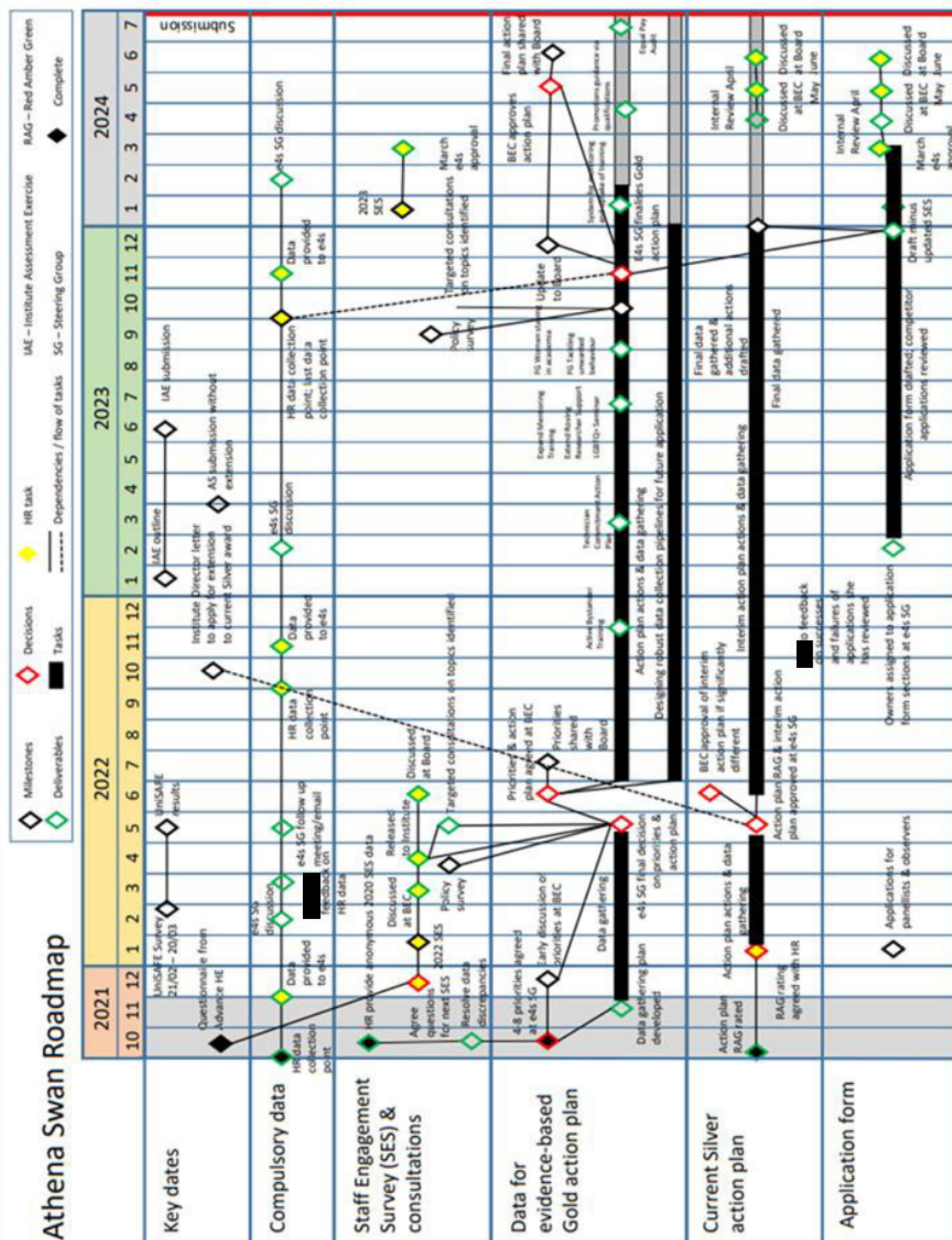


Figure 7: AS application roadmap updated Dec 2023

The ESG came up with suggestions for key priorities for this application in 2021 by consulting staff from the areas they represent and reviewing data we collected as part of our previous APs. These suggestions were voted on and the top four (workplace culture, career development, support for staff, and gender disparity in leaving academia) were taken to BEC where they were approved. A variety of qualitative and quantitative data sources were then identified that mapped to these priorities (Figure 8).

Priority	Data	Source
Workplace culture	Reports of formal cases of bullying and harassment	HR
Workplace culture	Focus groups on poor behaviour	e4s
Workplace culture	Dignity at Work and Active Bystander training rates	HR
Staff support	Return from long term leave	HR
Staff support	Requests for flexible working or WFH arrangements	HR
Staff support	Roving researcher requests	
Staff support	Maternity cover	HR
Career development	Make up of recruitment and promotion panels	HR
Career development	Appraisal rates	HR
Career development	Training uptake	HR
Leaving academia	Focus group	e4s
Leaving academia	Next destination of academic leavers	Group leaders

Figure 8: Sample of data types and sources mapped to key priorities

A critical data source is our SES, run by an external company, which took place in 2020, 2022 and 2024. For each year respectively, the percent of staff completing the survey was 72%, 63% and 65%. The respective gender breakdown of respondents was 93M, 119F, 45PNTS; 85M, 104F, 36PNTS; and 79M, 116F, 28PNTS. In 2021, the e4s Manager and Chair contributed new questions for the 2022 survey (Figure 9) and again in 2024 which were tailored to investigate the key priorities.

- a. I have experienced/witnessed bullying and harassment or other 'poor behaviour'
- a. I know how to report bullying and harassment
- a. I am satisfied with how bullying and harassment are addressed
- a. I feel comfortable speaking up about and/or reporting bullying and harassment
- b. The institute values equity, diversity and inclusivity
- c. The institute is supportive of caring/external responsibilities
- d. My mentoring needs are met
- e. I know where to seek mental health or wellbeing support
- e. I feel comfortable accessing mental health or wellbeing support
- f. Citizenship (e.g. being on committees, being a mentor, taking part in PE work) work is recognised and valued
- g. Promotion processes are clear to me
- g. Promotions at the institute are transparent and fair
- h. My training needs are met
- h. I am supported to take training and career development opportunities

Figure 9: Questions added to the 2022 SES

A subgroup of the SAT held an action-planning workshop in January 2024 to brainstorm 2024AP which was further refined before being approved by BEC.

Two other important actions that took place within this timeframe were the EDI audit and the IAE. Commissioned by HR in 2023, the external EDI audit assessed our gender equality work in the context of our broader EDI work. Recommendations from this have been incorporated into our AP, for example, around training (2024AP4.8) and strategy (2024AP3.9). The IAE involved detailed assessment of and reflection on not only our research but also our culture, including gender equality. One resulting project was the Institute Culture Consultation led by an external consultation company in 2023-24. Resulting actions and data will also feed into the AP (2024AP3.21).

iii) Reflections on previous application feedback

In 2018, the Institute submitted a gold Athena Swan application and was awarded silver. We are proud to have been commended on thorough self-assessment, a wealth of good practice, how embedded gender equality is at the Institute, being a beacon of achievement, and promoting good practice in the community. In section 2 we will demonstrate how we have continued and built on these activities.

We were also given areas to work on: sustained record of activity and impact; and providing clear links between previous issues, specific actions to address these, and the impact as a result of the actions. As a result, we added a 'context' column to our AP that includes details such as previous actions, supporting data and origins of suggestions.

It was also recommended we work on collecting data, analysis and actions regarding the intersection of gender and ethnicity. As a small organisation, we are limited in the analysis we can do while maintaining individuals' confidentiality. As a starting point we collected data by ethnicity for recruitment and staff (Appendix 2 Tables 15-19) and have actions related to increasing ethnicity disclosure rates to allow better intersectional analysis in future (2024AP5.4).

iv) Delivering and maintaining gender equality activities

Following this submission, the frequency of e4s meetings will go back to quarterly and the ASWG will be disbanded until the run up to our next application. The ESG will annually review progress of the AP and data, updating actions as needed. We will also formally complete a mid-cycle RAG analysis to assess progress (2024AP5.6). Delivery is the responsibility of individuals or groups assigned in the 2024AP to progress those actions. The e4s Chair and Manager are ultimately accountable for oversight and delivery of the AP but work closely with stakeholders across the Institute including HR and BEC.

Succession of the ESG is managed by the e4s Chair. When a member notifies the Chair of their intention to leave, an open call for a representative from that area is put out. Members do not serve set terms apart from students: students are recruited in their second year and serve on the ESG for two years so there is always a second year and third year representative. This system ensures ESG responsibilities do not interfere with their critical final year. New members are inducted into the ESG with a one-to-one meeting with the Chair prior to joining their first meeting.

All members of the ESG have their time for steering group meetings and actions recognised by their managers and in their appraisals. The e4s Manager is a permanent role solely dedicated to EDI activities, a large part of which relates to Athena Swan, and e4s has a ringfenced budget taken from our core funding.

2.1 Evaluating progress against the previous action plan (981 words)

In 2022, we applied for and received an 18-month extension with an interim action plan (2022AP) that included 20 actions over four key priorities. Because of its brevity, we combined it with the action plan from our last full application (2018AP). These two action plans comprise 91 actions (Appendix 0), though some actions in 2022AP are continuations from 2018AP. All actions were SMART with defined success measures allowing empirical RAG analysis. Of these combined actions, 55% are green, 25% are amber, 12% are red, and 8% were discontinued. 2018AP had 27 prioritised actions with the breakdown of 70%G, 26%A, 4%R.

i) Evaluation methodology

Between 2018-2020, the 2018AP was reviewed annually by the ESG and progress was recorded on a Gantt chart as completed, partial or outstanding. This progress was reported to BEC by the e4s Manager with key successes and delays highlighted. By 2021 many changes had occurred: COVID-19 disrupted planned actions, ESG meetings, workloads, and impacted people's physical and mental health; the transformed Athena Swan charter had different requirements which made some actions irrelevant and required new ones; and as we progressed further from when the actions were created more deviations accumulated. Amidst this disruption, recording on the Gantt chart ceased. Nonetheless, progress of planned actions continued to be discussed at ESG meetings and reported to BEC, including regular data analysis of key metrics like recruitment, staff composition and SES results.

In 2022, several factors led to a reset that revitalised our approach to evaluating progress: the extension application, a new ESG chair after a six-month period without one, and involvement from the Project Office in the ASWG. The extension application required us to do a RAG analysis of the 2018AP and create the 2022AP where we evaluated progress against success measures, developed new actions, and iterated old ones.

ii) Facilitators to green actions

A key factor to many successes was **clear ownership of actions**. Every action was assigned to an individual or small group. We chose to use roles rather than named individuals to ensure continuity. The effectiveness of this approach can be seen in many different areas like focus groups facilitated by the e4s Manager (2022AP1.1), grant writing courses run by the Grants Officer (2018AP4.11) and the BSU role-sharing scheme overseen by the Co-Heads of the BSU (2018AP4.6).

The **community at BI is engaged** with and aware of the importance of EDI values. This high level of awareness and involvement helped in the delivery of a variety of actions. From senior management being committed to not interviewing single-gender shortlists (2018AP4.2), to event organisers considering gender balance of speakers (2018AP7.4), to students leading our initiatives to support Muslim staff, including specific considerations for Muslim women (2018AP13.5), support for the action plan comes from all areas of the Institute.

Many actions required **changes to policies or procedures** ensuring new methods were embedded in the organisation. Examples of this included updated job specification templates (2018AP1.4), mandatory training on sex and gender in research for students (2018AP8.1), and making Equality Impact Assessments a central part of policy creation and review (2018AP13.1). Structural changes such as these ensure sustained impact even with staff growth or turnover.

iii) Barriers resulting in amber or red actions

A common reason for actions to be amber or red was **lack of planned monitoring**. For example, 2018AP7.3, 'Monitor committee load', did not specify how monitoring would occur nor was there a concrete idea of what format the data would be. Many data gathering and monitoring

responsibilities were assigned to HR which proved to be an impractical workload, especially with the unanticipated burden from COVID-19. To prevent this in the 2024AP, we have included details of how monitoring will occur for each action. HR was also heavily involved in AP design to ensure reasonable timelines and workloads on their actions. Additionally, we have identified the need for a new HR system (2024AP5.3) which will reduce the workload for data collection.

Another common reason for red or amber actions was **overly ambitious targets**, such as 2022AP5.4 which aimed for 90% gender disclosure by applicants (84% in 2023). Creating targets that are ambitious yet realistic will always be a balancing act. BI strives for excellence in all areas so we acknowledge we will likely miss some targets but we view this as preferable to 'succeeding' at meeting low targets.

Another factor that led to red actions was **too few success measures**; for example, 2022AP3.7 which had four activities but only one quantitative success measure essentially rendering it pass/fail. This lack of nuance in evaluating the success of actions allowed straightforward RAG analysis but is not sufficient for accurately understanding impacts. Going forwards, 2024AP actions will avoid single success measures and include a more diverse range of metrics.

iv) Discontinued actions

The seven actions that were discontinued were all from the 2018AP, across different areas, and were removed for a variety of reasons. Some are now covered by other initiatives like the Technician Commitment (2018AP8.3), others reflect a change in direction with the identification of our key priorities in 2021 (2018AP4.4), and some could not be undertaken such as 'evaluating student experiences of maternity leave' when no students took leave in this period (2018AP3.4).

v) Additional learnings

The Projects Office was established in 2019 to provide project management expertise and support discrete strategic initiatives. Their involvement in the Athena Swan application process was hugely beneficial in terms of organisation, deadlines and metrics. They contributed to the 2024AP from the beginning, including defining success measures and timelines. Having access to their expertise will strengthen the implementation and iteration of 2024AP.

In addition to reviewing data analysis, monitoring of the AP will now be an annual standing action for the ESG. We will also perform a full RAG analysis of the AP mid-cycle (2024AP5.5) to check progress and update actions as needed.

Line management of the e4s Manager moved from Institute Management to HR in 2022. As HR is responsible for delivering many actions, this closer working relationship facilitates action implementation.

2.2 Key priorities for future action (1860 words)

This is our first application since the charter transformation therefore we have no previous formally defined key priorities to refer to. However, 2018AP did have 27 prioritised actions which covered areas such as improving unbiased recruitment, raising awareness of EDI issues, ensuring input from all areas of the organisation, **career development**, and **support** for flexible working and returning from long-term leave. RAG analysis shows 70% of these were green compared to 55% of the whole action plan indicating good progress on these priorities. The heading with the most actions (28, 12 of which were prioritised) was 'Staff: recruitment, support, training and development' which indicates that was a key area. This is a broad topic so it is unsurprising that **support** and **career development** continue to be on our agenda.

Our current key priorities were determined by the ESG bringing concerns and suggestions from the areas they represent and examining our data in autumn 2021 and again in autumn 2023. This data comprised information that was mandatory under the previous Athena Swan charter, our SES results, and data we elected to collect to support our 2018AP.

i) Gender disparity in leaving academia

Many people leave academia for creative and successful careers in other spheres; however, gender disparity is a concern. This topic was not addressed in our previous application, nor had we collected related data.

Our 2018 consultations and later SESs captured 'intended next destination', for students and for students and postdocs respectively. This starkly indicates that female PhD students are less intent on staying in academia than men whereas postdocs do not show a difference (Appendix 2 Tables 25-26). In 2023 we collected data on actual next destinations of academic leavers. Since this was retrospective there are gaps so we chose to only show data from 2021 onwards (Appendix 2 Tables 27-28). These are also smaller numbers so show fluctuations. This data confirms there is little difference for postdocs by gender but female PhDs are less likely to continue in academia.

The 2018 consultation with students showed that 66% felt there are different career challenges by gender with most citing expectations and assumptions around children and family. A focus group held in 2023 with four female PhDs and three early career postdocs further explored reasons behind this gender disparity. Students brought up job stability and evidence of systemic bias (e.g. few women at higher levels, women receive less funding) as reasons to leave academia. Many felt that academia was not conducive to their plan to raise families. Postdocs were aware of these same barriers but had nonetheless decided pursuing academic careers was worth the perceived challenges. Students felt they may return to academia after a period spent outside of it.

Actions

From 2024 onwards, we will collect 'next destinations of academic leavers' annually to ensure a complete picture of the data (2024AP1.1) and continue to ask about intended future destinations in SESs (2024AP1.2) to understand the pattern.

To better understand the reasons for next destinations, we will redesign our exit interview strategy (2024AP1.3) and rerun focus groups (2024AP1.2). Understanding the experiences of academic returners (2024AP1.4) will allow us to improve supportive measures. We intend to add actions based on insights gained here.

Creating a supportive environment for parents/carers (2024AP1.6 and other **support** actions), highlighting the diversity of successful researchers in academia (2024AP1.8) and offering part-time Tenure-Track Group Leader (TTGL) routes (2024AP1.7) should make BI a more attractive option for

women to stay in or rejoin academia. Our **career development** actions, such as ensuring women are represented at higher levels of research (2024AP2.17) should also make academia more appealing.

ii) **Career development**

Career development formed a significant portion of 2018AP and we have made good progress increasing the number of women at higher levels of the organisation. Since 2018 our 'point of attrition' for women has moved from BI5 to BI3 (Appendix 2 Figure 4). In addition to rejecting single-gender shortlists for senior roles, a significant number of women at higher bands have received promotions (Appendix 2 Table 16) contributing to this change in recent years.

Further progress is required to reach parity so career development remains high on our agenda. We identified areas that relate to our gender disparity through surveys and open consultation. Compared to men, women at BI have less understanding around the promotion process (Appendix 1 Table 1 Q9) and are also less likely to feel their training and mentoring needs are being met (Appendix 1 Table 1 Q7-8).

Consultation with female GLs (Appendix 1) also highlighted being overburdened with administrative and citizenship activities as a barrier to advancement. Additionally, there is a lack of clarity around what success looks like. Citizenship work (e.g. committee membership, being a first aider, or mentor) is essential to the running of an organisation but there is the feeling that this work is not sufficiently recognised and rewarded in a tangible way (Appendix 1 Table 2 Q17). Taking on, or being asked to take on, obligations beyond one's role which are not considered in assessment is an issue female GLs face more than men.

Career development does not solely comprise promotion, and some roles do not have the opportunity for promotion due to the fixed term nature or organisational need. Career development also encompasses areas such as learning, training, mentoring and networking. Women are less satisfied with the training and mentoring the Institute offers (Appendix 1 Table 1 Q7&8).

Actions

A major project will involve creating a Strategic Talent Management Plan comprising interconnected policies around recruitment (2024AP2.15 and 2.16), learning and development (2024AP2.8) and career development frameworks (2024AP2.7). These structural changes will embed equitable principles throughout staff's time at BI and provide clearer understanding of what competencies and behaviours are required for success and promotion in different roles.

We aim to embed a mentoring and coaching culture which includes expanding our mentoring offerings internally as well as advertising external programmes (2024AP2.9) to meet this need. We are training in-house professionally qualified coaches (2024AP2.11) to offer tailored support.

To ensure citizenship work is officially recognised as part of job responsibilities, it will become a separate section on appraisals (2024AP2.1). We will also perform a committee review (2024AP2.2) to streamline and reduce burden. Additionally, we are expanding the pool of people who can sit on committees so female GLs are less overburdened and junior female staff can gain valuable experience (2024AP2.3).

iii) **Workplace culture**

Our key priorities were selected in 2023 after the 2022 SES identified a gender difference in those who felt they can call out bad behaviour (Appendix 1 Table 2 Q9-10) and those who experienced or witnessed bullying and harassment (Appendix 1 Table 2 Q13).

Focus groups held in 2023 indicated widespread poor behaviour is not a problem at the Institute but most people were aware of incidents of poor behaviour. When asked if they agreed with the

statement 'poor behaviours are not tolerated at the Institute', all men agreed with this statement whilst some women did not, but no one identified gender as a factor in the poor behaviour that they were aware of. The most cited problematic behaviour was demeaning or belittling others (Appendix 1 Table 2 Q11b). Suggestions for how poor behaviours could be reduced or handled better centred on increasing clarity around unacceptable behaviour and building trust in the systems for handling incidents.

The 2024 SES has shown significant positive change around these areas, especially from women. There was a 13-point drop in women witnessing/experiencing bullying or harassment and a four-point drop for men bringing these to parity (Appendix 1 Table 2 Q13). We attribute this to strong messaging from senior management around this topic and Institute-wide roll out of mandatory Active Bystander training. However, there is still room for improvement so this remains a priority.

Actions

Creating trust that reports of poor behaviour will be dealt with appropriately was a major theme of the focus groups so we are working to increase the visibility of HR (2024AP3.3) and give concrete examples of how people will be supported (2024AP3.5) and how issues are handled (2024AP3.6).

We will provide greater clarity around behavioural expectations with career frameworks (2024AP2.7) and updating the Code of Conduct (2024AP3.2). Groups will also develop their own team handbooks (2024AP3.1) so everyone is involved in shaping culture. Managers will also be given training and supported to deal with poor behaviours that are raised to them (2024AP3.4).

Education is key for creating an inclusive workplace, so we have highlighted specific topics like inclusive language (2024AP3.11) and microaggressions (2024AP3.10) to include in our e4s Bite awareness-raising programme. We will also create guidelines on numerous topics, like inclusive events (2024AP3.15), as part of our wider EDI awareness raising efforts (2024AP3.14).

Increasing communication between different groups at the Institute is important for ensuring everyone feels heard. Our staff forum (2024AP3.16) will seek to address this need as will the Random Coffee Matches (2024AP3.18).

iv) **Support for staff**

Consultation of staff indicates that maintaining work-life balance (e.g. manageable workloads, hybrid and flexible working, consideration of caring responsibilities) is less valued by men than women at the Institute, primarily due to fewer external commitments (Appendix 1). SES data on this does not show significant difference between women and men's feeling on these topics, though women's satisfaction is generally lower (Appendix 1 Table 3). Providing better support also ties in with preventing women leaving academia.

HR identified supporting mental health and wellbeing as a key issue from staff feedback leading to the establishment of the Wellbeing Steering Group in 2021 and an external wellbeing audit in 2023. The 2024 SES data also shows a drop in satisfaction with and comfort accessing mental health support, particularly among women (Appendix 1 Table 3 Q10), evidencing the need for continued work in this area.

The Postdoc Committee has reported international staff need more support to acclimatise to the UK, particularly women who do the bulk of activities like registering families for school and GPs. Feedback indicates that staff want to see better support for marginalised groups such as people with disabilities or LGBTQ+ people. Work with our Muslim community has highlighted there can be different needs by gender within marginalised groups so this is something we will be attuned to. We have also received requests for more support for people going through menopause.

Actions

To benefit people with caring and other external responsibilities, we plan to strengthen our support for flexible and hybrid working (2024AP4.2). Our sector-leading roving researcher scheme has supported people on long-term leave, primarily maternity leave, and going forwards we will expand the support we offer when they return as well (2024AP4.3). Further measures include introducing a staff reward and recognition system and reviewing annual leave provision (2024AP4.16).

Supporting staff's health and wellbeing will be underpinned by a formal Health, Stress and Wellbeing strategy and stress surveys to assess different groups' needs (2024AP4.11). We will also improve awareness and comfort with accessing current mental health and wellbeing provisions through activities like hosting meet and greets with Mental Health First Aiders (2024AP4.12).

The Postdoc Committee has made significant strides in supporting international staff and we will expand this to all areas of the organisation (2024AP4.9). We have identified specific marginalised groups we want to support such as neurodiverse people (2024AP4.8) and those going through menopause (2024AP4.7) through activities such as raising awareness, training and setting up staff support networks (2024AP4.10). Should need for support for other groups be highlighted, we will add activities to the action plan. As with our support for Muslim staff, we will be conscious of specific needs by gender within marginalised groups.

v) Other

To enable our key priorities, we have actions around maintaining and improving data collection (2024AP5.3 and 2024AP5.4). A lack of data around ethnicity of current staff (65% disclosure in 2023) means we are unable to analyse data intersectionally by gender and ethnicity so increasing disclosure is especially important (2024AP5.5).

Appendix 1

	2020		2022		2024	
	Female	Male	Female	Male	Female	Male
1. I am clear on what I need to achieve in my role	96%	98%	96%	98%	94%	96%
2. I can access support, guidance and mentoring for my development	89%	89%	83%	87%	85%	91%
3. I am comfortable talking to my supervisor/line manager about my career aspirations	94%	91%	95%	96%	92%	92%
4. Working at the Institute will help me to achieve my career aspirations	91%	89%	90%	94%	87%	86%
5. My line manager gives me feedback that helps me to improve my performance	83%	86%	81%	88%	80%	87%
6. I am supported and able to take training and career development opportunities			83%	94%	89%	92%
7. My training needs are being met			85%	88%	84%	95%
8. My mentoring needs are being met			78%	80%	78%	89%
9. Promotion processes are open and transparent			38%	55%	44%	58%

Table 1: SES career development questions by gender

	2020		2022		2024	
	Female	Male	Female	Male	Female	Male
1. I feel valued (for the work I do) by my colleagues across the Institute	76%	78%	82%	82%	80%	83%
2. My line manager treats me as an individual	97%	91%	99%	99%	98%	97%
3. Achievements are celebrated in the Institute	83%	79%	82%	82%	79%	86%
4. I have sufficient input into work related decisions that affect me, where appropriate	85%	86%	81%	83%	81%	91%
5. When I put forward my views, I feel they are listened to	85%	80%	90%	90%	87%	91%
6. We are free to speak openly, within the Institute, even when our opinions are different	85%	89%	83%	88%	82%	88%
7. I feel valued by my line manager	91%	91%	89%	96%	90%	95%
8. My line manager allows me to make my own decisions, where appropriate	98%	94%	96%	98%	96%	97%
9. My line manager appropriately recognises my efforts and achievements	88%	89%	87%	93%	87%	91%
10. We have a culture that allows people to speak up and challenge poor behaviour	72%	79%	77%	88%	87%	86%
11. Poor behaviours are not tolerated at the Institute	79%	79%	70%	87%	85%	87%
11a. Intimidation or aggression is not tolerated at the Institute					94%	96%
11b. Demeaning comments or showing a lack of respect is not tolerated at the Institute					81%	86%
11c. Sexually inappropriate comments or advances are not tolerated at the Institute					97%	100%
12. I enjoy working for the Institute	96%	93%	93%	95%	93%	94%
13. I have experienced and/or witnessed bullying and harassment or other poor behaviour			34%	24%	21%	20%
14. I know how to report bullying and harassment or other poor behaviour			83%	87%	90%	89%
15. I am satisfied with how bullying and harassment are addressed			80%	86%	78%	84%
16. I personally feel comfortable about raising/reporting matters of bullying and harassment			80%	87%	78%	87%
17. Citizenship work is recognised and valued			82%	85%	73%	80%
18. The Institute values equality, diversity and inclusivity			96%	99%	97%	95%

Table 2: SES workplace culture questions by gender

	2020		2022		2024	
	Female	Male	Female	Male	Female	Male
1. I have the right resources and equipment to do my job well	93%	95%	94%	94%	94%	92%
2. The processes we have in place allow me to be productive in my role	89%	83%	89%	88%	90%	90%
3. I have access to the information I need to do my job well	91%	93%	95%	96%	92%	96%
4. I am able to manage my workload	88%	88%	89%	89%	91%	84%
5. My pay and benefits are fair for the work I do	68%	63%	66%	64%	59%	61%
6. I can talk openly to my line manager about any concerns I may have	87%	94%	89%	96%	88%	94%
7. I believe that the Institute cares about my health, safety and wellbeing	93%	93%	93%	95%	87%	94%
8. My line manager encourages and respects a good work life balance	88%	90%	95%	98%	95%	95%
9. I know where and how to seek mental health and wellbeing support within the Institute			89%	93%	89%	86%
10. I feel comfortable accessing mental health and wellbeing support			89%	82%	78%	85%
11. I feel that the mental health and wellbeing provision at the Institute is good			92%	94%	83%	87%
12. The Institute is supportive of caring and external responsibilities/commitments			96%	98%	93%	96%

Table 3: SES support questions by gender

Focus group and consultation summaries

1. Staff consultations, 2018

In 2018, we carried out consultations with 23% of the Institute, representative of area and gender (35F 20M). These were one-hour interviews carried out by members of the ESG based on a standard questionnaire that covered career progression, attitudes towards management, and workplace culture. There was a statistically significant gender difference in satisfaction with opportunities for career progression. Though there were variations by gender to questions, no others were statistically significant. The only people who were dissatisfied by work-life balance were women. Research were most likely to have noticed men and women being treated differently or feel there were gendered difference in opportunities, citing family or other external responsibilities as factors.

There were generally positive feelings/responses towards e4s/AS awareness, direct management, and workplace culture. Since 2016, feelings/responses had improved regarding training, flexible working, and mentoring. Areas to improve included career advice and opportunities for career progression.

2. Postdoc career development focus group, 2019

A group of male and female postdocs across all ISPs were asked about their attitudes towards career development. The main things they suggested were clarity of information around promotion, informal spaces and opportunities to meet, more advice about career development, and Institute-wide infrastructure so that opportunities aren't dependent on individual GLs.

3. Female GL consultation, 2023

Female GLs were asked about barriers specific to women's academic career progression and suggestions for support. Participants expressed frustration around time pressure and lack of clarity with what success at the Institute looked like, citing they were expected to participate in 'extracurricular' activities like committee membership or mentoring on top of their research but then those activities were not considered when assessing progress in their roles. Committee overload and administrative tasks were felt to be especially burdensome. Suggestions included transparency around career progression opportunities and metrics, and reduced additional commitments to free up time for research.

4. Leaving academia focus group, 2023

Equity4success held a focus group with female staff, four PhD students and three early career postdocs, to discuss why women want to leave academia at higher rates than men. All of the postdocs intend to stay in academia and none of the students did. Despite this stark divide there was a lot of agreement in the group during the discussion. Everyone agreed on the challenges of academia but it was a question of priorities: postdocs described willingly making the choice to make sacrifices while PhD students prioritised stability for the next step of their career. The group agreed that women are less able to put additional time in due to external responsibilities, notably childcare, and felt academia rewards attributes that disadvantage women.

5. Workplace culture and behaviour focus groups, 2023

Four focus groups were held to discuss workplace culture and poor behavior. Groups were divided by seniority and gender (senior female, senior male, junior female, junior male).

When asked if they agreed with the statement 'poor behaviours are not tolerated at the Institute', all men agreed with this statement and some women did not. The general sentiment is that widespread poor behaviour is not a problem at the Institute but most people were aware of incidents of poor behaviour. Overall, everyone agreed the Institute has a positive workplace and is better than many other academic institutions.

Though women were more likely to feel poor behaviour was a problem, no one noticed gender-based patterns. Many people cited bullying or poor behaviour falling along lines of seniority. Since we have more men at senior levels and women at junior levels, this may play out along gendered lines even if that is not the motivation.

All groups feel there are barriers to reporting poor behaviours. Most suggestions for how poor behaviours could be reduced or handled better centred on increasing clarity and building trust.

Appendix 2 Data Tables

Mandatory data

	2018				2019				2020					
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F		
RA/Tech	11	1	12	92	14	4	18	78	13	1	14	93		
PD/sRA	28	15	43	65	36	21	57	63	33	27	60	55		
TTGL/sPD	27	10	37	73	24	12	36	67	27	9	36	75		
GL/HoF	4	8	12	33	5	7	12	42	4	7	11	36		
sGL	1	5	6	17	0	5	5	0	0	3	3	0		
HolSP	0	3	3	0	0	3	3	0	0	3	3	0		
	71	42	113	63	79	52	131	60	77	50	127	61		
	2021				2022				2023					
	Female	Male	Total	% F	Female	Male	PNTS	Total	% F	Female	Male	PNTS	Total	% F
RA/Tech	9	1	10	90	10	6	0	16	63	8	6	0	14	57
PD/sRA	28	28	56	50	31	24	0	55	56	27	22	0	49	55
TTGL/sPD	25	13	38	66	28	11	1	40	70	26	9	1	36	72
GL/HoF	5	7	12	42	6	10	0	16	38	4	7	0	11	36
sGL	0	4	4	0	0	1	0	1	0	2	3	0	5	40
HolSP	0	2	2	0	0	2	0	2	0	0	2	0	2	0
	67	55	122	55	75	54	1	130	58	67	49	1	117	57

Table 1: Research employees by gender and role

All	2018				2019				2020						
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F			
BI AP	1	4	5	20	1	3	4	25	1	1	2	50			
BI 10,11	39	9	48	81	48	11	59	81	48	10	58	83			
BI 9	48	15	63	76	47	13	60	78	43	18	61	70			
BI 8,7	32	16	48	67	38	24	62	61	40	20	60	67			
BI 6	41	24	65	63	56	31	87	64	48	42	90	53			
BI 5	38	16	54	70	37	19	56	66	37	15	52	71			
BI 4	5	15	20	25	6	12	18	33	9	11	20	45			
BI 3	1	2	3	33	1	4	5	20	1	3	4	25			
PC 2	0	7	7	0	0	6	6	0	0	6	6	0			
PC 1	0	3	3	0	0	4	4	0	0	3	3	0			
	205	111	316	65	234	127	361	65	227	129	356	64			
All	2021				2022					2023					
	Female	Male	Total	% F	Female	Male	PNTS	Total	% F	Female	Male	PNTS	MG	Total	% F
BI AP	1	1	2	50	3	1	0	4	75	2	0	0	0	2	100
BI 10,11	40	10	50	80	34	4	0	38	89	37	7	1	1	45	82
BI 9	52	16	68	76	43	13	0	56	77	40	12	0	0	52	77
BI 8,7	35	20	55	64	39	28	0	67	58	37	27	0	0	64	58
BI 6	46	39	85	54	48	29	0	77	62	44	26	0	0	70	63
BI 5	33	22	55	60	34	26	1	60	57	30	22	1	0	53	57
BI 4	11	12	23	48	9	14	0	23	39	11	11	0	0	22	50
BI 3	1	3	4	25	4	2	0	6	67	5	5	0	0	10	50
PC 2	0	5	5	0	0	5	0	5	0	0	4	0	0	4	0
PC 1	0	4	4	0	0	3	0	3	0	0	3	0	0	3	0
	219	132	351	62	214	125	1	339	63	206	117	2	1	326	63

Table 2: All employees by gender and grade

Prof	2018				2019				2020			
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F
BI AP	0	1	1	0	0	0	0	-	0	0	0	-
BI 10,11	0	0	0	-	1	0	1	100	1	0	1	100
BI 9	1	0	1	100	1	0	1	100	1	0	1	100
BI 8,7	6	1	7	86	7	4	11	64	6	3	9	67
BI 6	6	2	8	75	9	3	12	75	6	5	11	55
BI 5	6	2	8	75	8	2	10	80	6	2	8	75
BI 4	1	0	1	100	1	0	1	100	3	0	3	100
BI 3	0	1	1	0	1	1	2	50	1	1	2	50
PC 2	0	1	1	0	0	0	0	-	0	1	1	0
PC 1	0	1	1	0	0	2	2	0	0	2	2	0
	20	9	29	69	28	12	40	70	24	14	38	63

Prof	2021				2022					2023					
	Female	Male	Total	% F	Female	Male	PNTS	Total	% F	Female	Male	PNTS	MG	Total	% F
BI AP	0	0	0	-	0	0	0	0	-	0	0	0	0	0	-
BI 10,11	1	0	1	100	1	0	0	1	100	0	0	0	0	0	-
BI 9	2	0	2	100	1	0	0	1	100	1	1	0	0	2	50
BI 8,7	6	3	9	67	9	2	0	11	82	5	1	0	0	6	83
BI 6	9	3	12	75	8	2	0	10	80	11	1	0	0	12	92
BI 5	5	3	8	63	3	4	0	7	43	2	3	0	0	5	40
BI 4	4	1	5	80	3	3	0	6	50	4	2	0	0	6	67
BI 3	1	1	2	50	2	1	0	3	67	2	1	0	0	3	67
PC 2	0	1	1	0	0	1	0	1	0	0	1	0	0	1	0
PC 1	0	2	2	0	0	2	0	2	0	0	2	0	0	2	0
	28	14	42	67	27	15	0	42	64	25	12	0	0	37	68

Table 3: Professional employees by gender and grade

Nur	2018				2019				2020			
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F
BI AP	1	0	1	100	1	0	1	100	1	0	1	100
BI 10,11	23	4	27	85	33	4	37	89	34	4	38	89
BI 9	26	1	27	96	23	1	24	96	21	0	21	100
BI 8,7	9	0	9	100	11	0	11	100	13	0	13	100
BI 6	1	0	1	100	1	0	1	100	0	0	0	-
BI 5	1	0	1	100	1	0	1	100	2	0	2	100
	61	5	66	92	70	5	75	93	71	4	75	95

Nur	2021				2022					2023					
	Female	Male	Total	% F	Female	Male	PNTS	Total	% F	Female	Male	PNTS	MG	Total	% F
BI AP	1	0	1	100	3	0	0	3	100	2	0	0	0	2	100
BI 10,11	28	3	31	90	27	1	0	28	96	30	4	0	1	35	86
BI 9	24	0	24	100	21	1	0	22	95	19	0	0	0	19	100
BI 8,7	12	0	12	100	12	0	0	12	100	14	0	0	0	14	100
BI 6	1	0	1	100	1	0	0	1	100	1	0	0	0	1	100
BI 5	1	0	1	100	1	0	0	1	100	1	0	0	0	1	100
	67	3	70	96	65	2	0	67	97	67	4	0	1	72	93

Table 4: Nursery employees by gender and grade

Tech	2018				2019				2020			
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F
BI AP	0	3	3	0	0	3	3	0	0	1	1	0
BI 10,11	1	0	1	100	2	0	2	100	2	0	2	100
BI 9	4	3	7	57	5	3	8	63	4	4	8	50
BI 8,7	2	12	14	14	3	13	16	19	3	13	16	19
BI 6	2	5	7	29	3	5	8	38	3	8	11	27
BI 5	3	5	8	38	2	5	7	29	2	4	6	33
BI 4	0	3	3	0	1	2	3	33	1	2	3	33
BI 3	0	0	0	-	0	2	2	0	0	2	2	0
	12	31	43	28	16	33	49	33	15	34	49	31

Table 5: Technical employees by gender and grade

BSU	2018				2019				2020			
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F
BI AP	0	0	0	-	0	0	0	-	0	0	0	-
BI 10,11	15	5	20	75	12	7	19	63	11	6	17	65
BI 9	17	11	28	61	18	9	27	67	17	14	31	55
BI 8,7	6	2	8	75	4	3	7	57	5	3	8	63
BI 6	2	2	4	50	6	2	8	75	6	2	8	75
BI 5	1	0	1	100	1	0	1	100	0	0	0	-
BI 4	0	3	3	0	0	3	3	0	1	2	3	33
BI 3	0	1	1	0	0	1	1	0	0	0	0	-
	41	24	65	63	41	25	66	62	40	27	67	60

BSU	2021				2022				2023						
	Female	Male	Total	% F	Female	Male	PNTS	Total	% F	Female	Male	PNTS	MG	Total	% F
BI AP	0	0	0	-	0	0	0	0	-	0	0	0	0	0	-
BI 10,11	9	7	16	56	3	3	0	6	50	7	3	1	0	11	64
BI 9	22	12	34	65	18	9	0	27	67	15	8	0	0	23	65
BI 8,7	6	2	8	75	6	5	0	11	55	6	5	0	0	11	55
BI 6	5	2	7	71	4	1	0	5	80	3	1	0	0	4	75
BI 5	0	0	0	-	0	2	0	2	0	0	1	0	0	1	0
BI 4	1	3	4	25	1	2	0	3	33	1	2	0	0	3	33
BI 3	0	0	0	-	0	0	0	0	-	0	0	0	0	0	-
	43	26	69	62	32	22	0	54	59	32	20	1	0	53	60

Table 6: BSU employees by gender and grade

Research	2018				2019				2020			
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F
BI 10,11	0	0	0	-	0	0	0	-	0	0	0	-
BI 9	0	0	0	-	0	0	0	-	0	0	0	-
BI 8,7	9	1	10	90	13	4	17	76	13	1	14	93
BI 6	30	15	45	67	37	21	58	64	33	27	60	55
BI 5	27	9	36	75	25	12	37	68	27	9	36	75
BI 4	4	9	13	31	4	7	11	36	4	7	11	36
BI 3	1	0	1	100	0	0	0	-	0	0	0	-
PC 2	0	6	6	0	0	6	6	0	0	5	5	0
PC 1	0	2	2	0	0	2	2	0	0	1	1	0
	71	42	113	63	79	52	131	60	77	50	127	61

Research	2021				2022				2023						
	Female	Male	Total	% F	Female	Male	PNTS	Total	% F	Female	Male	PNTS	MG	Total	% F
BI 10,11	0	0	0	-	1	0	0	1	100	0	0	0	0	0	-
BI 9	0	0	0	-	0	0	0	0	-	0	0	0	0	0	-
BI 8,7	8	1	9	89	8	6	0	14	57	7	6	0	0	13	54
BI 6	29	28	57	51	32	22	0	54	59	27	20	0	0	47	57
BI 5	26	13	39	67	29	13	1	43	67	26	11	1	0	38	68
BI 4	4	7	11	36	4	8	0	12	33	5	5	0	0	10	50
BI 3	0	0	0	-	1	0	0	1	100	2	3	0	0	5	40
PC 2	0	4	4	0	0	4	0	4	0	0	3	0	0	3	0
PC 1	0	2	2	0	0	1	0	1	0	0	1	0	0	1	0
	67	55	122	55	75	54	1	130	58	67	49	1	0	117	57

Table 7: Research employees by gender and grade

		2018				2019				2020						
		Female	Male	Total	%F	Female	Male	Total	%F	Female	Male	Total	%F			
Indefinite/ Permanent	Professional	19	7	26	73%	21	11	32	66%	21	13	34	62%			
	Nursery	44	1	45	98%	46	2	48	96%	45	1	46	98%			
	Technical	12	26	38	32%	15	27	42	36%	14	29	43	33%			
	BSU	29	20	49	59%	31	18	49	63%	32	22	54	59%			
	Research	30	21	51	59%	27	23	50	54%	28	21	49	57%			
		134	75	209	64%	140	81	221	63%	140	86	226	62%			
Limited Term	Professional	1	2	3	33%	6	1	7	86%	2	1	3	67%			
	Nursery	3	1	4	75%	2	0	2	100%	3	0	3	100%			
	Technical	0	4	4	0%	5	1	6	83%	1	4	5	20%			
	BSU	1	1	2	50%	1	1	2	50%	1	0	1	100%			
	Research	38	21	59	64%	55	29	84	65%	49	29	78	63%			
		43	29	72	60%	69	32	101	68%	56	34	90	62%			
Casual	Professional	0	0	0	-	1	0	1	100%	1	0	1	100%			
	Nursery	14	3	17	82%	22	3	25	88%	23	3	26	88%			
	Technical	0	1	1	0%	0	1	1	0%	0	1	1	0%			
	BSU	11	3	14	79%	9	6	15	60%	7	5	12	58%			
	Research	0	0	0	-	0	0	0	-	0	0	0	-			
		25	7	32	78%	32	10	42	76%	31	9	40	78%			
		2021				2022				2023						
		Female	Male	Total	%F	Female	Male	PNTS	Total	%F	Female	Male	PNTS	MG	Total	%F
Indefinite/ Permanent	Professional	24	13	37	65%	24	12	0	36	67%	25	10	0	0	35	71%
	Nursery	49	1	50	98%	44	0	0	44	100%	42	0	0	1	43	98%
	Technical	13	29	42	31%	14	29	0	43	33%	15	31	0	0	46	33%
	BSU	34	19	53	64%	29	21	0	50	58%	26	18	0	0	44	59%
	Research	25	15	40	63%	29	19	0	48	60%	33	15	0	0	48	69%
		145	77	222	65%	140	81	0	221	63%	141	74	0	1	215	66%
Limited Term	Professional	3	1	4	75%	2	3	0	5	40%	0	1	0	0	1	0%
	Nursery	1	1	2	50%	5	0	0	5	100%	6	1	0	0	7	86%
	Technical	1	4	5	20%	1	2	0	3	33%	0	0	0	0	0	-
	BSU	0	1	1	0%	0	0	0	0	-	0	0	0	0	0	-
	Research	42	34	76	55%	46	35	1	82	56%	34	34	1	0	69	49%
		47	41	88	53%	54	40	1	95	57%	40	36	1	0	77	52%
Casual	Professional	1	0	1	100%	1	0	0	1	100%	0	1	0	0	1	0%
	Nursery	17	1	18	94%	16	1	0	17	94%	19	3	0	0	22	86%
	Technical	0	1	1	0%	0	1	0	1	0%	0	1	0	0	1	0%
	BSU	9	6	15	60%	3	1	0	4	75%	6	2	1	0	9	67%
	Research	0	0	0	-	0	0	0	0	-	0	0	0	0	0	-
		27	8	35	77%	20	3	0	23	87%	25	7	1	0	33	76%

Table 8: Employees by gender, area and contract type

		BI Research Staff													
		2018				2019				2020					
		Female	Male	Total	%F	Female	Male	Total	%F	Female	Male	Total	%F		
Indefinite/Permanent	BI 8,7	1	0	1	100%	2	0	2	100%	2	0	2	100%		
	BI 6	9	3	12	75%	7	3	10	70%	7	3	10	70%		
	BI 5	12	4	16	75%	14	6	20	70%	15	5	20	75%		
	BI 4	3	7	10	30%	4	7	11	36%	4	7	11	36%		
	BI 3	0	0	0	-	0	0	0	-	0	0	0	-		
	PC 2	0	4	4	0%	0	5	5	0%	0	5	5	0%		
	PC 1	0	1	1	0%	0	2	2	0%	0	1	1	0%		
		25	19	44	57%	27	23	50	54%	28	21	49	57%		
Limited term	BI 8,7	6	1	7	86%	11	4	15	73%	11	1	12	92%		
	BI 6	13	9	22	59%	30	18	48	63%	26	24	50	52%		
	BI 5	4	4	8	50%	11	6	17	65%	12	4	16	75%		
	BI 4	1	0	1	100%	0	0	0	-	0	0	0	-		
	BI 3	0	0	0	-	0	0	0	-	0	0	0	-		
	PC 2	0	1	1	0%	0	1	1	0%	0	0	0	-		
	PC 1	0	0	0	-	0	0	0	-	0	0	0	-		
		24	15	39	62%	52	29	81	64%	49	29	78	63%		
		BI Research Staff													
		2021				2022				2023					
		Female	Male	Total	%F	Female	Male	PNTS	Total	%F	Female	Male	PNTS	Total	%F
Indefinite/Permanent	BI 8,7	0	0	0	-	1	0	0	1	100%	3	0	0	3	100%
	BI 6	6	2	8	75%	7	1	0	8	88%	7	1	0	8	88%
	BI 5	15	6	21	71%	16	6	0	22	73%	16	2	0	18	89%
	BI 4	4	7	11	36%	4	7	0	11	36%	5	5	0	10	50%
	BI 3	0	0	0	-	1	0	0	1	100%	2	3	0	5	40%
	PC 2	0	4	4	0%	0	4	0	4	0%	0	3	0	3	0%
	PC 1	0	2	2	0%	0	1	0	1	0%	0	1	0	1	0%
		25	21	46	54%	29	19	0	48	60%	33	15	0	48	69%
Limited term	BI 8,7	8	1	9	89%	7	6	0	13	54%	4	6	0	10	40%
	BI 6	23	26	49	47%	25	21	0	46	54%	20	19	0	39	51%
	BI 5	11	7	18	61%	13	7	1	21	62%	10	9	1	20	50%
	BI 4	0	0	0	-	0	1	0	1	0%	0	0	0	0	-
	BI 3	0	0	0	-	0	0	0	0	-	0	0	0	0	-
	PC 2	0	0	0	-	0	0	0	0	-	0	0	0	0	-
	PC 1	0	0	0	-	0	0	0	0	-	0	0	0	0	-
		42	34	76	55%	45	35	1	81	56%	34	34	1	69	49%

Table 9: Research staff by gender, grade and contract type

		2018				2019				2020						
		Female	Male	Total	%F	Female	Male	Total	%F	Female	Male	Total	%F			
Full time	Professional	16	8	24	67%	25	12	37	68%	19	13	32	59%			
	Nursery	16	1	17	94%	18	2	20	90%	20	1	21	95%			
	Technical	11	27	38	29%	14	29	43	33%	13	30	43	30%			
	BSU	23	21	44	52%	25	19	44	57%	26	22	48	54%			
	Research	55	35	90	61%	70	49	119	59%	64	50	114	56%			
		121	92	213	57%	152	111	263	58%	142	116	258	55%			
Part time	Professional	4	1	5	80%	2	0	2	100%	4	1	5	80%			
	Nursery	31	2	33	94%	30	0	30	100%	28	0	28	100%			
	Technical	1	3	4	25%	2	3	5	40%	2	3	5	40%			
	BSU	9	0	9	100%	7	0	7	100%	7	0	7	100%			
	Research	13	5	18	72%	12	3	15	80%	13	0	13	100%			
		58	11	69	84%	53	6	59	90%	54	4	58	93%			
Zero hours	Professional	0	0	0	-	1	0	1	100%	1	0	1	100%			
	Nursery	14	2	16	88%	22	3	25	88%	23	3	26	88%			
	Technical	0	1	1	0%	0	1	1	0%	0	1	1	0%			
	BSU	9	3	12	75%	9	6	15	60%	7	5	12	58%			
	Research	0	2	2	0%	0	0	0	-	0	0	0	-			
		23	8	31	74%	32	10	42	76%	31	9	40	78%			
		2021				2022				2023						
		Female	Male	Total	%F	Female	Male	PNTS	Total	%F	Female	Male	PNTS	MG	Total	%F
Full time	Professional	23	12	35	66%	24	12	0	36	67%	24	11	0	0	35	69%
	Nursery	22	2	24	92%	22	0	0	22	100%	18	0	0	1	19	95%
	Technical	12	31	43	28%	13	30	0	43	30%	13	29	0	0	42	31%
	BSU	28	20	48	58%	23	21	0	44	52%	20	17	0	0	37	54%
	Research	58	55	113	51%	66	54	1	121	55%	61	48	1	0	110	55%
		143	120	263	54%	148	117	1	266	56%	136	105	1	1	242	56%
Part time	Professional	4	1	5	80%	2	2	0	4	50%	1	0	0	0	1	100%
	Nursery	28	0	28	100%	28	0	0	28	100%	45	4	0	0	49	92%
	Technical	2	2	4	50%	2	1	0	3	67%	2	2	0	0	4	50%
	BSU	7	1	8	88%	6	0	0	6	100%	9	2	1	0	12	75%
	Research	9	0	9	100%	9	0	0	9	100%	6	1	0	0	7	86%
		50	4	54	93%	47	3	0	50	94%	63	9	1	0	73	86%
Zero hours	Professional	1	1	2	50%	1	1	0	2	50%	0	1	0	0	1	0%
	Nursery	17	1	18	94%	15	1	0	16	94%	4	0	0	0	4	100%
	Technical	0	1	1	0%	0	1	0	1	0%	0	1	0	0	1	0%
	BSU	8	5	13	62%	3	1	0	4	75%	3	1	0	0	4	75%
	Research	0	0	0	-	0	0	0	0	-	0	0	0	0	0	-
		26	8	34	76%	19	4	0	23	83%	7	3	0	0	10	70%

Table 10: Employees by gender, area and FT/PT status

Numbers	2018																
	Posts	Applications			Shortlisted			Offered			Accepted						
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D				
Professional	10	21	52	8	7	17	5	2	6	1	2	6	1				
Professional (Nur)	11	0	27	23	0	20	4	0	11	0	0	11	0				
Technical	9	79	13	31	20	7	0	9	2	0	7	2	0				
Technical (BSU)	3	19	29	7	2	8	1	1	4	0	1	4	0				
Research	30	215	188	128	36	39	8	14	16	4	11	14	3				
Sum	63	334	309	197	65	91	18	26	39	5	21	37	4				
Numbers	2019																
	Posts	Applications			Shortlisted			Offered			Accepted						
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D				
Professional	7	18	53	19	5	20	7	2	3	3	2	3	1				
Professional (Nur)	14	7	34	24	3	24	13	1	13	4	1	10	2				
Technical	10	55	50	79	1	11	18	0	3	2	0	3	2				
Technical (BSU)	10	46	68	50	9	16	2	6	14	1	4	10	0				
Research	37	303	259	48	37	39	6	14	14	3	12	13	3				
Sum	78	429	464	220	55	110	46	23	47	13	19	39	8				
Numbers	2020																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	7	43	100	0	7	10	14	0	1	2	5	0	0	2	4	0	0
Professional (Nur)	8	1	16	0	8	0	8	0	3	0	7	0	2	0	7	0	1
Technical	6	82	25	0	58	9	1	0	9	4	0	0	2	4	0	0	2
Technical (BSU)	7	25	35	2	17	4	11	0	3	3	4	0	3	3	3	0	3
Research	32	453	428	1	43	58	65	1	6	10	15	0	1	10	12	0	1
Sum	60	604	604	3	133	81	99	1	22	19	31	0	8	19	26	0	7
Numbers	2021																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	8	44	61	1	17	8	8	0	4	3	3	0	2	2	2	0	2
Professional (Nur)	8	1	7	0	18	0	4	0	9	0	3	0	8	0	2	0	5
Technical	11	103	28	0	103	12	5	0	16	6	2	0	4	4	2	0	3
Technical (BSU)	7	31	44	0	27	7	14	0	2	2	10	0	1	1	10	0	1
Research	39	231	248	1	38	32	41	0	9	13	18	0	2	13	13	0	1
Sum	73	410	388	2	203	59	72	0	40	24	36	0	17	20	29	0	12
Numbers	2022																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	15	32	80	0	130	4	18	-	17	1	10	-	6	1	6	-	6
Professional (Nur)	16	1	18	0	15	0	7	-	5	-	7	-	5	-	7	-	5
Technical	10	44	10	0	112	7	2	-	11	3	2	-	6	3	1	-	4
Technical (BSU)	19	47	55	1	47	10	18	0	14	5	5	-	9	5	3	-	8
Research	57	569	664	8	136	62	87	1	6	22	33	0	4	15	26	-	2
Sum	117	693	827	9	440	83	132	1	53	31	57	0	30	24	43	0	25
Numbers	2023																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	9	62	77	2	37	7	14	0	6	3	3	-	0	3	3	-	-
Professional (Nur)	13	1	10	1	29	0	4	1	9	-	3	1	9	-	3	1	8
Technical	6	68	10	0	23	9	2	-	2	3	1	-	2	3	1	-	2
Technical (BSU)	4	3	5	0	11	0	2	-	6	-	2	-	1	-	2	-	1
Research	30	356	577	8	126	44	48	1	3	9	18	0	1	8	15	-	1
Sum	62	490	679	11	226	60	70	2	26	15	27	1	13	14	24	1	12

Table 11: Recruitment by gender and area – numbers

Percentages	2018																
	Posts	Applications			Shortlisted			Offered			Accepted						
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D				
Professional	10	26	64	10	33	33	63	29	35	20	100	100	100				
Professional (Nur)	11	0	54	46	-	74	17	-	55	0	-	100	0				
Technical	9	64	11	25	25	54	0	45	29	0	78	100	0				
Technical (BSU)	3	35	53	13	11	28	14	50	50	0	100	100	0				
Research	30	40	35	24	17	21	6	39	41	50	79	88	75				
Sum		40	37	23	19	29	9	40	43	28	81	95	80				
Percentages	2019																
	Posts	Applications			Shortlisted			Offered			Accepted						
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D				
Professional	7	20	59	21	28	38	37	40	15	43	100	100	33				
Professional (Nur)	14	11	52	37	43	71	54	33	54	31	100	77	50				
Technical	10	30	27	43	2	22	23	0	27	11	-	100	100				
Technical (BSU)	10	28	41	30	20	24	4	67	88	50	67	71	0				
Research	37	50	42	8	12	15	13	38	36	50	86	93	100				
Sum		39	42	20	13	24	21	42	43	28	83	83	62				
Percentages	2020																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	7	29	67	0	5	23	14	-	14	20	36	-	0	100	80	-	-
Professional (Nur)	8	4	64	0	32	0	50	-	38	-	88	-	67	-	100	-	50
Technical	6	50	15	0	35	11	4	-	16	44	0	-	22	100	-	-	100
Technical (BSU)	7	32	44	3	22	16	31	0	18	75	36	-	100	100	75	-	100
Research	32	49	46	0	5	13	15	100	14	17	23	0	17	100	80	-	100
Sum		45	45	0	10	13	16	33	17	23	31	0	36	100	84	-	88
Percentages	2021																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	8	36	50	1	14	18	13	0	24	38	38	-	50	67	67	-	100
Professional (Nur)	8	4	27	0	69	0	57	-	50	-	75	-	89	-	67	-	63
Technical	11	44	12	0	44	12	18	-	16	50	40	-	25	67	100	-	75
Technical (BSU)	7	30	43	0	26	23	32	-	7	29	71	-	50	50	100	-	100
Research	39	45	48	0	7	14	17	0	24	41	44	-	22	100	72	-	50
Sum		41	39	0	20	14	19	0	20	41	50	-	43	83	81	-	71
Percentages	2022																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	15	13	33	0	54	13	23	-	13	25	56	-	35	100	60	-	100
Professional (Nur)	16	3	53	0	44	0	39	-	33	-	100	-	100	-	100	-	100
Technical	10	27	6	0	67	16	20	-	10	43	100	-	55	100	50	-	67
Technical (BSU)	19	31	37	1	31	21	33	0	30	50	28	-	64	100	60	-	89
Research	57	41	48	1	10	11	13	13	4	35	38	0	67	68	79	-	50
Sum		35	42	0	22	12	16	11	12	37	43	0	57	77	75	-	83
Percentages	2023																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
Professional	9	35	43	1	21	11	18	0	16	43	21	-	0	100	100	-	-
Professional (Nur)	13	2	24	2	71	0	40	100	31	-	75	100	100	-	100	100	89
Technical	6	67	10	0	23	13	20	-	9	33	50	-	100	100	100	-	100
Technical (BSU)	4	16	26	0	58	0	40	-	55	-	100	-	17	-	100	-	100
Research	30	33	54	1	12	12	8	13	2	20	38	0	33	89	83	-	100
Sum		35	48	1	16	12	10	18	12	25	39	50	50	93	89	100	92

Table 12: Recruitment by gender and area – percentages

Numbers	2018																
	Posts	Applications			Shortlisted			Offered			Accepted						
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D				
BI 8,7	6	72	87	27	8	16	1	1	6	0	1	4	0				
BI 6	20	95	91	31	20	21	5	8	9	3	7	9	2				
BI 5	3	12	3	1	2	0	0	2	0	0	2	0	0				
BI 4	0	0	0	0	0	0	0	0	0	0	0	0	0				
BI 3	1	36	7	69	6	2	2	3	1	1	1	1	1				
Sum	30	215	188	128	36	39	8	14	16	4	11	14	3				
Numbers	2019																
	Posts	Applications			Shortlisted			Offered			Accepted						
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D				
BI 8,7	7	94	90	15	11	13	2	1	4	2	1	4	2				
BI 6	25	127	127	28	13	17	4	10	9	1	8	8	1				
BI 5	4	36	18	3	9	4	0	2	0	0	2	0	0				
BI 4	1	46	24	2	4	5	0	1	1	0	1	1	0				
BI 3	0	0	0	0	0	0	0	0	0	0	0	0	0				
Sum	37	303	259	48	37	39	6	14	14	3	12	13	3				
Numbers	2020																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
BI 8,7	6	122	161	1	23	12	15	1	3	1	6	0	0	1	5	0	0
BI 6	19	191	158	0	12	26	30	0	1	7	5	0	0	7	4	0	0
BI 5	6	68	57	0	6	9	10	0	1	2	4	0	1	2	3	0	1
BI 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BI 3	1	72	52	0	2	11	10	0	1	0	0	0	0	0	0	0	0
Sum	32	453	428	1	43	58	65	1	6	10	15	0	1	10	12	0	1
Numbers	2021																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
BI 8,7	5	49	103	0	16	4	14	0	4	1	4	0	2	1	2	0	1
BI 6	28	140	116	1	21	19	23	0	5	10	13	0	0	10	10	0	0
BI 5	6	42	29	0	1	9	4	0	0	2	1	0	0	2	1	0	0
BI 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BI 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sum	39	231	248	1	38	32	41	0	9	13	18	0	2	13	13	0	1
Numbers	2022																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
BI 8,7	13	195	296	6	85	12	19	0	2	6	6	0	2	5	5	0	1
BI 6	38	318	337	3	47	42	61	1	4	15	22	0	2	10	18	0	1
BI 5	6	56	31	0	4	8	7	0	0	1	5	0	0	0	3	0	0
BI 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BI 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sum	57	569	664	9	136	62	87	1	6	22	33	0	4	15	26	0	2
Numbers	2023																
	Posts	Applications				Shortlisted				Offered				Accepted			
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D
BI 8,7	7	184	363	5	87	15	18	1	1	2	8	0	0	1	7	0	0
BI 6	19	149	201	2	37	26	28	0	2	7	10	0	1	7	8	0	1
BI 5	1	4	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0
BI 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BI 3	1	19	8	1	1	3	2	0	0	0	0	0	0	0	0	0	0
Sum	28	356	577	8	126	44	48	1	3	9	18	0	1	8	15	0	1

Table 13: Research recruitment by gender and grade – numbers

Percentages	2018																				
	Posts	Applications			Shortlisted			Offered			Accepted										
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D								
BI 8,7	6	39	47	15	11	18	4	13	38	0	100	67	-								
BI 6	20	44	42	14	21	23	16	40	43	60	88	100	67								
BI 5	3	75	19	6	17	0	0	100	-	-	100	-	-								
BI 4	0	-	-	-	-	-	-	-	-	-	-	-	-								
BI 3	1	32	6	62	17	29	3	50	50	50	33	100	100								
Sum	30	40	35	24	17	21	6	39	41	50	79	88	75								
Percentages	2019																				
	Posts	Applications			Shortlisted			Offered			Accepted										
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D								
BI 8,7	7	47	45	8	12	14	13	9	31	100	100	100	100								
BI 6	25	45	45	10	10	13	14	77	53	25	80	89	100								
BI 5	4	63	32	5	25	22	0	22	0	-	100	-	-								
BI 4	1	64	33	3	9	21	0	25	20	-	100	100	-								
BI 3	0	-	-	-	-	-	-	-	-	-	-	-	-								
Sum	37	50	42	8	12	15	13	38	36	50	86	93	100								
Percentages	2020																				
	Posts	Applications				Shortlisted				Offered				Accepted							
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D				
BI 8,7	6	40	52	0	7	10	9	100	13	8	40	0	0	100	83	-	-				
BI 6	19	53	44	0	3	14	19	-	8	27	17	-	0	100	80	-	-				
BI 5	6	52	44	0	5	13	18	-	17	22	40	-	100	100	75	-	100				
BI 4	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
BI 3	1	57	41	0	2	15	19	-	50	0	0	-	0	-	-	-	-				
Sum	32	49	46	0	5	13	15	100	14	17	23	0	17	100	80	-	100				
Percentages	2021																				
	Posts	Applications				Shortlisted				Offered				Accepted							
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D				
BI 8,7	5	29	61	0	10	8	14	-	25	25	29	-	50	100	50	-	50				
BI 6	28	50	42	0	8	14	20	0	24	53	57	-	0	100	77	-	-				
BI 5	6	58	40	0	1	21	14	-	0	22	25	-	-	100	100	-	-				
BI 4	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
BI 3	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Sum	39	45	48	0	7	14	17	0	24	41	44	-	22	100	72	-	50				
Percentages	2022																				
	Posts	Applications				Shortlisted				Offered				Accepted							
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D				
BI 8,7	13	34	51	1	15	6	6	0	2	50	32	-	100	83	83	-	50				
BI 6	38	45	48	0	7	13	18	33	9	36	36	0	50	67	82	-	50				
BI 5	6	62	34	0	4	14	23	-	0	13	71	-	-	0	60	-	-				
BI 4	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
BI 3	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Sum	57	41	48	1	10	11	13	11	4	35	38	0	67	68	79	-	50				
Percentages	2023																				
	Posts	Applications				Shortlisted				Offered				Accepted							
		M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D	M	W	MG	N/D				
BI 8,7	7	29	57	1	14	8	5	20	1	13	44	0	0	50	88	-	-				
BI 6	19	38	52	1	10	17	14	0	5	27	36	-	50	100	80	-	100				
BI 5	1	40	50	0	10	0	0	-	0	-	-	-	-	-	-	-	-				
BI 4	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
BI 3	1	66	28	3	3	16	25	0	0	0	0	-	-	-	-	-	-				
Sum	28	33	54	1	12	12	8	13	2	20	38	0	33	89	83	-	100				

Table 14: Research recruitment by gender and grade – percentages

	2018			2019			2020		
Numbers	Female	Male	%F	Female	Male	%F	Female	Male	%F
Professional	0	2	0%	3	4	43%	3	1	75%
Nursery	3	0	100%	3	0	100%	5	0	100%
Technical	2	2	50%	3	2	60%	0	3	0%
BSU	3	3	50%	7	1	88%	1	2	33%
Research	2	1	67%	1	0	100%	1	0	100%
	10	8	56%	17	7	71%	10	6	63%
	2021			2022			2023		
Numbers	Female	Male	%F	Female	Male	%F	Female	Male	%F
Professional	1	2	33%	4	2	67%	4	1	80%
Nursery	1	0	100%	3	0	100%	5	0	100%
Technical	1	6	14%	3	3	50%	4	2	67%
BSU	4	2	67%	2	5	29%	0	1	0%
Research	3	1	75%	3	8	27%	4	2	67%
	10	11	48%	15	18	45%	17	6	74%

Table 15: Promotion by gender and area

	2018			2019			2020		
Numbers	Female	Male	%F	Female	Male	%F	Female	Male	%F
BI11	0	0	-	0	1	0%	0	0	-
BI10	2	0	100%	1	0	100%	1	0	100%
BI9	2	2	50%	3	1	75%	2	2	50%
BI8	1	0	100%	2	1	67%	1	2	33%
BI7	3	1	75%	3	0	100%	1	0	100%
BI6	2	2	50%	5	1	83%	1	0	100%
BI5	0	1	0%	0	0	-	4	0	100%
BI4	0	1	0%	2	0	100%	0	2	0%
BI3	0	1	0%	1	2	33%	0	0	-
BI2	0	0	-	0	0	-	0	0	-
BI1	0	0	-	0	1	0%	0	0	-
	10	8	56%	17	7	71%	10	6	63%
	2021			2022			2023		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
BI11	0	0	-	0	0	-	0	0	-
BI10	1	0	100%	0	0	-	0	0	-
BI9	3	1	75%	0	0	-	4	2	67%
BI8	1	1	50%	2	3	40%	2	0	100%
BI7	1	1	50%	4	1	80%	3	0	100%
BI6	0	2	0%	0	1	0%	4	0	100%
BI5	2	5	29%	2	7	22%	2	2	50%
BI4	2	0	100%	4	3	57%	1	2	33%
BI3	0	0	-	3	3	50%	1	0	100%
BI2	0	0	-	0	0	-	0	0	-
BI1	0	1	0%	0	0	-	0	0	-
	10	11	48%	15	18	45%	17	6	74%

Table 16: Promotion by gender and grade; band number represents band promoted to

	2018		2019		2020		2021		2022		2023	
Success rate	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
BI11	-	-	-	100%	-	-	-	-	-	-	-	-
BI10	100%	-	100%	0%	100%	-	100%	-	-	-	-	-
BI9	100%	100%	100%	100%	100%	100%	100%	100%	-	-	100%	100%
BI8	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
BI7	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
BI6	100%	100%	100%	100%	100%	-	-	100%	-	100%	100%	-
BI5	-	100%	-	-	100%	-	100%	100%	100%	78%	100%	50%
BI4	-	100%	100%	-	-	100%	100%	-	100%	100%	100%	100%
BI3	-	100%	100%	100%	-	-	-	-	100%	100%	100%	-
BI2	-	-	-	-	-	-	-	-	-	-	-	-
BI1	-	-	-	100%	-	-	-	100%	-	-	-	-

Table 17: Promotion success rate by gender and grade; band number represents band promoted to

	Men	Women	Other	PNTS	Total	%W
2018	1	4	0	0	5	80
2019	2	6	0	0	8	75
2020	2	9	0	0	11	82
2021	6	6	0	0	12	50
2022	3	10	0	0	13	77
2023	4	2	0	0	6	33

Table 18: Number of new students by gender

	Men	Women	Total
2018	6	10	16
2019	4	11	15
2020	5	11	16
2021	4	6	10
2022	1	6	7
2023	3	4	7

Table 19: Number of PhDs attained by gender (100% of students in this period received degrees)

Additional data

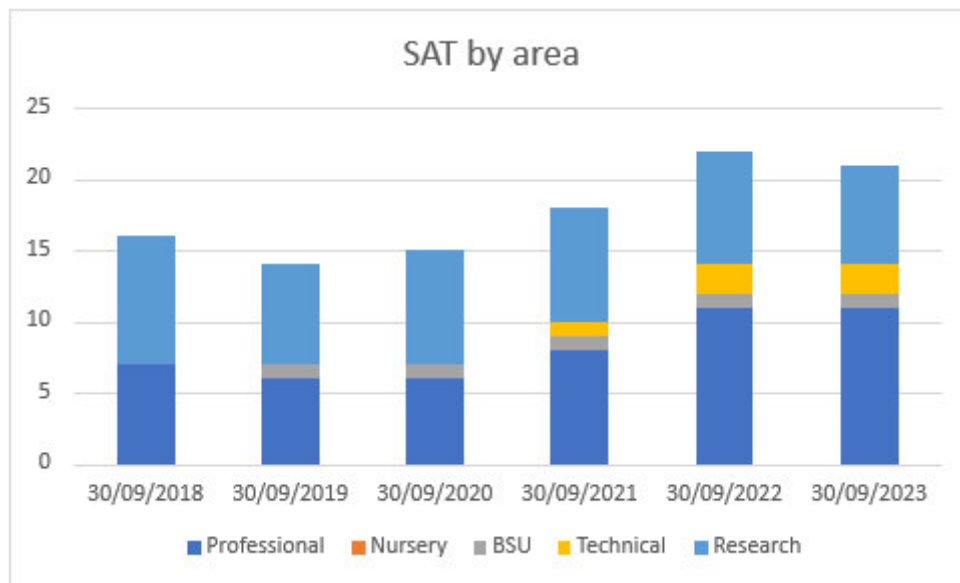


Figure 1: SAT area breakdown

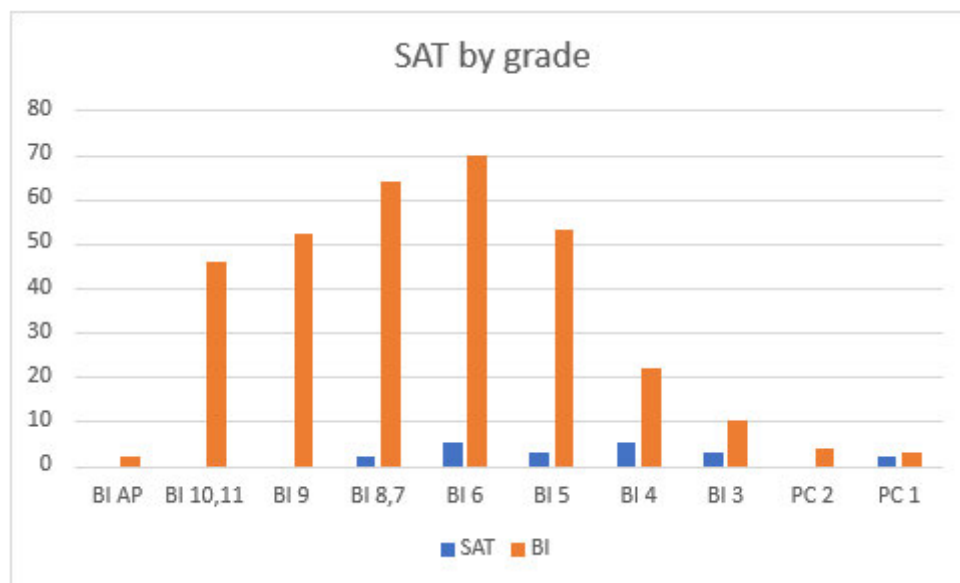


Fig 2: SAT grade breakdown as of 30/9/2023

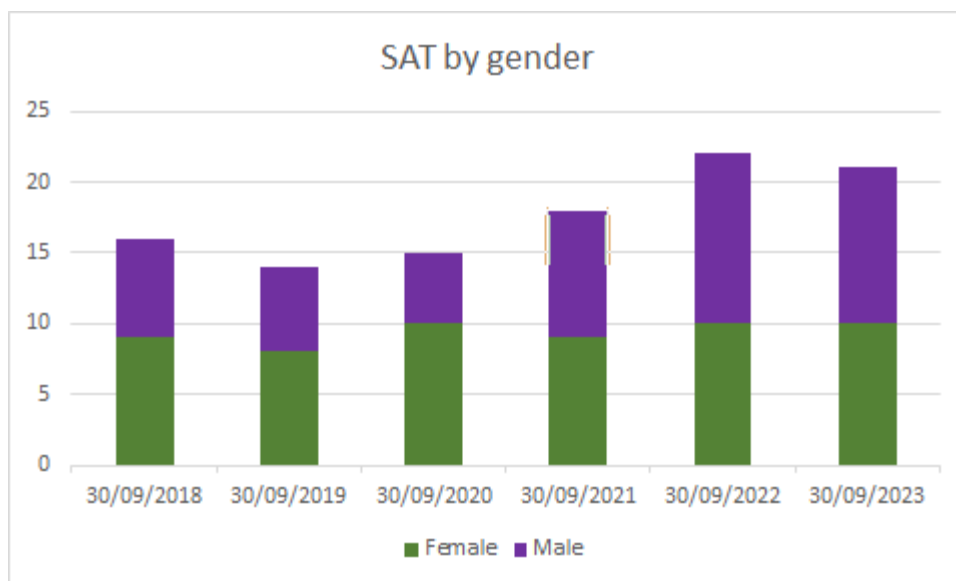


Fig 3: SAT gender breakdown

	Student Recruitment (Numbers)											
	Applications			Shortlisted			Offered			Accepted		
	White	BME	PNTS	White	BME	PNTS	White	BME	PNTS	White	BME	PNTS
2019	35	13	0	25	6	0	5	3	0	5	3	0
2020	26	18	2	14	6	1	7	4	1	7	4	1
2021	28	21	3	24	6	3	8	2	2	8	2	2
2022	40	22	3	28	10	3	7	5	1	7	5	1
2023	37	35	1	25	11	0	5	2	0	5	1	0

Table 20: Student recruitment by ethnicity – numbers

	Student Recruitment (%)											
	Applications			Shortlisted			Offered			Accepted		
	White	BME	PNTS	White	BME	PNTS	White	BME	PNTS	White	BME	PNTS
2019	73	27	0	71	46	-	20	50	-	100	100	-
2020	57	39	4	54	33	50	50	67	100	100	100	100
2021	54	40	6	86	29	100	33	33	67	100	100	100
2022	62	34	5	70	45	100	25	50	33	100	100	100
2023	51	48	1	68	31	0	20	18	-	100	50	-

Table 21: Student recruitment by ethnicity – percentages

Numbers	2019												
	Posts	Applications			Shortlisted			Offered			Accepted		
		White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	7	62	13	15	21	4	7	6	0	2	5	0	1
Professional (Nur)	14	53	2	10	33	2	5	16	0	2	12	0	1
Technical	10	92	26	66	11	0	19	2	0	3	2	0	3
Technical (BSU)	10	132	11	21	26	1	0	20	1	0	13	1	0
Research	37	287	276	47	44	27	11	16	10	5	14	9	5
Total	78	626	328	159	135	34	42	60	11	12	46	10	10
Numbers	2020												
	Posts	Applications			Shortlisted			Offered			Accepted		
		White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	7	115	29	6	22	1	1	6	1	0	5	1	0
Professional (Nur)	8	18	4	3	9	1	1	8	1	0	8	0	0
Technical	6	105	26	34	11	1	7	5	0	1	5	0	1
Technical (BSU)	7	74	5	0	18	0	0	10	0	0	9	0	0
Research	32	457	418	50	79	41	10	16	8	2	15	6	2
Total	60	769	482	93	139	44	19	45	10	3	42	7	3
Numbers	2021												
	Posts	Applications			Shortlisted			Offered			Accepted		
		White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	8	87	22	14	18	0	2	6	0	2	4	0	2
Professional (Nur)	8	10	6	10	5	1	7	4	1	6	3	1	3
Technical	11	112	47	75	17	2	14	10	0	2	7	0	2
Technical (BSU)	7	84	16	2	21	1	1	13	0	0	12	0	0
Research	39	173	325	20	35	39	8	19	12	2	16	10	1
Total	73	466	416	121	96	43	32	52	13	12	42	11	8
Numbers	2022												
	Posts	Applications			Shortlisted			Offered			Accepted		
		White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	15	97	76	69	15	9	15	11	0	6	7	0	6
Professional (Nur)	16	25	8	1	11	1	0	11	1	-	11	1	-
Technical	10	28	42	96	8	1	11	5	0	6	4	0	4
Technical (BSU)	19	93	41	16	30	0	11	12	0	7	10	0	6
Research	57	409	918	50	79	66	11	35	20	4	24	16	3
Total	117	652	1085	232	143	77	48	74	21	23	56	17	19
Numbers	2023												
	Posts	Applications			Shortlisted			Offered			Accepted		
		White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	9	86	80	12	18	4	5	4	1	1	4	1	1
Professional (Nur)	13	20	7	14	7	1	6	7	0	6	7	0	5
Technical	6	50	47	4	9	3	1	4	0	0	4	0	-
Technical (BSU)	4	7	7	5	3	1	4	2	1	0	2	1	-
Research	30	297	735	35	46	47	3	17	9	2	15	8	1
Total	62	460	876	70	83	56	19	34	11	9	32	10	7

Table 22: Employee recruitment by ethnicity and area – numbers

Percentages	2019											
	Applications			Shortlisted			Offered			Accepted		
	White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	69	14	17	34	31	47	29	0	29	83	0	50
Professional (Nur)	82	3	15	62	100	50	48	0	40	75	0	50
Technical	50	14	36	12	0	29	18	0	16	100	0	100
Technical (BSU)	80	7	13	20	9	0	77	100	-	65	100	-
Research	47	45	8	15	10	23	36	37	45	88	90	100
Total	56	29	14	22	10	26	44	32	29	77	91	83
Percentages	2020											
	Applications			Shortlisted			Offered			Accepted		
	White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	77	19	4	19	3	17	27	100	0	83	100	-
Professional (Nur)	72	16	12	50	25	33	89	100	0	100	0	-
Technical	64	16	21	10	4	21	45	0	14	100	-	100
Technical (BSU)	94	6	0	24	0	-	56	-	-	90	-	-
Research	49	45	5	17	10	20	20	20	20	94	75	100
Total	57	36	7	18	9	20	32	23	16	93	70	100
Percentages	2021											
	Applications			Shortlisted			Offered			Accepted		
	White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	71	18	11	21	0	14	33	-	100	67	-	100
Professional (Nur)	38	23	38	50	17	70	80	100	86	75	100	50
Technical	48	20	32	15	4	19	59	0	14	70	-	100
Technical (BSU)	82	16	2	25	6	50	62	0	0	92	-	-
Research	33	63	4	20	12	40	54	31	25	84	83	50
Total	46	41	12	21	10	26	54	30	38	81	85	67
Percentages	2022											
	Applications			Shortlisted			Offered			Accepted		
	White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	40	31	29	15	12	22	73	0	40	64	-	100
Professional (Nur)	74	24	3	44	13	0	100	100	-	100	100	-
Technical	17	25	58	29	2	11	63	0	55	80	-	67
Technical (BSU)	62	27	11	32	0	69	40	-	64	83	-	86
Research	30	67	4	19	7	22	44	30	36	69	80	75
Total	33	55	12	22	7	21	52	27	48	76	81	83
Percentages	2023											
	Applications			Shortlisted			Offered			Accepted		
	White	BME	N/D	White	BME	N/D	White	BME	N/D	White	BME	N/D
Professional	48	45	7	21	5	42	22	25	20	100	100	100
Professional (Nur)	49	17	34	35	14	43	100	0	100	100	-	83
Technical	50	47	4	18	6	25	44	0	0	100	-	-
Technical (BSU)	37	37	26	43	14	80	67	100	0	100	100	-
Research	28	69	3	15	6	9	37	19	67	88	89	50
Total	33	62	5	18	6	27	41	20	47	94	91	78

Table 23: Employee recruitment by ethnicity and area – percentages

	2018							
	Female				Male			
	White	BME	ND/PNTS	% disclosed	White	BME	ND/PNTS	% disclosed
BI AP	1	0	0	100%	2	1	1	75%
BI 10,11	9	0	30	23%	1	0	8	11%
BI 9	23	0	25	48%	9	0	6	60%
BI 8,7	23	2	7	78%	10	0	6	63%
BI 6	29	4	8	80%	16	1	7	71%
BI 5	22	4	9	74%	11	0	5	69%
BI 4	4	0	1	80%	12	0	3	80%
BI 3	0	0	1	0%	1	0	1	50%
PC 2	0	0	0	-	6	0	1	86%
PC 1	0	0	0	-	1	0	2	33%
	111	10	81		69	2	40	
	55%	5%	40%	60%	62%	2%	36%	64%
	2019							
	Female				Male			
	White	BME	ND/PNTS	% disclosed	White	BME	ND/PNTS	% disclosed
BI AP	1	0	0	100%	2	0	1	67%
BI 10,11	15	0	33	31%	1	0	10	9%
BI 9	25	0	22	53%	8	0	5	62%
BI 8,7	26	4	8	79%	11	3	10	58%
BI 6	39	4	13	77%	20	2	9	71%
BI 5	25	4	8	78%	14	0	5	74%
BI 4	5	0	1	83%	11	0	1	92%
BI 3	1	0	0	100%	3	0	1	75%
PC 2	0	0	0	-	2	0	4	33%
PC 1	0	0	0	-	2	0	2	50%
	137	12	85		74	5	48	
	59%	5%	36%	64%	58%	4%	38%	62%

	2020							
	Female				Male			
	White	BME	ND/PNTS	% disclosed	White	BME	ND/PNTS	% disclosed
BI AP	0	0	1	0%	0	0	1	0%
BI 10,11	15	0	33	31%	1	0	9	10%
BI 9	23	0	20	53%	13	0	5	72%
BI 8,7	28	3	9	78%	9	2	9	55%
BI 6	31	5	12	75%	27	6	9	79%
BI 5	25	2	10	73%	10	1	4	73%
BI 4	6	0	2	75%	10	0	1	91%
BI 3	2	0	0	100%	3	0	0	100%
PC 2	0	0	0	-	6	0	0	100%
PC 1	0	0	0	-	1	0	2	33%
	130	10	87		80	9	40	
	57%	4%	38%	62%	62%	7%	31%	69%
	2021							
	Female				Male			
	White	BME	ND/PNTS	% disclosed	White	BME	ND/PNTS	% disclosed
BI AP	0	0	1	0%	0	0	1	0%
BI 10,11	10	0	30	25%	1	0	9	10%
BI 9	27	1	24	54%	11	0	5	69%
BI 8,7	23	4	8	77%	7	2	11	45%
BI 6	34	5	7	85%	22	5	12	69%
BI 5	25	2	6	82%	17	1	4	82%
BI 4	6	0	4	60%	11	0	1	92%
BI 3	2	0	0	100%	3	0	0	100%
PC 2	0	0	0	-	5	0	0	100%
PC 1	0	0	0	-	2	0	2	50%
	127	12	80		79	8	45	
	58%	5%	37%	63%	60%	6%	34%	66%

	2022							
	Female				Male			
	White	BME	ND/PNTS	% disclosed	White	BME	ND/PNTS	% disclosed
BI AP	2	0	1	67%	0	0	1	0%
BI 10,11	8	0	26	24%	0	0	4	0%
BI 9	19	0	24	44%	9	0	4	69%
BI 8,7	27	3	9	77%	13	3	12	57%
BI 6	29	6	13	73%	16	6	7	76%
BI 5	26	3	5	85%	19	2	5	81%
BI 4	5	0	4	56%	12	0	2	86%
BI 3	2	0	2	50%	2	0	0	100%
PC 2	0	0	0	-	5	0	0	100%
PC 1	0	0	0	-	2	0	1	67%
	118	12	84		78	11	36	
	55%	6%	39%	61%	62%	9%	29%	71%
	2023							
	Female				Male			
	White	BME	ND/PNTS	% disclosed	White	BME	ND/PNTS	% disclosed
BI AP	2	0	0	100%	0	0	0	-
BI 10,11	5	0	32	14%	1	0	6	14%
BI 9	20	0	20	50%	8	0	4	67%
BI 8,7	25	3	9	76%	14	2	11	59%
BI 6	26	11	7	84%	12	8	6	77%
BI 5	22	3	5	83%	15	2	5	77%
BI 4	7	0	4	64%	10	0	1	91%
BI 3	3	0	2	60%	5	0	0	100%
PC 2	0	0	0	-	4	0	0	100%
PC 1	0	0	0	-	2	0	1	67%
	110	17	79		71	12	34	
	53%	8%	38%	62%	61%	10%	29%	71%

Table 24: Employee data by ethnicity, gender and grade

	PhD students intended next destination					
	Female			Male		
	Academia	Other	%A	Academia	Other	%A
2018	5	8	38%	4	4	50%
2020	3	12	20%	3	3	50%
2022	4	7	36%	5	3	63%
2024	3	11	21%	3	3	50%

Table 25: PhD students Intended next destination

	Postdocs intended next destination					
	Female			Male		
	Academia	Other	%A	Academia	Other	%A
2020	32	12	73%	29	8	78%
2022	21	9	70%	15	6	71%
2024	25	9	74%	22	6	79%

Table 26: Postdocs intended next destination

	PhD leavers actual next destination					
	Female			Male		
	Academia	Other	%A	Academia	Other	%A
2021	0	2	0%	1	1	50%
2022	0	2	0%	2	0	100%
2023	2	2	50%	2	0	100%

Table 27: PhD leavers actual next destination

	Postdoc leavers actual next destination					
	Female			Male		
	Academia	Other	%A	Academia	Other	%A
2021	3	3	50%	2	2	50%
2022	6	5	55%	2	1	67%
2023	4	6	40%	3	3	50%

Table 28: Postdoc leavers actual next destination

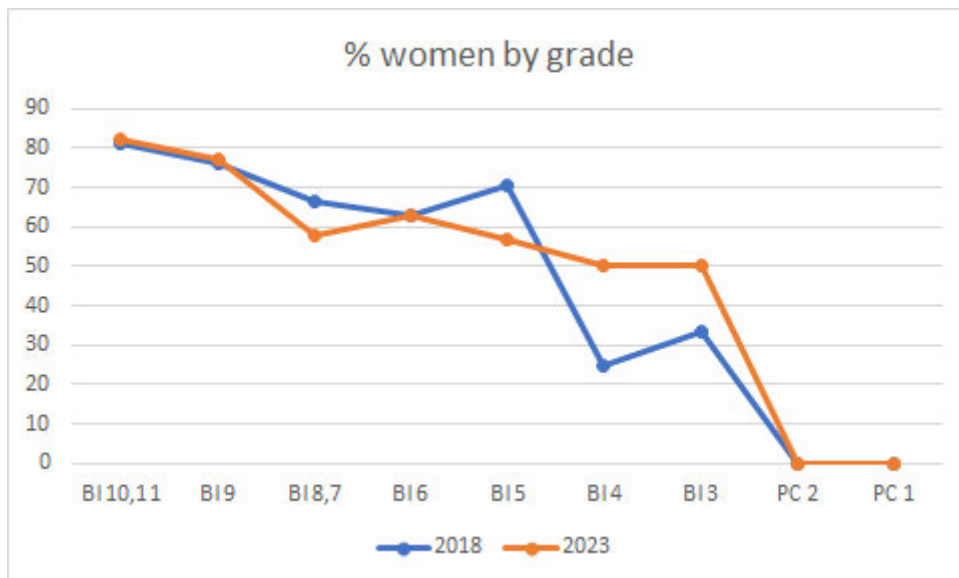


Fig 4: Women by grade

Appendix 3 Glossary

AP – Action Plan

AS – Athena Swan

ASWG – Athena Swan Working Group

BBSRC – Biotechnology and Biological Sciences Research Council

BEC – Babraham Executive Committee

BI – Babraham Institute

BoT – Board of Trustees

BSU – Biological Support Unit

e4s – equity4success

EDI – Equality Diversity and Inclusion

ESG – equity4success Steering Group

FRSB – Fellow of the Royal Society of Biology

FT – Full-Time

GL – Group Leader

HoF – Head of Facility

HR – Human Resources

HRD – Human Resources Director

IAE – Institute Assessment Exercise

ISP – Institute Strategic Programme

LGBTQ+ – Lesbian, Gay, Bisexual, Trans, Queer +

MG – Minority Gender

ND – Not Disclosed

PD – Post Doc

PNTS – Prefer Not to Say

PT – Part-Time

RA – Research Assistant

RAG – Red, Amber, Green

RISG – Research Integrity Steering Group

RR – Roving Researcher

SAT – Self Assessment Team

SES – Staff Engagement Survey

SMART – Specific, Measurable, Achievable, Relevant, and Time-bound

SG – Steering Group

sGL – Senior Group Leader

sPD – Senior Post Doc

SPOC – Scientific Policy Committee

sRA – Senior Research Assistant

TCSG – Technician Commitment Steering Group

TTGL – Tenure-Track Group Leader

UoC – University of Cambridge

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
1 Activities supporting equality at BI and beyond						
1.1	Develop scope of equality4 success Team to incorporate post-May 15 Athena SWAN Charter principles	a. equality4success Team established January 2017 b. Terms of Reference written c. Developed Sex & Gender in Research Content policy and circulated to GLs d. Developed transgender policy	i. Become Stonewall Diversity Champions; May-Sept 2018 ii. Host stakeholder meeting on Consideration Sex & Gender in Research in Experimental Design; Sept 2018	e4s Team; e4S Chair; e4s Manager	SMi. Registered as Stonewall Diversity Champions by 2018 SMii. Positive feedback from workshop participants SMiii. Actions from workshop identified by 2019	Sex and Gender in Research training now part of student induction, encouraged for everyone else. Transgender people specifically mentioned in EDI policy, with three related appendices.
1.2	Improve representation on e4s Team	a. Equal numbers of men and women on Team	i. Increase representation from BSU and Engineering on e4s Team; Sept 2019-Jan 2020 ii. Include representation from staff at lower grades; Sept 2019-Jan 2020	e4s Chair and Team	SMi. Representation of BSU and Engineering on e4s Team by 2020 SMii. Representation of lower grades on e4s Team by 2020 SMiii. Maintenance of gender balance from 2018 until 2022	Completed, continue to monitor
1.3	Regularly monitor gender pay gap and equal pay	a. ad hoc equal pay analysis as part of LIBRA project b. Head of HR is founding member of national scientific research-focussed pay and reward club	i. Carry out equal pay audit at 3 yearly intervals; Oct-Nov 2018, Oct-Nov 2021 ii. Annual analysis of gender pay gap; May 2018-2022	HR	SMi. Annual benchmarking and Institute pay data analysed SMii. Gender pay gap reduced to below 10% by 2022	Pay audits and gender pay gap analysis are ongoing. Median pay gap in 2023 is 6.95%. Continued in 2024AP 'other'.

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
1.4	Include commitment to equality and diversity in job specifications		i. Demonstrable commitment to equality and diversity included as essential criteria for senior roles; April 2018 onwards ii. An understanding of equality and diversity included as essential criteria for junior roles; May 2018 onwards iii. All applicants asked about approaches to equality and diversity during interview questioning appropriate to their role; May 2018 onwards	HR, Recruiting Managers	SMi. 100% of adverts for senior roles have E&D commitment as essential SMii. 100% of person specifications within job description includes criteria on E&D SMiii. 100% of interviews include question about E&D	All job adverts and interviews have these as default now.
1.5	Maintain awareness of e4s initiatives and activities	a. e4s initiatives and activities highlighted via intranet, website, posters, newsletter and email	i. Introduce e4s Team as part of staff induction; Onwards from Oct 2018 ii. e4s talk at Annual Lab Talks; June 2018-2022	e4s Manager and e4s Chair	SMi. 100% staff awareness of e4s Team as measured by Staff Consultations in 2020	2024 SES indicated 94% feel EDI is valued at the Institute

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
1.6	Increase input from staff on equality issues	a. Presentation of e4s at Annual Lab Talks resulting in increased numbers of people interested in being involved in the project b. Confidential suggestion box available c. Increased participation in biennial staff consultations d. Focus groups for Post-Docs	i. Annual focus groups for key career transition groups: Post-Docs and TTGLs; Feb and Mar 2019-2022	e4s Manager and e4s Chair	SMi. Participation of 35% of target groups at annual focus groups	Intended to address attrition of women; covered in 6.2 etc
1.7	Organise events to highlight e4s agenda	a. IWD annual celebration of women's achievements and consideration of equality challenges b. My Life in Science seminars	i. Activities to mark International Womens Day, 50/50 day, Equal Pay Day, International Men's Day, LGBTSTEM Day; Mar, May, July and Nov 2018-2022 (See GAP 4.14 for My Life in Science seminar series)	e4s Team	SMi. 100% awareness of e4s agenda as measured by Staff Consultations in 2018, 2020, 2022	Staff consultations were discontinued; however, activities to celebrate notable days continue. Continued in 2024AP 'culture'
1.8	Engage with BI Campus companies about equality and diversity	a. Campus equality and diversity community set up b. e4s Team encourage conversations about equality by attending Campus coffee mornings wearing "talk to me about equality" t-shirts	i. Invite Campus to e4s events e.g. My Life in Science; Sept 2018 onwards ii. e4s stand annually at Campus coffee mornings; Oct 2018-2022	e4s Team	SMi. 40% of Campus companies engaging with e4s Team during the period 2018-2022	Not formally monitored but links exist with companies on site. New LGBTQ+ staff network is open to all on site and has non-BI members

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
1.9	Engage with E&D networks for mutual learning	a. Attendance of Athena SWAN Regional Meetings b. Attendance of ECU Research Institute meetings c. Meetings with UoC E&D staff d. Member of H2020 LIBRA consortium e. MRC/Crick/Sanger Learning and Development (L&D) network established f. Equality Network with European Bioinformatics Institute, Wellcome Sanger Institute, Institute of Cancer Research, Royal Society for Chemistry, Crick Institute, Sigma-Aldrich, GlaxoSmithKline	i. Maintain European E&D network beyond LIBRA project lifetime via EU-LIFE network; April 2019 onwards ii. Attend ECU/Advance HE organised events; Ongoing 2018-2022 iii. Ongoing engagement with UoC, L&D and Equality Network; Ongoing 2018-2022	e4s Chair, e4s Manager, LIBRA coordinator, EU-Life Coordinator and Chairs	SMi. Equality Working Group established within EU-Life by 2021 SMii. BI attendee at 60% of ECU/Advance HE events SMiii. Attendance of 60% of additional networking meetings	The EU-LIFE Gender Equality, Diversity and Inclusion Working Group was established in 2021 with two BI representatives. The e4s Chair and Manager regularly attend networking meetings.
1.10	Secure financial resources to implement Gold Action Plan	a. e4s Manager supported by LIBRA (80%) and Institute budget (20%) until end March 2019	i. BI commitment to fund a full-time position to implement 2018-2022 action plan; April 2019-2022	Director	SMi. e4s Manager in post	The e4s Manager role was made permanent in 2022.
2	Data Gathering & Analysis					

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
2.1	Implement new applicant tracking system	a. Applicant tracking system identified b. Identified fields to be tracked to better address intersectionality c. Requests to staff to complete ethnicity data on HR self-service portal	i. Improved data collection on recruitment stages and employment; Sept 2018 onwards ii. Record gender balance of recruitment panels; Sept 2018 onwards	HR	SMi. Reduction in HR staff time spent extracting and analysing data measured via Staff Consultations by 2020 SMii. 60% staff ethnicity data available by 2020, 100% by 2023 SMiii. Gender balance of recruitment panels available for analysis from 2018	HR started using a new recruitment system in 2019 that reduced administrative burden. Ethnicity disclosure has increased to 95%. Recruitment panel data available from 2023.
2.2	Further develop HR system	a. Explored and shortlisted alternative HR systems	i. Implement more advanced and appropriate HR system; Jan-Dec 2020	HR and Chief Information Officer	SMi. Reduction in HR staff time spent extracting and analysing data measured via Staff Consultations by 2022 SMii. Appropriate analytics available by 2021	In progress, delayed until 2026

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
2.3	Extract and analyse data annually	a. Commitment to annual data analysis based on current AS requirements	i. Data extracted annually in Oct with cut-off date of end Sept; Oct 2018-2022 ii. Data analysed Oct-Dec in preparation for review and action planning in Jan e4s Team meeting; Oct-Dec 2018-2022 iii. Include intersectional analysis of gender and ethnicity; Oct-Dec 2018-2022 iv. Monitor staff nationality; Oct 2018-2022 v. Presentation of data annually to BEC, BoT and GLs; April-June 2019-2022	HR, e4s Manager, Chair, Team, GLs, BEC, BoT	SMi. Data available annually SMii. Data leading to annually updated GAP SMiii. Analysis and updated GAP communicated to senior management and GLs annually from 2019	Completed. Continued in 2024AP 'other'
2.4	LIBRA online survey	a. LIBRA staff survey carried out to garner staff opinion on career development, work-life-balance and consideration of sex and gender in experimental design	i. Follow-up LIBRA survey scheduled for 2018 to assess impact of interventions; June-July 2018 ii. Analysis of LIBRA survey data; Aug - Oct 2018 iii. Update GAP as required; Nov-Dec 2018	e4s Manager	SMi. 60% staff participation in follow-up LIBRA online survey SMii. Actions in place as required by Jan 2019	Completed

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
2.5	Participate in UoC Murray Edwards Survey	a. Participation in UoC Murray Edwards Survey on workplace culture and gender	i. Host series of follow-up workshops to identify solutions to any issues apparent in BI survey results; Nov 2018, April and Nov 2019 ii. Update of GAP and implementation of actions; Jan and June 2019, Jan 2020	e4s Manager	SMi. 3 workshops hosted by 2020 SMii. Required changes identified by 2020 SMiii. Actions put in place to address issues by 2021	Completed
2.6	Consultation of staff in all staff categories (Professional, Professional (Nursery), Technical, Technical (BSU), Research	a. Consultations carried out in 2016 b. 2016 consultations covered all areas of the Institute including professional and technical staff	i. Review and update consultation questions based on GAP data analysis; May-June 2018, 2020, 2022 ii. Carry out e4s Staff Consultations; July 2018, 2020 and 2022 iii. Staff Engagement Survey including opinions on promotion, career development, training, culture; Mar-Oct 2019 and Nov 2019 and 2022	e4s Team HR, external consultant	SMi. Updated questions included in Staff Consultations SMii. e4s Staff Consultations carried out in 2018, 2020, 2022 with at least 25% of each staff area SMiii. Staff Engagement Survey carried out 2019 and 2022 with a 65% response rate	Consultations carried out in 2018 but replaced by SES from 2020. SES response rate in 2024 was 65%
3	PhD students: recruitment, support, training and development					

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
3.1	Collection and analysis of student recruitment data	a. Ongoing monitoring of student recruitment data b. Identified that equal opportunities data not collected c. Identified that gender balance of recruitment panel not recorded d. Identified trend towards under-representation of men through recruitment process	i. Collect equal opportunities data for student recruitment; Oct-Dec 2018 onwards ii. Record gender balance of recruitment panels; Jan 2019 onwards iii. Data extracted annually Oct with cut-off date of end Sept; Oct 2018-2022 iv. Data analysed Oct-Dec in preparation for review and action planning in Jan e4s Team meeting; Oct-Dec 2018-2022 v. Present student recruitment data to Graduate Committee, GLs, BEC, BoT; April-June 2019-2022 vi. Explore how to attract more male applicants learning from E&D Network partners; Sept 2020-Sept 2021 vii. Maintain the gender ratio across the recruitment process as a minimum by 2021	HR, Graduate Committee, e4s Team, GLs, BEC, BoT	SMi. Data available annually from 2019 SMii. Updated GAP SMiii. Analysis and updated GAP communicated to senior management and GLs SMiv. Decrease in numbers of students declining PhD offers by 2022 SMv. Student gender balance reflect national benchmarking data by 2022	Data collected and analysed annually. Rate of declined offers has decreased. Due to the small number of students, there are often large fluctuations in the gender balance. Continued in 2024AP 'other'

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
3.2	Include E&D awareness in student induction		i. Introduction to e4s Team as part of student induction; Oct 2018 onwards ii. Include IAT in student induction; Oct 2019 onwards iii. Include feedback on recruitment and induction as part of induction; Nov 2018	e4s Team, HR	SMi. 100% awareness of e4s as measured in Student Consultations by 2020 SMii. 70% completion of IAT as measured by induction feedback by 2020 SMiii. 70% feedback received by 2018	Introduction to the e4s Chair and Manager is part of student inductions now. Feedback is not collected on inductions.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
3.3	Consultation of students	<p>a. Consultations carried out in 2016 revealed that (a) pastoral mentors were needed (b) insufficient monitoring of progress between 8 month report and third year thesis plan</p> <p>b. Pastoral mentors are now on student personal committee; a 2 year progress check has been introduced</p>	<p>i. Graduate Committee to highlight value of survey to students in advance of PRES survey (now renamed Student barometer) launch to encourage increased participation; March-May 2019 and 2021</p> <p>ii. One-to-one consultation of >25% students in June 2018, 2020 and 2022</p> <p>iii. Annual student focus groups; Jan 2019-2022</p> <p>iv. Update of GAP and implementation of actions following focus group; Feb-April 2019-2022</p> <p>v. e4s student members gather student opinion in advance of e4s Meeting agenda circulation; Ongoing 2018-2022</p>	Graduate Committee, GLs, e4s Team, HR	<p>SMi. At least 30% respondents to PRES survey with gender balance representing cohort by 2019, increasing to 40% in 2021</p> <p>SMii. At least 25% students consulted in 2018, 2020 and 2022 with gender balance representing cohort</p> <p>SMiii. At least 30% attendance at annual student focus group with gender balance representing cohort</p> <p>SMiv. Additional student-related actions on GAP as required annually by April 2019</p> <p>SMv. Student agenda items at at least 50% of meetings by Mar 2019</p>	Consultations were discontinued and replaced by the SES. Annual student focus groups were not held to avoid 'survey fatigue'; however, there was good student representation at other focus groups, SES, the ICC, etc.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
3.4	Evaluate experience of pregnancy and leave during studentship		i. Increase awareness among GLs of student maternity support; Mar 2019 ii. Consult with students who have experienced pregnancy and leave to evaluate current processes and update as necessary; Ongoing 2019-2022	HR	SMi. Feedback available to inform processes by 2020 SMii. Processes altered as appropriate by 2021	No student pregnancies since 2018.
4 Staff: recruitment, support, training and development						
4.1	Attract balanced application numbers by gender across career pipeline in all staff areas	a. Increased diversity portrayed in images on website b. Use of neutral language in job adverts c. Athena SWAN silver award prominent on website and job adverts d. Updated standardised template for job description and person specification e. New 'highly desirable' criteria to reduce number of 'essential' criteria f. e4s Manager presented at Local Schools Cluster Careers Fair	i. Proactively work with schools, colleges and universities to attract applicants of all genders ii. Proactively approach applicants tracking the gender balance; Ongoing 2018-2022 iii. Develop and share case studies highlighting under-represented gender in staff areas; Jan-Dec 2021 iv. Use images of under-represented gender in job adverts; Ongoing from Jan 2020	HR, Recruiting Managers, Director, BEC	SMi. Increase proportion of under-represented gender in applicant pool by at least 10% by 2022	Increase in nondisclosure so high as to make measuring this unfeasible. Continue to monitor in 2024AP 'other'

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.2	Mitigate against unconscious bias during recruitment	a. Staff completed the Implicit Association Test for identifying their own unconscious biases b. Unconscious bias seminar for all staff and workshop for managers	i. Inclusion of unconscious bias training at staff induction; Ongoing from Jan 2019 ii. Inclusion of IAT in equality and diversity training module; Ongoing from Jan 2019 iii. Biennial refresher on unconscious bias; 2019 and 2021 iv. Link to Royal Society unconscious bias video sent to recruitment panel together with short-listing information; Ongoing from June 2018 v. Information on unconscious bias visible to panel members during interviews; Ongoing from June 2018	HR, Recruiting Managers	SMi. 100% awareness and consideration of unconscious bias by Recruiting Managers as measured by Staff Consultations by 2020 SMii. For recruitment to senior roles, no short-listing if single gender applicant pool in first round of recruitment by June 2018 SMiii. 100% IAT completion as measured by Staff Engagement Survey by 2021	IAT completion not measured in SES due to the number of questions already present. Other actions completed.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.3	Further development of staff induction process	a. Post-Doc buddies assigned by Post-Doc Committee	i. Create checklist for managers; Jan-Mar 2019 ii. Triannually lunch & learn sessions to highlight specific areas of support at the Institute and locality e.g. grants office, e4s team, wellbeing focus group, UoC training and networking opportunities, green labs initiative; Dec, April, Sept 2020 onwards iii. Provide information about membership of relevant professional bodies; April 2019 onwards iv. Improve signposts to policies and procedures via induction and manager's checklist; April 2019 v. Create 'BI Year at a Glance' online calendar; Mar-May 2020 with annual review in Jan vi. Gather feedback on recruitment and induction via online survey; Ongoing from	HR, Communications Manager, e4s Team, Grants Managers	SMi. Checklist available and used by 65% of managers by 2022 SMii. Increased awareness of support, membership of professional bodies, policies and procedures, BI events measured through Staff Consultations, Staff Engagement Survey and exit interviews by 2021 SMiii. 100% new recruits complete feedback on recruitment and induction processes	The induction process was overhauled in 2021; however, feedback indicates it is still insufficient so development continues. Continued in 2024AP 'culture' and 'support'.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.4	Wider uptake of apprenticeship scheme	a. Apprentices employed through apprenticeship scheme in BSU, Nursery and Engineering	i. Develop and promote case studies of the Apprenticeship Scheme via blog; Jan-Sept 2019 ii. Director promote scheme at Infosite meeting; June 2019 iii. Celebrate successful apprenticeships via newsletter and blogs; 2020 onwards	HR, Recruiting Managers, Communications Manager, Director	SMi. Increase number of departments that host apprentices from 3 to 5 by 2020	No longer a priority
4.5	Co-ordination of staff training and its evaluation	a. New HR assistant role with dedicated responsibility for Learning & Development	i. Collate all training opportunities and make available via intranet; Ongoing from Nov 2018 ii. Include equal opportunities monitoring on training feedback forms; Oct 2018 onwards iii. Analyse training feedback by gender and amend as appropriate; Onwards from Oct 2018 iv. Judge effectiveness of training through exit interview question - 'what BI training has enabled you to move to your new position' from Dec 2018	HR	SMi. All training opportunities available on intranet by 2019 SMii. Equal opportunities data available for analysis of training feedback by 2019 SMiii. Monitor feedback and amend training as required by 2019	Training opportunities are available on Hub as of 2024. Continued in 2024AP 'career development'

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.6	Role-sharing scheme in BSU	a. Staff consultations identified the need for increased diversity of roles within BSU posts	i. Implement role-sharing scheme enabling staff to develop skills in other areas of the BSU; June-Dec 2018	BSU Managers	SMi. Scheme in place by 2019 with 100% endorsement of scheme as measured by Staff Consultations and 40% uptake by 2020	Scheme in place with high uptake.
4.7	Evaluate and expand Post-Doc mentoring scheme	a. Informal feedback to e4s Team is very positive	i. Evaluate Post-Doc mentoring scheme; June 2018 ii. Increase pool of mentors; Sept - Dec 2018 iii. Repeat mentor and mentee training; Dec 2018 iv. Offer additional mentoring opportunities to Post-Docs; Jan 2019 onwards	HR	SMi. Evaluation of Post-Doc mentoring scheme and its impact by last quarter of 2018 SMii. Mentor and mentee training repeated in 2018 SMiii. Increased pool of mentors and Post-Docs participating in scheme by 20% by end 2020	Mentoring scheme revamped in 2020 with training run annually. Continued in 2024AP 'career development'

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.8	Broaden mentoring opportunities		i. Institute-wide seminar on benefits of mentoring; May 2019 ii. Information on mentoring for all at Infosite; June 2019 iii. Explore need for mentoring across other areas of the Institute via Staff Engagement Survey; April-June 2019 iv. Expand mentoring scheme as appropriate; Ongoing from Sept 2019	e4s Team, HR	SMi. Mentoring seminar at Infosite meeting with 100 staff in attendance in 2019 SMii. Staff Engagement Survey 2019 with 65% response rate SMiii. Expanded mentoring scheme as required by 2020	Mentoring expanded to RAs, but SES 2024 still shows room for improvement. Continued in 2024AP 'career development'
4.9	Leadership training for post-docs	a. 2 women attended the LIBRA Career Compass Development Course b. 8 attended Pathways to Independence Course (5W, 3M) c. 6 attended local leadership course (2W, 4M) d. 3 attended MRC Post-doc Symposium (2W, 1M)	i. Local leadership courses with the MRC, Crick Institute scheduled quarterly each year 2018-2022 ii. Pathways to Independence course scheduled biannually; June 2019 and 2021 iii. Voice coaching scheduled biennially; Feb 2019 and 2021	HR	SMi. Continued participation with at least 3 BI Post-Docs attending each course by 2019	Three PDs attended 2019 course; however, the training was discontinued due to COVID-19. New training needs were identified.
4.10	International networking opportunities for Post-Docs	a. Institute supported the organisation and attendance of 24 Post-Docs (14W, 10M) to EU-Life Post-Doc Retreat, Oeiras 2017	i. Institute financially support attendance of 30% of Post-Docs to EU-Life Post-Doc Retreat; Nov 2018	Post-Doc Reps on Post-Doc Committee	SMi. 30% Post-Docs attend International Retreat in 2018 and 2020	37% of PDs attended the 2018 retreat but the 2020 was cancelled due to COVID-19. Continued in 2024AP 'career development'

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.11	Grant writing course for Post-Docs	a. Grants office provides bespoke training on an individual basis for specific grant applications resulting in success rates of e.g. 50% for Marie-Sklodowska Fellowships (success rate of scheme 13%) b. e4s Manager surveyed Post-Docs on training needs, grant writing course most requested	i. Deliver grant writing course to Post-Docs biennially; Nov 2018 and 2020	Grants Office	SMi. Grant writing course in 2018 and 2020 attended by 60% Post-Docs	Completed
4.12	Investigate why there is a gender imbalance in uptake of training opportunities	a. Analysis of training uptake data has shown that women make use of training opportunities to a greater extent than men	i. Monitor training uptake data; Ongoing from 2018 ii. Include training questions in PhD and Post-Doc focus groups; Ongoing from 2019 iii. Survey training needs through Staff Engagement Survey; 2019 and 2021	e4s Team, HR	SMi. Annual analysis of training uptake data by gender by 2021 SMii. An understanding of why differential uptake of training opportunities by gender via Staff Engagement Survey (65% response rate) and Focus Groups (25% participation rate) by 2021 SMiii. Develop actions to address any identified barriers by 2021	Completed; no actions identified

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.13	Career Progression Fellowship		i. Explore funding opportunities for additional Career Progression Fellows; Ongoing from 2019	Head of HR, Director, Director of Finance, BoT	SMi. Funds made available and Fellow appointed by 2020	Consulted with postdocs about which groups we should target support for and gender is no longer the focus
4.14	Organise My Life in Science Seminars	a. Seminar series has continued and expanded to include less conventional career paths and informal sessions with invited speakers for students and post-docs b. Shared format with LIBRA consortium c. Case studies from speakers developed and available on LIBRA website	i. Continue to schedule My Life in Science seminars quarterly; Ongoing from 2018 ii. Further develop case studies; Ongoing from 2018 iii. Inclusion of 'My Life in Science' approach at monthly GL seminars; Ongoing from 2018	e4s Team	SMi. 4 MLiS seminars per year with at least 50 people attending from 2018 SMii. 1 additional case studies per year from 2018 SMiii. 70% of GLs address career and challenges in monthly GL seminars from 2018	Regular events take place. Continued in 2024AP 'culture'
4.15	Improve signposting to career advice for Research Staff	a. Student e4s members identified lack of information about where to seek professional careers advice b. Leaflets from UoC Career Service prominently displayed in research buildings c. Diary of UoC careers events available on intranet	i. Include information about UoC Careers Service within Research staff induction; Ongoing from Jan 2019	Student reps on e4s Team, HR	SMi. 100% of research staff aware of UoC careers service as measured by Staff Engagement Survey in 2021	We did not measure awareness of UoC career support specifically but 88% of researchers felt their career development is supported in 2024 SES.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.16	Monitor promotion rates	a. Ongoing monitoring of promotion rates by gender b. Identified that time to promotion not recorded	i. Monitor applications for promotion and success rates by gender; Oct 2018-2022 ii. Monitor promotions by department; Oct 2018-2022 iii. Circulate promotion rates and distribute to GLs, BEC and BoT; April-June 2019-2022 iv. Gather data for time to promotion for (a) since PhD award, (b) since appointment at BI and (c) since last promotion on promotion applications; Oct 2018-2022	HR, e4S Team, GLs, BEC, BoT	SMi. Data available for annual analysis from 2019 SMii. Analysis circulated to GLs, BEC and BoT annually from 2019 SMiii. Actions in place to address any identified biases by 2020	Monitoring occurs. Continued in 2024AP 'other'

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.17	Clarify promotion process for non-academic staff	a. Identified that the perception of the criteria for personal promotion does not facilitate personal promotion for other staff areas	i. Review and develop more inclusive personal promotion criteria; Sept 2018 ii. Review job evaluation process and system; Jan-Dec 2020 iii. Promote routes to promotion for non-academic staff through newsletters, emails, intranet; Annually from 2019 iv. Identify appropriate measures to support promotion e.g. buddy or mentoring system, case studies; June-Dec 2021	Head of HR, BEC, BoT, Communications Manager	SMi. New criteria for personal promotion in place SMii. Revised job evaluation system in place by 2021 SMii. Positive feedback via staff consultations and Staff Consultations in 2022	PP scheme revised in 2021, JEGS revision upcoming. Continued in 2024AP 'career development'
4.18	Monitor gender balance of promotion panels		i. Record promotion panel members by gender; Oct 2019-2022	HR	SMi. Data available for annual analysis from 2019 SMii. 70% of panels will have mixed-gender representation from 2020 (increasing to 100% when more women in eligible pool from 2022)	Personal promotion panels are monitored as of 2022

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.19	Routinely cover indefinite and limited term contract maternity leaves and shared parental leaves of 3 months or more	a. Identified that leaves for Research staff are not routinely covered b. Director of Finance has agreed to identify likely costs and bring proposal to BoT and BEC	i. Identify cost of providing cover for all leaves; May 2018 ii. Seek approval to potentially cover all leaves from BoT and BEC; June 2018	Director of Finance, Head of HR	SMi. Funds available to cover all leaves by 2019 SMii. Easier transition to maternity or shared parental leave as measured through Staff Engagement Survey in 2021 SMiii. No loss of productivity for postdoc and lab as measured through Staff Engagement Survey of postdocs and GLs in 2021	Roving researcher position in place
4.20	Lobby funders, MPs for routine cover of parental leave		i. Raise challenge of parental leave cover with funders e.g. Wellcome Trust, UKRI; Jan 2019-Dec 2020	e4s Chair, E&D Network partners	SMi. Increased awareness of impact of lack of cover for parental leaves on science and career progression by 2022	We decided to focus our efforts internally rather than externally

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.21	Improve the return to work after leave experience		i. Develop checklists for returners, line managers and HR; June-Sept 2018 ii. Create list of return to work buddies; Sept 2018 iii. Offer return to work buddies; Ongoing from Oct 2018 iv. Offer a return to work meeting with HR after 4 weeks of returning to work including questions on satisfaction with cover arrangements; Ongoing from Oct 2018	HR	SMi. Checklist available for returners, line managers and HR by 2018 SMii. List of back to work buddies available by 2018 SMiii. High levels of satisfaction recorded at 4 week post-return meeting with HR and at Staff Engagement Survey in 2021	Check list not in place but feedback included in new family leave policy.
4.22	Identify reasons for leaving during parental leave	a. Identified that some parents choosing not to return following leave	i. Contact leaving parent to establish reasons for leaving; Ongoing from Jan 2021	HR	SMi. Better understanding of why parents do not return to work after leave by 2022 SMii. Actions in place to address any barriers identified by 2024	Feedback included in new family leave policy.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.23	Improve rates of formal paternity leave recording		i. Ensure line managers are aware of paternity leave policy through presentation at Infosite meetings; Feb 2019 ii. Encourage line managers to discuss paternity and parental leave with their male staff; Ongoing from Feb 2019	HR, Line Managers	SMi. 100% awareness of paternity leave policies by line managers as measured by Staff Engagement Surveys by 2021 SMii. 100% of all paternity leaves formally recorded by 2021	Monitoring not in place
4.24	Promote shared parental leave policy	a. My Life in Science speaker David Kent shared his experiences of shared parental leave with BI staff b. Experience of shared parental leave from outside of BI promoted on e4s blog c. Increase in enquiries about shared parental leave eligibility	i. Further promote shared parental leave policies; Ongoing from Feb 2019 ii. Develop internal case study if/when available	e4s Team, HR, Communications Manager	SMi. Increase of 100% in number of enquiries about shared parental leave by 2020	Enquiries not recorded but awareness of policy is good as measured in policy survey.
4.25	Increase awareness of new parents' travel policy	a. Identified that limited awareness of policy	i. Policy available on intranet; Mar 2019 ii. Promote policy via email and e4s blog; Oct 2019	HR, Communications Manager, e4s Team	SMi. Increase of 100% in number of enquiries about new parents' travel policy by 2021	The policy was rewritten in 2021 and promoted at launch. Enquiries are not recorded.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
4.26	Improve work culture for non-academic staff	a. Consultations indicate that only 50% of professional and technical staff are satisfied with the work culture	i. Set up focus group in 2018 to identify how to improve culture for non-academic staff e.g. highlighting roles in newsletters to increase appreciation of different roles and the value they add to the organisation, lunch & learn sessions as part of induction; Oct 2018	e4s Team	SMi. Actions identified through focus groups developed by 2019	Continued in 2024AP 'culture'
4.27	Increase awareness of supportive policies and procedures particularly to Post-Docs and Professional staff	a. Identified through consultations limited awareness of supportive policies by Post-Docs and Professional staff b. Policies and procedures highlighted through blogs, events, posters, website	i. Continued promotion of supportive policies and procedures through presentations at Infosite, emails, newsletters, posters, website; Ongoing from June 2018	HR, e4s Team	SMi. 80% all staff groups aware of policies measured through Staff Consultations by 2019	The policy survey assessed staff awareness of a selection of policies showing it has improved since the launch of 4policies.
4.28	Monitor appraisal completion rate	a. Any individual responsible for non-completion of any appraisal is no longer eligible for a performance related pay award	i. Ongoing monitoring of appraisal completion rates; June 2018-2022	HR	SMi. 100% appraisal completion by 2020	Apraisal completion in 2023 >95%. Continued in 2024AP 'career development'
6	Gender balance of senior staff					

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
6.1	Career Re-entry Fellowships	a. Support of additional independently funded Daphne Jackson Fellow given by BEC	i. Work with the Daphne Jackson Trust to identify Fellow; Jan-Dec 2021 ii. Permanent opening advertised on website for funded Career Re-Entry Fellows; Jan-Sept 2019	e4s Manager, HR, SPOC	SMi. Additional fellow in post by 2022 SMii. Career re-entry advert on website by 2019	See Career Development Fellow
6.2	Address current BI5 to BI4 attrition of women	a. All staff are considered for promotion annually by BEC resulting in greater numbers of women being promoted at this level b. Sponsorship and mentoring for succession planning	i. Recruitment of at least 3 GLs to BI4 or above; June-Sept 2018 ii. Potential promotion of current TTGLs; Ongoing from 2019 iii. Succession planning and recruitment to senior roles following anticipated retirement; Ongoing from June 2018	Director, BEC, BoT, Head of HR	SMi. 40% women at Band 4 and above by 2022	41% women at Band 4 and above in 2023. Next, address current BI4 to BI3 attrition of women. Continued in 2024AP 'career development'
7 Visibility of women						
7.1	Increase female representation on decision-making committees	a. TAG female representation increased to 2	i. Include specific objective for committee chairs in appraisals to consider gender balance of committees; Jan 2020	Line Managers, HR, Director	SMi. 100% of committee chairs address committee gender balance in appraisals by 2021	No monitoring of appraisals for this in place

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
7.2	Increase number of female Chairs of senior management committees	a. Identified that all Chairs of senior committee are men	i. Increase the number of senior committees chaired by women; Jan-Dec 2021	BoT, Director, BBSRC	SMi. 2 senior committees (of SPOC, BEC, SIAC, BoT, Audit, Grading & Remuneration) chaired by women by 2022	The Chair of the BoT is a woman
7.3	Monitor committee load	a. Awareness of balance between female representation on committees and overburdening of women	i. Pilot project to monitor number of hours spent in committee meetings by gender for staff at Band 5 and above; July-Dec 2021 ii. Interventions to mitigate against any imbalances; Jan 2022	e4s Team	SMi. Analysis of committee load data by 2021 SMii. Better understanding of committee load informing interventions by 2021 SMiii. Identified actions in place by 2022 SMiii. 80% staff are satisfied with workloads in Staff Consultations and Staff Engagement Survey by 2023	No formal monitoring system in place
7.4	Ensure gender balance at Annual Lab Talks	a. Organisers aware of importance of gender balanced speakers and chairs b. e4s presentation at Annual Lab Talks	i. Continue to promote awareness of gender balance at Institute events; Ongoing from 2018	GLs	SMi. Gender balanced speakers and chairs in 2018 onwards	Monitoring shows gender balance from 2020 onwards

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
7.5	Ensure gender balance of invited speakers	a. Identified gender imbalance in invited speakers	i. For Babraham Distinguished Lecture Series, those suggesting speakers must offer 1W and 1M name; Sept 2018 onwards ii. Monitor gender balance of invited speakers; April 2019-2022 iii. Circulate speakers by gender data to GLs; May 2019-2022 iv. Circulate EMBO Women in Science database to GLs; May 2019-2022	e4s Team, GLs	SMi. 45% of seminars are delivered by women by 2019	Monitoring ceased in 2020.
7.6	Increase number of female Unit Heads	a. All staff are considered for promotion annually by BEC resulting in greater numbers of women being promoted at this level b. Sponsorship and mentoring for succession planning	i. Succession planning and recruitment to senior roles following anticipated retirement; Ongoing from 2019	Director, BEC, Head of HR	SMi. 25% female of Unit Heads by 2022	37.5% unit heads female in 2024.
7.7	Analyse visibility of women scientists at post-talk questions	a. Observation that senior men dominate post-talk questions	i. Host/session chairs to monitor gender balance and seniority of questioners and proactively encourage junior staff; Ongoing from Jan 2019	GLs	SMi. Data on post-talk questions by gender available by 2020 SMii. Actions to address any biases in place by 2021	Question asking behaviour monitored annually at Lab Talks.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
7.8	Consideration of gender of BI prize winners	a. Observation that few women had been awarded the BI Michael Berridge Prize b. Increased gender balance of prize winners	i. Circulate award data by gender to SPOC; May 2018-2022 ii. Track nominees by gender May 2018-2022	GLs, SPOC	SMi. Gender balanced prize winners over 2018-2022	There are minor fluctuations but overall there is gender balance of prize winners.
8 Education						
8.1	Increase awareness of consideration of gender in research content	a. Identified low awareness of the need for consideration of sex and gender in experimental design	i. Seminar for all research staff on the importance of gender equality in research content; Sept 2018	e4s Team	SMi. 80% of research staff and students aware of consideration of sex and gender in research content as measured by Staff Consultations in 2020	Training now mandatory for students, encouraged for others
8.2	Increase awareness of benevolent sexism		i. Identify seminar speaker to highlight issue through discussions with E&D Networks; Ongoing from 2019-2022	e4s Team	SMi. Increased participation of women on internal and external decision-making committees by 2022	e4s bites held on topic

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
8.3	Training College for animal technicians	a. Identified that lack of skills and people available to carry out job b. Gold seal of approval achieved for current apprenticeship scheme	i. Further development of the apprenticeship scheme; June-Dec 2018 ii. Share training model with industry and academic organisations; Jan-Dec 2019	Head of BSU, BSU managers, external animal tech agencies, industry and academic organisations	SMi. Scheme in place by 2019 SMii. Train 6 apprentices by 2021 SMiii. 80% of trainees in employment by 2022 SMiv. Uptake of training model by at least 1 organisation by 2022	Now covered by Technician Commitment
9	Work-Life Balance					

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
9.1	Formalise and promote flexible working policy	a. Analysis demonstrates that flexible working patterns are widespread b. Flexible working policy drafted as part of overarching wellbeing policy	i. Formalise flexible working policy; June-Sept 2018 ii. Promote flexible working opportunities at induction; Ongoing from Oct 2018 iii. Promote means to support flexible working at induction e.g. availability of laptops, VPN access; Ongoing from Oct 2018 iv. Expand means of flexible working e.g. laptop loan system; March-June 2019 v. BSU-specific flexible working scheme enabling flexibility in a traditionally inflexible work environment; Ongoing from Oct 2018	e4s Team, Computing, HR	SMi. 100% awareness of flexible working opportunities by 2019 SMii. Policy available on intranet by 2019 SMiii. Laptop loan scheme available by 2019 SMiv. BSU flexible working scheme in place by 2019 with 100% staff satisfaction with flexibility as measured through Staff Consultations in 2020	Policy available on 4policies platform. Awareness of policy is good as measured in policy survey. Post-2020, flexible working remains normal.
10 Recruitment						
10.1	Pilot gender-blind recruitment	a. Identified bias towards women in recruitment process of RAs and post-docs	i. Pilot gender-blind approach to recruitment of Ras where any publications are removed from first round of short-listing; Jan-Dec 2020	HR, Recruiting Managers	SMi. Feasibility of gender-blind recruitment established by 2021 SMii. Actions in place following feasibility study by 2022	Literature shows mixed efficacy of this approach so we decided not to pursue it

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
10.2	Inclusive interview environment	a. Identified that room often used for interviews dominated by portraits of men b. Men-only portraits replaced	i. Consideration of interview environment; Ongoing from June 2018	HR	SMi. Issue not raised in recruitment feedback by 2018	Completed
11 Alumni Tracking						
11.1	Identify reasons for next destination	a. Identified low uptake of exit interviews a. Identified that only capturing 33% of next destination data b. Identified that current exit interviews do not capture specific role at next destination	i. Development of online exit survey; Sept-Nov 2019 ii. Include additional questions at exit: 'what is your new role', 'reason for specific destination', 'what training and experience from BI has enabled you to take on this new role'; Ongoing from Nov 2019	HR	SMi. Exit interviews completed by 70% of leavers SMii. Next destination captured for 70% of leavers by 2021	We now collect next destinations, but not reasons. Continued in 2024AP 'academia'
12 Outreach						
12.1	Ensure gender balance of staff visiting schools	a. Identified that 90% of Post-Docs visiting schools are women	i. Target outreach opportunities to male Post-Docs; Ongoing from June 2018	PE Committee	SMi. 38% of staff visiting schools are men (reflective of eligible Post-Doc pool) by 2020	Monitoring not up to date; no longer a priority
13 Inclusivity						
13.1	Awareness of need for inclusive language	a. Surveys and equal opportunities forms are gender inclusive	i. Promotion at Annual Lab Talks; June 2019 ii. Increase awareness amongst staff taking meeting minutes; June 2019 onwards	HR, e4s Team	SMi. All forms, surveys and minutes are gender inclusive by 2021	EIAs ensure policies are gender inclusive. Inclusive language guidelines and e4s Bite created.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)	Notes
13.2	Ensure easy access to non-gendered toilets and changing facilities	a. Identified buildings without non-gendered toilets and changing facilities	i. Work with BBT for easy access to non-gendered facilities for all staff and students; Jan 2020-Dec 2021	BBT, e4s Team	SMi. Easily accessible facilities available by 2022	Not done.
13.3	Review policies and practices to ensure trans inclusivity		i. Work with Stonewall to ensure inclusive policies and practices; Jan - Dec 2019	Stonewall, e4s Team, HR	SMi. Inclusive policies readily available by 2021	Part of EIAs
13.4	Increase the number of employment opportunities for disabled people		i. Consult with charities and local councils; Ongoing from Jan 2019 ii. Identify suitable roles; Ongoing from June 2019 iii. Recruitment of disabled individuals; Ongoing from July 2019	HR, BSU Managers	SMi. At least 2 further disabled staff in employment by 2021	On hold due to capacity in HR
13.5	Explore new initiatives for greater inclusivity		i. Identify initiatives to increase awareness and understanding of broader inclusivity; Ongoing from June 2018	e4s Team, HR, Local E&D Networks	SMi. Greater understanding of inclusivity by staff and students as measured by Staff Consultations in 2020	We have increased support for LGBTQ+, Muslim and BME staff.

Those highlighted in green are high priority

Action	Objectives	Action taken already and outcomes at spring 2022	Further Action planned (2022-24)	Responsibility	Success Measure (SM)	Notes
Academia						
1.1	Explore why women want to leave academia at higher rates than men, especially students	i. Measured academic staff's career plans in SES, December 2019 (54% of women plan to stay in academia vs 74% of men) and February 2022 (50% of women plan to stay in academia vs 72% of men)	i. Collect data on the next destination of academic staff, annually ii. Focus group arranged with female academic staff to discuss reasons behind this decision and what actions can be taken to better support female staff to stay in academia so the gender difference is reduced, Q4 2023 iii. Continue to ask relevant questions in the SES survey, 2023	e4s Manager, GLs, HR	SMi. Data available and analysed annually SMii. Concrete actions in next Athena Swan application, 2024 SMiii. Continue to monitor data in SES, 2024	Historical data collected on academic destinations of staff showed no gender difference but SES shows lower proportion of women (42%) than men (67%) intend to stay in academia. Continue action in 2024AP
Culture						
2.1	Organise events and create resources to highlight the e4s agenda and increase understanding of EDI issues	i. Activities to mark notable days such as International Women's Day, LGBTQ+ STEM Day, International Men's Day, Black History Month ii. My Life in Science, Black in Academia, and e4s Bite seminar series iii. Resource pages on intranet and external website containing videos, posters and articles iv. Twitter account and blog launched v. 95% of staff feel EDI is valued in SES, February 2022	i. Continue to create blogs and resources, record talks, and celebrate notable days; 2022-24 ii. Launch a new seminar series, such as LGBTQ+ or disabled scientists' experiences; 2023-24 iii. Monitor views on videos and blogs; 2022-24	e4s Team	SMi. >95% of staff feel EDI is valued in SES survey, 2024 SMii. At least 3 blogs published annually, ongoing SMii. New seminar series launched with 3 talks over a one year period, 2023-24 SMiii. Data on views of videos and blogs available annually	SES data shows 94% feel EDI is valued. Seven blogs published 2022-2023. A new series was not launched due to not finding funding. Data on views not collected.
2.2	Address bullying and harassment	i. Measured bullying and harassment in SES, December 2019 and February 2022 ii. Took part in UniSAFE survey, March 2022 iii. Dignity at Work training mandatory for all staff since May 2019 iv. Launched Active Bystander training for senior managers, April 2022 v. Launched new Bullying and Harassment policy, October 2021	i. Roll out Active Bystander training to other staff, Q4 2022 ii. Determine how data relating to reports of bullying and harassment while maintaining confidentiality iii. Increase staff awareness of Bullying and Harassment policy, as well as confidence in using it and satisfaction with the system	e4s team, HR, Graduate Committee, Policy Review Working Group	SMi. 95% of staff have done Active Bystander Training, Q1 2024 SMii. Data collected and reported annually SMiii. Decrease the amount of experiencing/witnessing bullying and harassment, as well as decreasing the gender gap between men and women as measured in the SES, 2024 SMiv. Increase student confidence in how bullying and harassment is dealt with as measured in the SES bringing it in line with other areas of the organisation, 2024	SES showed a big drop in people experiencing/witnessing bully and harassment and non gender difference. SES shows students now feel the same level of confidence/comfort as other staff in reporting bullying and harassment, though there is a still a gap in how satisfied they are with how it is dealt with.

2.3	Increase feeling, especially among students and employees at lower levels, that people are valued and their opinions are heard	i. 79% of staff felt their work was valued (increased from 72% in 2019) and 86% felt listened to (increased from 79% in 2019) in SES, February 2022	i. Investigate how a reverse mentoring programme could be established, 2023	HR, e4s Manager	SMi. Feasibility plan for reverse mentoring programme developed, 2024	Included in 2024AP 'culture'
2.4	Increase feeling, especially among women, that poor behaviours are not tolerated at the Institute	i. 75% of staff felt poor behaviours were not tolerated in SES with a gender difference of 17 points that has widened by 16 points since 2019, February 2022	i. Focus groups to determine what poor behaviours people are concerned about, 2024	HR, e4s Manager	SMi. Concrete actions to address identified poor behaviours in next Athena Swan application, 2024 SMii. >85% of staff feel poor behaviours are not tolerated and gender gap is <10% in SES, 2024	In SES 2024, 84% of staff feel poor behaviour is not tolerated and the gender gap is 2%. Continued in 2024AP 'culture'
2.5	Increase recognition and visibility of technical staff through the Technician Commitment	i. Measured technical staff's responses to questions around recognition and visibility in SES, December 2019 and February 2022 ii. Signed up to the Technician Commitment, December 2020 iii. Launched the Technician Commitment Steering Group, January 2021 iv. Launched Staff Recognition Award, Sept 2020	i. Continue to ask relevant questions in the SES survey, 2023 ii. Submit a Technician Commitment action plan, Q2 2023	e4s Manager, Technician Commitment Steering Group, HR	SMi. Increase in technical staff's responses to questions around recognition and visibility in the SES, 2024 SMii. Assess Technician Commitment action plan success rate via RAG assessment, Q2 2024	SES shows a drop in technical staff feeling valued. TCSG action plan RAG assessment was not done in time to be included.
Career development						
3.1	Clarify promotion processes and transparency	i. New inclusive personal promotion criteria developed and launched, March 2022 ii. New application process for gaining tenure launched, August 2022 iii. Identified lack of understanding of around promotion with 44% of staff feeling processes are open and transparent in SES, February 2022 iv. Identified lack of available information on certain routes to promotion	i. Review and update Job Evaluation Grading and Support (JEGS) requirements and process, Jan-Dec 2024 ii. Create information on how promotions are acquired via gaining qualifications, June 2024 iii. Promote policies and information on promotion through newsletters, emails, intranet annually	HR Director, BEC, BoT, Communications, Policy Review Working Group	SMi. Revised JEGS system in place, 2024 SMii. Information on all promotion routes available on the intranet, June 2024 SMiii. >60% understanding of promotion as measured in SES, 2024	Information is now available on the intranet. SES showed a slight increase in understanding of promotion, 44% to 47%.
3.2	Recognition of citizenship activities (eg engaging in PE, being a mentor, sitting on committees)	i. 62% of appraisals mention citizenship activities, 2021 ii. Annual awards are given for Public Engagement, Knowledge Exchange and Commercialisation, Communications, and EDI iii. 81% of staff resported citizenship is valued in SES, February 2022	i. Encourage managers to officially recognise this work in appraisals, ongoing 2022-2024 ii. Continue to monitor in SES, 2023	e4s Manager, HR, Communications, line managers	SMi. >70% of appraisals mention citizenship activities, 2024 SMii. >90% of staff report citizenship is valued in SES, 2023	Mentions of citizenship in appraisals dropped to 53%. SES showed people who feel citizenship is valued dropped to 74%.
3.3	Monitor appraisal completion rate	i. 93% appraisal completion rate, 2018	i. Ongoing monitoring of appraisal completion rates, annually	e4s Manager, HR	SMi. 100% appraisal completion, 2024	Over 95% of appraisals completed. Continued in 2024AP 'career development'

3.4	Address current BI4 to BI3 attrition of women	i. Attrition point has moved from BI5 to BI4 as a result of recruiting senior women and women achieving tenure ii. 31% of staff in bands BI1-4 are women; however, 22% staff in the research category at bands BI1-4 are women iii. 7% of staff in bands BI1-3 are women; however, none of these are in the research category	i. Support retention and, where appropriate, promotion of senior women, ongoing	HR Director , BEC, SPOC	SMi. >35% of staff in bands BI1-4 are women; >25% of staff in the research category at bands BI1-4 are women SMii. >10% of staff in bands BI1-3 are women; including >5% of staff in the research category at bands BI1-3 are women	41% of staff in bands BI1-4 are women; 37% of staff in the research category at bands BI1-4 are women. 29% of staff in bands BI1-3 are women; including 22% of staff in the research category at bands BI1-3 are women.
3.5	Increase career development opportunities of technical staff through the Technician Commitment	i. Measured technical staff's responses to questions around training, mentoring and career development in SES, December 2019 and February 2022 ii. Signed up to the Technician Commitment, December 2020 iii. Launched the Technician Commitment Steering Group, January 2021	i. Continue to ask relevant questions in the SES survey, 2023 ii. Submit a Technician Commitment action plan, Q2 2023	HR, e4s Manager, Technician Commitment Steering Group	SMi. Increase in technical staff's responses to questions around training, mentoring and career development in the SES; 2024 SMii. Assess Technician Commitment action plan success rate via RAG assessment, Q2 2024	12 point increase in technical staff feeling their mentoring and training needs are being met in 2024 SES.
3.6	Increase uptake and monitoring of training	i. Information on all training opportunities are available on the intranet, March 2022 ii. 85% of staff reported their training needs are being met in the SES, February 2022	i. Create a system for monitoring uptake of training, 2024 ii. Promote opportunities for training via newsletter and intranet, ongoing	e4s Manager, HR, Communications	SMi. Annual collection of training monitoring data available, 2024 onwards SMii. >90% of staff report their training needs are being met in the SES, 2024	Data available. 86% of staff report their training needs are being met in the SES 2024
3.7	Expand mentoring programme to meet mentoring needs	i. Revamped formal post-doc mentoring scheme and added RAs, 2020 ii. Pilot mentoring programme for PhD students and post-docs that matched them with mentors in industry, Q4 2021 iii. 77% of staff reported their mentoring needs are being met in the SES, February 2022	i. Expand mentoring training to other staff groups, 2023 ii. Investigate the possibility of developing a new informal 'mentoring programme' for other roles (facility & non science staff and GLTTs) using existing networks, 2023 iii. Formalise the industry mentorship programme and expand participation, 2023 iv. Promote available internal and external mentoring opportunities, ongoing	e4s Manager, HR, Communications	SMi. >85% of staff report their mentoring needs are being met in the SES, 2024	80% of staff report their mentoring needs are being met in the SES 2024
Support						
4.1	Routinely cover indefinite and limited term contract maternity leaves and shared parental leaves of 3 months or more	i. Roving researcher in place to cover long term leaves, 2020 ii. Requests for support beyond long term leaves, 2022 iii. Not all staff on long term leaves requested support iv. Advised other institutes on how to start scheme	i. Investigate if roving researcher support could be extended to other opportunities and if a second position would be beneficial, Q3 2023 ii. Promote awareness of roving researcher scheme iii. Highlight as a benefit during induction and when leaves requested iv. Collect data on % request approval	HR, e4s Manager, Communications	SMi. 100% of requests for roving researcher to cover long term leaves, 2024 SMii. 100% of research leave requesters aware of scheme, 2024	There has been strong uptake of the RR but maternity cover in other areas has dropped sharply with 25% covered in 2023 down from 85% in 2018.

4.2	Increase awareness of and satisfaction with supportive policies and procedures	i. Instituted an Equality Impact Assessment process for all current and new policies, December 2019 ii. New policy section on the intranet collates all policies in one place in a standardised format, December 2020	i. Measure awareness and satisfaction with policies in policy survey, May 2022 ii. Promote policies such as Additional Care Dependants, Flexible Working, and Equality and Diversity through newsletters and the intranet, ongoing	e4s Manager, Communications, Policy Review Working Group, HR	SM i. Improvement in awareness and satisfaction with policies in policy survey, 2023	Policy survey showed increased awareness and satisfaction since the launch of 4 policies.
4.3	Improve awareness of and satisfaction with mental health and wellbeing support	i. Trained Mental Health First Aiders, August 2020 ii. Run annual workshops to provide students with tools to support mental health at work, since Nov 2021 ii. Measured staff satisfaction with mental health and wellbeing support in SES, February 2022	i. Wellbeing Steering Group develop activities and awareness events, ongoing	e4s Manager, Communications, Wellbeing Steering Group, HR, MHFAs	SMi. Improvement in staff satisfaction with mental health and wellbeing support in SES, 2024	In SES 2024, 82% feel that the mental health and wellbeing provision at the Institute is good, down from 88% in 2022
Other						
5.1	Ensure all areas of the Institute are able to feed into e4s	i. Representation on SAT now includes further areas such as BSU and engineering, 2019 ii. SES questions updated to better collect information needed for e4s, January 2022	i. Monitor and maintain SAT balance in relation to gender, institute area, and staff grade through considered recruitment, ongoing	e4s chair and Manager	SM i. Data on SAT composition indicates balance is maintained, annually	Data on the SAT is collected.
5.2	Extract and analyse mandatory and supplemental data annually	i. Data extracted annually in Oct with cut-off date of end Sept; Oct 2018-2022 ii. Data analysed Oct-Dec in preparation for review and action planning in Jan e4s Team meeting; Oct-Dec 2018-2022 ii. Presentation of data annually to BEC, BoT and GLs; April-June 2019-2022	i. Data extracted annually in Oct with cut-off date of end Sept; Oct 2022-24 ii. Data analysed Oct-Dec in preparation for review and action planning in Feb e4s Team meeting; Oct-Dec 2022-24 iii. Presentation of data annually to BEC, BoT and GLs; Apr-Jun 2022-24	HR, e4s Manager, Chair, Team, GLs, BEC, BoT	SMi. Data available, annually SMii. Review GAP to see if new data indicates a need to change actions, annually SMiii. Analysis and updated GAP communicated to senior management and GLs, annually	Data is collected and analysed annually, and reported to BEC and other relevant committees.
5.3	Regularly monitor gender pay gap and equal pay	i. Carry out equal pay audit at 3 yearly intervals; Oct-Nov 2018, Oct-Nov 2021 ii. Annual analysis of gender pay gap; May 2018-2022	i. Carry out equal pay audit at 3 yearly intervals, ongoing ii. Annual analysis of gender pay gap, ongoing	HR	SMi. Annual Institute pay data analysed SMii. Mean gender pay gap reduced to below 12% by 2023	2023 mean gender pay gap was 11%
5.4	Increase disclosure of demographic data by applicants and staff	i. Created a FAQ on the intranet and information posters, 2020 ii. Identified a decrease in the percent of applicants and staff filling out demographic data	i. Research and liaise with other organisations to determine best practice data collection, 2022 ii. Design targeted campaigns to encourage disclosure from various groups, 2023	e4s Manager, HR, Communications	SM i. New communication campaigns and resources created, 2023 SM ii. >95% of staff disclose ethnicity, 2023 SM iii. >90% of applicants disclose gender, 2023	No new resources created. 66% of staff disclosed ethnicity in 2023. 84% of applicants disclosed gender in 2023.

Number	Issue to address	Activity	Priority	Context	Action planned (2024-29)	Responsibility	Success Measures
Academia							
1.1	Have robust data on next destinations of academic staff	Collect destinations of academic leavers: PhD students, postdocs, research assistants, GLs, HoFs	Medium	i. Collected and analysed historical data of academic leavers from GLs/HoFs covering three years, Dec 2023	i. Collect data annually, Oct 2024 onwards ii. When a GL is leaving, collect data at that point	e4s Manager, GLs	i. Data available for >90% of academic leavers annually
1.2		Monitor if staff plan to leave academia	Medium	i. Question asked in SES with data available by gender and area - 2024 gender gap is 25 points ii. Focus group held with PhDs and postdocs to investigate reasons, 2023	i. Question will continue to be asked in upcoming SESs, 2026 onwards ii. Run focus group with male and female students, 2027	e4s Manager, HR	i. Question asked in future SES, 2026 and 2028 ii. Actions designed based on focus groups and added to AP, 2027 iii. Gender gap reduced to <20% in SES, 2028
1.3	Increase understanding of reasons behind staff's next destination	Leverage exit interview information to understand reasons for leaving academia (see also 4.1)	Medium	i. Optional exit interviews are completed by 56% of eligible staff, Oct 2018-Sept 2023	i. Reformat exit interviews to include quantitative questions and remove some free text questions thus allowing analysis and reducing time to complete, Q1 2025 ii. For researchers, add questions about reasons for next destination, Q1 2025 iii. Collect exit interview completion data broken down by area and gender, Oct 2024 onwards iv. Investigate using AI to provide summaries of free text responses, Q3 2025	e4s Manager, HR, Graduate Office	i. New exit interview format in use, Q1 2025 ii. Data available for analysis, Oct 2024 onwards iii. Feasibility of AI summaries assessed, Q4 2025 iv. Uptake of exit interviews >70%, Oct 2028
1.4	Support researchers who want to re-enter academia	Investigate the experiences of researchers who join BI after being out of academic research for at least two years	Low	i. Female postdocs are more likely to experience career breaks than men, https://doi.org/10.1080/03075079.2023.2245849	i. Put out a call to identify members of this group, 2027 ii. Design a short questionnaire to understand their experiences, 2027	e4s Manager	i. Questionnaire designed, 2026 ii. Call put out, 2027 [We cannot set a number of expected responses for this as we currently have no idea if there are returners working here, let alone if they would be interested in filling out a questionnaire.]
1.5		Support applicants who want to re-enter academia after a career break	Medium	i. Female postdocs are more likely to experience career breaks than men, https://doi.org/10.1080/03075079.2023.2245849	i. Add wording to job adverts that encourages applicants who have taken career breaks, 2026 ii. Advertise research roles to related networks, 2026 onwards iii. Investigate hosting a Daphne Jackson fellowship, 2026 iv. Create a 'research refresh' training course available for new starters who have been out of the field, 2026	HR, SPOC, Grants, Deputy HoISPs	i. Wording standard in job adverts, 2026 onwards ii. Decision made regarding Daphne Jackson fellowship, 2027 iii. Training course available and offered to new starters, 2026 onwards
1.6	Provide better support for families	Create a parent/carer support network (See also 4.12)	High	i. Created a staff network framework, 2023	i. Create a Teams site and mailing list for a network, Q2 2025 ii. Advertise network to recruit interested members through internal communications and to nursery users, Q3 2025 ii. Recruit volunteers to run the network with support from e4s, Q4 2025	e4s Manager, e4s Chair, nursery	i. Teams site and mailing list in place, Q2 2025 ii. Staff volunteers confirmed to network committee roles, Q4 2025

1.7	Provide better support for families so mothers choose to stay in academia	Investigate and implement part-time tenure track group leader route	Medium	i. Suggestion from brainstorming session	i. Contact Wellcome for information on their experiences funding part-time fellowships, Q4 2025 ii. Using Wellcome's guidance, develop a proposed framework for how a part-time TTGL role would look at BI, Q2 2026 iii. If deemed feasible, publicise our road map for part-time TTGL and include it in relevant job adverts, 2027 onwards	e4s Chair, HR	i. Contact made with Wellcome, Q4 2025 ii. Framework created and submitted to BEC, Q3 2026 iii. If approved, framework available on external website and linked in job adverts, 2027 onwards
1.8	Highlight the benefits of working in academia to make it more appealing	Continue My Life in Science series and other seminars that highlight diverse career journeys and celebrate academia	Medium	i. Regularly run seminar series like My Life in Science and Black in Academia that are aimed at PhD students and early postdocs to give insight into the context of successful academic careers	i. Continue MLIS series, 2024 onwards ii. Secure funding to offer bursaries for speakers from marginalised backgrounds to talk about their experiences, 2025 onwards iii. Look for other opportunities to celebrate academia	e4s Manager	i. Host at least one MLIS talk annually, 2024 onwards ii. Run short seminar series covering e.g. LGBTQ+ or disabled scientists' experiences, 2025-2026 and 2027-2028
Career development							
2.1	Improve formal recognition of citizenship activities (such as being a mentor, sitting on committees, being a first aider)	Under new HR system, appraisal forms to include separate section on citizenship	Medium	i. Added mention of citizenship to appraisal form, 2022 ii. 25% of appraisals mention citizenship activities, 2023	i. Add separate section on citizenship to allow easier data analysis and emphasise how this is valued at the Institute, 2026	HR	i. Add new section to appraisal form, 2026 ii. Updated training in place, 2026 onwards iii. >50% of appraisals mention citizenship activities, 2028
2.2	Administrative duties take time away from research, especially for senior women who are asked to sit on multiple committees	Review and streamline committee structure to reduce burden and ensure they appropriately add value	High	i. Created a committees framework that standardised Terms of Reference and defined responsibilities of each committee/steering group, 2019	i. Review committee and steering group structure, Q4 2024	HRD, Projects Office	i. Committee assessment completed, Q4 2024 ii. Recommendations from assessment implemented, 2025 onwards
2.3		Include more junior staff on decision making committees to reduce burden on a few individuals, especially on senior women	Medium	i. Postdoc committee chair is now required to be a postdoc rather than GL, 2019	i. Identify which committees would be appropriate, Q1 2025 ii. Invite new members to committees according to committee ToR, Q1 2025 iii. Monitor committee burden on individuals, 2025 onwards	HRD	i. Junior staff appointed to at least three committees, Q2 2025 ii. No individual sits on more than 3 committees or steering groups which hold more than 3 meetings a year, excluding Senior Leadership Team, 2025 onwards
2.4		Streamline processes for researchers like lab ordering and budget management	Medium	i. Suggestion from female GL consultation	i. Use inductions and internal communications to highlight how administrators can support teams, ongoing ii. Assess creating online ordering system, 2027 iii. Consult GLs on what other administrative support would be beneficial, 2027	Purchasing, HR, e4s Manager	i. Report on feasibility of new ordering system, 2027 ii. New actions added to AP based on consultation, 2027
2.5		Provide practical advice on networking and collaborating	Low	i. Suggestion from brainstorming session	i. Create and regularly run training on networking and collaboration, 2025 ii. Analyse uptake by gender, 2025 onwards	HR, e4s Manager	i. Training running regularly, 2025 onwards ii. Data available annually, 2025 onwards

2.6	Provide information that enables career progression	Make information on career progression/promotion easier to find	High	i. Information on all routes to promotion available on the intranet, 2021 ii. New personal promotion scheme launched, 2022 iii. In 2024, 47% of staff felt promotion was open and transparent with women being 14 points lower than men	i. Advertise information on promotion through internal communication channels, ongoing ii. Celebrate promotions e.g. through internal communications and annually at Infosite, 2024 onwards iii. Explore revision of JEGS process, 2028 iv. Review wording regarding considering promotion on appraisals so it is discussed with eligible staff and they are clear on what would be necessary for promotion, 2026	HR, Communications	i. Revised JEGS system in place, 2028 ii. Information on promotions shared annually, 2024 onwards iii. >60% understanding of promotion as measured in SES with gender gap <10 points, 2028
2.7		Create career frameworks to ensure clear and transparent role requirements and steps needed for progression	High	i. In 2024, 47% of staff felt promotion was open and transparent with women being 14 points lower than men	i. Develop postdoc career development framework, 2024-25 ii. Align promotion, appraisal and GL Assessment processes and create a single assessment criteria matrix, Q3 2025 iii. Develop leadership, digital, technical, operational and behavioural competency frameworks with job families, 2026-28	HR, Postdoc Committee	i. Postdoc career development framework created, 2025 ii. Single assessment criteria matrix created, 2025 iii. Leadership, digital, technical, operational and behavioural competency frameworks with job families created, 2028
2.8		Make sure training needs are met and information is easy to find	Medium	i. In SES 2024, 84% of women and 95% of men felt their training needs were being met ii. Created a new online portal for training, 2024	i. Develop a Learning and Development policy, 2024 ii. Promote and review use of new portal, ongoing iii. Monitor training uptake by gender and area, 2024 onwards iv. Ask if training needs are met in SES, 2026 onwards	HR	i. Policy created, Q2 2024 ii. Training data available, 2024 onwards iii. SES result >90% with gender gap <7 points, 2028
2.9	Offer support that enables career progression	Expand mentoring programme for postdocs and offer to other groups	Medium	i. 80% of staff reported their mentoring needs are being met in the SES with women being 11 points below men, 2024	i. Develop and run mentoring workshops tailored to various groups of staff, 2025 onwards ii. Identify applicable mentoring schemes offered by learned societies or other organisations and promote internally, 2025 onwards iii. Take part in EU-LIFE Pathfinder mentoring programme for female postdocs, 2024 onwards	HR, e4s Manager	i. Mentoring workshops run regularly, 2025 onwards ii. Information on external mentoring schemes available on intranet, 2025 onwards iii. >85% of staff feel their mentoring needs are being met in SES with a gender gap <7 points, 2028
2.10		Develop a formal placement programme to facilities and professional roles for research staff to develop skills	Medium	i. Suggestion from brainstorming session	i. Explore development of internal placement programme, 2027 ii. Analyse uptake by gender, 2028 onwards	HR	i. Programme created, 2028 ii. Data available annually, 2028 onwards
2.11		Train in-house coaches to support staff career development	Medium	i. Coaching has the potential to promote gender equality in the workplace https://doi.org/10.53841/bpstcp.2019.15.1.11	i. Three members of staff complete coaching qualifications, Q4 2024 ii. Pilot individual coaching programme for up to 30 staff, Q4 2024 iii. Run coaching workshops and offer individual coaching, 2025 onwards iv. Increase number of qualified coached on staff based on need, 2026 onwards v. Explore options for external coaching to avoid conflict of interest, e.g. reciprocal partnering with other academic organisations, 2026	HR, BSU	i. Coaches achieve qualifications, Q4 2024 ii. Pilot coaching programme completed, Q4 2024 iii. Offer external coaching options, 2026 onwards iv. Data available on uptake of coaching by area and gender, 2025 onwards

2.12		Mandatory leadership training for all senior leaders. Line management training for all new line and current line managers yet to receive training, to enhance their skills and ensure they support career progression of their teams	High	i. Suggestion from brainstorming session	i. Design and commission senior leadership training for all senior staff, 2025 ii. Offer management training regularly for line managers, 2025 onwards	HR	i. Training available, 2025 ii. All individuals in key leadership positions receive training, 2025 iii. >70% of line managers have taken training, 2028
2.13		Monitor internal grant funding distribution	High	i. Suggestion from female GL consultation	i. Collect data on grant distribution by gender, grade and area, Oct 2024 onwards	e4s Manager, SPOC	i. Data available and analysed, Oct 2024 onwards ii. If unequal distribution is noted, design further actions, ongoing
2.14	Ensure equitable distribution of internal funds	Centralise training budget	Medium	i. Suggestion from HR	i. Centralise training budget under the HR team to ensure distribution of resources to meet organisational objectives and priorities, 2024 onwards	HR	i. Monitor training and development recipients utilising central training budget by area and gender, Oct 2024 onwards ii. If unequal use is noted, design further actions, ongoing
2.15		Enhance interview skills of staff to facilitate fair and unbiased recruitment	Medium	i. Two interview training workshops run, 2023 ii. Action from IAE	i. Regularly run external training for all recruiting managers to develop and hone their skills to recruit the right people for the right roles, 2024 onwards	HR	i. Run training course, 2025 ii. Review frequency and content of course, 2026
2.16	Ensure unbiased recruitment	Review and update recruitment strategy to ensure we are recruiting from a diverse and representative pool	Medium	i. LIBRA recommendations for inclusive recruitment implemented, 2018 ii. Action from IAE	i. Review recruitment & retention strategy, 2026 ii. Review recruitment policy, guidelines and processes, 2026	HR	i. Strategy updated, 2026 ii. Policies, guidelines and processes updated, 2026
2.17	Create opportunities for internal advancement	Create three ISP Deputy Head roles to be filled by existing GLs	High	i. Suggestion from brainstorming session	i. Define the role, responsibilities and appointment process of ISP Heads and Deputy Heads, 2025 ii. Appoint GLs to ISP DH roles rejecting single-gender shortlists, 2025	ISP Heads, HRD, SIAC	i. Role job description created, 2025 ii. At least one woman appointed to role, 2025
2.18		Increase awareness of support for childcare at conferences	Medium	i. Created a Additional Care Dependents Travel policy ii. Childcare at conferences is a higher priority for women than men https://doi.org/10.1001/jamaoncol.2019.1864	i. Use onboarding and internal communications to promote our childcare travel policy, 2024 onwards ii. Publicise information on external grants, Q2 2025 iii. Liaise with newly created Carers' Network to promote resources, 2026	HR, Communications, Grants	i. Information included in induction, 2024 ii. Information on childcare grants available on Hub, Q3 2025
2.19	Ensure childcare responsibilities do not hinder career development	Make family leave policies more inclusive	Medium	i. Gender-neutral language used in Maternity, Paternity and Shared Parental Leave policies	i. Update Maternity and Paternity policies to include primary and secondary adopters respectively, Q1 2025 ii. Investigate creating a Foster Leave policy for those not in 'foster to adopt' situations, 2026	HR, e4s Manager	i. Updated policies available, Q1 2025 ii. Decision made on Foster Leave policy, 2026
2.20		Offer EMBO leadership training options	Medium	i. Hosted a training session in Cambridge, 2018 ii. Women disproportionately have caring responsibilities which can prevent travel	i. Offer online EMBO training, 2024 onwards ii. Assess the desire for local training and then work with EMBO and local research organisations (e.g. Wellcome Sanger, LMB) to organise an EMBO leadership training session in Cambridge if needed, 2027	HR, e4s Chair	i. Local training session held, 2027 ii. Monitor gender breakdown of participants online and in person, 2027
Culture							

3.1	Clarify behavioural expectations	Create lab/team handbooks that include behaviour expectations	High	i. Lab handbooks are a tool for improving workplace culture https://doi.org/10.7554/eLife.88853	i. Research Integrity Steering Group to create guidance for lab handbooks, Q4 2024 ii. Research groups to create lab handbooks which will be reviewed by the RISG and HR, 2026 iii. HR to adapt the guidance for non-science teams, 2027 iv. Non-science teams create team handbooks which will be reviewed by HR, 2028	RISG, HR, e4s Manager	i. Guidance available for research groups, 2025 ii. >70% of research groups have lab handbooks that mention behaviour expectations, 2028 iii. Guidance available for non-science teams, 2027 iv. >40% of non-science teams have team handbooks that mention behaviour expectations, 2028
3.2		Create and promote clearer guidelines and policies about what behaviour is unacceptable	High	i. Grievance policy and Bullying and Harassment policy updated, 2021 ii. New online policy platform launched, 2022 iii. Suggestion from focus groups on behaviour	i. Review and revise Code of Conduct including clearer guidance on unacceptable behaviour, 2027 ii. Create summaries of Bullying and Harassment policy and related policies to make them easier to comprehend, 2024-27 iii. Make reading mandatory policies a condition of passing probation, 2024 onwards iv. Advertise policies through internal communications, 2024 onwards v. Collect and analyse data on reading mandatory policies, 2024 onwards	HR, e4s Manager, Project Office, Line Managers	i. Updated Code of Conduct available, 2027 ii. Summaries of relevant policies available, 2027 iii. Data on policy completion available, 2025 onwards
3.3	Increase trust in HR and senior management to handle poor behaviours	Increase visibility and accessibility of HR	Medium	i. In-person inductions launched, 2024 ii. Secondary HR office opened in science building, 2023 iii. Regular HR presentations at postdoc committee by request, 2023	i. Invite all staff to meet with HR three months after start, 2024 onwards ii. Analyse uptake of meetings by area and gender, 2024 onwards iii. HR continues in-person presentations to various groups as requested, ongoing	HR	i. Data available on uptake of new starters meeting with HR, 2024 onwards ii. Annual HR presentation at Infosite, 2024 onwards iii. In SES >85% personally feel comfortable about raising/reporting matters of bullying and harassment, 2028
3.4		Upskill line managers so they are better able to handle poor behaviour	High	i. Focus group on workplace culture identified that some people exhibited persistent poor behaviour because their managers did not address it ii. In the 2024 SES, 84% of people felt that poor behaviours are not tolerated at the Institute	i. Training for line managers (from 2.12) to also cover handling poor behaviour as linked to definitions in the revised Code of Conduct, 2027 ii. Investigate other means of upskilling line managers, 2027 onwards	HR	i. >70% of line managers have taken line management training, 2028 ii. >90% of people feel that poor behaviours are not tolerated at the Institute as measured in the SES, 2028
3.5		Give specific examples of how a complainant will be supported and protected from repercussions	Medium	i. Identified from focus groups that some staff were afraid of repercussions of reporting bad behaviour ii. In SES 2024, 79% personally felt comfortable about raising/reporting matters of bullying and harassment	i. Update Bullying and Harassment policy to give specific examples of how complainants will be supported and protected from repercussions, 2027	HR	i. Updated Bullying and Harassment policy available, 2027 ii. In SES >85% personally feel comfortable about raising/reporting matters of bullying and harassment, 2028

3.6	behaviours	Familiarise staff on reporting issues and how incidents will be handled	Medium	i. Identified from focus groups that some staff are unsure if/how reports of poor behaviour were handled ii. In 2024 SES 83% feel we have a culture that allows people to speak up and challenge poor behaviour	i. Raise awareness among staff by providing details on how reporting works and incidents are handled through forums like Infosite and tailored presentations, 2024 onwards ii. Every three years share anonymised information on reported incidents and how they were handled at Infosite where possible, 2025 onwards iii. Investigate the feasibility of an anonymous three strikes system for informal reports of poor behaviour, 2026	HR	i. Regular presentations at Infosite, 2025 onwards ii. If deemed possible, three strikes system in place and communicated to staff, 2027 iii. >90% of people feel we have a culture that allows people to speak up and challenge poor behaviour as measured in the SES, 2028
3.7		Ensure there are a variety of options for reporting poor behaviour: in person/online, anonymous/not, formal/informal	Medium	i. Best practice for improving reporting	i. Make it easier to report incidents with designated and trained Active Bystander Champions, 2024 ii. Create an online form for reporting incidents with the option to remain anonymous, 2026	HR	i. Active Bystander Champions in place across all areas of the Institute, 2026 ii. Online form available, 2026
3.8		Cultural update at Infosite	Low	i. In SES 2024 94% of staff feel EDI is valued at BI	i. Provide an update on AS/ESG actions and data, 2024 onwards	e4s Chair	i. e4s Chair presents at Infosite at least once a year, ongoing ii. >95% of staff feel EDI is valued at BI as measured in SES, 2028
3.9		Create EDI strategy	High	i. Action from IAE	i. Draft an EDI strategy, 2024	HR, e4s Chair	i. Strategy in place, 2025
3.10	Provide information that helps create an inclusive environment	Raise awareness of topics like microaggressions, gas lighting and protected characteristics	Low	i. e4s Bites series established to raise awareness of topics like disability inclusion, benevolent sexism and LGBTQ+ terminology, 2018 ii. Suggestion from brainstorming session	i. Continue to run nine e4s Bites per year raising awareness of EDI issues, ongoing ii. Train Active Bystander champions to recognise microgressions and gas lighting and when to escalate to HR, 2025	e4s Manager, ESG	i. e4s Bite covering microaggressions run, 2024 ii. e4s Bite covering gas lighting run, 2025 iii. e4s Bite covering protected characteristics run, 2026 iv. Nine e4s Bites run annually comprising a mix of seminars and discussion groups and covering a variety of EDI topics, ongoing v. Run e4s Bites hybrid to increase audience and create a resource for future use, Q3 2024
3.11		Inclusive language training	Low	i. Guidance created and available on intranet, 2019 ii. Policy Equality Impact Assessments include inclusive language criteria, 2019	i. Commission external inclusive language training for ESG members, 2025 ii. Commission and pilot training on inclusive language in conjunction with EU-LIFE, 2024 iii. Run training regularly, 2025 onwards	HR, e4s Manager	i. >75% of ESG members attend training, 2025 ii. Institute-wide inclusive language training piloted, 2025 iii. Training run regularly, 2025 onwards
3.12		Create guidance on gifts	Low	i. Identified that alcohol was a common token of appreciation ii. Suggestion from brainstorming session	i. Create guidance on inclusive gift giving, Q3 2025	e4s Manager	i. Guidance available on intranet, 2025
3.13		Set guidelines for chairing meetings so all can contribute	Low	i. Committee overhaul project established Terms of Reference for all official committee and steering groups, 2019 ii. Suggestion from brainstorming session	i. Review and revise group and committee etiquette guidelines on inclusive and efficient chairing applicable to all meetings, Q2 2025 ii. Offer training on effective chairing, 2025 onwards iii. Explore making this training mandatory for committee and SG chairs, Q2 2025	e4s Manager, HR, BEC	i. Guidelines available on intranet, Q2 2025 ii. Training offered, 2025 onwards iii. >50% of committee/SG chairs attend training, 2025

3.14		Organise events and create resources to highlight the e4s agenda and increase understanding of EDI issues (See also 3.10)	Medium	i. Regularly run talks, blogs, social media campaigns and celebratory events, ongoing ii. In SES 2024 94% of staff feel EDI is valued at BI	i. Publish blogs and maintain social media, ongoing ii. Celebrate events like International Women's Day, LGBTQ+ in STEM Day and others, ongoing iii. Create and update resources to celebrate or raise awareness of issues around different communities, ongoing	e4s Manager	i. >95% of staff feel EDI is valued in SES survey, 2028 ii. At least 3 blogs published annually, ongoing iii. Annually mark EDI related celebrations, ongoing
3.15		Ensure supportive and inclusive environment at events	High	i. Created a Code of Conduct for use at an EU-LIFE event, 2018	i. Review the event CoC and encourage a version to be used at all BI events, 2025 onwards ii. Add information to travel policy on what to do if you feel unsafe at conferences including overseas, Q3 2024	e4s Manager, Events Coordinators, Health and Safety Team	i. Updated event CoC available, 2025 ii. Travel policy updated, 2024
3.16	Increase staff voice	Create staff forum	Medium	i. 'Employee voice' metric at 83% in SES, 2024	i. Develop Terms of Reference for a staff consultation and communication forum, 2024 ii. Recruit staff representatives from a cross section of the organisation, 2024	HRD	i. Forum meets regularly, 2024 onwards. ii. 'Employee voice' at >90% in SES, 2028
3.17		Increase bidirectional communication	Low	i. In the 2024 SES 69% of staff felt the Senior Leadership Team work hard to keep in touch	i. Investigate establishing a reverse mentoring programme related to culture, 2027 ii. Update Code of Conduct to emphasise an open-door culture, 2025 iii. Add summaries of BEC meetings to newsletter, 2024 onwards	HR, BEC, Comms	i. Reverse mentoring programme feasibility report created, 2027 ii. Updated Code of Conduct available, 2025 iii. Summaries of BEC meetings in monthly newsletter, 2024 onwards iv. >75% of staff feel the Senior Leadership Team work hard to keep in touch in SES, 2028
3.18	Improve communication across groups to break down silos	Relaunch Random Coffee Matches	Low	i. Randomised Coffee Trials programme launched, 2020 ii. 4% of staff participating, 2024	i. Host a promotional event with free refreshments, 2024 and 2027 ii. Promote through internal communication channels, ongoing	e4s Manager	i. Promotional events held, 2024 and 2027 ii. >20% of staff signed up, 2028
3.19		Launch 'A Week in the Life' placements	Low	i. Suggestion from brainstorming session	i. Design a framework for week-long placements, 2026 ii. Create a database of teams that have signed up to host placements, 2026 iii. Open placement scheme, 2027 iv. Monitor uptake by gender and area, 2027 onwards	HR, e4s Manager	i. Framework, guidance and database created, 2026 ii. Data available and analysed, 2027 onwards
3.20	Ensure joined up actions across different groups working to improve workplace culture	Incorporate actions from Technician Commitment	Medium	i. Signed up to the Technician Commitment and submitted action plan, December 2020	i. Review Technician Commitment action plan and collaborate with TC steering group on relevant actions, 2024 and 2027	TCSG, ESG	i. Once TC action plan is created, add relevant actions to action plan, 2024
3.21		Incorporate actions from Institute Culture Consultation	Medium	i. Commissioned an external company to perform a culture consultation, 2023-24	i. Review ICC action plan and collaborate with stakeholders on relevant actions, 2024 onwards	ESG, Projects Office	i. Once ICC action plan is created, add relevant actions to action plan, 2024
Support							

4.1	Improve our understanding on what staff think of support	Leverage exit interview information to understand what support is beneficial and what is lacking (See also 1.3)	Low	i. Optional exit interviews are completed by 56% of eligible staff, Oct 2018-Sept 2023	i. Reformat exit interviews to include quantitative questions and remove some free text questions thus allowing analysis and reducing time to complete, Q1 2025 ii. Collect exit interview completion data broken down by area and gender, Oct 2024 onwards iii. Investigate using AI to provide summaries of free text responses, Q3 2025	e4s Manager, HR	i. New exit interview format in use, Q3 2024 ii. Data available for analysis, Oct 2024 onwards iii. Feasibility of AI summaries assessed, Q1 2025 iv. Uptake of exit interviews >70%, Oct 2028
4.2	Create resources and processes that support parents/carers	Support flexible working especially for those with caring responsibilities	Medium	i. Flexible working policy created, 2021 ii. 91% of 2024 SES respondents said the Institute is supportive of caring and external responsibilities	i. Use inductions and internal communications to reinforce core hours between 9:30-15:30, ongoing ii. Update employment contracts for new starters to mirror core hours, Q3 2024 ii. Continue offering hybrid options for meetings and talks, ongoing iii. Monitor uptake of formal flexible working requests by gender and area, 2024 onwards	HR, Events Coordinators, e4s Manager	i. Maintain >90% of SES respondents agree the Institute is supportive of caring and external responsibilities, 2028 ii. Data available and analysed, 2024 onwards
4.3		Support people returning from long term family leave	High	i. Women take longer family leave than men	i. Update guidance to encourage using accrued holiday to facilitate a phased return, Q4 2024 ii. Inform and empower managers to discuss and promote utilisation of accrued holiday to enable phased return from family leave, 2024 onwards iii. Review our 'Stop the Clock' scheme to ensure researchers are adequately supported, 2026	HR, Line Managers, SPOC	i. Guidance updated, Q4 2024 ii. 'Stop the Clock' scheme reviewed and potentially updated, 2026
4.4		Increase support for new fathers	Medium	i. No BI men have taken shared parental leave in this time period; however, BI women have	i. Encourage uptake of shared parental leave through internal communications, ongoing ii. Assess the feasibility and benefit of offering four weeks of paternity leave, 2026	e4s Manager, HR, COO	i. Decision made about increased paternity leave, 2026
4.5		Empower staff to ask for reasonable accommodations	High	i. Women with disabilities are more likely to report unmet needs https://doi.org/10.1007/s10926-023-10132-4	i. Create guidelines for reasonable accommodations for staff on how and when to ask for adjustments to work, how the process works, and give specific examples of possible accommodations, 2027 ii. Offer disability/neurodiversity coaching that covers self-awareness and self-advocacy, 2027 onwards	HR, e4s Manager	i. Guidelines created, 2027 ii. Coaching available, 2027
4.6		Create guidance on supporting people with disabilities	Medium	i. According to the ONS, a higher proportion of women than men have a disability ii. Suggestion from brainstorming session	i. Update Absence Management policy with information on supporting staff with disabilities including accommodations for medical appointments, Q2 2024 ii. Create guidance on disability inclusion, Q3 2025	HR, e4s Manager	i. Updated policy available, Q2 2024 ii. Guidance available, Q3 2025

4.7	Create resources to support specific marginalised or disadvantaged groups	Increase awareness and support around the menopause	Medium	i. Ran a webinar on the menopause and information on Hub, 2020 ii. Suggestion from female GL consultation	i. Assess if BSU clothing is menopause-inclusive, Q1 2025 ii. Review and update guidance on supporting people going through the menopause, Q3 2025 iii. Create a Menopause policy, 2027	BSU, e4s Manager, HR	i. Suitable BSU clothing available, Q3 2025 onwards ii. Guidance available, Q3 2025 iii. Policy in place, 2027
4.8		Increase awareness and support around neurodiversity	Medium	i. Ran an e4s Bite on neurodiversity, 2021 ii. Suggestion from brainstorming session	i. Run an awareness session on Neurodiversity for all staff, Q2 2025 ii. Create guidance on making the workplace work for neurodiverse people, Q3 2025 iii. Take part in BBSRC Connecting Culture neurodiversity project, 2024-5	HR, e4s Manager	i. Training run, Q2 2025 ii. Guidance available, Q3 2025
4.9		Improve support on UK norms/living for international starters	Low	i. Postdoc Committee reviewed guidance for new international staff, 2022 ii. Buddy system put in place, 2020	i. Review existing guidance for staff coming from overseas and update where appropriate, Q4 2024 ii. Use inductions to remind international starters of the existence of the guidance, 2025 onwards iii. Ensure line managers have appointed buddies (as per the induction checklist) for international starters, 2025 onwards	HR	i. Guidance available, 2025 ii. >80% of international starters have buddies, Oct 2025 onwards
4.10		Create staff networks (See also 1.6)	Medium	i. Created a staff network framework ensuring GDPR compliance, 2023 ii. Launched the LGBTQ+ staff network, 2023 iii. Action from IAE	i. Continue to support and grow the LGBTQ+ network, ongoing ii. Create a parent and carers' staff network, Q2 2025 iii. Investigate the need for other networks (e.g. BME, disability) and work with groups to set up those networks, 2026 onwards	e4s Manager	i. LGBTQ+ network runs regular events, ongoing ii. Parent and carers' network launched, 2025
4.11	Improve support for mental health and wellbeing	Develop a Health and Wellbeing Strategy	Medium	i. Wellbeing Steering Group set up, 2021 ii. Action from IAE	i. Run pilot stress surveys in multiple areas, 2025 ii. Develop a Health and Wellbeing strategy, 2025 iii. Run a stress survey across all areas of the Institute, 2025 onwards	HR, H&S	i. Pilot surveys run across different areas of the Institute, 2025 ii. Strategy launched, 2025 iii. Stress surveys run regularly, 2026 onwards
4.12		Signpost and improve available mental health and wellbeing support	Medium	i. 77% in SES feel comfortable accessing mental health and wellbeing support, 2024	i. Use inductions and internal communications to highlight Mental Health First Aiders and Employee Assistance Programme, ongoing ii. Host regular meet and greets with MHFAs, 2025 onwards iii. Collaborate with the Wellbeing Steering Group to create resources and run events, ongoing	HR, MHFAs, WSG, Communications	i. Drop in meet and greets held with MHFAs, 2025 onwards ii. >85% feel comfortable accessing mental health and wellbeing support at measure in SES, 2028
4.13		Increase sanitary bin availability and highlight they can be used for incontinence as well as menstrual products	Medium	i. Sanitary bins installed in all BSU bathrooms improving support for trans individuals, 2023	i. Add sanitary bins to stalls in male bathrooms in BI buildings, Q4 2024 ii. Run a campaign highlighting prostate cancer and incontinence, Q4 2024	ESG, WSG, Engineering	i. Sanitary bins available in all bathroom stalls and cubicles, Q4 2024 ii. Information on prostate cancer and the need for incontinence products on the Hub, Q4 2024

4.14		Utilise posters in bathrooms to highlight wellbeing resources	Low	i. 77% in SES feel comfortable accessing mental health and wellbeing support, 2024	i. Install poster holders in all BI bathroom stalls, Q2 2025 ii. ESG and WSG regularly create posters with information advertising wellbeing related policies, resources and events, 2025 onwards	ESG, WSG, Engineering	i. Poster holders available in all bathroom stalls, Q2 2025 ii. Regular poster campaigns, 2025 onwards
4.15		Expand role of appraisal co-signatory to include pastoral-style support	Medium	i. 77% in SES feel comfortable accessing mental health and wellbeing support, 2024	i. Review role of appraisal co-signatory and create official guidance, 2025 ii. Offer guidance to co-signatories, Q2 2025	HR	i. Guidance available, 2025 ii. Guidance provided regularly, 2025 onwards
4.16	Increase support for all staff	Improve staff benefits	Medium	i. Launched a benefits platform called Babraham Boost which provides vouchers, cycle to work salary sacrifice and more, 2023 ii. Action from IAE	i. Develop a Pay and Benefits policy, Q4 2024 ii. Review and benchmark annual leave provision, Q3 2024 iii. Review other staff benefits in consultation with staff forum, 2025	HR	i. Pay and Benefits policy created, Q4 2024 ii. Updated annual leave provision rolled out, Q1 2025
Other							
5.1	Ensure all areas of the Institute are able to feed into AS	Maintain a balanced and diverse SAT	Medium	i. Representation on SAT now includes further areas such as BSU and engineering, 2019	i. Monitor and maintain SAT balance in relation to gender, institute area, and staff grade through considered recruitment, ongoing	e4s Chair	i. Data on SAT composition indicates balance is maintained, annually
5.2	Collect data to determine key priorities	Contribute to SES design	High	i. SES questions updated to better collect information needed for e4s, 2022	i. Feed into SES design to ensure it supports Athena Swan objectives, ongoing	e4s Chair, HR	i. ESG are consulted on SES questions prior to survey going out, 2026 and 2028
5.3		Extract and analyse mandatory and supplemental data annually	High	i. Data extracted annually in Oct with cut-off date of end Sept; Oct 2018-24 ii. Data analysed Oct-Dec in preparation for review and action planning in Jan e4s Team meeting; Oct-Dec 2018-24 iii. Presentation of data annually to BEC, BoT and GLs; April-June 2019-2022	i. Data extracted annually in Oct with cut-off date of end Sept; Oct 2024-29 ii. Data analysed Oct-Dec in preparation for review and action planning in Feb e4s Team meeting; Oct-Dec 2024-29 iii. Presentation of data annually to BEC, BoT and GLs; Apr-Jun 2024-29 iv. Implement a new HR system which will reduce the burden of data collection, 2027	HR, e4s Manager, Chair, Team, GLs, BEC, BoT	i. Data available, annually ii. Review AP to see if new data indicates a need to change actions, annually iii. Analysis and updated AP communicated to senior management and stakeholders, annually
5.4		Regularly monitor gender pay gap and equal pay	High	i. Carry out equal pay audit at 3 yearly intervals; Oct-Nov 2018 and 2021 ii. Annual analysis of gender pay gap; May 2018-24 iii. Mean gender pay gap 11%, 2023	i. Carry out equal pay audit at 3 yearly intervals, ongoing ii. Annual analysis of gender pay gap, ongoing	HRD	i. Annual Institute pay data analysed ii. Mean gender pay gap reduced to below 9%, 2028
5.5		Increase disclosure of demographic data by applicants and staff	High	i. Created a FAQ on the intranet and information posters, 2020 ii. Identified a decrease in the percent of applicants and staff filling out demographic data	i. Research and liaise with other organisations to determine best practice data collection, 2024 ii. Design targeted campaigns to encourage disclosure from various groups, 2025	e4s Manager, HR, Communications	i. New communication campaigns and resources created, 2025 ii. >80% of staff disclose ethnicity, 2028 iii. >90% of applicants disclose gender, 2028
5.6	Ensure action plan is implemented	Monitor progress of action plan	High	N/A	i. Annually evaluate progress of action plan at ESG meetings, 2025 onwards ii. Add new actions as needed, ongoing iii. Perform a full RAG analysis of action plan, 2027	e4s Manager, ESG	i. Action plan discussed annually at ESG meetings, 2025 onwards ii. RAG analysis completed, 2027