



**Research Institute
Application
Gold Award**



ATHENA SWAN GOLD RESEARCH INSTITUTE AWARDS

Gold research institutes should be beacons of achievement in gender equality, and should champion and promote good practice in the wider community.

A gold research institute award recognises a significant and sustained record of activity and achievement by the institute, in promoting gender equality, and addressing challenges across the institute.

The institute will need to demonstrate their commitment to all the charter principles. Applications should demonstrate that Athena SWAN is completely embedded within the institute, with strong leadership in promoting and championing the Charter principles, including consideration of gender equality for professional and support staff and trans people. This should be complemented by data demonstrating the impact of Athena SWAN activities. The institute should also demonstrate that they have taken an intersectional approach to analysing data and devising possible solutions to identified challenges.

COMPLETING THE FORM

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

This form should be used for applications for gold research institute awards.

You should complete each section of the application.

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Research institute application	Gold
Word limit	16,250
<i>Recommended word count</i>	
1. Letter of endorsement	500
2. Description of the institute	1,000
3. Self-assessment process	1,000
4. Picture of the research institute	3,500
5. Supporting and advancing careers	7,500
6. Supporting trans people	750
7. Case studies	1,500
8. Supporting statement	500

Name of research institute	The Babraham Institute
Date of Gold application	27 th April 2018
Date joined Athena SWAN	June 2014
Date of current Silver award	April 2015
Contact for application	Dr Cheryl Smythe
Email	Cheryl.smythe@babraham.ac.uk
Telephone	01223 496299

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTE

Recommended word count: 500 words – 577 words

An accompanying letter of endorsement from the head should be included.

Note: Please insert the endorsement letter **immediately after** this cover page.

Athena SWAN Manager
Advance HE
First Floor, Westminster Tower 3
Albert Embankment
London SE1 7SP



27th April 2018

Dear Dr. Gilligan,

Babraham's commitment to equality is founded on our commitment to excellent science: we recognise that our excellence depends on the talents of all irrespective of gender and other characteristics. The analysis of data, processes and their outcomes since the advent of the Athena SWAN (now [equality4success – e4s](#)) project has identified areas of inequality and I am proud of the efforts of the whole staff team and in particular the commitment of the [e4s](#) Team to address these issues and bring about change. Further change is needed – identified from the thorough consideration of our data, and catalysed by our [Gold Action Plan \(GAP\)](#).

I am delighted that key aims of our [Silver Action Plan](#) have been delivered: the new Post-Doc mentoring scheme has had excellent feedback, and plans to expand it form part of our [GAP](#); women are increasingly applying and are successful in obtaining promotion; maternity leave is now routinely covered for Managers and Group Leaders and will be extended to leave for all roles; excellent local leadership courses are now available facilitating those with caring responsibilities to attend; and I believe that the complete overhaul of our recruitment processes will have a significant impact on our ambition to increase diversity at senior levels during our forthcoming recruitment round.

While there is collective responsibility for addressing these issues, the success of the project has been underpinned by a full-time Equality Manager who has been funded in part through our membership of the Horizon 2020 Gender Equality project LIBRA. Appreciating this critical role, we will continue to support this post beyond the end of the LIBRA project.

A major aspiration has been to increase achievements and visibility of women at Babraham. I have personally championed ensuring increased female participation in and leadership of committees, while being mindful of sharing the load with male colleagues. I have also worked to assist women in achieving successful careers in both research and allied areas. I have been invited to share my experience of driving change at this year's EuroScience Open Forum as a panel member on Gender Inclusiveness in the Life Sciences, covering how we have championed gender equality of staff and also of research content.

The following application reflects on our achievements and on our remaining challenges particularly the paucity of women in senior roles – in both research and professional areas. Our Board of Trustees have demonstrated commitment to this challenge setting a target of 30% of women at Band 3 and above by 2022, increasing from the present 9%.

My personal thanks go to all our staff, female and male, whose persistent commitment to equality, inclusivity and the Athena SWAN principles has continued to bring about positive change and high staff satisfaction at the Babraham Institute making it a wonderful place to conduct research.

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,



Professor Michael Wakelam
Director, Babraham Institute



“The Board of Trustees places great emphasis on equality in the workplace. The Institute’s Athena SWAN Silver Award in 2014 and this application demonstrate our on-going commitment to greater workplace equality. This will support our strategic goal of delivering world-class science and we will ensure appropriate resources are available to realise this objective.”

Professor Peter Rigby, FRS
Board of Trustees Chair



List of Abbreviations:

AP	Apprentice
AS	Athena SWAN
ARMA	Association of Research Managers and Administrators
ASDO	The Assembly of Women for Development and the Struggle against Social Exclusion
AZ	AstraZeneca
BBSRC	Biotechnology and Biological Sciences Research Council
BBT	Babraham Bioscience Technologies
BEC	Babraham Executive Committee
BI	Babraham Institute
BLF	British Learning Foundation
BoT	Board of Trustees
BRC	Babraham Research Campus
BSU	Biological Support Unit
CamAWiSE	Cambridge Association for Women in Science and Engineering
CASE	Collaborative Awards in Science and Engineering
CAST	Cambridge Academy for Science and Technology
CIOB	Chartered Institute of Building
CIPD	Chartered Institute of Personnel and Development
CRUK	Cancer Research UK
e4s	equality4success
E&D	Equality and diversity
EC	European Commission
ECU	Equality Charters Unit
EMBL-EBI	European Molecular Biology Laboratory-European Bioinformatics Institute
EMBO	European Molecular Biology Organization
ESOF	EuroScience Open Forum
EU-LIFE	European Network of Life Science Institutes
FEBS	The Federation of European Biochemical Societies

FREng	Royal Academy of Engineering
FRS	Fellow of the Royal Society
FT	Full-time
FTC	Fixed term contract
GAP	Gold action plan
GenPORT	Community sourced internet portal on gender and science
GEP	Gender equality plan
GL	Group Leader (sGL senior Group Leader)
GSK	GlaxoSmithKline
H2020	Horizon 2020
H&S	Health and Safety
HNC	Higher National Certificate
HR	Human Resources
IAM	Institute of administrative management
IAT	Implicit Association Test
IAT	Institute of Animal Technology
ICR	Institute of Cancer Research
Infosite	Institute wide meeting
ISP	Institute strategic programmes
IT	Information technology
IWD	International Women's Day
JEGS	Job evaluation and grading support
JIC	John Innes Centre
KEC	Knowledge Exchange and Commercialisation
KIT	Keep in touch
L&D	Learning and Development
LASA	Laboratory Animal Science Association
LAVA	Laboratory Animal Veterinary Association
LIBRA	Leading innovative measures to achieve gender balance in research activities

LM	Line manager
LTC	Limited term contract
M	Men
MLC	Maternity leave cover
MLS	My Life In Science
MRC	Medical Research Council
N/A	Not applicable
NC3Rs	National Centre for the replacement, refinement and reduction of animals in research
N/D	Not disclosed
N/S	No submissions
NSS	Nursery Salary sacrifice
Nur	Nursery
OFSTED	Office for Standards in Education, Children's Services and Skills
ONS	Office of National Statistics
PA	Personal assistant
PC	Personal Contract
PD	Post-doctoral scientist (sPD senior Post-doctoral scientist; pPD principal Post-doc)
PE	Public engagement
PhD	Doctor of Philosophy
PRES	Postgraduate Research Experience Survey
PT	Part-time
RA	Research assistant (sRA senior research assistant)
RCUK	Research Council UK
RENU	Research and Enterprise Network for Universities
RSC	Royal Society of Chemistry
SAP	Silver action plan
SAT	Self-assessment team
SF DORA	San Francisco Declaration on Research Assessment
SGDR	Sex and gender dimension of research

SIAC	Science Impact and Advisory Committee
SPOC	Science and Policy Committee
SymBLS	Symposium of Biological and Life Sciences
Ts&Cs	Terms and Conditions
TTGL	Tenure track group leader
UoC	University of Cambridge
UK HO	UK Home Office
VPN	Virtual Private Network
W	Women
WIS	Women in Science
WLB	Work Life Balance
WOW	Women of the World

2. DESCRIPTION OF THE RESEARCH INSTITUTE

Recommended word count: 1000 words – 1336 words

Please provide a brief description of the institute, including any relevant contextual information. Present data on the total number, and gender, of professional staff, technical support staff, research staff and students.

The Babraham Institute

The Babraham Institute (BI) is an independent world-leading bioscience research Institute with charitable status. Research focuses on fundamental cell and molecular biology to understand biological mechanisms underpinning ageing. BI forms the heart of the Babraham Research Campus (BRC), also housing 60 life science companies over a 450-acre parkland estate south of Cambridge.

The Institute's core is composed of four Institute Strategic Programmes (ISPs): Epigenetics, Lymphocyte Signalling and Development, Nuclear Dynamics and Signalling. Each ISP comprises 4-8 research groups supported by nine research capabilities: Bioinformatics, Biological Chemistry, Biological Support Unit (BSU), Flow Cytometry, Gene Targeting, Imaging, Lipidomics, Mass Spectrometry and Sequencing, each with a facility head and staff. The BSU is a large facility with >60 staff (categorised as Technical (BSU) in application). Professional (Human Resources (HR), Finance, Institute Management, Grants Office) and Technical (Engineering, Business Systems, Computing, Stores, Cleaning) teams support Institute research. Children of BI staff and students can be cared for at the on-site Nursery (Professional (Nursery)).

The Institute receives competitive, strategic funding from the Biotechnology and Biological Sciences Research Council (BBSRC) in five-year cycles. This comprises around half of the Institute income with the remainder obtained through applications to UK Research Councils (RCUK), the European Commission (EC), charities, and industry.

Staff work across eight adjacent buildings (Figure 2.1) less than 5 minutes apart.

Figure 2.1 The Babraham Institute Buildings



1. Hall (professional staff)
2. Cambridge Building (conferencing, canteen, bar)
3. Building 580 (science facilities; research staff, students)
4. Building 540 (labs; research staff, students)
5. Building 570 (labs; research staff, students, technical staff)
6. Building 560 (stores; technical staff)
7. Building 730 (BSU; technical BSU)
8. Riverside Meeting Rooms and Gym
9. Tennis court
10. Allotments
11. Church
12. To the Nursery and housing (professional (nursery) staff)

Staffing and Governance

The Director is responsible for all Institute activities and reports to the Board of Trustees (BoT) (8M, 3W) (Figure 2.2). There is clear management structure (Figure 2.3) committees derive authority from the most senior internal committee, Babraham Executive Committee (BEC) (11M, 3W). Committee representatives attend, providing quarterly reports to BEC and a summary of BEC business is communicated to all staff.

Figure 2.2 Institute Structure

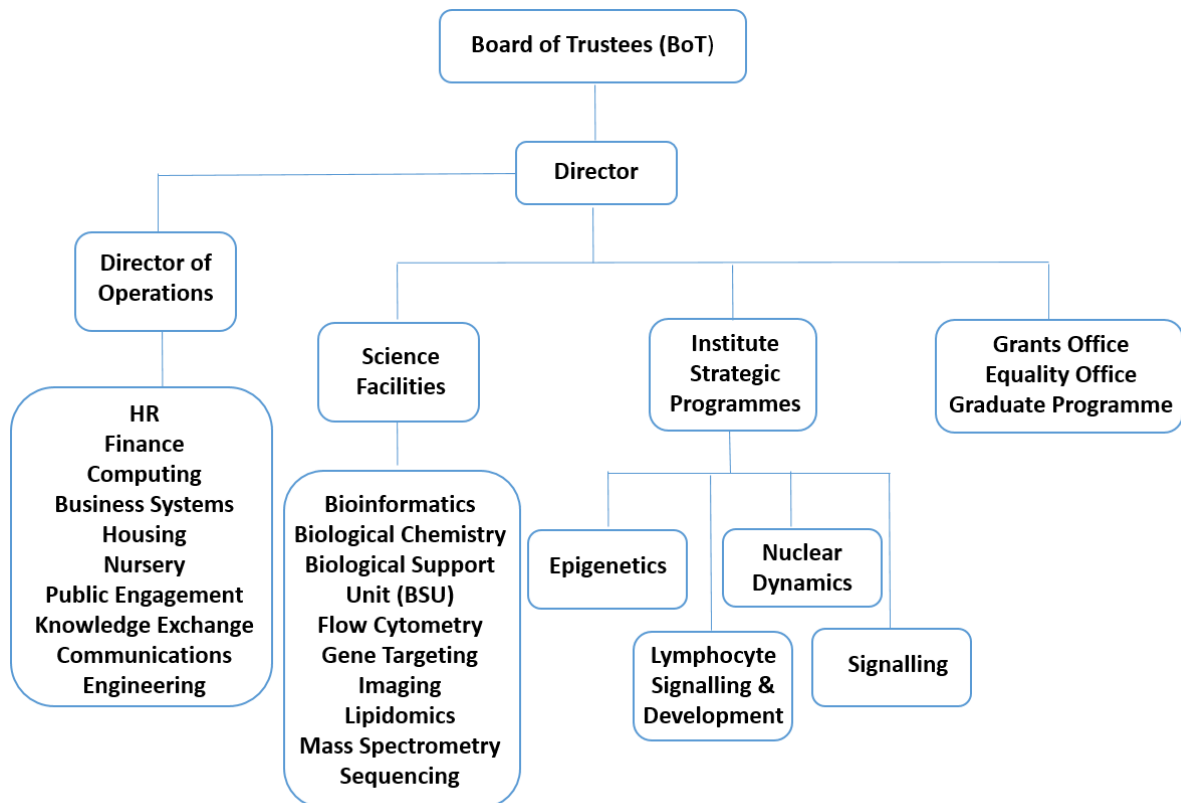
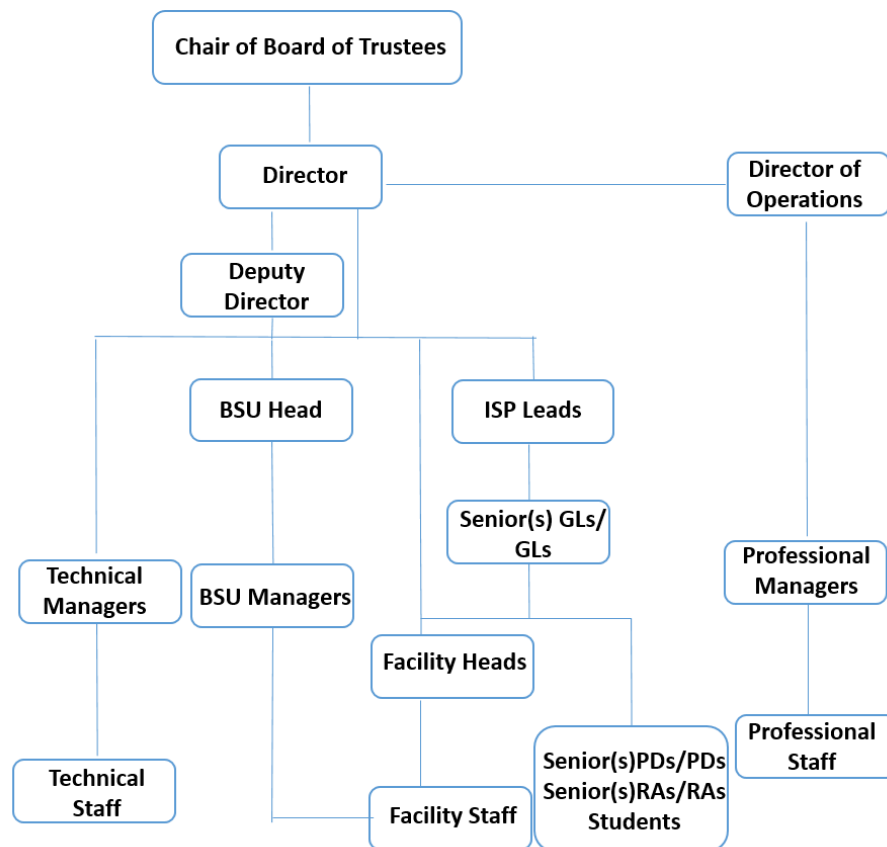


Figure 2.3 Institute Management Structure



In 2011, BI became independent from the BBSRC, assuming governance responsibility, staff are largely employed on BI contracts with 20% remaining on BBSRC contracts.

BI has 24 group leaders (GLs) including the Director who runs an active research group. Seven GLs are women (28%) and 8 tenure track (TTGLs) (32%) of which 4 are women (50%). In 2018 at least 5 additional GLs will be recruited.

In this application staff have been categorised according to role (Table 2.1). Table 2.2 shows staff and student numbers at the end of the data collection period. BI grade structure is shown in Table 2.3 and common career pipelines in Figure 2.4.

Table 2.1 BI Staff Categories

Professional	Professional (Nursery)	Technical	Technical (BSU)	Research	Students
Communications Director's office Equality4success (e4s) Finance Graduate Programme Grants Office Human Resources (HR) Institute Management Knowledge Exchange Public Engagement	Nursery staff	Business systems Cleaning Computing Engineering Health and Safety (H&S) Science Building Services Security Stores Support Services	BSU Vets	Science Facilities Staff Group Leaders Post-Docs (PDs) Research Assistants (RAs)	PhD Students Visiting Students

Table 2.2 BI Staff and student numbers 30th September 2017

	Professional Staff				Technical Staff				Research Staff		Students		Total	
			Nursery				BSU							
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
number	8	17	5	67	36	12	26	38	53	71	21	39	149	244
total	25		72		48		64		124		60		393	
%	32	68	7	93	75	25	41	59	43	57	35	65	38	62

Figure 2.4 Career Pipelines: common transitions between categories are shown with arrows; other transitions also occur

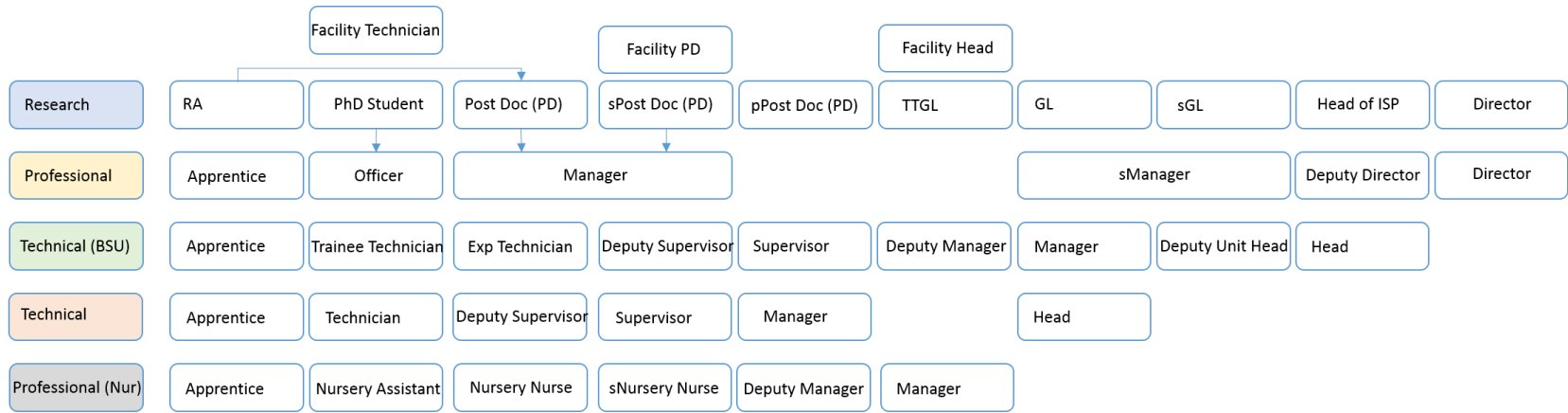


Table 2.3 BI Grade Structure and Job Roles

	BI Band	Examples of Staff Roles	Category			
<div> <div>←</div> <div>Increasing Seniority</div> </div>	AP	Apprentices				
	10, 11	BSU Trainee Technician, Nursery Assistant				
	9	BSU Technician, Nursery Nurse, Stores Assistant, Admin Assistant				
	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				

Life at Babraham

BI provides a wide variety of opportunities with a strong sense of camaraderie in its lively, welcoming and diverse community. Onsite accommodation (44 properties) provides homes for staff, students and their families.

BI has its own nursery, rated Outstanding by OFSTED, accommodating up to 90 children. Nursery staff are Institute employees with a management committee (7M, 6W) chaired by a BI GL (M). The nursery is available to BI staff/students and the wider public though BI staff/students have enrolment priority and can use a tax relief payment system. The many amenities and policies at BI help to make life work well (Figure 2.5).

Figure 2.5 Making Life Work Well Promotional Poster



The presence of BRC companies provides BI researchers with unique opportunities to interact with commercial partners and maximise the impact of their science. Interactions include monthly campus coffee mornings for BI and campus scientists to discuss their work, formal Collaborative Awards in Science and Engineering (CASE) studentships, informal internships and company visits.

University of Cambridge

BI is a University of Cambridge (UoC) affiliated partner. PhD students are registered at the UoC and many students and staff play an active role in UoC life. GLs are UoC supervisors but have no formal undergraduate teaching responsibilities. Eight GLs (5M, 3W) give lectures and supervisions and three (1M, 2W) are College Fellows with pastoral responsibilities for students. Post-Docs and facilities staff are college members and some provide teaching. We also provide summer projects for several UoC (and other) students.

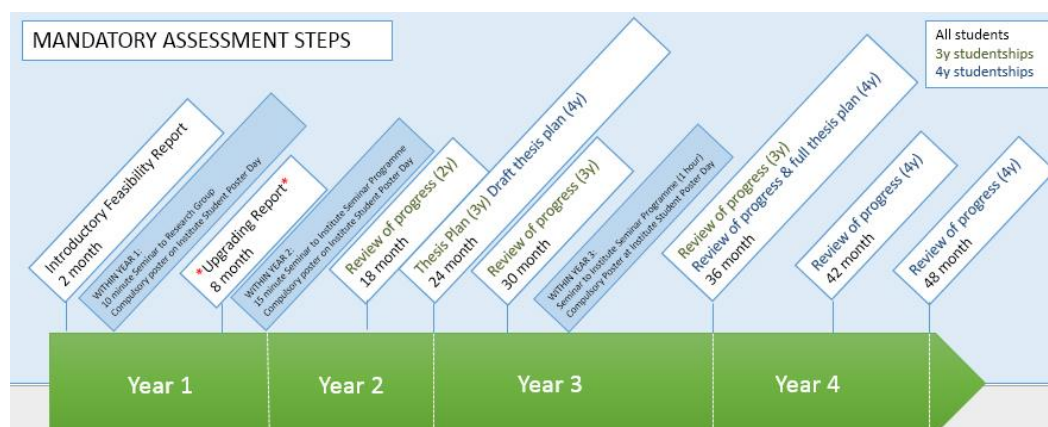
PhD students

We have a thriving community of approximately 60 PhD students. New students complete a two-week induction (Section 5.1(ii)), enabling each year group to form supportive networks for their time at BI. Each student has a personal committee, comprising:

- supervisor
- UoC co-supervisor
- independent assessor (another BI GL)
- scientific mentor, (often a Post-Doc)
- pastoral mentor
- and UoC college pastoral mentor.

Students' progress is formally assessed by their committee (Figure 2.6). The Graduate Committee with student members oversees student progress and welfare.

Figure 2.6 PhD Student Assessment Steps



LIBRA

BI obtained Horizon 2020 (H2020) funding for a European gender equality project: LIBRA (leading innovative measures to achieve gender balance in research activities) brings together 13 institutes (all members of EU-LIFE alliance: a group of European life science research centres of excellence) to assess cultural and institutional attitudes towards gender and develop strategies to achieve equality (Figure 2.7). The project also promotes gender balance in research content (Section 5.4 (xii)).

LIBRA launched in October 2015 running until March 2019. Main areas of intervention include recruitment, career development and work-life balance (WLB). The project includes a social research organisation specialising in gender that monitors and evaluates work carried out within each partner Institute (ASDO).

BI played a major role in the preparation of the funding application, is involved in all project areas, leading efforts on WLB. In many areas, BI is further advanced due to our existing best practice HR policies/ procedures and equality project. BI regularly acts as a source of experience and best practice for other partner institutes.

LIBRA largely supports (80%) the full-time post that facilitates the implementation of BI's action plan and further Institute development in this area. **GAP1.10** ensures financial commitment beyond LIBRA.

GAP1.10 Secure financial resources to implement Gold Action Plan

Future Actions:

- i. BI commitment to fund a full-time position to implement 2018-2022 action plan; April 2019 - 2022

Figure 2.7 LIBRA consortium and Special Advisory Board members at Annual Meetings



3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words – 1386 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team (SAT)

BI's SAT was established in 2013 (4M, 12W). The evolution of its scope resulted in rebranding as equality4success (e4s) in 2017 (Table 3.1).

"Integrating the two teams (AS and LIBRA), creating the new e4s brand, greatly enhanced the visibility of the institutional effort towards gender equality."

—Evaluation report, ASDO LIBRA

Members are self-nominated, recruited and ex officio individuals from across the Institute. SAP1.1 ensured evolution of membership with efforts to engage men, often under-represented in this area, generating a gender-balanced team (8M, 8W) (Table 3.1). Ongoing evolution of its aims will address the post-May 15 Charter principles (GAP1.1). Dr Cheryl Smythe, became Chair in 2017 succeeding Dr Anne Corcoran, who led BI's Silver Award (Figure 3.1). The team has cross-Institute representatives (Table 3.1, Figure 3.2-3.4). Due to work patterns, it is difficult for Nursery/BSU staff to attend meetings. Engagement is maintained by e4s Team members presenting at staff meetings, distributing promotional material and through the campus newsletter (Figure 3.7). Commitment to e4s activities is included on appraisals and recognised in grading and remuneration.

GAP 1.1 Develop scope of e4s to incorporate post-May 15 Athena SWAN Charter principles





Future Actions:






- i. Become Stonewall Diversity Champions; May - Sept 2018
- ii. Host stakeholder meeting on Consideration of Sex & Gender in Research in Experimental Design; Sept 2018




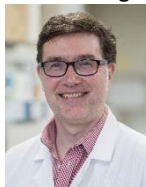
Figure 3.1 Celebrating our Silver AS Award – Clockwise from top left: AS award celebratory cake, staff celebrating our award, e4s team members at the unveiling of our Silver award plaque, AS celebratory cakes, e4s team members receiving our award from Professor Dame Julia Higgins FRS FREng (AS patron).



Table 3.1 e4s Team – Listed alphabetically after the Chair

Member	Gender	Job	e4s role	Experience	External roles	Future e4s role
Cheryl Smythe 	F	International Grants Manager	e4s Chair, application, surveys	Transitioned from research to professional, maternity at BI (2), used Nursery, worked PT & FT, works flexibly	LIBRA project, ECU panellist, AS regional meetings	Strategic planning and oversight, lobbying funders
Simon Cook 	M	sGL	Liaison with BEC, KEC, GLs	Promotion, worked flexibly while caring for parents	Campus liaison	Liaison with companies on leavers to industry project
Anne Corcoran 	F	GL	Former e4s Chair, liaison with BEC, SPOC, GLs & Graduate committee, surveys	Maternity at BI (2), used Nursery; works flexibly	LIBRA project, ECU panellist, speaker at ECU & diversity events	GL assessment criteria; GL Recruitment
Matthew Humphries 	M	Science coordinator	Internal communications, seminars and events	Works flexibly	Registered as ECU panellist	Internal communications, seminars

<p>Simon Jones</p> 	M	Director of Finance and Operations	Liaison with BEC, BoT	Works flexibly	BBSRC Strategic HR Group	Strategic financial planning
<p>Christel Krueger</p> 	F	Post-Doc	Post-Doc liaison, staff surveys, Maternity matters webpages and advisor	Promotion at BI, Maternity at BI (2), used Nursery, worked PT & FT, works flexibly	Attends WIS events	Maternity matters webpages
<p>Andrea Last</p> 	F	Head of HR	Liaison with BEC, nursery management, data analysis, application preparation	Career development & qualifications at BI, maternity at BI (3), used Nursery & holiday club, used on-site accommodation, works flexibly	LIBRA project, pay club, learning & development network	Recruitment, wellbeing, data collection, policy development
<p>Jonathan Lawson</p> 	M	Communications Manager (MLC)	Internal & external communications	Disability at work; works flexibly	Communications, social media	Leaving committee
<p>Michelle Linterman</p> 	F	TTGL	Staff surveys, Post-Docs committee liaison & TTGLs liaison	Group management; supports team to work flexibly	External seminars	TTGL focus group; mentoring of junior staff

<p>Natasha Morgan</p> 	F	PhD student	Student liaison, attendance data for My Life In Science seminars	Works flexibly, experienced transition from RA to PhD at BI	Registered as ECU panellist	Student surveys; Liaison with careers service
<p>Laura Norton</p> 	F	e4s Manager	Led application, data analysis, surveys, internal & external communication, liaison with Post-Docs and Nursery Management Committees, nursery & schools liaison	Transitioned from research to professional at BI, maternity at BI (3), uses Nursery & holiday club, works flexibly	LIBRA project, ECU panellist, GenPORT ambassador, FEBS contributor, E&D events and presentations	Horizon scanning, applying for funding for inclusion and diversity initiatives. Project on gender-balance at home
<p>Sam Rees</p> 	M	PhD student	Project on student project choice/recruitment and gender	Works flexibly	Local student network liaison	Project on student project choice; student surveys
<p>Simon Rudge</p> 	M	Senior Research Scientist	Outreach	Works flexibly	Registered as ECU panellist	Project on BI publications





<p>Priya Schoenfelder</p> 	F	Post-Doc	Staff surveys	Maternity at BI (3), uses Nursery, school & holiday club, on-site accommodation, works PT and flexible hours	Local school liaison	Leaving committee
<p>Michael Wakelam</p> 	M	Institute Director, sGL	Liaison with BEC, SPOC, BoT, high-level e4s communications internally & externally	Works flexibly for family commitments	My Life In Science speaker & career events, ESOF panellist on gender issues	Strategic oversight
<p>Simon Walker</p> 	M	Facility Manager	Liaison with facilities, liaison with schools, outreach	Works flexible hours for childcare, used BI nursery	Local school liaison	Project on gender balance in training uptake
<p>Louisa Wood</p> 	F	Communications Manager		Currently on maternity leave with second child		Re-joining committee

Figure 3.2 Composition of e4s by gender (upper) and staff category (lower)

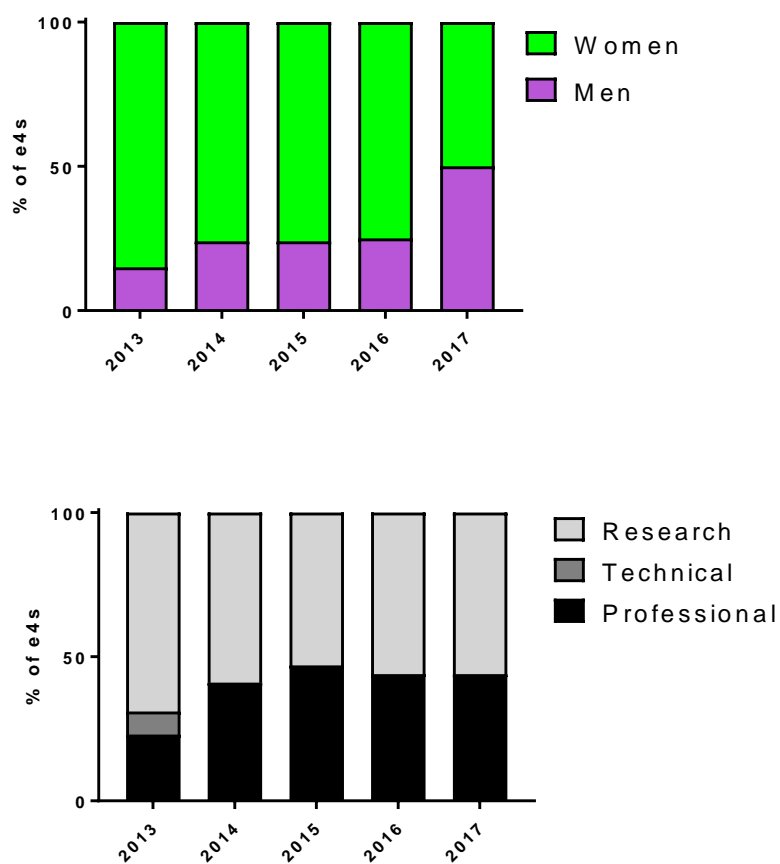
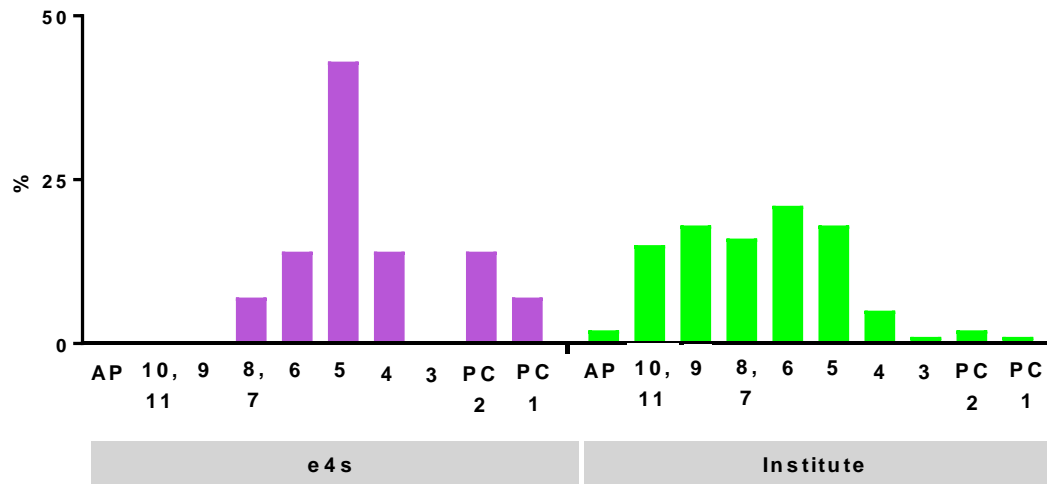


Figure 3.3 e4s team - From left to right: e4s team meeting, e4s team at campus coffee morning, e4s team IWD pledges



Figure 3.4 shows that lower grades are not represented on the e4s team (GAP1.2).

Figure 3.4 Comparison of e4s team to all Institute staff by grade



(ii) an account of the self-assessment process

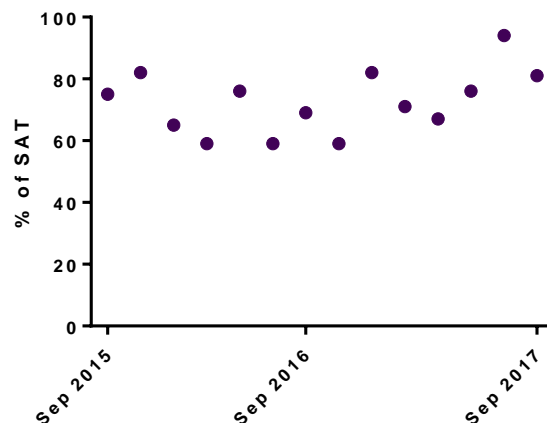
GAP1.2 Improve representation on e4s team

Future Actions:

- Increase representation from BSU and Engineering on e4s Team; Sept 2019 - Jan 2020
- Include representation from staff at lower grades; Sept 2019 - Jan 2020

The team meets regularly (Figure 3.5). Agendas are prepared by the e4s Manager and Chair based on progress, individual actions and items from members. The Silver action plan (SAP) (and LIBRA Gender Equality plan (GEP)) is reviewed six-monthly (SAP2.1). The Director's PA minutes meetings. The team share information, articles and opinions between meetings.

Figure 3.5 Attendance at e4s team meetings



Communication, awareness and resources

The e4s team communicate with the Institute and Campus through emails, intranet, blog posts, posters (Figure 3.6), campus newsletters (Figure 3.7), seminars (Figure 3.8), annual lab talks and campus coffee mornings. 'You Said, We Did' posters (Figure 3.6) highlight project impact. There is an e4s email and confidential postbox (Figure 3.9). The budget available through SAP1.5 supports events and facilitates event participation. The impact of these communication (SAP1.2) and financial strategies is 100% awareness of the project (Staff Consultations), maintained through GAPS 1.4, 1.5, 1.7. Notably, GAP1.4 ensures that all prospective staff will have an appreciation of the central importance equality holds at BI.

GAP1.4 Include commitment to equality and diversity in job specifications

Further Actions:

- 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

GAP1.5 Maintain awareness of e4s initiatives and activities

Future Actions:

- i. Introduce e4s Team as part of staff induction; Sept 2018
- ii. e4s talk at Annual Lab Talks; June 2018 - 2022

(See GAP 4.14 for My Life in Science seminar series)



Babraham Athena SWAN Progress

"You Said, We Did"

"Materinity leave provision is not the same between BBSRC and BBSRC contracts."

There is now equality of maternity leaves between BBSRC and UK contracts.

"Tennure-track group leaders who go on maternity leave can catch up on 'lost time'."

The tenure clock is now extended by one year for tenure-track group leaders on maternity leave.

"We have few female role models. We want to show how women scientists manage their work and personal lives."

New "My Life in Science" seminars series at B1. Group Leader Seminar series has been reinstated.

"There is a lack of female representation on committees, and in senior posts."

The gender balance on senior committees has been improved.

"There is no pastoral mentoring for PhD students, only scientific."

PhD students are now assigned a mentor from the Graduate Committee as well their scientific mentor.

"Training for Post Docs should be advanced and improved!"

The AS Train regularly update training on the AS Intranet, provide hands on courses. New courses including Vice Training have been run.

A new formal Post Doctoral training programme is being set up.



Babraham Athena SWAN

Flexible Working

When asked what BBS does well at, staff, casualisation announces the ability to work flexibly. Flexible working is common at all grades and often arises informally with the manager. The working culture at BBS is based on getting the job done and hours spent at work are not formally controlled.

There are many reasons for flexible working: collecting children from school, caring for a relative, additional learning, religious observance or a long commute. Some staff work from home when leading or visiting manuscripts. Each case is individual, and is based on the staff members' wishes and other commitments.

"I am a Post Doc at BBS. My salary and individual circumstances, so I commute on a train for 1 year as my manager is happy for me to work Monday to Thursday from 9am to 5pm. This is my choice. This work flexibility has been a great benefit for me. It has enabled me to successfully fulfil my family responsibilities with great peace of mind and has been contributing more to my work flexibility. It has enabled me to work more closely with my collaborators with colleagues in Warwick Systems Biology."

"I am a Senior Research Associate and work part time (80%). The ability to work part time has enabled me to balance professional and family commitments."

"I am a Post Doc at BBS. Following the aim of my second child's requirement to work with me, I have been able to have my work reduced to 2 days a week and have been able to work in both my own home on Mondays and Thursdays and the Lab Workdays, Tuesdays and Fridays."

"I am a group leader at B1. I live in London and have a small child, so I usually work from home one day a week."

"I was always the Public Engagement Team. I enjoy being able to start and leave work earlier than 'normal' working hours. As a father, I have a 15 minute commute. This flexibility saves a half hour difference gives me more time with my family in the evening."

"The Public Engagement events often take place at evenings and weekends, and my manager encourages me to balance these extended working hours up to date to ensure a

[illegible]

Figure 3.8 AS Internal Events



Figure 3.9 Confidential e4s postbox



The e4s Team created a gender diversity library (Figure 3.10), covering careers and WLB, and a well-used e4s resources box (Figure 3.10) to entertain children waiting at work for their parents/carers.

“Mary Beard’s essays make clear that inequality is hardwired into our cultural DNA, but also that it does not have to stay that way, provoking me to think about how I can make a difference.”

—ISP Head (M)

Figure 3.10 e4s library and resources box



The team communicate and share with the community through SAPs 1.3 and 1.4, continuing in [GAP1.9](#), impact being wider training opportunities and a greater rate of change:

- raising equality through e4s blog, twitter
- contributing to EC guidance facilitating implementation of targets promoting equality
- contributing to FEBS Network (Figure 3.11)
- organising events for campus/partners (e.g. job-sharing workshop)
- working with external partners e.g. Ginibee job-sharing platform, Cambridge Association for Women in Science and Engineering (CamAWiSE)
- development of Cambridge Women of the World (WOW)
- sharing with local schools/nurseries recommended children's books challenging gender conditioning
- setting up campus-wide E&D group
- sharing maternity matters webpages, chemical safety lists, risk assessments, Making Life Work Well and My Life in Science initiatives with 13 LIBRA Institutes
- presenting at external conferences (e.g. VITAE conference (Figure 3.11), ESOF, ECU Institute meeting, FEBS Letters symposium)
- sharing resources/best practice within Crick, Sanger, MRC Learning and Development (L&D) Network and E&D Network (Sanger, Institute Cancer Research (ICR), GSK, AstraZeneca, Crick, RSC, EMBL-EBI)
- inviting local partners to attend

GAP1.9 Engage with E&D networks for mutual learning

Future Actions:

- 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

Figure 3.11 *e4s Dissemination Activities – LIBRA Workshop at Vitae conference, Blog post on FEBS Viewpoint, e4s blog, e4s at FMI Women and Successful Careers Workshop*

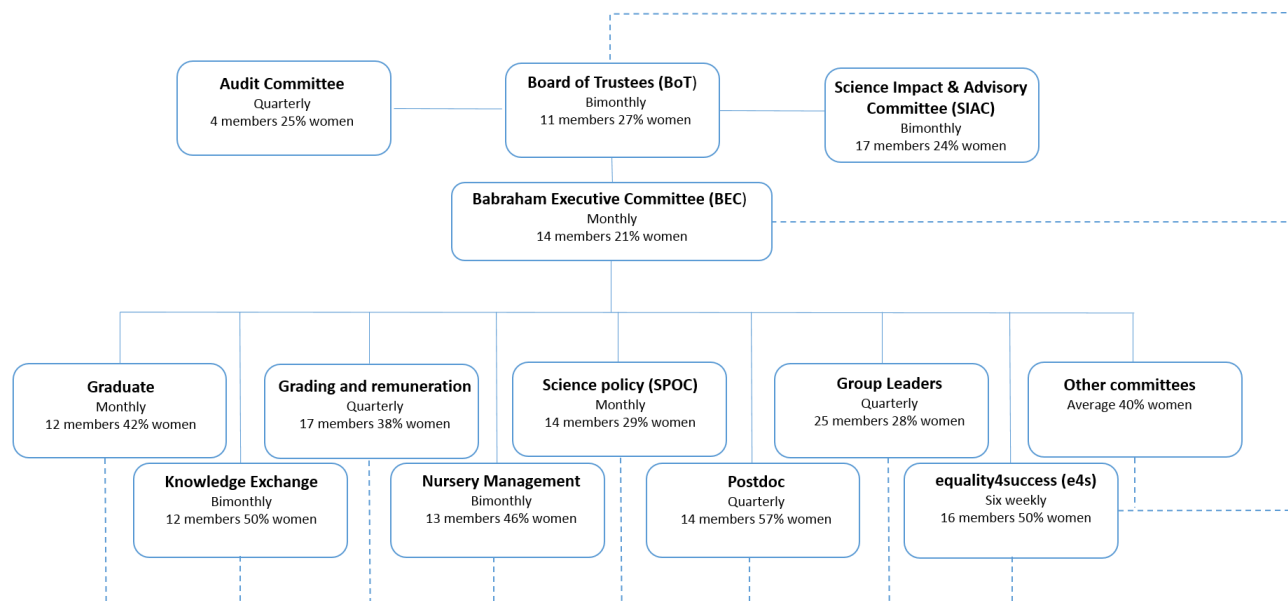


Relationships with Management

The e4s Team communicate directly with decision-making committees. The Institute Director, an active team member, meets with the e4s Manager and Chair regularly. Figure 3.12 shows committee structure and reporting lines: BEC quarterly, BoT annually. e4s members sit on Post-Doc, Graduate, and Nursery Management Committees, BEC, Science and Policy Committee (SPOC) and BSU steering group. Impact of these relationships is consideration of gender in all decision-making.

*“Team composition clearly shows a **strong integration with the leadership and strategic institutional offices**, supporting relevance to internal projects and goals.”*
—Evaluation report, ASDO, LIBRA

Figure 3.12 BI Committee structure showing reporting lines and relationships of e4s Team. – Dashed lines show where a report is presented from e4s or where an e4s member communicates by virtue of their position on another BI committee.



Consultations

e4s staff consultations occur biennially (2014, 2016). 2016 staff and student consultations covered 20% of each staff group with representative genders (SAPs 2.3, 3.2). Consultations were carried out by e4s team members, anonymised and confidential. The e4s Manager analysed data, generated an anonymised report for analysis and discussion and subsequently shared a summary with the entire Institute.

The team use additional surveys (Table 3.2) to assess and inform the project. The LIBRA survey was coordinated and analysed by the e4s Manager.

Table 3.2 Recent Surveys carried out at BI

Survey	Date	Details	Completion rate
Civil Service	October 2013	Data helped inform our 2014 action plan	67%
LIBRA	Spring 2016	Career development, work-life integration and gender dimension of research	64% (64M, 1T, 99W, 1N/D)
Student – UoC	Annually	UoC	39% (2017)
Student – Internal self-assessment	Triannually	Progress, support and supervision	77% (2016, 2017)
Murray Edwards	2017	Workplace Culture survey. Results are from second round (BI informed survey development)	32% (50M, 89W)

Analysis of consultation and survey data informs the **Gold Action Plan (GAP)** (Section 9). Future Staff/Student Consultations will be biennial, with additional project-specific surveys and workshops, and input from staff at key attrition points sought via annual focus groups (GAPs 1.6, 2.4, 2.5, 2.6, 3.3).

GAP1.6 Increase input from staff on equality issues

Future Actions:

- i. Annual focus groups for key career transition groups: Post-Docs and TTGLs; Feb and Mar 2019-2022

GAP2.4 LIBRA online survey

Future Actions:

- 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

The Team received advice from:

- LIBRA network
- L&D Network (MRC, Crick, Sanger)
- E&D Network (Sanger, AstraZeneca, Crick, EMBL-EBI)
- ECU Institute & Regional meetings
- Carole Thomas, JIC (critical friend, review)
- Graham Allen, BI BoT (critical review)
- JIC (benchmarking data)

GAP2.5 Participate in UoC Murray Edwards Workshops

- i. Host series of follow-up workshops to identify solutions to any issues apparent in BI survey results; July, Sept and Dec 2018
- ii. Update of GAP and implementation of actions; Jan-Mar 2019

GAP2.6 Consultation of all staff categories

Future Actions:

- 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

GAP3.3 Consultation of students

Future Actions:

- i. Graduate Committee to highlight value of survey to students in advance of PRES survey launch to encourage increased participation; March-May 2019 and 2021
- ii. One-to-one consultation of >25% students in June 2018, 2020 and 2022
- iii. Annual student focus groups; Jan 2019-2022
- iv. Update of GAP and implementation of actions following focus group; Feb-April 2019-2022
- v. e4s student members gather student opinion in advance of e4s meeting agenda circulation; Ongoing 2018-2022

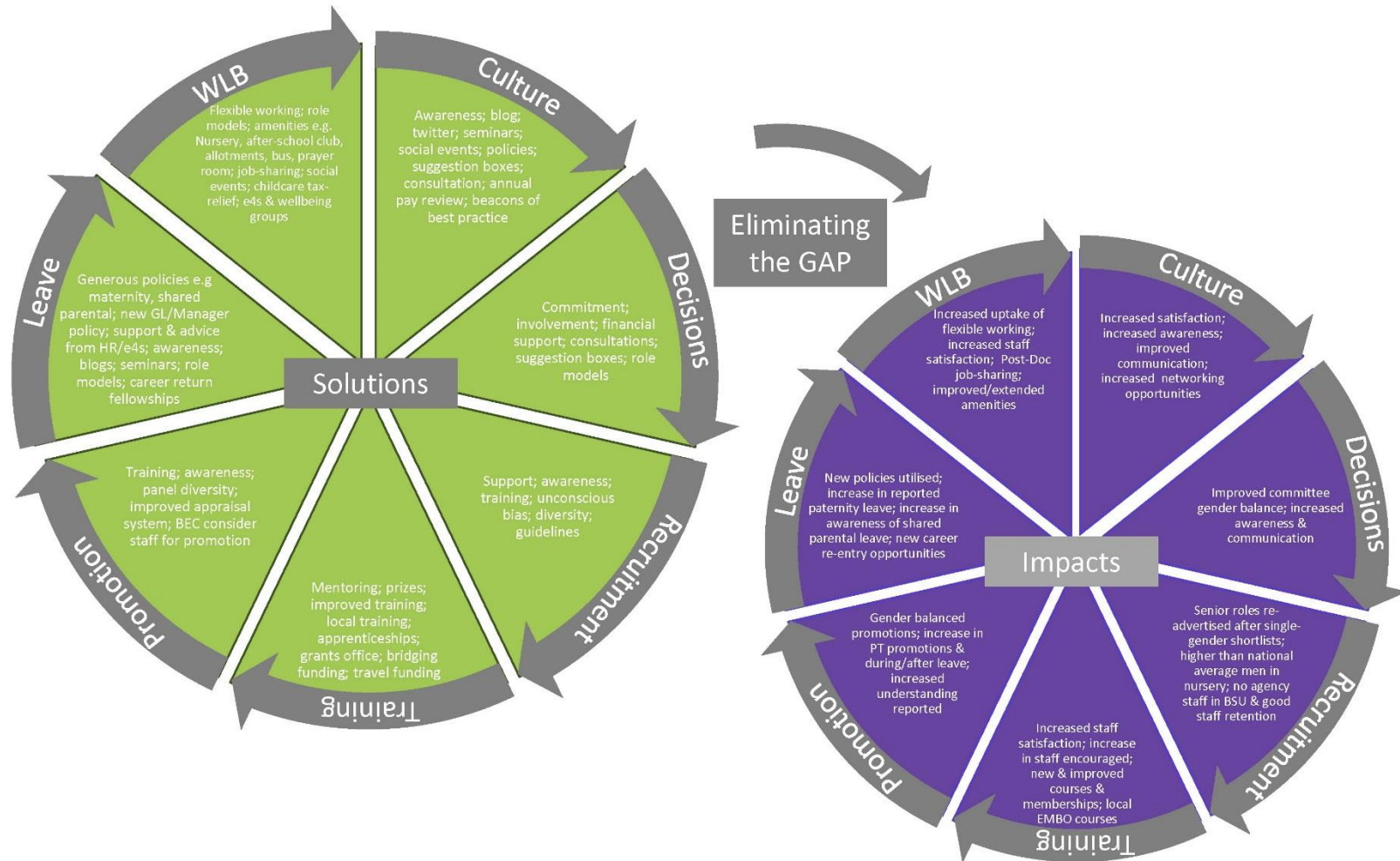
(iii) plans for the future of the self-assessment team

Meeting frequency will reduce to six/year focussing on specific areas (e.g. recruitment, training, promotion) with annual review of data using new HR data collection (SAP2.1). Team membership and scope are defined in e4s Terms of Reference (GAP1.1).

Table 3.3 e4s Impact Section Summary

Major Impacts
Coordinated evidence-based approach
100% awareness of AS/e4s
Disability confident employer
Improved E&D external networks
Increased staff/student satisfaction
50:50 gender representation on e4s team
Increased awareness of sex and gender dimension of research (SGDR)

Figure 3.13 e4s Impact Summary



4. A PICTURE OF THE RESEARCH INSTITUTE

Recommended word count: 3500 words – 2175 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

All PhD students (Figure 4.1.1) are currently full-time and registered at UoC (part-time students previously hosted). Students are supported through BBSRC-DTP, MRC-DTP, CASE, Horizon 2020 and BI-funded studentships. Our student population is 67% female (Table 4.1.1) reflecting the pool of UK bioscience undergraduate talent (62% of UK Biological Sciences qualifications 2016/17 were awarded to women, HESA). While SAP3.6 has delivered good female student representation, GAP3.1 will monitor male under-representation.

In 2017 student numbers fell due to fewer funded opportunities available (Table 1.4.1).

Table 4.1.1 Number of PhD students

	PhD Students				Benchmarking Data (% W)		
	Men	Women	Total	% Women	BBSRC	MRC	JIC
2012	5	5	10	50	56	57	53
2013	5	4	9	44	52	55	53
2014	7	11	18	61	53	56	56
2015	5	10	15	67	54	55	58
2016	6	12	18	67	53	57	57
2017	1	5	6	83	-	-	-

Figure 4.1.1 BI PhD Students



Studentships are advertised on our website, FindAPhD.com, Nature and other journals annually in January for an October intake.

While we recruit more women PhD students than men, there is little apparent bias at the short-listing stage (apart from an isolated instance in 2014). However, in 2014-2017 women were more successful at interview/offer (Tables 4.1.2-3, Figure 4.1.2) and recently more women have declined PhD offers. [GAP3.1](#) will explore and address these issues.

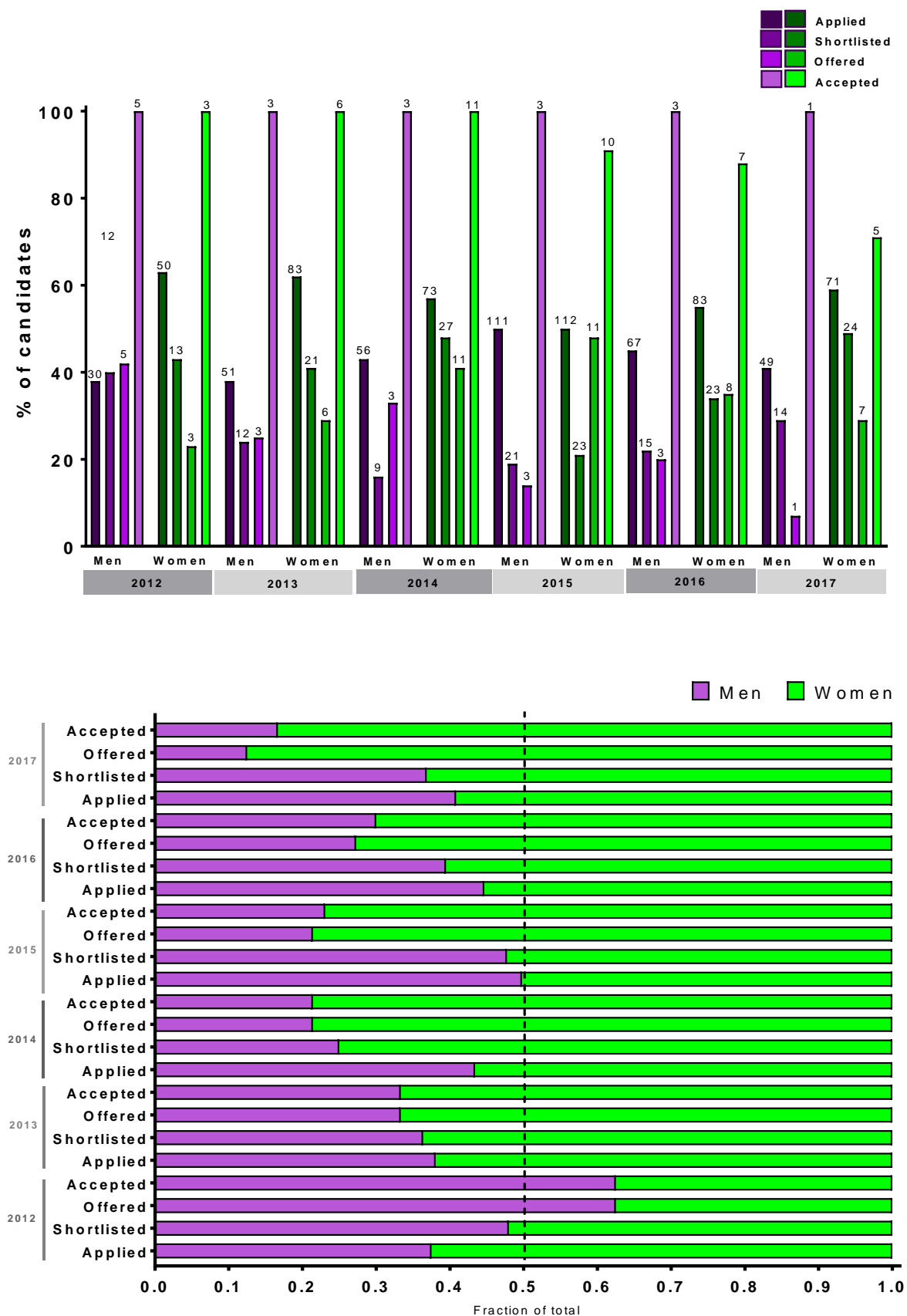
*Table 4.1.2 PhD Student Recruitment (numbers) – *numbers are different to total number of PhD students (Table 4.1.1) as these are students who arrive through main recruitment campaign not those with other sources of funding*

	Student Recruitment (Numbers)							
	Applications		Shortlisted		Offered		Accepted	
	Men	Women	Men	Women	Men	Women	Men	Women
2012	30	50	12	13	5	3	5	3
2013	51	83	12	21	3	6	3	6
2014	56	73	9	27	3	11	3	11
2015	111	112	21	23	3	11	3	10
2016	67	83	15	23	3	8	3	7
2017	49	71	14	24	1	7	1	5

Table 4.1.3 PhD Student Recruitment (%) – Data shows applications as % of total applications, shortlisted as % of applications of that gender, offered as % of shortlist of that gender and accepted as % of offers of that gender

	Student Recruitment (%)								Benchmarking Data (% W)	
	Applications		Shortlisted		Offered		Accepted		JIC	
	Men	Women	Men	Women	Men	Women	Men	Women	Applications	Offered
2012	37	63	40	43	42	23	100	100	46	55
2013	38	62	24	41	25	29	100	100	49	40
2014	43	57	16	48	33	41	100	100	54	65
2015	50	50	19	21	14	48	100	91	52	48
2016	45	55	22	34	20	35	100	88	51	55
2017	41	59	29	49	7	29	100	71	-	-

Figure 4.1.2 Student Recruitment as % (upper) as fraction of total (lower)



Complete equal opportunities data are not available for PhD recruitment. Collection of these data began for the 2018 intake.

GAP3.1 will facilitate more complete data capture raising awareness of apparent biases in the student recruitment process amongst GLs.

GAP3.1 Collection and analysis of student recruitment data

Future Actions:

- 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
- viii. Follow-up students who decline offers of PhD to understand why; Onwards from June 2020

The impact of **SAP3.5's** monitoring of potential delays in **thesis submission** has been good on-time submission rates (Table 4.1.4). In the 2012 intake, one woman required an extra 6 months to submit as her supervisor left the Institute and supervised remotely. There is no gender bias in PhD attainment (1M and 1W are undertaking corrections), nor a gender bias in next destination (Academia 64%M, 67%W; Industry 18%M, 11%W, Science-related 7%M, 15%W).

Table 4.1.4 PhD Submission (by intake year)

	PhD Submissions				Benchmarking Data	
	On-time Submission				JIC	
	Men	% of Men	Women	% of Women	% of Men	% of Women
2009	7	88	8	80	92	75
2010	7	88	4	100	100	100
2011	7	100	9	100	86	89
2012	5	100	4	80	60	100
2013	5	100	4	100	88	78

(ii) Numbers of visiting students by gender

There have been more female visiting students (hosted at the Institute but not registered for a Babraham PhD) (Table 4.1.5).

Table 4.1.5 Number of visiting students

	Visiting Students				Benchmarking Data (% W)
	Men	Women	Total	% Women	JIC
2013	5	9	14	64	33
2014	4	5	9	56	17
2015	1	1	2	50	25
2016	1	2	3	67	67
2017	4	8	12	67	-

4.2. Staff data

Present professional staff, technical support staff and research staff data separately.

Include postdoctoral researchers in the most appropriate staff category.

Note: Institutes can use whichever staff categories are most appropriate to their staff profiles, as long a definition is provided.

(i) Staff by grade and gender

Table 4.2.1 shows the number of staff by grade and gender (Table 2.1 staff roles at each band). Total staff number has remained relatively constant since 2013, with only a 12% increase. The percentage of women employed has increased steadily (Figure 4.2.1). There is a clear attrition point for women between BI5-BI4 (Table 4.2.1): in 2017 the proportions of women were 59% and 28% respectively. We are making a strong commitment to reduce this in **GAP6.2** aiming to have at least 40% women at BI4 and above by 2022. A further commitment to at least 30% women at BI3 and above aims to address their absence at the most senior levels. **GAPs 4.1, 4.2, 4.16-4.18** also facilitate delivery of these aims.

GAP6.2 Address current BI5 to BI4 attrition of women

Future Actions:

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

Table 4.2.1 BI Staff by Grade and Gender

	BI All Staff																			
	2013				2014				2015				2016				2017			
	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W
BI AP	0	0	0	-	1	0	1	0	1	1	2	50	1	4	5	80	3	2	5	40
BI 10,11	9	12	21	57	3	11	14	79	10	20	30	67	9	34	43	79	7	44	51	86
BI 9	14	43	57	75	13	34	47	72	15	41	56	73	18	43	61	70	19	42	61	69
BI 8,7	23	34	57	60	23	40	63	63	21	40	61	66	24	32	56	57	21	33	54	61
BI 6	42	45	87	52	28	36	64	56	29	48	77	62	28	42	70	60	28	42	70	60
BI 5	19	23	42	55	21	24	45	53	23	24	47	51	26	32	58	55	25	36	61	59
BI 4	14	6	20	30	12	5	17	29	11	6	17	35	13	4	17	24	13	5	18	28
BI 3	6	0	6	0	5	1	6	17	4	1	5	20	2	1	3	33	2	1	3	33
PC 2	6	0	6	0	4	0	4	0	5	0	5	0	7	0	7	0	7	0	7	0
PC 1	1	0	1	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
	134	163	297	55	113	151	264	57	122	181	303	60	131	192	323	59	128	205	333	62

Table 4.2.2-Table 4.2.6 show staff by grade and gender for each category.

The gender balance of **professional staff** has improved (Table 4.2.2, Figure 4.2.1), men now being better represented in this category. The attrition point for women consistently falls between BI4-BI3 (at a higher point in the band scale than for all staff). BI has few posts beyond BI4. All are currently held by men with a very low turnover rate. As opportunities to recruit to higher bands arise, changes in recruitment processes and improved understanding of promotion particularly in this area will facilitate greater gender balance (GAPs 4.1, 4.2, 4.17, 6.2).

GAP4.1 Attract balanced application numbers by gender across career pipeline in all staff areas

Future Actions:

- 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

GAP4.2 Mitigate against unconscious bias during recruitment

Future Actions:

- 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

Table 4.2.2 BI Professional Staff by Grade and Gender

	BI Professional Staff																			
	2013				2014				2015				2016				2017			
	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W
BI AP	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
BI 10,11	0	0	0	-	0	0	0	-	0	1	1	100	0	0	0	-	0	0	0	-
BI 9	0	5	5	100	0	2	2	100	1	0	1	0	1	1	2	50	1	1	2	50
BI 8,7	0	12	12	100	0	7	7	100	2	6	8	75	4	2	6	33	2	4	6	67
BI 6	1	2	3	67	1	2	3	67	1	5	6	83	2	5	7	71	1	4	5	80
BI 5	1	4	5	80	0	7	7	100	0	5	5	100	0	7	7	100	1	6	7	86
BI 4	0	1	1	100	1	1	2	50	1	1	2	50	1	1	2	50	1	2	3	67
BI 3	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
PC 2	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
PC 1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
	4	24	28	86	4	19	23	83	7	18	25	72	10	16	26	62	8	17	25	68

Nursery capacity has increased, requiring increased staff numbers. While women are heavily overrepresented (Table 4.2.3, Figure 4.2.1), there is a greater representation of men (9% average) than the national average (1-2%) (Provider Survey, 2013, Fatherhood Institute, Men In Childcare Report). **GAP4.1** aims to attract a broader pool of applicants.

Table 4.2.3 BI Professional (Nursery) Staff by Grade and Gender

	BI Professional (Nursery) Staff																			
	2013				2014				2015				2016				2017			
	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W
BI AP	0	0	0	-	0	0	0	-	0	1	1	100	0	1	1	100	0	1	1	100
BI 10,11	0	6	6	100	0	7	7	100	2	11	13	85	4	24	28	86	3	31	34	91
BI 9	2	18	20	90	2	13	15	87	2	24	26	92	1	24	25	96	1	23	24	96
BI 8,7	1	6	7	86	1	13	14	93	1	14	15	93	1	11	12	92	1	10	11	91
BI 6	0	0	0	-	0	0	0	-	0	0	0	-	0	1	1	100	0	1	1	100
BI 5	0	1	1	100	0	1	1	100	0	1	1	100	0	1	1	100	0	1	1	100
BI 4	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	-
PC 2	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
PC 1	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
	3	31	34	91	3	34	37	92	5	51	56	91	6	62	68	91	5	67	72	93

Technical staff are the only male dominated group at BI with little change over the last 5 years (Table 4.2.4, Figure 4.2.1). Engineering are 38% of this staff group. Women make up only 9% of the UK engineering workforce (Skills & Demands from Industry 2015 Survey IET). With women accounting for 32% of technicians in the government sector (SHE, 2015), women at BI are therefore better represented than these combined national averages would predict. But we are not complacent, recognising the need for women in more senior roles, [GAPs 4.1, 4.2, 4.17, 6.2](#) aim to improve this.

Table 4.2.4 BI Technical Staff by Grade and Gender

	BI Technical Staff																			
	2013				2014				2015				2016				2017			
	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W
BI AP	0	0	0	-	1	0	1	0	1	0	1	0	1	0	1	0	2	0	2	0
BI 10,11	4	2	6	33	0	2	2	100	0	2	2	100	0	2	2	100	0	2	2	100
BI 9	8	2	10	20	5	5	10	50	5	5	10	50	5	5	10	50	4	3	7	43
BI 8,7	20	1	21	5	16	4	20	20	14	4	18	22	17	2	19	11	16	2	18	11
BI 6	7	6	13	46	3	5	8	63	4	4	8	50	4	4	8	50	4	4	8	50
BI 5	1	3	4	75	5	0	5	0	5	0	5	0	6	1	7	14	6	1	7	14
BI 4	4	0	4	0	2	0	2	0	3	0	0	0	3	0	3	0	3	0	0	0
BI 3	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
PC 2	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
PC 1	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
	45	14	59	24	33	16	49	33	33	15	45	33	37	14	51	27	36	12	45	27

In **BSU**, women are well represented (58% average) (Table 4.2.5, Figure 4.2.1), a level well above the national average of 32% of technicians in the government sector (SHE, 2015). However there are few women in higher bands (BI6 upwards). While the career structure has been improved, facilitating greater career development opportunities (see Section 5.1(i)), low turnover levels at higher bands limit further progression. **GAPs 4.1-4.2** will bring about increased gender balance as opportunities arise.

Table 4.2.5 BI Technical (BSU) Staff by Grade and Gender

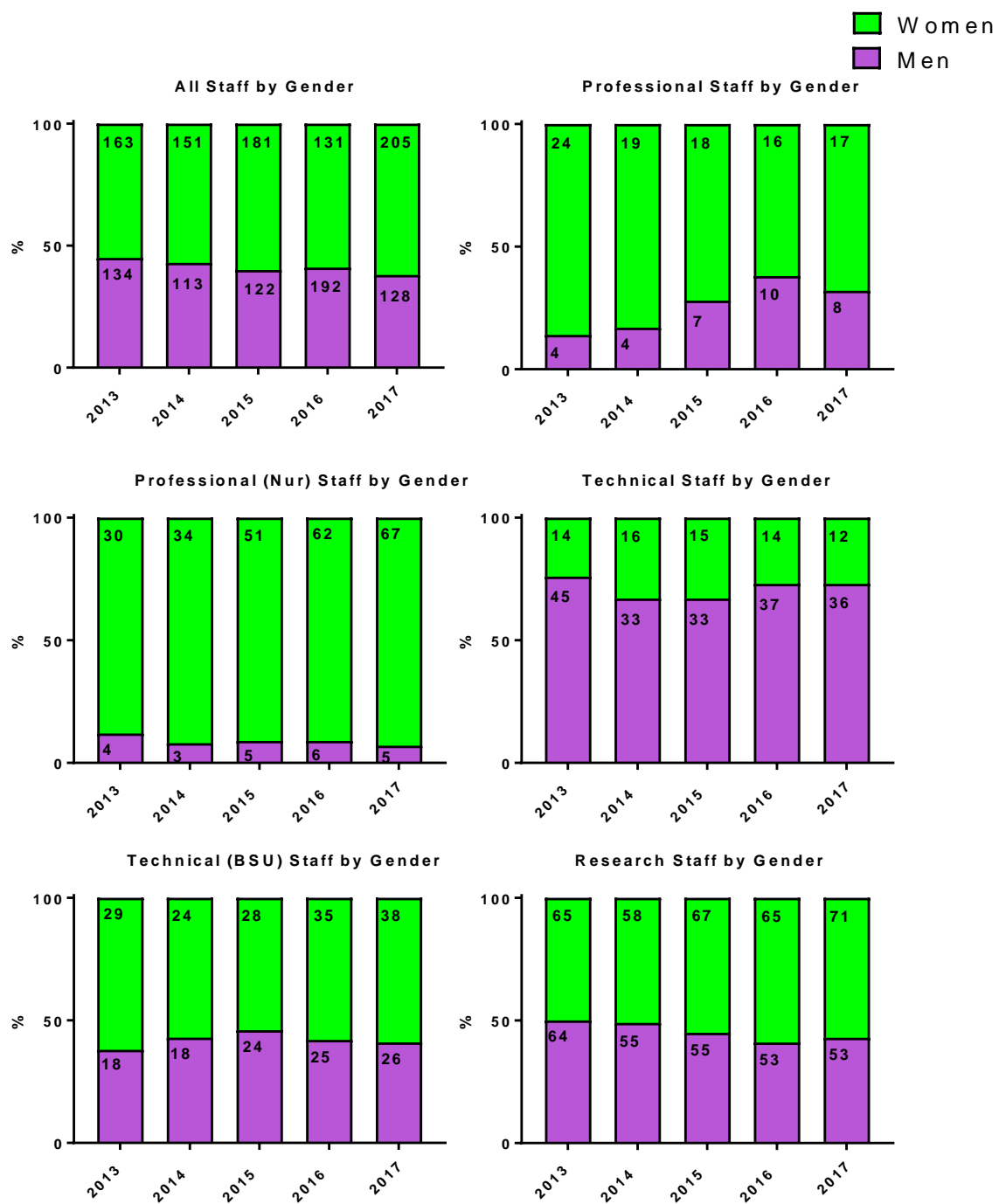
BI Technical (BSU) Staff																				
	2013				2014				2015				2016				2017			
	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W
BI AP	0	0	0	-	0	0	0	-	0	0	0	-	0	3	3	100	1	1	2	50
BI 10,11	5	4	9	44	3	2	5	40	8	6	14	43	5	8	13	62	4	11	15	73
BI 9	4	18	22	82	6	14	20	70	7	12	19	63	11	13	24	54	13	15	28	54
BI 8,7	2	6	8	75	2	6	8	75	2	7	9	78	2	8	10	80	2	8	10	80
BI 6	5	1	6	17	5	2	7	29	5	2	7	29	3	2	5	40	2	2	4	50
BI 5	0	0	0	-	0	0	0	-	0	1	1	100	2	1	3	33	2	1	3	33
BI 4	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
BI 3	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
PC 2	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
PC 1	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
	18	29	47	62	18	24	42	57	24	28	52	54	25	35	60	58	26	38	64	59

In **Research** women are well represented (54% average) (Table 4.2.6). In 2012, 45% of researchers in the medical science field in the government sector were women (SHE, 2015). Most BI research staff are in BI6-BI5 covering Post-Docs, senior Post-Docs and TTGLs. The project impact has been a steady increase in the proportion of women in these grades. Notably, the proportion of women TTGLs increased from 29% to 50%, but above BI5 remains a major attrition point. With no external recruitment to BI4 and above since 2004, there has been no opportunity for the changes in policies and procedures to impact on these levels. The increase at BI3 was a promotion (Section 5.1(iii)). At least 5 new positions will be advertised in 2018 with at least 3 at BI4 or above. The unbiased and proactive recruitment practices implemented through the e4s project (GAPs 4.1, 4.2) will facilitate a gender balanced recruitment campaign.

Table 4.2.6 BI Research Staff by Grade and Gender

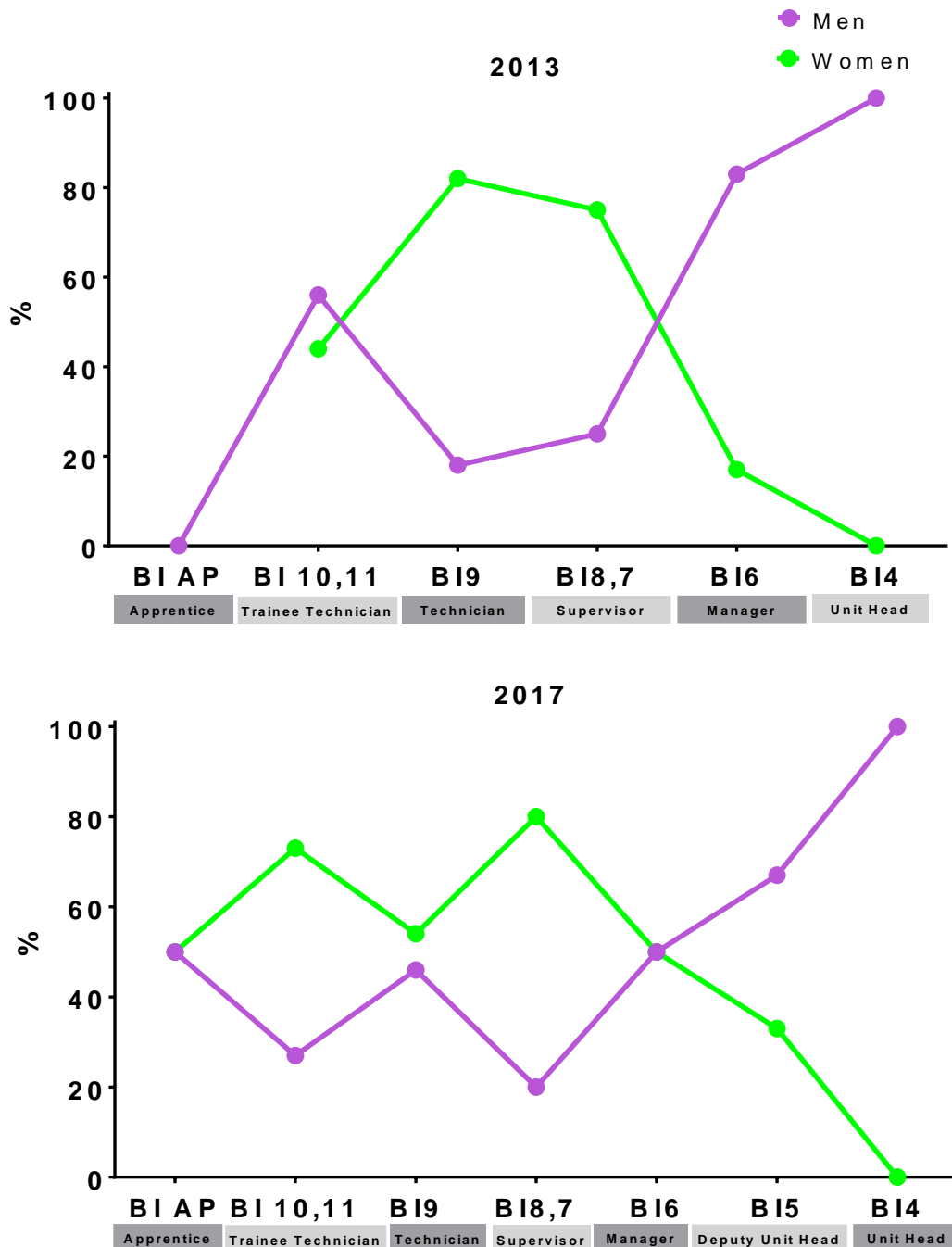
	BI Research Staff																			
	2013				2014				2015				2016				2017			
	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W
BI AP	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
BI 10,11	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
BI 9	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
BI 8,7	0	9	9	100	4	10	14	71	2	9	11	82	0	9	9	100	0	9	9	100
BI 6	29	36	65	55	19	27	46	59	19	37	56	66	19	30	49	61	21	31	52	60
BI 5	17	15	32	47	16	16	32	50	18	17	35	49	18	22	40	55	16	27	43	63
BI 4	8	5	13	38	7	4	11	36	7	3	10	30	7	3	10	30	7	3	10	30
BI 3	5	0	5	0	4	1	5	20	3	1	4	25	1	1	2	50	1	1	2	50
PC 2	5	0	5	0	3	0	3	0	4	0	4	0	6	0	0	0	6	0	6	0
PC 1	0	0	0	-	2	0	2	0	2	0	2	0	2	0	0	0	2	0	2	0
	64	65	129	50	55	58	113	51	55	67	122	55	53	65	110	59	53	71	124	57

Figure 4.2.1 Gender of BI Staff



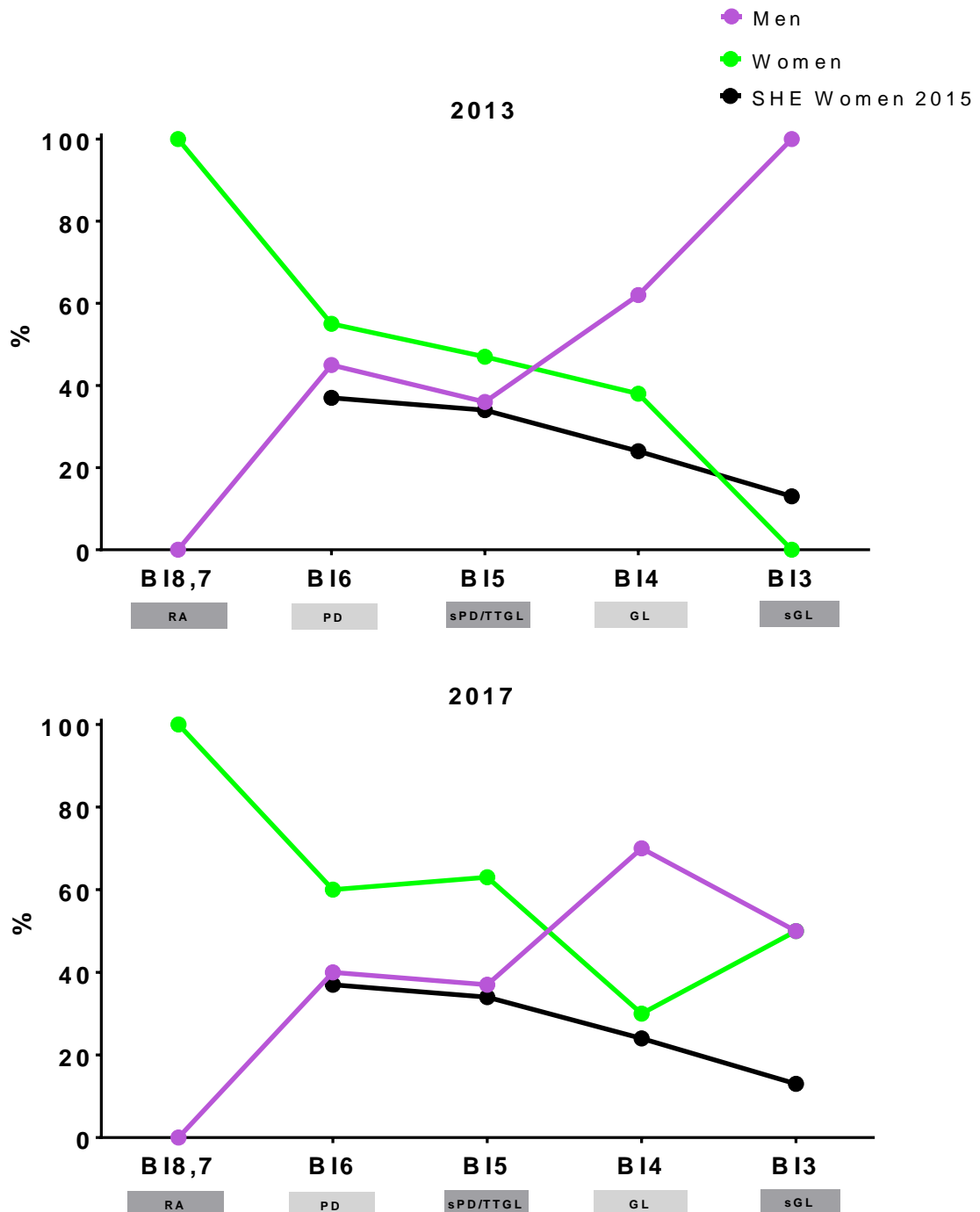
Since our Silver Award **BSU** have developed their recruitment (Section 5.1(i)), retention, training (Section 5.2(i)) and career progression (Section 5.2(iii)), resulting in greater career development opportunities (note new career stage implemented at BI5 in 2017) with improvement in gender balance of the career pipeline (Figure 4.2.2). At manager level women are now equally represented. **GAPs 4.1, 4.2, 4.17** and **6.2** aim to address the absence of women at higher levels.

Figure 4.2.2 Technical (BSU) Career Pipeline at BI (note BI5 did not exist in BSU in 2013, new in 2017)



Since [e4s](#) project inception, the **Research** career pipeline gap has narrowed at senior grades (BI3) (Figure 4.2.3) with more women progressing through the early pipeline (BI5 - section 5.1.3). At lower grades, women remain overrepresented. Currently opportunities to progress to GL level (BI4) within the Institute are limited for our own Post-Docs. However, reintroduction of the Career Progression Fellowship ([GAP4.13](#)), facilitates career progression to GL level within BI. Importantly, 22% of our Post-Docs have obtained GL/lecturer positions elsewhere.

Figure 4.2.3 Research Career Pipeline at BI



GAP4.13 Career Progression Fellowship

Future Actions:

- i. Explore funding opportunities for additional Career Progression Fellows; Ongoing from 2019

Ethnicity and Nationality

Staff are asked for equal opportunities information during recruitment, induction and via a new self-service HR portal.

Table 4.2.7 shows that only 38% of men and 41% of women choose to disclose ethnicity preventing in-depth analysis. 33% of declarations are non-white British (85% of population in the East of England are White British, gov.uk). The right to withhold information is respected. There will be a new mechanism for starters to declare personal information through a new applicant tracking system (GAP2.1) from 2018. Personal data declarations are built into the process, along with the option of 'rather not say' aiming to improve data collection. We will emphasise the importance of this data in the e4s induction module (GAP1.5).

GAP2.1 Implement new applicant tracking system

Further Actions:

- i. Improved data collection on recruitment stages and employment; Sept 2018 onwards
- ii. Record gender balance of recruitment panels; Sept 2018 onwards

Table 4.2.7 BI Staff by Ethnicity

BI Staff													
2017													
All Staff				Those that have chosen to declare their ethnicity									
	Men	Total	% M	Men									Men Total
				Asian Indian	Black Other	Chinese	Mixed Other	Mixed White & Asian	White British	White Irish	White Other	Any other	
BI AP	3	5	60	0	0	0	0	0	0	0	0	0	0
BI 10,11	7	51	14	0	0	0	0	0	0	0	0	0	0
BI 9	19	61	31	0	1	0	0	0	6	0	0	0	7
BI 8,7	21	54	39	1	0	0	0	0	4	0	1	0	6
BI 6	28	70	40	0	0	0	0	0	9	0	2	0	11
BI 5	25	61	41	0	0	0	0	0	10	0	3	0	13
BI 4	13	18	72	0	0	0	0	0	6	0	1	0	7
BI 3	2	3	67	0	0	0	0	0	0	0	1	0	1
PC 2	7	7	100	0	0	0	0	0	3	0	0	0	3
PC 1	3	3	100	0	0	0	0	0	1	0	0	0	1
	128	333	38	1	1	0	0	0	39	0	8	0	49
			%	1	1	0	0	0	30	0	6	0	38

BI Staff													
2017													
All Staff				Those that have chosen to declare their ethnicity									
	Women	Total	% W	Women									Women Total
				Asian Indian	Black Other	Chinese	Mixed Other	Mixed White & Asian	White British	White Irish	White Other	Any Other	
BI AP	2	5	40	0	0	0	0	0	0	0	0	0	0
BI 10,11	44	51	86	0	0	0	0	0	1	0	0	0	1
BI 9	42	61	69	0	0	0	0	0	9	0	1	0	10
BI 8,7	33	54	61	0	0	0	0	0	14	0	4	0	18
BI 6	42	70	60	2	0	2	0	0	12	0	10	1	27
BI 5	36	61	59	0	0	0	1	1	11	1	9	2	25
BI 4	5	18	28	0	0	0	0	0	2	1	0	0	3
BI 3	1	3	33	0	0	0	0	0	0	0	0	0	0
PC 2	0	7	0	0	0	0	0	0	0	0	0	0	0
PC 1	0	3	0	0	0	0	0	0	0	0	0	0	0
	205	333	62	2	0	2	1	1	49	2	24	3	84
			%	1	0	1	0.5	0.5	24	1	12	1.5	41

Staff data show that over 75% of staff are UK Nationals (Tables 4.2.8, 4.2.9, Figure 4.2.10), in line with regional data (13% non-UK Nationals in South Cambridgeshire ONS). BI's men are slightly more likely to be from the UK while BI's women are slightly more likely to be from another EU state. Indeed 6 of the 7 female GLs are non-UK nationals, 4 of whom are from the EU27. Ongoing monitoring of these figures will assess and report any impact of Brexit (GAP2.3). As numbers are small no further valid data analysis can be performed.

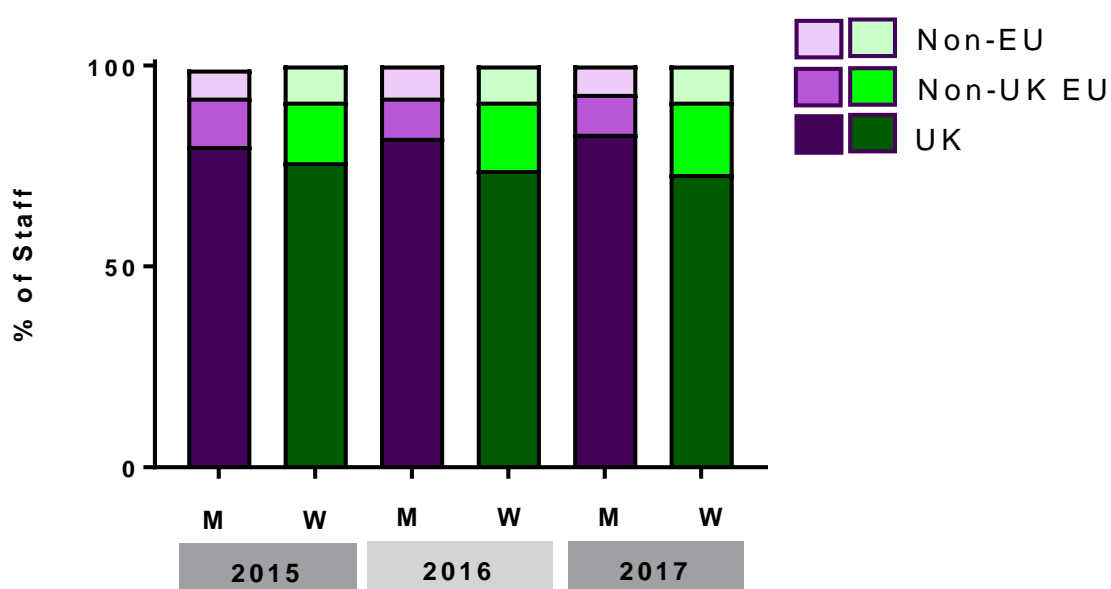
Table 4.2.8 BI Staff by Nationality

	Nationality -Numbers					
	Men			Women		
	UK	Non-UK EU	Non-EU	UK	Non-UK EU	Non-EU
2015	98	15	9	137	27	17
2016	108	13	10	143	32	17
2017	104	13	9	151	37	19

Table 4.2.9 BI Staff by Nationality Percentages

	Nationality - Percentage					
	Men			Women		
	UK	Non-UK EU	Non-EU	UK	Non-UK EU	Non-EU
2015	81	12	7	76	15	9
2016	82	10	8	74	17	9
2017	83	10	7	73	18	9

Figure 4.2.10 Nationality



GAP2.3 Extract and analyse staff data annually

Future Actions:

- 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

(ii) Transition between technical support and research roles

There have been instances of vertical transitioning within categories e.g. RA - Post-Doc (2M, 2W) and horizontal transitioning between categories e.g. Research - Professional (2M, 2W) and Research - Technical (1M, 1W).

Staff have been facilitated to change roles for personal and development reasons by LMs through appraisals and personal meetings and by BEC e.g. part-time secondment to a new role, maternity covers. These transitions assist in Institute succession planning.

Career development opportunities that help:

- training, developing transferable skills (Section 5.2i)
- membership of professional bodies providing extra training and development (Section 5.2iii)
- PhD and Post-Doc travel funds (Section 5.2iii, iv)
- development of new career structure in BSU (Figure 4.2.2, Sections 5.1(i), 5.4(xiii))
- stepping-up/secondments to cover maternity posts.

“Contributing to the advancement of gender equality as e4s Manager (maternity cover) catalysed my transition from Post-Doc to trainer for professional development of scientists. I am grateful for the opportunity to work with amazing people who are dedicated to push this essential development in science forward.”

—e4s Manager (Maternity cover)

(iii) Staff on fixed-term, open-ended/permanent and zero-hour contracts

There are over twice as many indefinite than limited term contracts (LTCs) (Table 4.2.11). The number of indefinite contracts has remained stable, while LTCs have increased. The proportion of women on indefinite contracts has remained the same or increased (BI5,6), while those on LTCs have remained the same or decreased, there is now little difference in the proportions of men and women on each contract type (Figure 4.2.4). Areas with

the most LTCs are Research, Professional (Nur) and BSU (Table 4.2.12, shown over three years as there is little change). Research LTCs arise mainly from Post-Doc and fellowship positions, following traditional academic career employment patterns.

Table 4.2.11 Staff by Contract type

		BI All Staff																			
		2013				2014				2015				2016				2017			
		Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W
Indefinite	BI AP	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
	BI 10,11	8	8	16	50	2	9	11	82	6	15	21	71	3	21	24	88	2	24	26	92
	BI 9	14	39	53	74	11	27	38	71	14	38	52	73	16	39	55	71	18	40	58	69
	BI 8,7	22	27	49	55	20	29	49	59	19	34	53	64	22	30	52	58	20	28	48	58
	BI 6	22	16	38	42	15	16	31	52	13	18	31	58	11	15	26	58	9	12	21	57
	BI 5	16	19	35	54	17	18	35	51	14	17	31	55	18	24	42	57	14	27	41	66
	BI 4	13	6	19	32	12	5	17	29	10	6	16	38	13	4	17	24	13	5	18	28
	BI 3	6	0	6	0	5	1	6	17	4	1	5	20	2	1	3	33	2	1	3	33
	PC 2	6	0	6	0	4	0	4	0	5	0	5	0	7	0	7	0	7	0	7	0
	PC 1	1	0	1	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
		108	115	223	52	89	105	194	54	88	129	217	59	95	134	229	59	88	137	225	61
Limited Term	BI AP	0	0	0	-	1	0	1	0	1	1	2	50	1	4	5	80	3	2	5	40
	BI 10,11	1	4	5	80	1	2	3	67	4	5	9	-	6	13	19	68	5	20	25	
	BI 9	0	4	4	100	2	7	9	78	1	3	4	75	2	4	6	67	1	2	3	-
	BI 8,7	1	7	8	88	3	11	14	79	2	6	8	75	2	2	4	50	1	5	6	83
	BI 6	20	29	49	59	13	20	33	61	16	30	46	65	17	27	44	61	19	30	49	61
	BI 5	3	4	7	57	4	6	10	60	9	7	16	44	8	8	16	50	11	9	20	45
	BI 4	1	0	1	0	0	0	0	-	1	0	1	0	0	0	0	-	0	0	0	-
	BI 3	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
	PC 2	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
	PC 1	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
		26	48	74	65	24	46	70	66	34	52	86	60	36	58	94	62	40	68	108	63
		134	163	297	55	113	151	264	57	122	181	303	60	131	192	323	59	128	205	333	62

Figure 4.2.4 All Staff by Contract Type

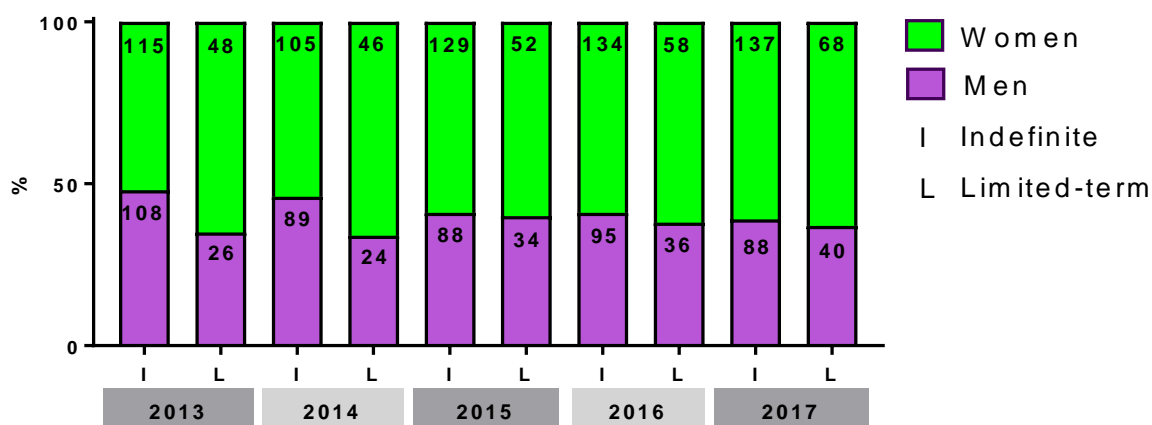


Table 4.2.12 Limited Term Contracts by Category

	Number of Limited Term contracts											
	2015				2016				2017			
	Men	Women	Total	%W	Men	Women	Total	%W	Men	Women	Total	%W
Professional	0	3	3	100	1	4	5	80	1	3	4	75
Professional (Nur)	2	8	10	80	4	17	21	81	4	15	19	79
Technical	1	0	1	0	3	0	3	0	5	0	5	0
Technical (BSU)	3	1	4	25	2	5	7	71	4	10	14	71
Research	28	40	68	59	26	32	58	55	26	40	66	61
Total	34	52	86	60	36	58	94	62	40	68	108	63

Table 4.2.13 Percentage of Limited Term contracts in each category

	% Limited Term (of that gender)					
	2015		2016		2017	
	Men	Women	Men	Women	Men	Women
Professional	0	17	10	25	13	18
Professional (Nur)	40	16	67	27	80	22
Technical	3	0	8	0	14	0
Technical (BSU)	13	4	8	14	15	26
Research	51	60	49	49	49	56
Total	28	29	27	30	31	33

The very few staff on zero-hour contracts (3% in 2017) (Table 4.2.14) work either in Nursery, as holiday-club play workers or in BSU. These contracts offer opportunities for students to gain work experience during academic holidays.

Table 4.2.14 Staff on Zero-hour contracts

	Zero-hour contracts			
	Men	Women	Total	% W
2014	0	0	0	0
2015	1	1	2	50
2016	2	9	11	82
2017	2	8	10	80

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

Leavers are predominantly BI6 (Table 4.2.15), the band with consistently the highest number of staff (Table 4.2.1) and the most common band for LTC Post-Docs. Analysis shows no consistent pattern by band or gender (Table 4.2.16, Figure 4.2.5). The percentage of leavers that are women (average 61%) reflects the overall pool.

More leavers are full-time (Table 4.2.17) reflecting the staff population at BI.

Most common reasons for leaving are resignation and end of contract (Table 4.2.18), explained by progression to next position and a high number of LTCs, particularly for Post-Docs. In 2013 there were a high number of redundancies due to restructuring, 58% of these were men.

Number of leavers are highest from Research staff (Table 4.2.19), the largest staff grouping that when expressed as a percentage of this group is in the same range as all other staff groupings. Women do not consistently leave from any staff group more than men (Figure 4.2.6, Table 4.2.19).

BI use a redeployment scheme to assist staff coming to the end of their contract, staff eligible for redundancy are considered first for any open job vacancies.

The Institute supports staff to progress to new positions e.g.

- grants office support
- SPOC bridging funding
- mock interviews
- EU-LIFE network
- alumni network.

Table 4.2.15 Number of Leavers by grade

	BI All Staff - Number of leavers by grade																			
	2013				2014				2015				2016				2017			
	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W
BI AP			0	-			0	-			0	-	0	2	2	100			0	-
BI 10,11	5	2	7	29			0	-	0	3	3	100	1	8	9	89	3	8	11	73
BI 9	1	2	3	67	1	2	3	67	1	2	3	67	3	3	6	50	1	8	9	89
BI 8,7	2	7	9	78	0	6	6	100	5	7	12	58	1	8	9	89	4	7	11	64
BI 6	7	19	26	73	5	3	8	38	7	6	13	46	7	16	23	70	12	18	30	60
BI 5	2	2	4	50	3		3	0	2	2	4	50	2	2	4	50	3	2	5	40
BI 4	2	1	3	33	1		1	0			0	-			0	-	3	0	3	0
BI 3			0	-			0	-	2	0	2	0			0	-	2	0	2	0
PC 2		1	1	100			0	-			0	-			0	-			0	-
PC 1			0	-			0	-			0	-			0	-			0	-
	19	34	53	64	10	11	21	52	17	20	37	54	14	39	53	74	28	43	71	61

Table 4.2.16 Leavers as % of staff by grade

	BI All Staff - Leavers as % of eligible cohort									
	2013		2014		2015		2016		2017	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
BI AP	-	-	0	-	0	0	0	50	0	0
BI 10,11	56	17	0	0	0	15	11	24	43	18
BI 9	7	5	8	6	7	5	17	7	5	19
BI 8,7	9	21	0	15	24	18	4	25	19	21
BI 6	17	42	18	8	24	13	25	38	43	43
BI 5	11	9	14	0	9	8	8	6	12	6
BI 4	14	17	8	0	0	0	0	0	23	0
BI 3	0	-	0	0	50	0	0	0	100	0
PC 2	0	100	0	-	0	-	0	-	0	-
PC 1	0	-	0	-	0	-	0	-	0	-
	13	30	5	4	11	7	6	19	25	13

Figure 4.2.5 Leavers by grade and gender

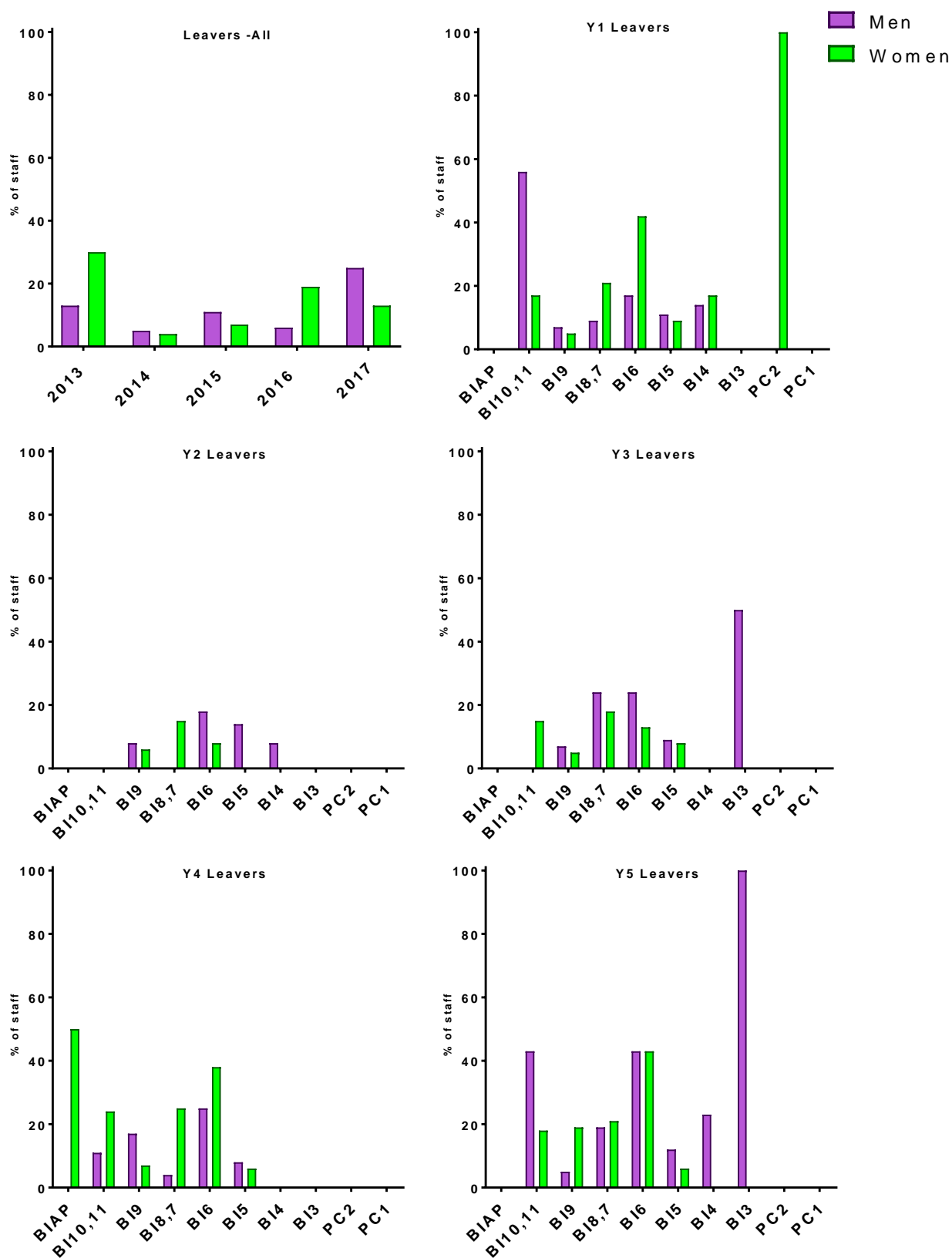


Table 4.2.17 Leaver Numbers by Part-time/full-time status

	BI All Staff - Number of leavers by part-time/full-time status																			
	2013				2014				2015				2016				2017			
	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W	Men	Women	Total	% W
Full-time	17	29	46	63	11	9	20	45	13	17	30	57	13	32	45	71	22	37	59	63
as % of full-time					10	8	9		11	14	13		11	25	18		19	31	25	
Part-time	2	5	7	71	0	3	3	100	4	3	7	43	1	7	8	88	6	6	12	50
as % of part-time					0	7	6		80	6	13		17	14	14		60	10	17	
	19	34	53	64	11	12	23	52	17	20	37	54	14	39	53	74	28	43	71	61

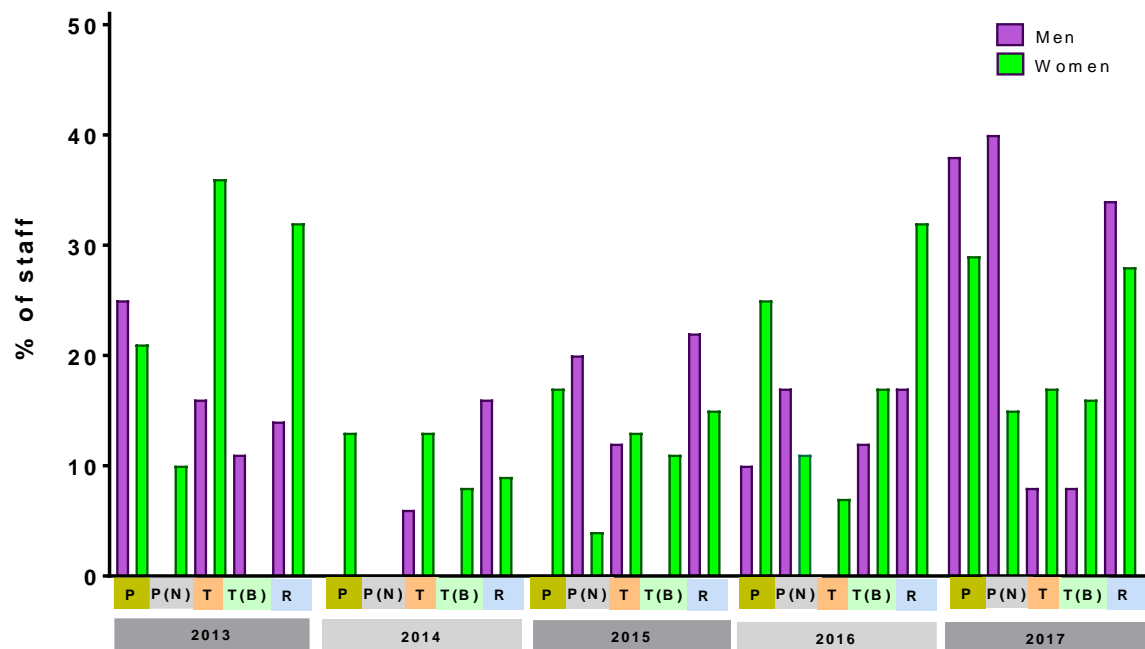
Table 4.2.18 Number of Leavers by reason

	BI All staff - Number of leavers by reason and gender																								
	2013					2014					2015					2016					2017				
	Men	Women	Total	% W	% of Staff	Men	Women	Total	% W	% of Staff	Men	Women	Total	% W	% of Staff	Men	Women	Total	% W	% of Staff	Men	Women	Total	% W	% of Staff
Dismissed	0	0	0	-	0	0	0	0	-	-	1	0	1	0	0	2	3	5	60	2	3	2	5	40	2
End of contract	1	8	9	89	3	4	3	7	43	3	7	8	15	53	5	6	11	17	65	5	10	14	24	58	7
Redundancy	7	5	12	42	4	0	1	1	100	0	0	0	0	-	-	0	0	0	-	-	0	0	0	-	-
Resigned	8	14	22	64	36	6	6	12	50	5	9	9	18	50	6	6	25	31	81	10	10	25	35	71	11
Retirement	0	1	1	100	0	1	2	3	67	1	0	3	3	100	1	0	0	0	-	-	3	2	5	40	2
TUPE transfer	3	1	4	25	1	0	0	0	-	-	0	0	0	-	-	0	0	0	-	-	0	0	0	-	-
Voluntary Redundancy	0	5	5	100	2	0	0	0	-	-	0	0	0	-	-	0	0	0	-	-	2	0	2	0	1
Total	19	34	53	64	18	11	12	23	52	5	17	20	37	54	7	14	39	53	74	12	28	43	71	61	21
% of leavers	36	64				48	52				46	54				26	74				39	61			

Table 4.2.19 Number of Leavers by area and gender

	BI All staff - Number of leavers by area and gender																													
	2013						2014						2015						2016						2017					
	M	% of M	W	% of W	Total	% of Staff	M	% of M	W	% of W	Total	% of Staff	M	% of M	W	% of W	Total	% of Staff	M	% of M	W	% of W	Total	% of Staff	M	% of M	W	% of W	Total	% of Staff
Professional	1	25	5	21	6	21	0	0	3	16	3	13	0	0	3	17	3	12	1	10	4	25	5	19	3	38	5	29	8	32
Professional (Nur)	0	0	3	10	3	9	0	0	0	0	0	0	1	20	2	4	3	5	1	17	7	11	8	12	2	40	10	15	12	17
Technical	7	16	5	36	12	20	2	6	2	13	4	8	4	12	2	13	6	13	0	0	1	7	1	2	3	8	2	17	5	11
Technical (BSU)	2	11	0	0	2	4	0	0	2	8	2	5	0	0	3	11	3	6	3	12	6	17	9	30	2	8	6	16	8	13
Research	9	14	21	32	30	23	9	16	5	9	14	12	12	22	10	15	22	18	9	17	21	32	30	27	18	34	20	28	38	31
Total	19		34		53	18	11		12		23	9	17		20		37	12	14		39		53	16	28		43		71	21
% of leavers	36		64				48		52				46		54				26		74				39		61			

Figure 4.2.6 Leavers by Area and Gender – Data shown as % of that gender P = Professional, P(N) = Professional (Nur), T = Technical, T(B) = Technical (BSU), R = Research



One of our success measures is the career development and progression of our staff. Known next destination for research staff (except 3 women (8%): 1 career break, 2 retirement) was to science or science-related careers: a huge success, with research staff leaving BI being competitively trained and successful in achieving their next position in science. Notably, 5/16 female RAs progressed to PhD study at competitive universities. The international reach of our research staff is wide: next destinations include European, North American and Asian institutions. Uptake of exit interviews requires improvement (33% of which 71% W, [GAP11.1](#)), largely representing research staff (Table 4.2.20). Interestingly, based on available data, more women move to careers in industry than men, explored through [GAP11.1](#).

GAP11.1 Identify reasons for next destination

Future Actions:

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

Table 4.2.20 Destinations of Research Staff

			Destinations (as % of those leaving that post with a known destination)					
			Academia	Industry	Science-related	Non-Science	Career Break	Retirement
Research	PDs	Men	83	11	6	-	-	-
		Women	54	31	8	-	3	4
	RAs	Men	-	-	-	-	-	-
		Women	82	18	-	-	-	-
	GLs	Men	100	-	-	-	-	-
		Women	100	-	-	-	-	-

Staff were asked (2016 consultations) “Have your career aspirations changed during your time at BI?”, 56% of men and 45% of women answered yes. 80% (50% of which W) of Technical (BSU) staff answered yes with a common answer being “yes, as my career has developed here” “I want to reach higher levels... there is always something new and further opportunities available”. 60% (50% of which W) of senior Post-Docs answered yes with one saying “I’m more confident in my ability to progress”.

(v) Equal pay audits/reviews

Terms and conditions (Ts&Cs) – The Institute’s governance changed in 2011 to being independent from the BBSRC. Consequently, all new staff are recruited on BI Ts&Cs. Most pre-2011 staff remain on legacy BBSRC Ts&Cs. 80% of staff (64% W) are on BI Ts&Cs.

Equal pay – All posts are graded through a professionally recognised evaluation system and reviewed by the Grading and Remuneration Committee. All staff are in receipt of a salary within the grade for their post. An ad hoc analysis shows the mean pay in BI5 for example is +0.18% for males whereas the median is + 0.56% for females. In BI6 the mean pay is +0.92% for males whereas the median is 0%. A more thorough analysis is scheduled (GAP1.3).

The Institute’s overall mean **gender pay gap** is 14.8% (median 8.71%) based on hourly rates of pay (snapshot at 5 April 2017). Men are overrepresented in the upper pay quartile, women in the lower. GAP1.3, together with balanced recruitment practices, aims to deliver a gap of less than 10% by 2022.

Procedures are in place for monitoring pay on appointment, exceptional performance awards, promotion and bonuses. An annual report is provided to BEC on performance award nominations and outcomes, with gender being one factor.

The Institute is a member of a sector-based pay club where matters of gender and gender pay gap form part of discussions for making decisions on remuneration and benefits.

GAP1.3 Regularly monitor gender pay gap and equal pay

Further Actions:

- 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

Table 4.2.21 A Picture of the Institute Impact Summary

Major Impacts
Delivered good female student representation Higher than national average male staff in Professional (Nur) maintained Increase in senior women in research

5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: 7500 words – 8535 words

5.1. Key career transition points

Present professional staff, technical support staff and research staff data separately.

(i) Recruitment

The HR business partner model ensures each recruitment has a dedicated supporting staff member. Advert templates ensure consistency and gender neutral language. Short-listing criteria are agreed by the panel before receipt of applications. Independent scoring against criteria determines the shortlist. A significant number of new practices have been adopted ensuring fair and transparent recruitment processes (SAPs 6.1, 8.1, 10.1) (Table 5.1.1). BI practices have contributed to new recruitment guidelines for European life science institutes (Section 5.4(xiii), Figure 5.1.1).

Table 5.1.1 Changes to recruitment practices since e4s project

New BI Recruitment Practices
Business partner model
Employees taken Harvard Implicit Association Test (IAT)
Revamped mandatory recruitment training developed by HR and e4s team
Job-sharing workshops
Unconscious bias seminar
Unconscious bias workshop for managers
Job adverts altered (commitment to E&D, inclusive language, change in essential/desirable criteria)
Institute website revised (demonstrates diversity, WLB & case studies)
Agreement to proactively identify female candidates for senior positions
Interview questions agreed for each candidate in advance
Interview feedback must be received by HR from panel chair before employment offer made
Gender balance at all stages of recruitment monitored

Figure 5.1.1 Recruitment guidelines

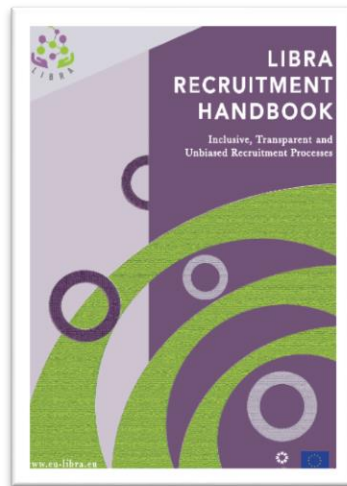


Table 5.1.2-Table 5.1.3 show recruitment data. **GAP2.1-2.2** facilitates ongoing monitoring.

Professional posts attract more applications from women than men, however a greater proportion of men were shortlisted and offered in later years (Tables 5.1.2-3, Figure 5.1.2). To counter unconscious bias in short-listing and offer stages, links to the Royal Society video on unconscious bias will be sent to recruitment panels with all short-listing information (**GAP4.2**).

Professional (Nursery) applications are female dominated (Tables 5.1.2-3, Figure 5.1.3). The impact of increased visibility of male nursery staff through the **e4s** blog (Section 5.4(x)), is increased male applications resulting in a higher than average number of male staff in our nursery, 9% over 5 years (national average is 1-2%, Provider Survey, 2013 Men In Childcare Report).

Technical posts receive a greater number of applications from men than women (Tables 5.1.2-3, Figure 5.1.4), representative of national averages. BI engineering forms 38% of our technical staff but only 9% of the UK engineering workforce are women (Skills and Demands from Industry 2015 Survey, IET). Recruitment here is unbiased.

Technical (BSU) recruitment has improved (Tables 5.1.2-3, Section 5.4(xiii)) recognising an urgent need to recruit and retain skilled staff and address an under-representation of men (Tables 5.1.2-3, Figure 5.1.5), BSU have tailored job adverts using gender-inclusive photographs and quotes from current staff (Figure 5.1.6). Career progression and training programmes are addressed within adverts.

Offering part-time hours and flexibility has attracted experienced senior technicians. Since this recruitment restructure, BSU has not employed agency staff, leading to improved staff morale, performance, career development and retention.

GAP2.2 Further develop HR system

Further Actions:

- i. Implement more advanced and appropriate HR system; Jan-Dec 2020

Research attracts applications from similar numbers of men and women, but women are more likely to be shortlisted (Tables 5.1.2-3, Figure 5.1.7). Analysis of the gender balance at each recruitment stage (Figure 5.1.8) shows that women are consistently over-represented. Research post recruitment has largely been to RA and Post-Doc roles with some recruitment to TTGL. [GAPs 4.2](#) and [10.1](#) aim to mitigate against any biases.

*Table 5.1.2 (Next Page) Numbers of people recruited by area and gender per year – N/D no disclosure of gender; *where accepted numbers < number of posts, recruitment to the post required > 1 recruitment campaign; where accepted numbers > number of posts, additional positions were made available following single recruitment campaign, we have not assigned gender when not disclosed (N/D).*

Table 5.1.3 (Subsequent Page) Applications for advertised posts at Babraham. Data shows applications as % of total applications, shortlisted as % of applications of that gender, offered as % of shortlist of that gender and accepted as % of offers of that gender.

	2013 – Numbers recruited												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	8	46	76	0	3	19	0	1	7	0	1	7	0
Professional (Nur)	7	0	22	0	0	20	0	0	8	0	0	8*	0
Technical	3	72	15	1	9	5	0	4	1	0	2	1	0
Technical (BSU)	5	7	27	1	2	9	0	0	5	0	0	5	0
Research	19	223	255	46	34	39	5	8	11	0	7	11*	0

	2014												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	4	4	48	0	0	8	0	0	3	0	0	2*	0
Professional (Nur)	11	3	89	1	3	39	0	1	9	0	1	7*	0
Technical	5	21	9	13	9	5	3	5	2	0	4	2*	0
Technical (BSU)	6	31	41	0	10	9	0	5	5	0	5	2*	0
Research	41	334	305	66	50	78	6	14	26	0	12	22*	0

	2015												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	5	3	20	3	2	9	0	2	3	0	2	3	0
Professional (Nur)	7	4	21	0	2	17	0	1	7	0	1	6	0
Technical	8	65	10	1	18	3	0	6	1	0	6	1*	0
Technical (BSU)	8	21	42	16	4	12	6	4	6	0	4	5*	0
Research	30	309	396	56	30	66	2	12	16	2	10	13*	1

	2016												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	1	8	9	0	4	1	0	1	0	0	1	0	0
Professional (Nur)	6	2	19	4	2	14	1	0	6	0	0	6	0
Technical	3	58	1	0	9	0	0	3	0	0	3	0	0
Technical (BSU)	4	10	17	0	5	8	0	4	4	4	3	4*	0
Research	23	159	154	74	27	43	5	6	13	0	6	11*	0

	2017												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	9	15	76	9	3	18	0	2	5	0	2	5*	0
Professional (Nur)	15	5	39	7	0	33	2	0	14	0	0	14*	0
Technical	3	10	9	5	4	3	0	2	1	0	2	1	0
Technical (BSU)	3	6	18	2	2	5	1	1	1	0	1	1*	0
Research	18	152	133	22	27	32	1	6	13	0	6	12	0

	2013 – Applications per post												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	8	38	62	0	7	25	0	33	37	0	100	100	0
Professional (Nur)	7	0	100	0	0	91	0	0	40	0	0	100	0
Technical	3	82	17	1	13	33	0	44	20	0	50	100	0
Technical (BSU)	5	20	77	3	29	33	0	0	56	0	0	100	0
Research	19	43	49	9	15	15	11	24	28	0	88	100	0

	2014												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	4	8	92	0	0	17	0	0	38	0	0	67	0
Professional (Nur)	11	3	96	1	100	44	0	33	23	0	100	78	0
Technical	5	49	21	30	43	56	23	56	40	0	80	100	0
Technical (BSU)	6	43	57	0	32	22	0	50	56	0	100	40	0
Research	41	47	43	9	15	26	9	28	33	0	86	85	0

	2015												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	5	12	77	12	67	45	0	100	33	0	100	100	0
Professional (Nur)	7	16	84	0	50	81	0	50	41	0	100	86	0
Technical	8	86	13	1	28	30	0	33	33	0	100	100	0
Technical (BSU)	8	27	53	20	19	29	38	100	50	0	100	83	0
Research	30	41	52	7	10	17	4	40	24	100	83	81	50

	2016												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	1	47	53	0	50	11	0	25	0	0	100	0	0
Professional (Nur)	6	8	76	16	100	74	25	0	43	0	0	100	0
Technical	3	98	2	0	16	0	0	33	0	0	100	0	0
Technical (BSU)	4	37	63	0	50	47	0	80	50	0	60	100	0
Research	23	41	40	19	17	28	7	22	30	0	100	85	0

	2017												
	Posts	Applications			Shortlisted			Offered			Accepted		
		M	W	N/D	M	W	N/D	M	W	N/D	M	W	N/D
Professional	9	15	76	9	20	24	0	67	28	0	100	100	0
Professional (Nur)	15	10	76	14	0	85	29	0	42	0	0	100	0
Technical	3	42	38	21	40	33	0	50	33	0	100	100	0
Technical (BSU)	3	23	69	8	33	28	50	50	20	0	0	100	0
Research	18	50	43	7	18	24	5	22	41	0	100	92	0

Figure 5.1.2 Recruitment at BI – Professional roles

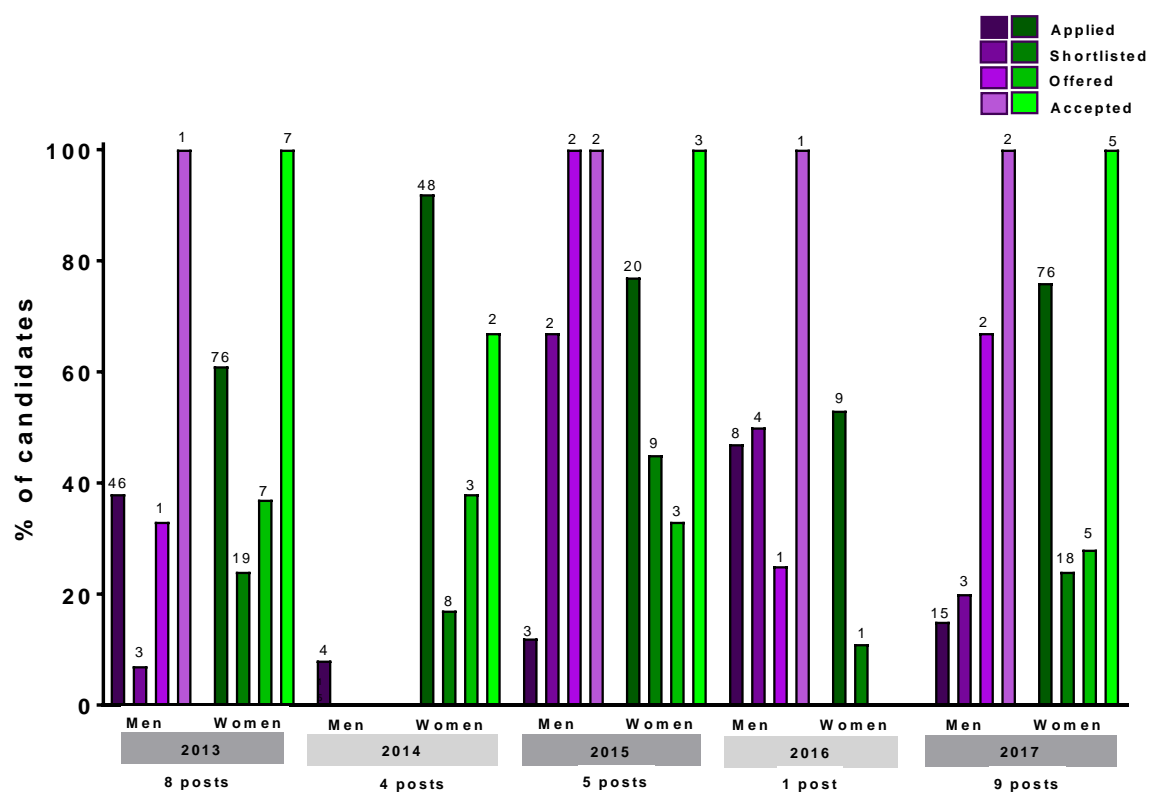


Figure 5.1.3 Recruitment at BI – Professional (Nursery) roles

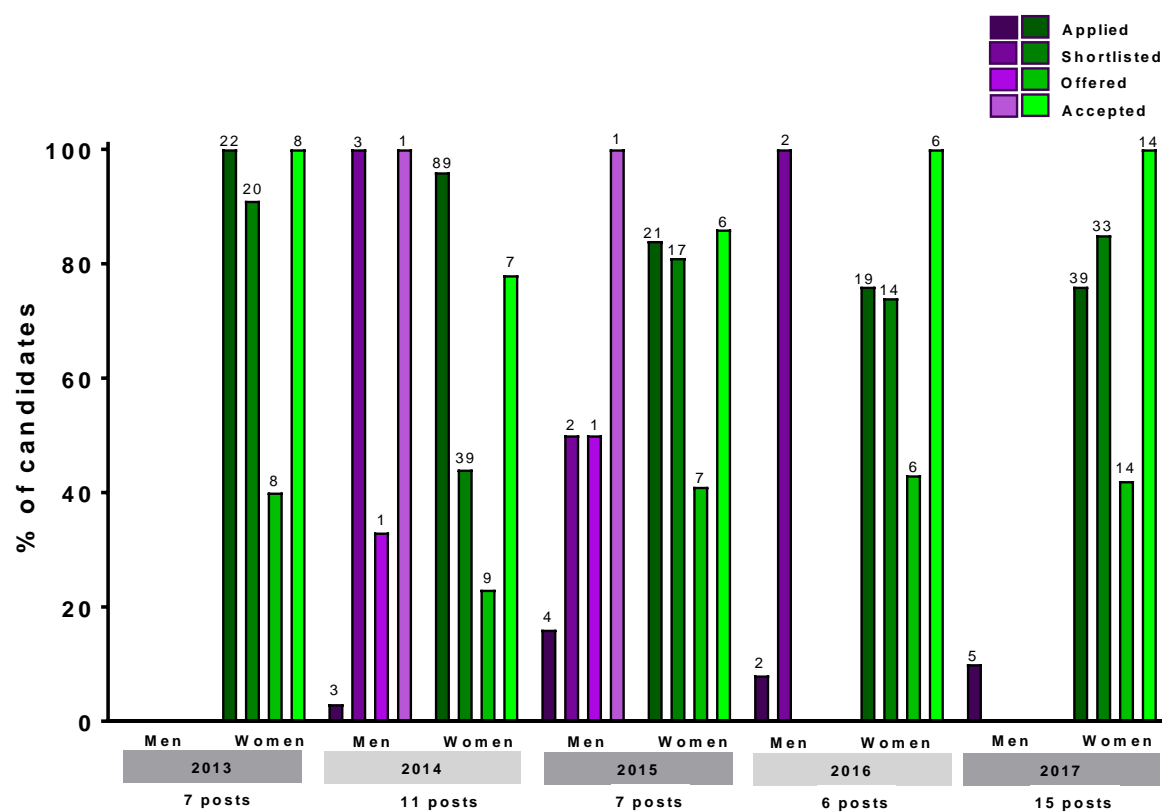


Figure 5.1.4 Recruitment at BI – Technical roles

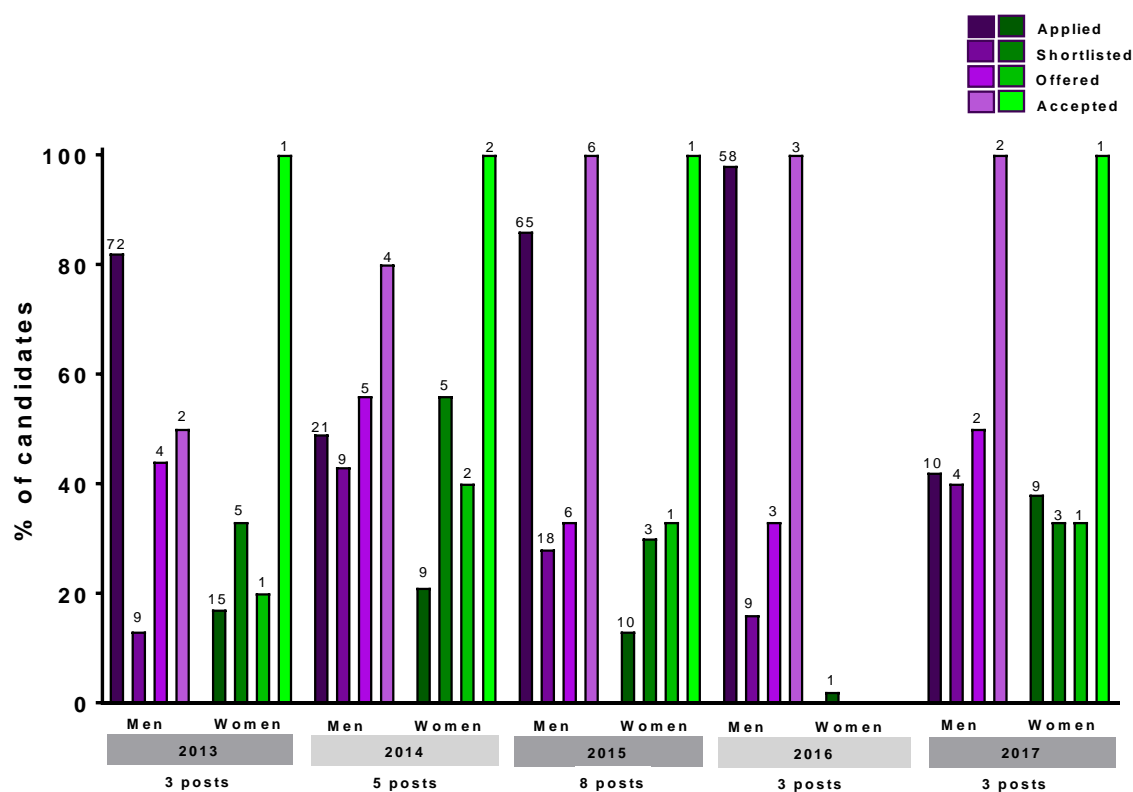


Figure 5.1.5 Recruitment at BI – Technical (BSU) roles

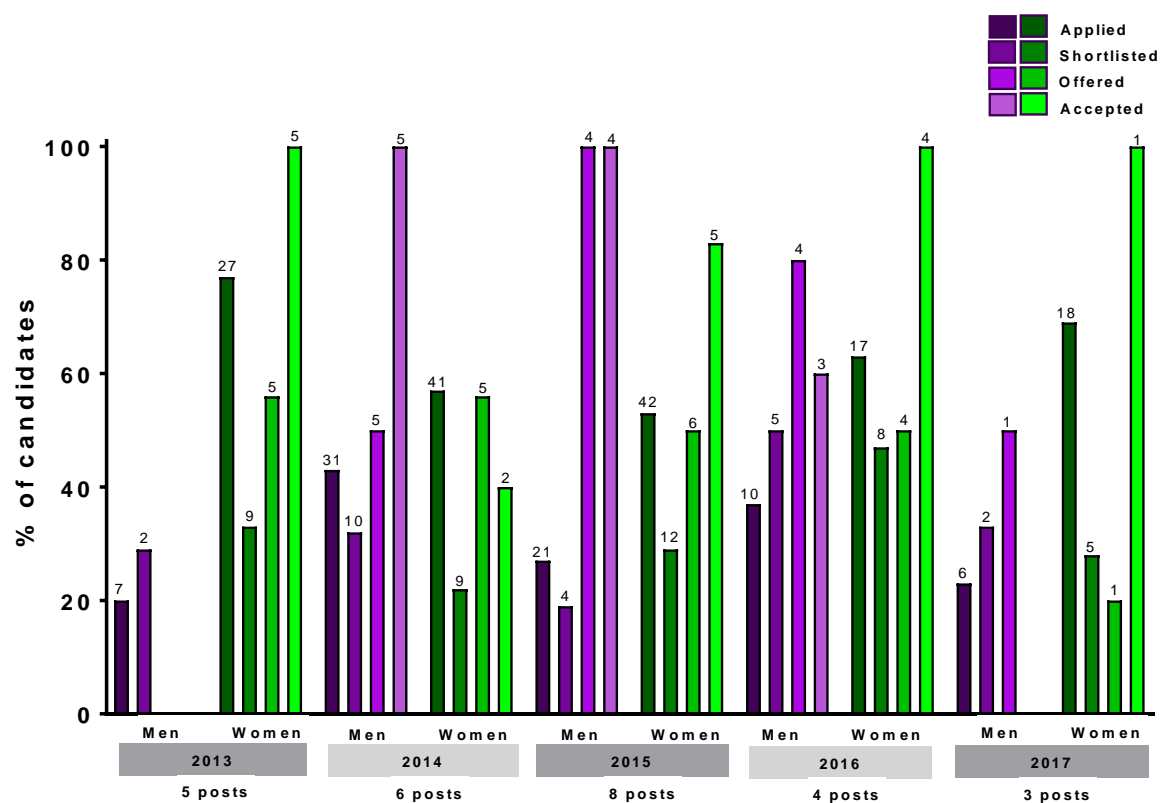


Figure 5.1.6 BSU Recruitment Images

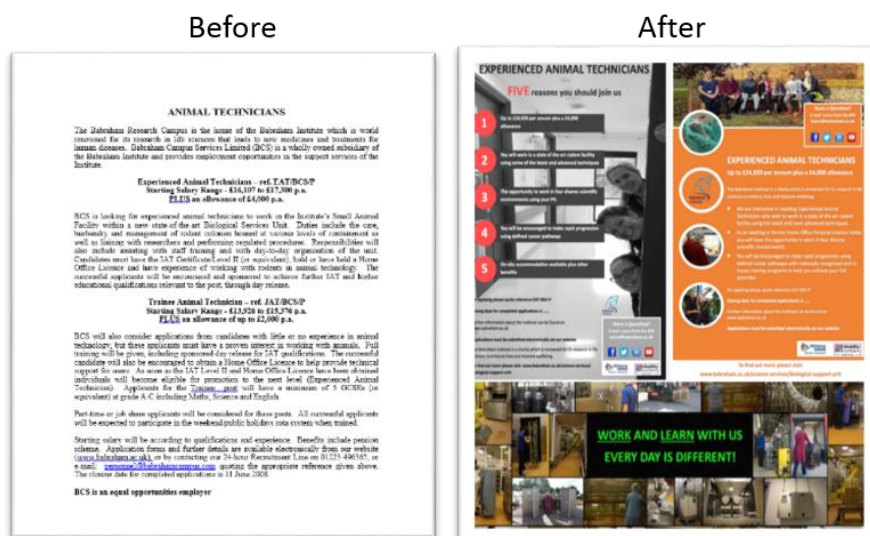


Figure 5.1.7 Recruitment at BI – Research roles

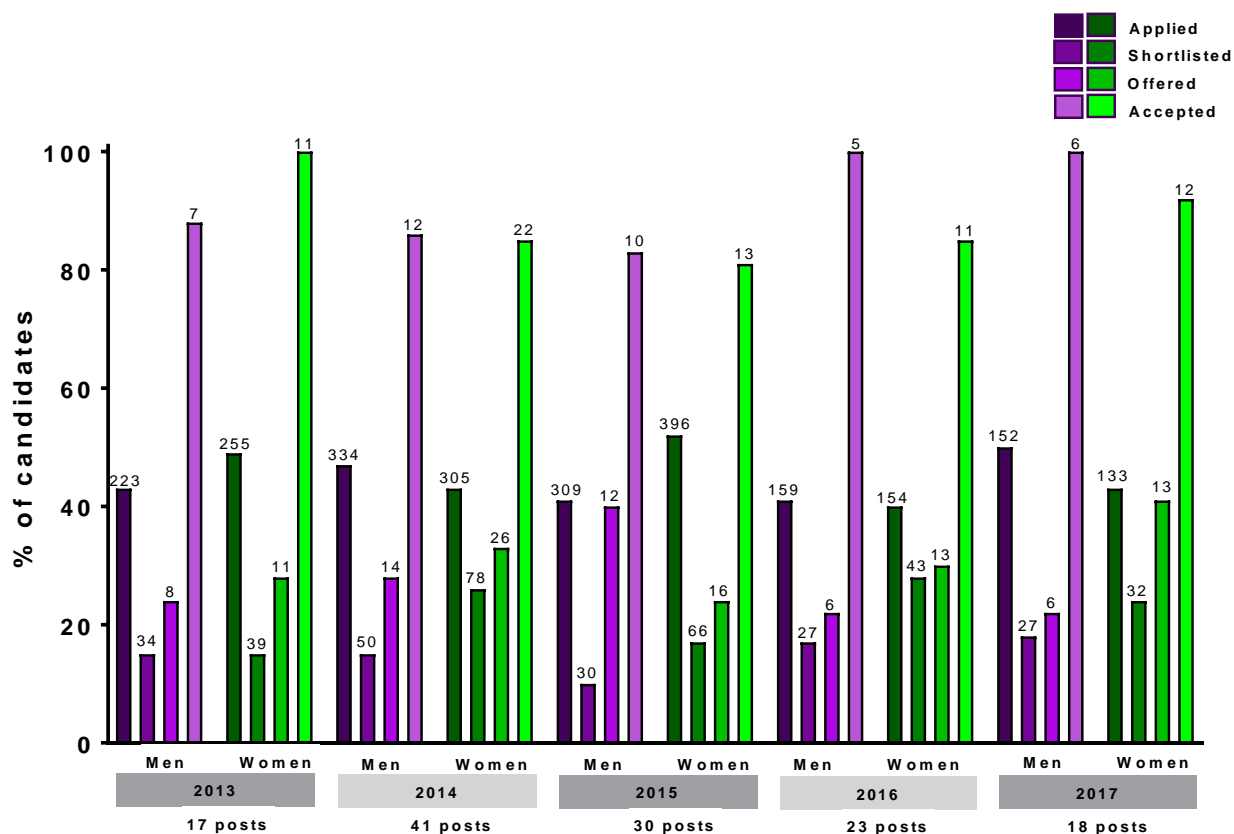


Figure 5.1.8 Recruitment for Research Roles (as a fraction of the total)

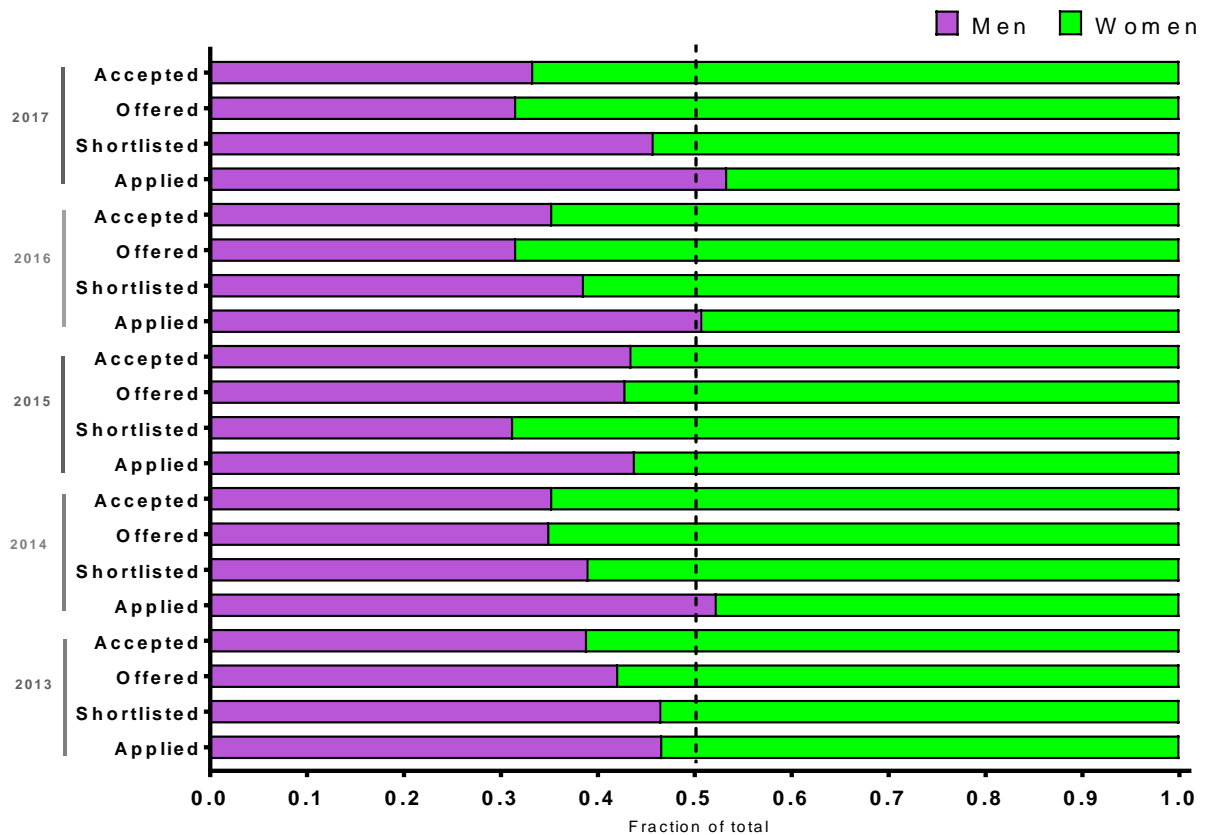


Figure 5.1.9 shows recruitment stages for Post-Doc and RA positions. Men form ~40% of the applicant pools rising to 50% in year 5. Women are more likely to be shortlisted for these roles, particularly RAs. Only three male RAs have been recruited in 5 years (14W).

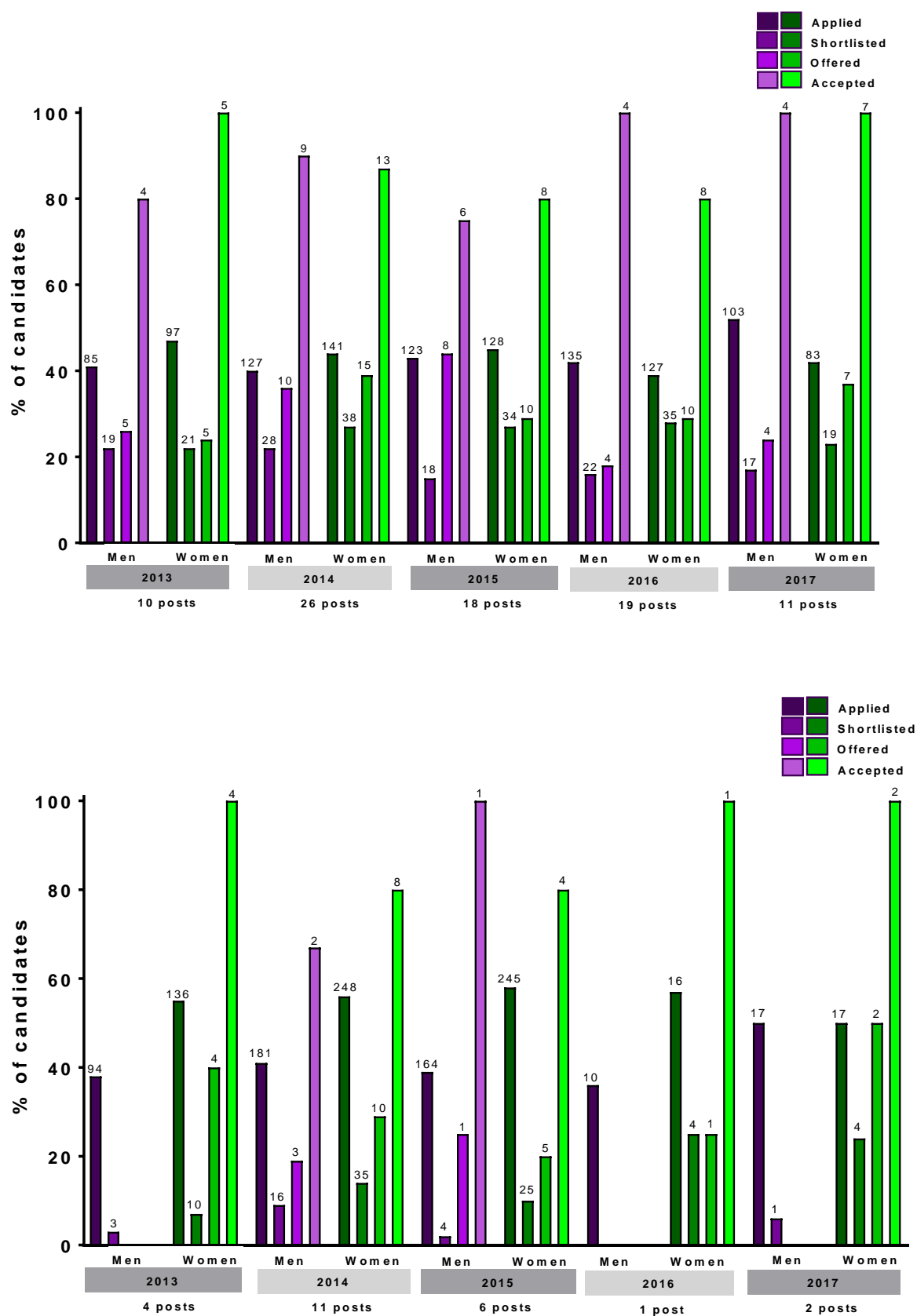
A pilot of gender-blind recruitment of RAs ([GAP10.1](#)) will inform recruitment to more experienced research roles.

GAP10.1 Pilot gender-blind recruitment

Further Actions:

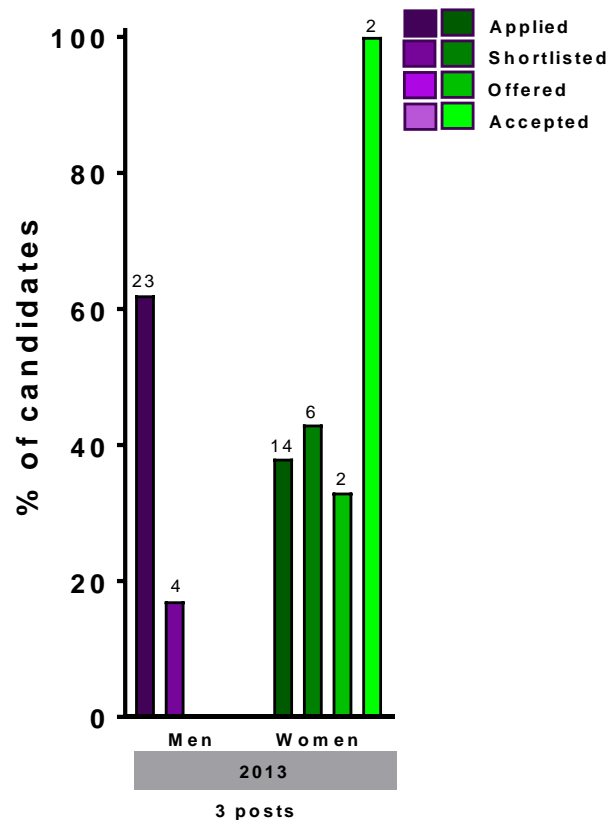
- i. Pilot gender-blind approach to recruitment of RAs where any publications are removed from first round of short-listing; Jan-Dec 2020

Figure 5.1.9 Recruitment for Post-Docs (upper) and Research Assistants (lower)



Despite women having a better success rate in overall recruitment, numbers of senior women (Table 4.2.1) remain low. GLs were last recruited in 2004 and TTGL in 2013. Interestingly in 2012, advertising of TTGL positions attracted only male applicants; the recruitment process was halted and re-advertised (Figure 5.1.10). In the same year a facility manager position was advertised with the same outcome.

Figure 5.1.10 TTGL Recruitment (3 posts advertised, 1 not filled)



In 2018 BI will recruit at least 5 GLs. We are confident that new practices resulting from this project, will lead to a fair and transparent recruitment process with a gender-balanced outcome facilitating excellent science.

(ii) Induction

New arrivals are taken through an initial induction including payment, pensions, benefits, absences and leave, appraisals and reward, working policies and an introduction to the Institute and Campus. This continues over the first week to include H&S, IT and online E&D training.

New Post-Docs are welcomed by the Post-Doc Committee and offered a buddy. Additional amenities and opportunities in the area are highlighted, e.g. UoC (including further Post-Doc induction). Additional policies supporting staff are promoted by the newly-formed Institute Wellbeing Focus Group e.g. mental health training.

Future additions to the induction programme include a checklist for managers, inclusion of the IAT in the E&D training module, triannual lunch & learn sessions highlighting key Institute areas and an online calendar of Institute events (GAP4.3). Induction will be evaluated through biennial staff consultations (GAP2.6).

GAP4.3 Further development of staff induction process

Further Actions:

- i. Create checklist for managers; Jan-Mar 2019
- ii. Triannual 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 May 2020

PhD student inductions occur over two weeks avoiding clashes with MRC/BBRSC/UoC inductions and college matriculations to enable social integration into UoC (Table 5.1.4) (100% attendance, 2017). An introduction to the work of the e4s Team and formal feedback on recruitment and induction experiences will be included through GAP3.2.

Table 5.1.4 2017 PhD Induction Programme

PhD Induction		
Week one	Day one	Harassment, Diversity & Equality
		Public Engagement
		Communications
		Security
	Day two	Health screening
		H&S
		Computing
	Day three	Graduate programme
		HR training & development
		Lunch with Graduate Committee, PhD supervisors
		Laboratory practice & research ethics
		Campus tour
	Day four	Time management & project workshop
Week two	Day one	Purchasing and e-requests
		Animal welfare & Home Office
	Day two	Small animal facility
	Day three	Coffee morning with public engagement committee
		Knowledge exchange and commercialisation
	Day four	Technical services tour
		Student welcome party
	As appropriate	Home Office modules training

Figure 5.1.11 BI Student Party



GAP3.2 Include E&D awareness in student induction

Further Actions:

- 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

(iii) Promotion

Promotion occurs through:

- personal promotion
- job evaluation and grading support (JEGS)
- gaining a qualification
- job application.

Since the e4s project identified an imbalance in recognition of performance at the Institute, BEC now consider all staff for promotion annually. Individuals are also invited to put themselves forward by HR. Criteria and guidance notes are available on the intranet or from HR. The impact of these interventions (SAP4.8) has been a significant increase in promotions and in particular of female Post-Doc promotion (2W 2013-15, 9W 2016, 9W 2017).

Table 5.1.5-6 show combined promotions by grade applied for. While all promotion routes are available to research staff, it has been identified that the criteria for personal promotion does not suit all staff. Furthermore, although awareness has increased, significant numbers of staff do not fully understand the promotions process (Figure 5.1.12). Therefore additional measures will be developed (GAP4.17).

GAP4.17 Clarify promotion process for non-academic staff

Further Actions:

- 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

Table 5.1.5 Combined promotion data by grade applied for

	2013		2014		2015		2016		2017	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
BI 11 to 10				1						
BI 10 to 9		1	2	1		5	5			1
BI 9 to 8		3			1		1	2		
BI 8 to 7						2		1		
BI 7 to 6				1		2	1	3		
BI 6 to 5	2	2	2	1	2	1	5	9	2	9
BI 5 to 4			2		1	1	1		1	2
BI 4 to 3		1	1		1					
BI 3 to PC2					1		2			
PC2 to PC1	1				1					
Total	3	7	7	4	7	11	15	15	3	12
% of staff	2	4	6	3	6	6	11	8	2	5

Table 5.1.6 Promotion data separated by promotion path

	2013		2014		2015		2016		2017	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Personal promotion/tenure track process										
BI 11,10 to 9										
BI 9 to 8										
BI 8 to 7										
BI 7 to 6				1						
BI 6 to 5	2	2	1	1	1		2	6	1	6
BI 5 to 4			1				1		1	1
BI 4 to 3		1	1							
BI 3 to PC2							2			
PC2 to PC1	1				1					
Total	3	3	3	2	2	0	5	6	2	7
Job evaluation and grading support										
BI 11,10 to 9										
BI 9 to 8		1			1		1	1		
BI 8 to 7						2		1		
BI 7 to 6						2	1	3	1	2
BI 6 to 5			1		1	1	2	3		
BI 5 to 4			1							1
BI 4 to 3					1					
BI 3 to PC2					1					
PC2 to PC1										
Total	0	1	2	0	4	5	4	8	1	3
Job application										
BI 11,10 to 9										
BI 9 to 8		2						1		
BI 8 to 7										
BI 7 to 6										
BI 6 to 5							1			1
BI 5 to 4					1	1				
BI 4 to 3										
BI 3 to PC2										
PC2 to PC1										
Total	0	2	0	0	1	1	1	1	0	1
Qualification gained										
BI 11,10 to 9		1	2	2		5	5			1
BI 9 to 8										
BI 8 to 7										
BI 7 to 6										
BI 6 to 5										
BI 5 to 4										
BI 4 to 3										
BI 3 to PC2										
PC2 to PC1										
Total	0	1	2	2	0	5	5	0	0	1

All staff are eligible for promotion, however if recently promoted or started they are unlikely to meet criteria. Table 5.1.7 shows success rates of applications. Unsuccessful applicants are given feedback and offered mentoring, training and advice as appropriate.

Table 5.1.7 Combined promotion success rate

	2013		2014		2015		2016		2017	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
BI 11 to 10				100						
BI 10 to 9		100	100	100		100	100			100
BI 9 to 8		100			100		100	100		
BI 8 to 7						100		100		
BI 7 to 6				50		100	100	100		
BI 6 to 5	100	100	100	50	100	100	83	100	100	100
BI 5 to 4			100		100	100	50	0	100	100
BI 4 to 3		100	50	0	100				0	
BI 3 to PC2			0		100		100			
PC2 to PC1	100				100					

In 2016, 40% of the women receiving a promotion worked part-time (Table 5.1.8), thus excellent staff are recognised irrespective of working pattern.

Table 5.1.8 Combined promotion data by full-time part-time status

	2013		2014		2015		2016		2017	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
FT	3	6	6	3	7	10	15	9	3	11
PT	0	1	1	1	0	1	0	6		1
Total	3	7	7	4	7	11	15	15	3	12

BI policy ensures that there is no impact of career breaks on promotion:

‘My line managers have been incredibly supportive of my career development regardless of my personal situation. They encouraged me to apply for my first promotion from RA to Post-Doc, I was interviewed and offered the position during my first pregnancy. Seven months into my second pregnancy they encouraged me to apply for promotion to senior research associate. I was offered the position while on maternity leave’

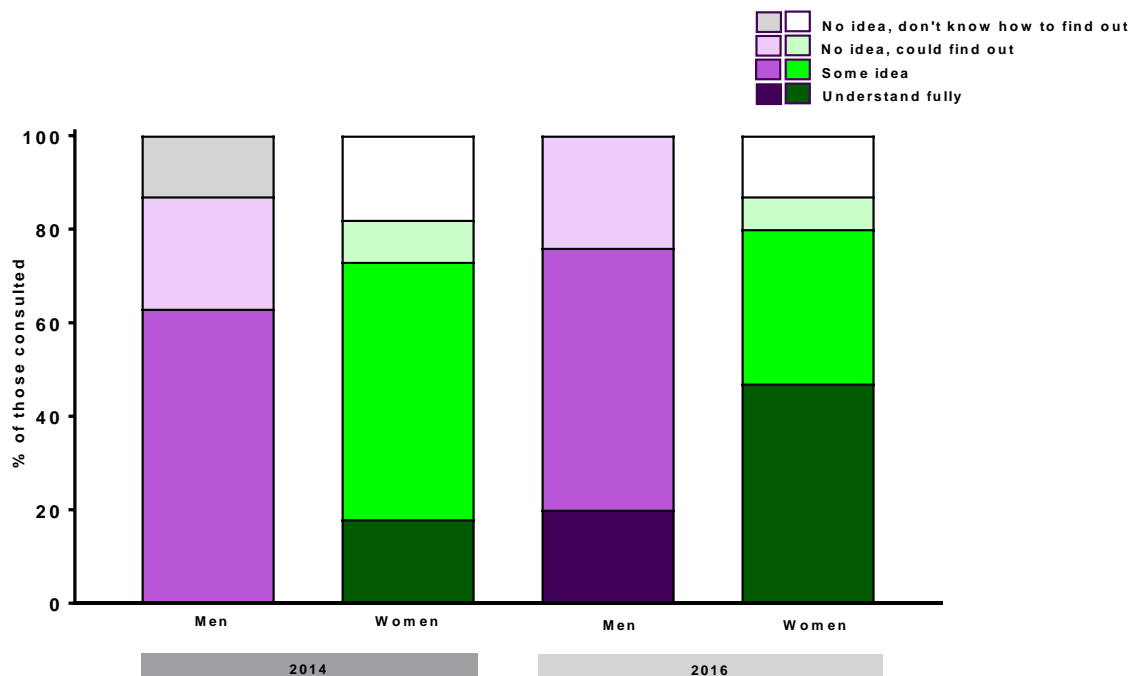
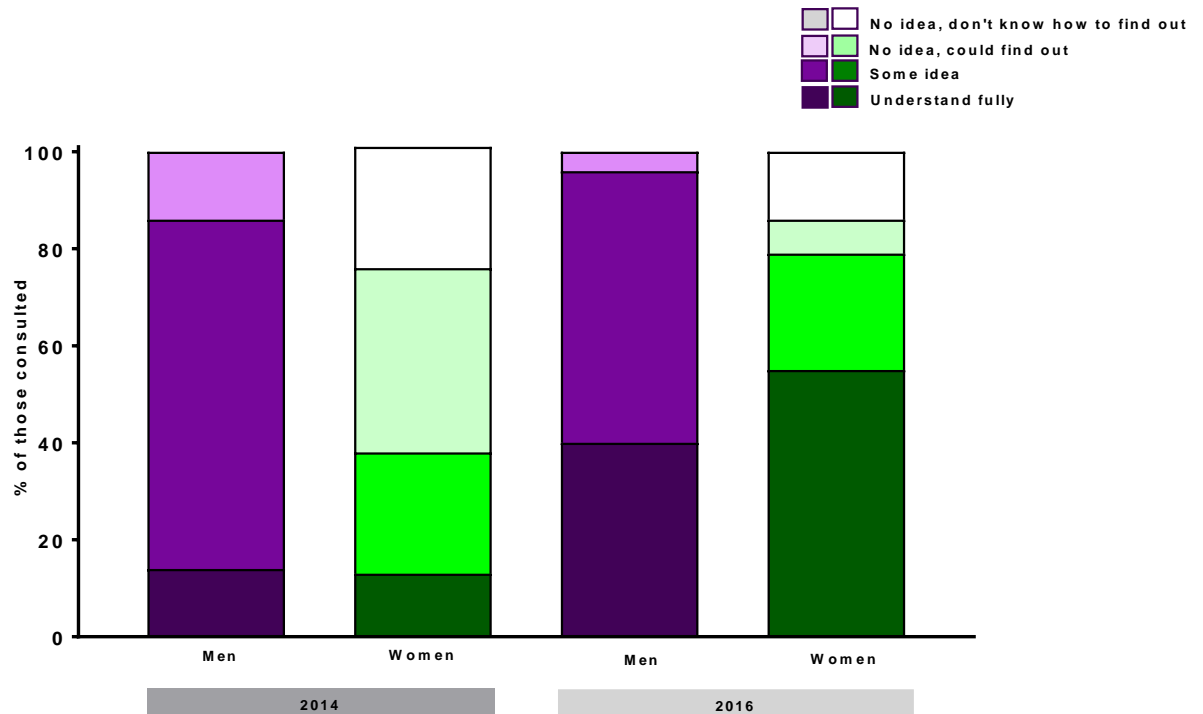
—Senior Research Associate (W)

Successful promotions are communicated and celebrated with staff.

Staff taking on additional responsibilities, short or long-term, are recognised with appropriate allowances (9W, 7M).

Figure 5.1.12 shows a clear improvement in staff understanding of performance and reward and promotion at BI, this has led to improved success rates, especially for women.

Figure 5.1.12 Staff understanding of performance and reward (upper), promotion (lower)



GAP4.16 Monitor promotion rates

Further Actions:

- 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

GAP4.18 Monitor gender balance of promotion panels

Further Actions:

- i. Record promotion panel members by gender; Oct 2019-2022

Table 5.1.9 Major Impacts in Key Transition Points

Major Impacts
Improved recruitment practices Senior recruitment halted if single-gender shortlist Increase in senior women in research More women applying for and achieving promotion Part-time staff promotions increased Promotions awarded during/after periods of leave

5.2. Career development

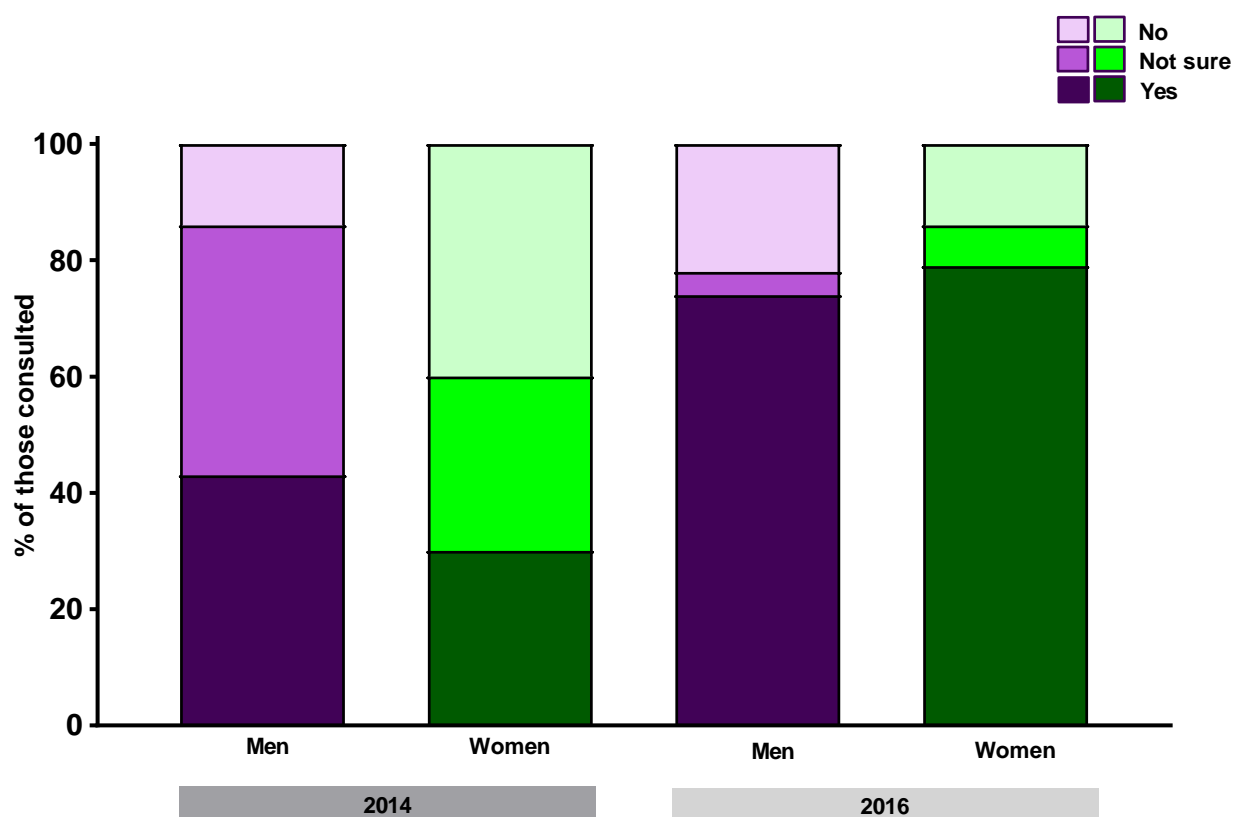
Present professional staff, technical support staff and research staff data separately.

(i) Training

HR oversee training with a dedicated budget. Staff are supported to take responsibility for their own training needs and training is discussed in appraisals. Figure 5.2.1 shows a dramatic improvement in staff feeling encouraged to take part in career development opportunities.

A new HR assistant role was created in 2017, recognising the need for improved coordination of learning and development (L&D).

Figure 5.2.1 Do staff feel encouraged to take part in career development opportunities?



Training is largely delivered by external training professionals (Table 5.2.1-3). Post-Docs also benefit from UoC opportunities, support staff are encouraged to participate in professional body training (e.g. ARMA, IAT, LASA).

Following staff consultations, SAP4.4 addressed the problem that many high-profile career development courses are held overseas, often preventing those with home responsibilities from attending. The e4s team worked with local partners (MRC, Crick and Sanger) to ensure these same courses are available locally (impact demonstrated in quote below) (GAP4.9).

GAP4.9 Leadership training for Post-Docs

Future Actions:

- i. Local leadership courses with the MRC, Crick 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

“Sometimes it can be a challenge to balance work commitments and family life especially with regards to travelling to meetings & conferences. I benefitted being able to participate in the highly regarded EMBO lab management course in Cambridge without having to travel to Heidelberg spend three days away from home. In addition, networking with other UK participants provided the opportunity to establish a peer-mentoring group and has enabled us to hold subsequent meetings.”

—Senior Research Assistant (W)

Table 5.2.1 Examples of Training offered at Babraham. – *Courses new since the e4s project began, **courses re-vamped since e4s project began.

Examples of Training		
Babraham	Local	Europe
Mentoring Masterclass* Mentoring Essentials* How to be a Mentee* Research Integrity* Publishing Ethics* Peer Review* Recruitment and selection (new starters)** Recruitment and selection (refresher)** Line Management** Performance Appraisal (Managers)** Performance Appraisal (job-holders)** Confident Communication* Time management Note taking Unconscious Bias* How to deal with difficult people* Mindfulness* Mental Health First Aid Lite* Recharge and Refocus Wellbeing session* Equality & Diversity e-learning** Unconscious Bias e-learning Unconscious Bias for Managers e-learning* Job-sharing workshop*	EMBO for Post-Docs* Post-Doc Symposium* Pathway to Independence EMBO self-leadership for female scientists*	EMBO for Post-Docs EMBO for GLs LIBRA Career Development Compass for female scientists (Figure 5.2.2)*

Figure 5.2.2 LIBRA Career Development Compass For Female Scientists Attendees



Table 5.2.2 Examples of Training uptake.

Examples of Training Uptake	
Confident Communication (2015)	25W, 6M
Recruitment and Selection (2016)	15W, 21M
Mentoring (2015)	5W, 9M
Mentoring (2016)	2W, 10M
Pathways to Independence (2015)	1W, 3M
Pathways to Independence (2017)	4W

Table 5.2.3 Examples of Training uptake- EMBO.

EMBO		
Year	Post-Docs	GLs
2013	10W, 10M	1M
2014	8W, 3M	3W, 2M
2015	2W	2W
2016	3W, 1M	1W
2017	2W	-
2017 (local)	4W, 2M	-

Unconscious bias training was very well received with a seminar for all staff and a more focused workshop with LMs and GLs and has been used as a model of best practice by the other members of the LIBRA consortium.

"I actually really enjoyed the unconscious bias seminar, I will be honest and say that it was not something I was looking forward to it but I found it very interesting."
—Technical BSU Manager (M)

GAP4.5 Co-ordination of staff training and its evaluation

Future Actions:

- 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; Ongoing from Oct 2018

Feedback is collected after training courses to inform future opportunities.

In 2016 the e4s team conducted a survey to assess training needs of PDs. 90% of respondents requested a grant/fellowship writing course. **GAP4.11** will deliver a comprehensive course in 2018.

The Institute's core capabilities also provide training (Figure 5.2.3), e.g. Bioinformatics (Figure 5.2.4), Imaging and Flow provide one-to-one training and courses e.g. Image J (2017 23%M, 78%W), Cytometry (2016-17 31%M, 69%W). Gender imbalances in participation will be explored (**GAP4.12**).

GAP4.11 Grant writing course for Post-Docs

Future Actions:

- i. Deliver grant writing course to Post-Docs biennially; Nov 2018 and 2020

GAP4.12 Investigate why there is a gender imbalance in uptake of training opportunities

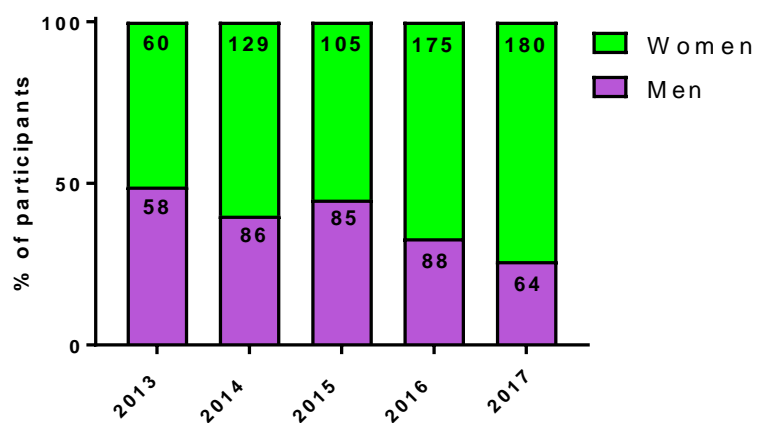
Future Actions:

- 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

Figure 5.2.3 Facility Training – From top left: flow cytometry training courses, bioinformatics course, Imaging facility training



Figure 5.2.4 Uptake of bioinformatics training



Staff and students are also encouraged to undertake external training (section (iii), (iv)) and/or tailored training based on personal needs.

(ii) Appraisal/development review

Appraisal is annual. Pay award is dependent on successful timely completion (GAP4.28).

Individuals evaluate their performance against objectives agreed with their LM and describe other work-related activities. Staff and LMs meet to discuss and agree performance scores and future objectives. The co-signatory reviews and the individual can respond before sign-off.

Table 5.2.4 shows completion rates (% of eligible pool) of appraisals. Overall, we see high completion rates of appraisals. There is little gender difference.

Table 5.2.4 Appraisal completion rates

	2013		2014		2015		2016		2017	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
BI AP							100			
BI 10,11		100	100	100	100	100	100	100	100	100
BI 9	100	100	100	100	100	96	100	100	100	100
BI 8,7	100	84	100	100	100	100		100	100	88
BI 6	96	94	100	97	100	98	100	100	95	94
BI 5	100	94	100	100	100	100	100	100	87	90
BI 4	93	100	100	100	87	100	87	100	85	80
BI 3	83	100	100	100	80	100	50	100	100	100
PC 2	100		100		100		100		100	
PC 1	100		100		100		100		100	

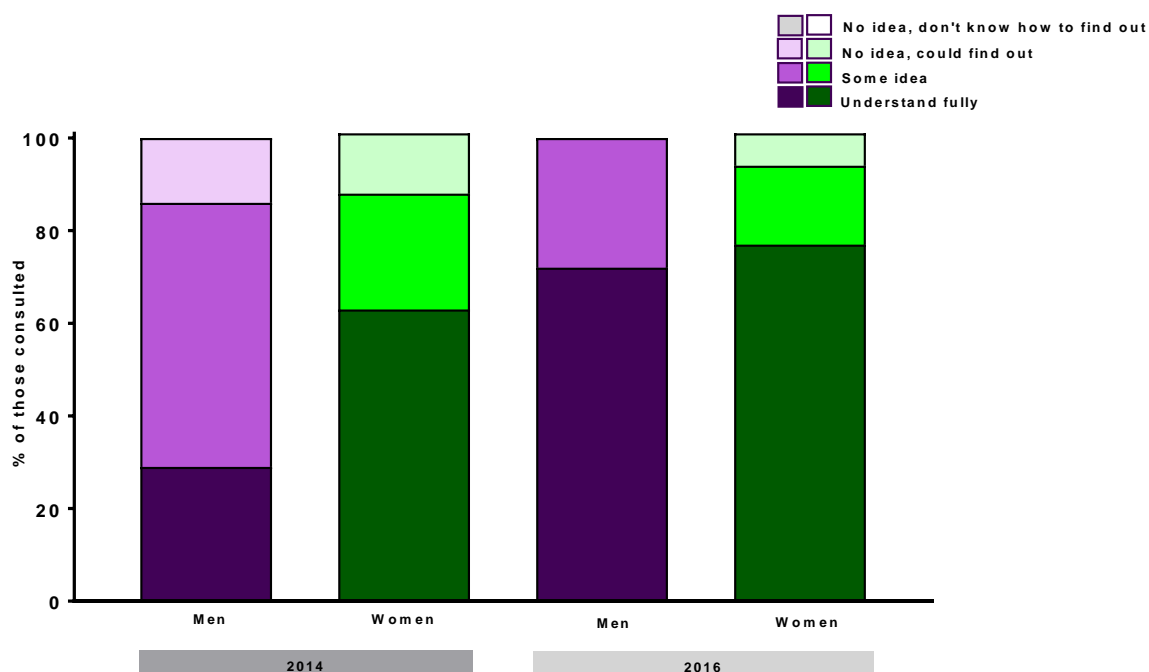
Since our Silver Award, improved communication has led to increased understanding of the process (Figure 5.2.5). In 2016/17 two compulsory workshops were developed for appraisers and appraisees to increase understanding of purpose and process.

GAP4.28 Monitor appraisal completion rate

Future Actions:

- i. Ongoing monitoring of appraisal completion rates; June 2018-2022

Figure 5.2.5 Staff understanding of appraisals



(iii) Support given to staff for career progression

Table 5.2.5 shows examples of support mechanisms in place for career progression.

Table 5.2.5 Examples of support given for Career Progression

Area	Examples
Professional	ARMA, CIPD, IAM membership, financial support/time to complete a qualification
Professional (Nur)	Apprenticeships, financial support/time to complete a qualification
Technical	Apprenticeships, mentoring, in-house training, support for further education (HNC, degree-level qualifications), professional body membership e.g. CIOB
Technical (BSU)	Apprenticeships, defined career development pathways and training, Body membership e.g. IAT; LASA; LAVA, training through BLF
Research	Post-Doc and PhD travel funds, funded places to EMBO, LIBRA Career development compass, laboratory management, leadership courses, mentoring programme, sponsorship, grants office support and training, EU-LIFE Post-Doc Retreat

Mentoring

While organic mentoring has always existed at Babraham and is part of every-day life (Case study: SS), following comments in 2014 consultations, SAP4.3 delivered mentoring for Post-Docs and RAs (11W, 4M) receiving excellent feedback. Currently using mentors from the Institute, the e4s team and HR are in discussion with their local L&D network (including MRC, Crick & Sanger) and BI campus companies to increase the mentor pool.

'The Institute has been extremely supportive of my career progression. In addition to attending training courses specific to my role, BI is now supporting me through a Master's Degree with the Open University, allowing me time off to study and write assignments.'

—Professional Manager (W)

GAP4.7 Evaluate and expand Post-Doc mentoring scheme

Future Actions:

- 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

GAP4.8 Broaden mentoring opportunities

Future Actions:

- 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

GAP4.10 International networking opportunities for Post-Docs

Future Actions:

- i. Institute financially support attendance of 30% of Post-Docs to EU-Life Post-Doc Retreat; Nov 2018

Travel

Post-Docs benefit from a dedicated travel budget funding attendance at scientific conferences up to £1500. In 2017 27 Post-Docs/RAs received funding (41% M, 59% W). Post-Docs were also supported to attend the EU-LIFE Post-Doc Retreat in Portugal (14W, 10M).

Apprenticeships

BSU, nursery and engineering provide apprenticeship schemes. BSU's pilot scheme trained three apprentices (1M, 2W), all were successful and now employed within BSU (Section 5.4(x) and Figure 5.4.11). More apprentices will be trained in BSU, IT and finance in 2018 (GAP4.4).

GAP4.4 Wider uptake of apprenticeship scheme

Future Actions:

- 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

Professional bodies

BI supports membership of many professional bodies, recently including the Institute of Administrative Management (IAM). This allows staff an external informal network and access to further training. Greater awareness of opportunities will be addressed (GAP4.3).

GAP4.3 Further development of staff induction process

Future Actions:

- i. Create checklist for managers; Jan-Mar 2019
- ii. Triannual 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; 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 May 2020

Job-sharing

BI supports job-sharing enabling career progression (Case study: CS) whilst allowing time for other responsibilities (SAP9.2) (4W). The e4s Team initiated and developed a workshop (Figure 5.2.6) with Ginibee, a local job-sharing agency, and CamAWiSE, a local network, to raise job-sharing awareness and offer practical methods (6M, 27W

attended). Our existing Post-Doc job-sharers worked closely with Ginibee to develop their understanding of a Post-Doc's role and its challenges.

Role-sharing will be explored by the BSU to support staff in widening their skillset (GAP4.6).

GAP4.6 Role-sharing scheme in BSU

Future Actions:

- i. Implement role-sharing scheme enabling staff to develop skills in other areas of the BSU; June - Dec 2018

Figure 5.2.6 BI Job-Sharing Workshop



New Parents' Travel Support

The Institute financially supports childcare enabling staff with children under one to participate in activities that require travel away from home. GAP4.25 will increase awareness of this support.

GAP4.25 Increase awareness of new parents' travel policy

Future Actions:

- i. Policy available on intranet; Mar 2019
- ii. Promote policy via email and e4s blog; Oct 2019

(iv) Support given to students for research career progression

The BI Graduate Tutor, Assistant and Committee actively support students' progression providing pastoral support to complement supervision and academic mentoring (SAP3.3). Student members of the Graduate Committee act as a voice (and ear) for other Institute students. Students organise an annual party, the annual Symposium of Biological and Life Sciences (SymBLS) conference (in collaboration with Cambridge networks), coffee mornings and other social and networking events.

*Table 5.2.6 Examples of Student support mechanisms in place– *New since the e4s project began, **revamped.*

Examples
Graduate programme (tutor, assistant, committee)
Personal committee (PhD supervisor, mentor, pastoral mentor*)
UoC careers service
BI careers talks (KEC 360 week*, My Life In Science seminars* and afternoon teas*)
PhD KEC travel fund
Training**
Grants office support
SPOC consider applications for extension/bridging funding
UoC careers service leaflets/information on-site*

The Graduate Committee assess applications to the PhD travel fund with up to £500/student available. UoC college travel funds are also available. In 2016/17, 18 awards were made (6% M 94% W).

The UoC careers service is accessible to students. Lack of awareness of this service will be addressed by GAP4.15. Following requests (2014 consultations) for more information about alternative careers, SAP4.7 established an annual Science 360 event. Speakers covered careers in science policy, communication and pharma. Attendance is predominantly female (75% W) (Figure 5.2.7). Barriers to male participation will be explored in GAP8.4. In addition, the e4s Team have prominently displayed UoC careers information.

GAP4.15 Improve signposting to career advice

Future Actions:

- i. Include information about UoC Careers Service within Research staff induction; Ongoing from Jan 2019

Figure 5.2.7 360 Science events – Left: Policy careers, Right: Communications careers



GAP8.14 Explore why alternative career events are predominantly attended by women

Future Actions:

- i. Monitor attendance of Science 360 events; Ongoing from 2018
- ii. Include questions about alternative careers in PhD and Post-Doc focus groups; Ongoing from 2019
- iii. Survey need for information on alternative careers through Staff Engagement Survey; 2019 and 2021

(v) Support offered to those applying for research funding

In 2013 the Director established the Grants Office to support grant applications from staff and students. Through horizon scanning, development of proposals, supporting internal review and submission, the Office has enabled higher than average success rates e.g. 50%

success rates for both Horizon 2020 Marie Skłodowska-Curie Fellows (4W, 1M) and ERC applicants (2W), compared to 13% and 12% scheme success rates respectively (Tables 5.2.7-9). While BI success rates for both men and women are higher than scheme averages for RCUK and Horizon 2020, women have lower success rates than men (at RCUK). SPOC will continue to monitor grant application and success rates by gender to identify possible barriers and implement mitigating actions (GAP4.29).

Table 5.2.7 BI RCUK Grant Success by gender

	BI success rate (all grants)		BBSRC success rate (grants)		MRC success rate (research grants)	
	Men	Women	Men	Women	Men	Women
2013	67%	38%	31%	26%		
2014	42%	44%	32%	24%		
2015	35%	15%	27%	23%		
2016	42%	38%	26%	26%		
2017	20%	22%			22%	23%
Average	41%	31%	32%	25%	22%	23%

Table 5.2.8 BI Grant Success (5 years) by funding Organisation

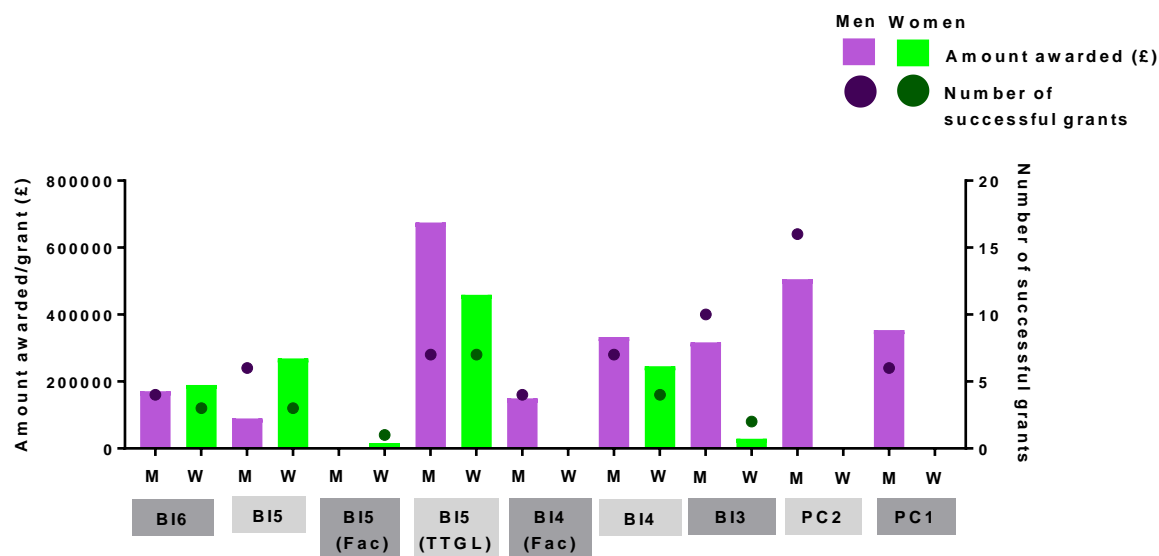
	BI Grant Success (5 years)					
	Men			Women		
	Successful	Total	% Success	Successful	Total	% Success
Charity	18	37	49	4	15	27
Government Department	14	31	45	3	6	50
Industry	5	7	71	1	2	50
International Funding Organisation	10	32	31	8	25	32
Research Council	13	39	33	5	21	24
University	1	4	25	1	2	50
Total	61	150	41	22	71	31

Table 5.2.9 BI Grant Success by Grade (and position)

	BI Grant Success by Grade (and position)									
	2013		2014		2015		2016		2017	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
BI 6 (PDs)	75%	0%	20%	67%	0%	17%	20%	17%	0%	13%
BI 5 (Facility)	N/S	N/S	N/S	100%	N/S	N/S	N/S	N/S	N/S	N/S
BI 5 (TTGL)	0%	0%	43%	50%	33%	0%	25%	50%	40%	25%
BI 5	50%	100%	0%	0%	N/S	75%	100%	50%	50%	N/S
BI 4 (Facility)	0%	N/S	100%	N/S	N/S	N/S	100%	N/S	N/S	N/S
BI 4	67%	50%	29%	0%	67%	25%	33%	33%	0%	0%
BI 3	75%	N/S	0%	N/S	33%	N/S	50%	N/S	0%	N/S
PC 2	75%	N/A	83%	N/A	50%	N/A	50%	N/A	50%	N/A
PC 1	N/S	N/A	100%	N/A	29%	N/A	33%	N/A	40%	N/A

*N/S = No submissions, N/A= Not applicable (no one able to apply at that grade)

Figure 5.2.8 Amount awarded by gender, grade and position (Fac: facility staff)



GAP4.29 Address gender differences in external funding success rates

Future Actions:

- Monitor application and success rates; Ongoing from June 2018
- Ensure support is equally sought by all genders; Ongoing from June 2018
- Raise gender imbalanced success rates with RCUK; Jan-Dec 2021

Table 5.2.10 Major Impacts of Career Development

Major Impacts
<p>New HR assistant (L&D responsibilities)</p> <p>Improved training</p> <p>More staff encouraged to participate in development opportunities</p> <p>Individuals benefitting from local high-profile courses</p> <p>Increased understanding of appraisal process</p> <p>Post-Doc/RA Mentoring programme</p> <p>Successful apprenticeship scheme</p> <p>Post-Doc job-share</p> <p>Improved support for students</p>

5.3. Flexible working and managing career breaks

Present professional staff, technical support staff and research staff data separately.

(i) Cover and support for maternity and adoption leave: before leave

Once a staff member or student notifies their LM or HR of pregnancy, support arrangements are put into place (Table 5.3.1).

*Table 5.3.1 Arrangements in place for maternity and adoption support: before leave – *New and **revamped since e4s project*

Essential	Provided - Uptake optional
Notify HR	e4s maternity matters intranet*
Meeting with HR (Table 5.3.2)	HR intranet**
Maternity policy	e4s confidential advisors*
Meeting with H&S (Confidential risk assessment)	Nursery advice & visit
Notification to LM	NSS, childcare voucher, tax-free childcare advice
Meeting with LM	Pregnancy chairs/equipment
Time off for maternity appointments	Pregnancy parking
	Occupational health room (rest)
	Yoga (teacher experienced in pregnancy)

Table 5.3.2 Items covered in maternity meeting with HR

Meeting with HR
Due date confirmation
Check confidential risk assessment carried out
Confirm LM informed
Confirm eligibility for enhanced maternity pay (discuss entitlement)
Discuss:
Annual leave (advice on management of entitlement for maximum benefit)
KIT days
On-site Nursery and NSS scheme
Notification requirements and dates
Shared parental leave
Highlight intranet pages and maternity policy

Employees are entitled to 52 weeks leave (26 weeks full pay, 13 weeks statutory pay and a further 13 weeks unpaid). SAP3.4 resulted in students now receiving additional stipends covering 6 months of leave (promoted and evaluated in GAP3.4).

GAP3.4 Evaluate experience of pregnancy and leave during studentship

Future Actions:

- 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

Parental leaves are treated equally including surrogacy:

"Babraham honoured my maternity leave giving me the same leave as anyone else when they were not legally obliged to at the time. I'm very appreciative of the support that Babraham has provided me with."

—RA, AS Consultation response 2016 (W)

Maternity cover is provided for those on indefinite contracts (Table 5.3.3) and in all areas other than research. Research maternity cover is provided on a case-by-case basis following discussions with the individual and funder (if grant-funded). Often individuals choose to have an extension to their contract rather than a maternity cover. The impact of SAP4.9 has been an increase in research covers recognising the importance of this issue for career progression (Table 5.3.4). **GAPs 4.19** and **4.20** aim to ensure cover is provided for all leaves in addition to grant extensions from the funder.

GAP4.19 Routinely cover indefinite and limited term contract leaves

Future Actions:

- 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

GAP4.20 Lobby funders for routine cover of maternity leave

Future Actions:

- i. Raise challenge of parental leave cover with funders e.g. Wellcome Trust, UKRI; Jan 2019 - Dec 2020; June 2018

The e4s team worked with HR and TTGLs to produce a new GL and Manager parental leave policy (SAP6.2). It covers:

- extending the tenure clock for any TTGL taking parental leave (beyond maternity leave)
- supervision of students and Post-Docs by formal deputation by other GL or sPost-Doc (with responsibility allowance)
- progression of project through recruitment of an individual to cover certain roles
- staggered return to non-urgent work, ongoing monitoring and mentoring available.

This policy has been utilised by a TTGL with TT clock extended and a Post-Doc employed during their leave enabling continuity of the science at a critical career stage.

Table 5.3.3 Maternity Leaves

	2013			2014			2015			2016			2017		
	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered
Indefinite	4	4	100	7	5	71	5	4	80	9	9	100	7	7	100
LTC	5	0	0	7	0	0	3	0	0	5	0	0	4	2	50
Total	9	4	44	14	5	36	8	4	50	14	9	64	11	9	82

Table 5.3.4 Maternity Leaves by Area

	2013			2014			2015			2016			2017		
	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered	No of Maternity Leaves	No of leaves covered	% of leaves covered
Professional				1	1	100	1	1	100	3	3	100	2	2	100
Professional (Nur)	3	3	100	3	3	100	2	2	100	3	3	100	4	4	100
Technical				1	1	100									
Technical (BSU)							1	1	100	2	2	100			
Research	6	1	17	9	0	0	4	0	0	6	1	17	5	3	60
Students										1					
Total	9	4	44	14	5	36	8	4	50	14	9	64	11	9	82

(ii) Cover and support for maternity and adoption leave: during leave

During periods of leave, arrangements are in place to support the individual (Table 5.3.5).

Table 5.3.5 Arrangements in place for maternity and adoption leave: during leave – *New and **revamped since e4s project

Essential	Provided– Uptake optional
Staff accrue annual leave (including bank holidays*) Confirmation of return to work date (if earlier than 52 weeks)	Contact with LM Contact with HR KIT days (10) Appraisal completion Nursery settling in visits for child

(iii) Cover and support for maternity and adoption leave: returning to work

On return from leave, there are arrangements to support the individual (Table 5.3.6). The e4s Manager wrote a personal return to work blog piece to provide support to others, receiving more views than any other e4s blog.

Table 5.3.6 Arrangements in place for maternity and adoption leave: returning to work – *New and **revamped since e4s project

Essential	Provided– Uptake optional
Confirmation of return to work date (if earlier than 52 weeks) Meeting with LM	Meeting with HR Phased return (use holiday) Phased return (part-time, flexibility in contracted hours**) Flexible working** Lactation room (and fridge)* Proximity of Nursery for breastfeeding during the day H&S advice and risk assessment for breastfeeders** Baby changing facilities*

“The Institute has been very supportive of me returning to work after maternity leave; I returned part-time to teach training courses meaning I only needed to concentrate on one part of my role. My parents were able to make use of the onsite accommodation to help. This was great as they could collect the baby from me in the mornings and bring her in for feeds. It was great to know that the baby wasn’t far away if I was needed.”

—Facility Head (W)

Since the beginning of the e4s project, many changes have been implemented improving the maternity and parental leave experience at BI (Table 5.3.7). However, we have highlighted areas that need further work (GAP4.21).

GAP4.21 Improve the return to work after leave experience

Future Actions:

- 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

Table 5.3.7 Changes in BI practices around maternity leaves since start of e4s project

Before e4s	Since e4s
Maternity policy Meeting with HR before leave Confidential H&S risk assessments KIT days On site nursery (NSS scheme/childcare vouchers)	Equality in maternity leave entitlement across BI/BBSRC contracts Tenure clock extended for a year for TTGL on parental leave TTGL and Manager Parental leave policy Shared parental leave policy, increased awareness Maternity matters intranet pages Chemical H&S advice for pregnancy & breastfeeding Maternity advice on student intranet pages e4s confidential advisors Pregnancy parking Lactation room and fridge Bed available for rest Baby changing facilities Increased flexible working awareness & availability Improved computing facilities (e.g. VPN - access network from home Yoga (pregnancy suitable) Students eligible for 6 months paid maternity leave (full stipend)

(iv) Maternity return rate

Table 5.3.8 shows return rate from maternity and adoption leave. Since 2014 our overall maternity return rate has decreased; 8 women have not returned: 50% due to contract ending during the leave period and 50% resigned. These women worked both full and part-time (Table 5.3.9), had indefinite and LTCs (Table 5.3.10) and worked in Professional, Professional (Nur) and Research roles. Women left Research roles as contracts ended. Those in Professional and Professional (Nur) roles resigned (Table 5.3.11). **GAP4.22** aims to understand reasons for non-returning and facilitate a future return to work.

Table 5.3.12 shows staff in post 18 months post-maternity leave. Exit data shows that 5/7 leavers went on to a new position and 2 left to focus on parenting (from Professional (Nur)).

GAP4.22 Identify reasons for leaving during parental leave

Future Actions:

- i. Contact leaving parent to establish reasons for leaving; Ongoing from Jan 2021

Table 5.3.8 Maternity and Adoption Return Rate by Grade

	2013					2014					2015					
	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	Reason	% of returners
BI AP																
BI 10,11																
BI 9	2	0	2 (FT-0.6; 0.4-career break)	0	100	1		1 (career break)	0	100	2	1	1 (0.7 to 0.6)	0		100
BI 8,7	1	1		0	100	2	0	2 (FT-0.4)	0	100	2	2	0	0		100
BI 6	5	3	2 (FT-0.8)	0	100	8	8	0	0	100	3	2	0	1	Contract end (1)	67
BI 5	1	1	0	0	100	3	3	0	0	100	1	1	0	0		100
BI 4																
BI 3																
PC 2																
PC 1																
Total	9	5	4	0	100	14	11	3	0	100	8	6	1	1		88
Benchmarking (JIC)	3	2	0	1	67	6	3	3 (FT-0.5; FT-0.64; 0.8-0.6)	0	100	4	2	2 (FT-0.85; FT-0.45)	0		100

	2016						2017					
	Leave takers	Returners same hours	Returners different hours	Leavers	Reason	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	Reason	% of returners
BI AP												
BI 10,11												
BI 9	2	1	1 (FT-0.4)	0		100	3			1	Resigned	N/A
BI 8,7	3	1	0	2	Resigned (2)	33	1	0	1 (FT-0.4)			100
BI 6	8	3	2 (FT-0.8; 0.8-0.6)	3	Contract End (2); Resigned (1)	63	3	2	0	1	Contract end	67
BI 5	1	0	1 (FT-0.8)	0		100	4	3				N/A
BI 4												
BI 3												
PC 2												
PC 1												
Total	14	5	4	5		64	11	5	1	2		N/A
Benchmarking (JIC)	7	3	0	4		43						

Table 5.3.9 Maternity and Adoption Return Rate by Full-time/Part-time Status

	2013					2014					2015				
	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners
Full-time	7	4	3 (2 xFT-0.80; 1 x FT-0.6)	0	100	11	9	2 (FT-0.4)	0	100	6	5	0	1	83
Part-time	2	1	1 (0.4-career break)	0	100	3	2	1 (to career break)	0	100	2	1	1 (0.7-0.6)	0	100
Total	9	5	4	0	100	14	11	3	0	100	8	6	1	1	88

	2016					2017				
	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners
Full-time	12	5	3 (2x FT-0.8; 1 x FT-0.4)	4	67	9	5	1 (FT-0.4)	2	N/A
Part-time	2	0	1 (0.8-0.6)	1	50	2	N/A	N/A	N/A	N/A
Total	14	5	4	5	64	11	N/A	N/A	N/A	N/A

Table 5.3.10 Maternity and Adoption Return Rate by Contract Status

	2013					2014					2015				
	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners
Indefinite	4	1	3 (1 x FT-0.8, 1 x FT-0.6 1 x 0.4-career break)	0	100	7	4	3 (career break, 2 x FT-0.4)	0	100	5	4	1 (0.7-0.6)	0	100
LTC	5	4	1 (1 x FT-0.80)	0	100	7	7		0	100	3	2	0	1	67
Total	9	5	4	0	100	14	11	3	0	100	8	6	1	1	88

	2016					2017				
	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners
Indefinite	9	3	3 (1 x FT-0.8; 1 x FT-0.4)	3		7	2	1 (FT-0.4)	1	N/A
LTC	5	2	1 (1-0.8)	2	80	4	3	0	1	N/A
Total	14	5	4	5	64	11	N/A	N/A	N/A	N/A

Table 5.3.11 Maternity and Adoption Return Rate by Area of Institute

	2013					2014					2015					
	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	Reason	% of returners
Professional						1	1	0	0	100	1	1	0	0		100
Professional (Nur)	3	1	2 (FT-0.6; 0.4-career break)	0	100	3	0	3 (2 FT-0.4; 1 to career break)	0	100	2	1	1 (0.7 to 0.6)	0		100
Technical										100						
Technical (BSU)											1	1	0	0		100
Research	6	4	2 (FT-0.8)	0	100	9	9	0	0	100	4	3	0	1	Contract end (1)	75
Total	9	5	4	0	100	14	11	3	0	100	8	6	1	1		88
Benchmarking (JIC)	3	2	0	1	67	6	3	3 (FT-0.5; FT-0.64; 0.8-0.6)	0	100	4	2	2 (FT-0.85; FT-0.45)	0		100

2016						2017					
Leave takers	Returners same hours	Returners different hours	Leavers	Reason	% of returners	Leave takers	Returners same hours	Returners different hours	Leavers	Reason	% of returners
4	2	1 (FT-0.8)	1	Resigned	75	2	1	N/A	N/A		N/A
3	0	1 (FT-0.4)	2	Resigned (2)	33	4	0	1 (FT-0.4)	1	Resigned	N/A
1	1	0	0		100						
6	2	2 (FT-0.8; 0.8-0.6)	2	Contract End (2)	67	5	4		1	Contract end	80
14	5	4	5		64	11	5	1	2		N/A
7	3	0	4		43						

Table 5.3.12 Maternity and Adoption Returns Length of Time Remaining in Post Since Leave – Data for Y5 2017 is N/A

	2013					2014				
	Returners	Remain in post after 6 months	Remain in post after 12 months	Remain in post after 18 months	Reasons	Returners	Remain in post after 6 months	Remain in post after 12 months	Remain in post after 18 months	Reasons
Number	9	8	7	6	2 x resigned; 1 x contract end	14	14	14	14	-
As % of those remaining		89	88	86			100	100	100	

	2015					2016				
	Returners	Remain in post after 6 months	Remain in post after 12 months	Remain in post after 18 months	Reasons	Returners	Remain in post after 6 months	Remain in post after 12 months	Remain in post after 18 months	Reasons
Number	7	7	7	6	resigned	9	9	7	6	2 x resigned; 1 x contract end
As % of those remaining		100	100	86			100	78	86	

(v) Paternity, shared parental, adoption, and parental leave uptake

Table 5.3.13 shows uptake. Staff are eligible for two weeks full-pay paternity leave. Following promotion of paternity leave through e4s My Life in Science seminars and blogs, recording of paternity leave has increased (Table 5.3.14) and is in line with JIC – a slightly larger Institute (JIC 398 staff in 2016; BI 323). Our flexible working culture may have led to a lack of formal paternity leave requests (GAP4.23).

GAP4.23 Improve rates of formal paternity leave recording

Future Actions:

- 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 2021

SAP9.3 increased awareness of shared parental leave policy - discussed at every maternity meeting HR hold with individuals, the policy is available through our HR intranet pages and the e4s team have arranged seminars from scientists who have shared the benefits of experiencing it, yet uptake remains low (Table 5.3.14). HR have experienced an increasing number of enquiries about this recently (3 in 2017).

GAP4.24 Promote shared parental leave policy

Future Actions:

- i. Further promote shared parental leave policies; Ongoing from Feb 2019
- ii. Develop internal case study if/when available

Uptake of parental leave is under-reported - the flexible working culture enables staff to take informal parental leave without reporting.

Table 5.3.13 Uptake of Leave All Staff

	Maternity	Paternity	Shared Parental		Parental	
			Men	Women	Men	Women
2013	9	0	0	0	0	0
2014	14	0	0	0	0	0
2015	8	4	0	0	0	0
2016	14	2	0	0	0	0
2017	11	5	1	0	0	2
Total	56	11	1	0	0	2
Benchmarking (JIC) 2011-16	29	11	1	0	0	0

Table 5.3.14 Uptake of Leave by Grade

	2012-17 (5 years)							
	Maternity	Paternity	Shared Parental		Adoption		Parental	
	Women	Men	Men	Women	Men	Women	Men	Women
BI AP	0	0	0	0	0	0	0	0
BI 10,11	0	0	0	0	0	0	0	0
BI 9	10	3	1	0	0	0	0	0
BI 8,7	9	1	0	0	0	0	0	0
BI 6	27	2	0	0	0	0	0	0
BI 5	10	5	0	0	0	0	0	2
BI 4	0	0	0	0	0	0	0	0
BI 3	0	0	0	0	0	0	0	0
PC 2	0	0	0	0	0	0	0	0
PC 1	0	0	0	0	0	0	0	0
Total	56	11	1	0	0	0	0	2

Table 5.3.15 Formal Record of Paternity Leave 2012-2017 (AS silver award 2015)

	Formal Record of Paternity Leave				
	2013	2014	2015	2016	2017
BI AP					
BI 10,11					
BI 9				1	2
BI 8,7					1
BI 6			2		
BI 5			2	1	2
BI 4					
BI 3					
PC 2					
PC 1					
Total	0	0	4	2	5

(vi) Flexible working

Working practices are very flexible: staff and students are responsible for their own working patterns and so most flexible working is undertaken informally and not recorded. When surveyed 96% of GLs and 100% of managers said members of their group work flexible hours (excluding Nursery). HR have also approved three formal applications (3W), demonstrating project impact since our SAP where only 70% of GLs said flexible working was widespread in their groups.

SAP9.1 has increased awareness of different ways of working (Figure 5.3.1) through the permanent display of a flexible working poster (Figure 5.3.2) in the main seminar room, on the intranet, webpages, through blogging and newsletters (Figure 5.3.3) (formalised through GAP9.1).

Figure 5.3.1 Staff awareness of Work Life Balance practice at BI

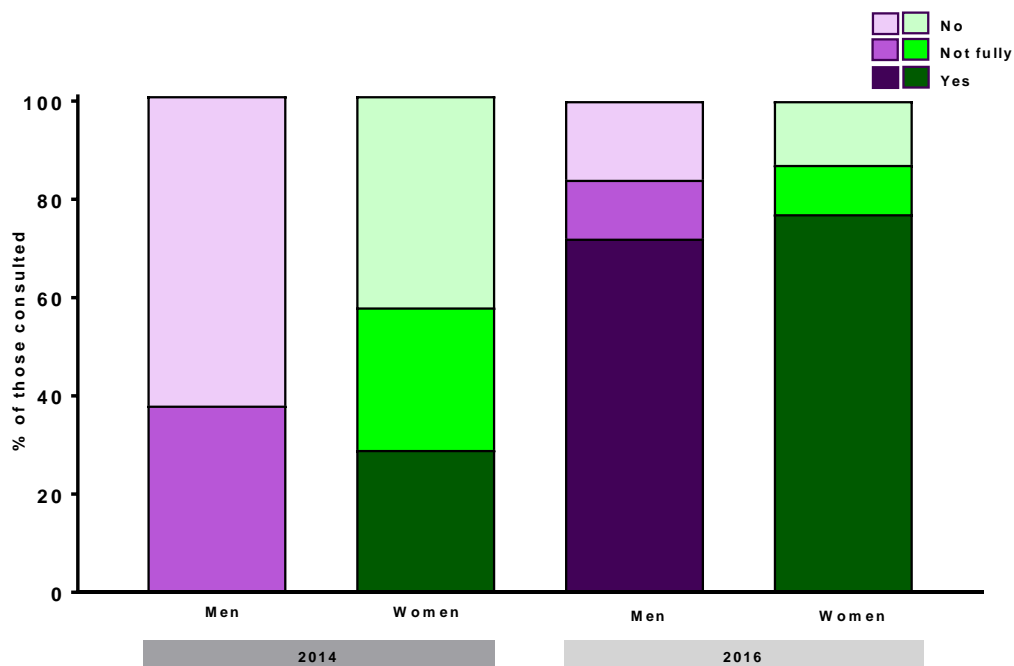
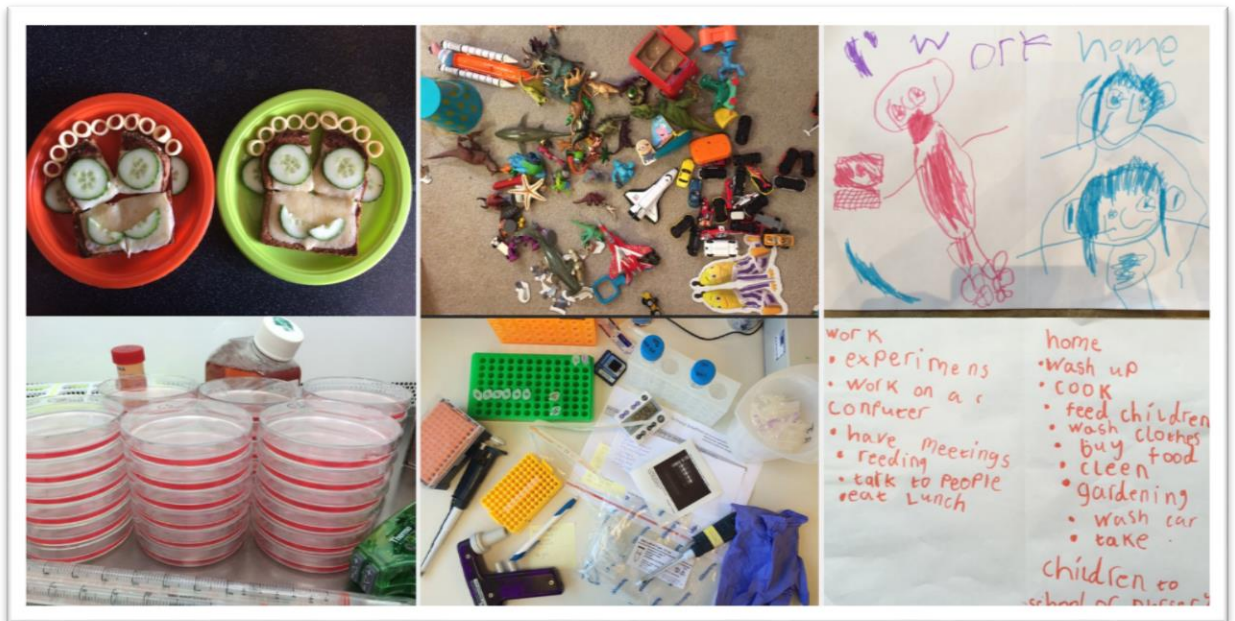


Figure 5.3.2 Flexible Working Poster



Figure 5.3.3 Images from Flexible Working Campaigns – From left to right: Feeding my kids, feeding my cells; Messy floor, messy bench; Your life, your science: getting the balance right for you.



83% of women and 78% of men have the option of working from home. The nature of work in some areas, e.g. BSU, require staff to be present in the workplace. However, BSU staff have the option of time off in lieu:

"In BSU we work an informal system of time off in lieu where any time over 15 minutes worked over your hours is logged (with a limit of about 11 hours) and you can take that time when it suits you."

BSU (M), Consultation response 2016

GAP9.1 Formalise and promote flexible working policy

Future Actions:

- 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

(vii) Flexibility in contracted hours after career breaks

BI offers flexibility in contracted hours. Table 5.3.16 shows those who have changed hours after a period of leave, with no difference between genders.

Recently we welcomed our first Daphne Jackson Career Re-entry Fellow who works part-time.

Table 5.3.16 Changes in contracted hours by Area

	2013								2014								2015									
	Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours			
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W		
Professional		2		0		1		1										3		17		3				
Professional (Nur)																										
Technical										1		6				1	2	2	6	14		2	2			
Technical (BSU)										1		4				1										
Research	1	1	2	2		1	1		1	2	2	3		1	1	1		3		4		1		2		
Total	1	3	2	2	0	2	1	1	1	4	2	14	0	1	1	3	2	8	6	35	0	6	2	2		
	4										5								10							
	2016								2017																	
	Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours											
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W										
Professional		2		13		2																				
Professional (Nur)																										
Technical		1		7		1			1		3				1											
Technical (BSU)	1		4		1				1	1	4	3			1	1										
Research		2		3		1		1		1		1		1												
Total	1	5	4	23	1	4	0	1	2	2	7	4	0	1	2	1										
	6										4															

Table 5.3.17 Changes in contracted hours by Grade

	2013								2014								2015							
	Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
BI AP																								
BI 10,11																								
BI 9									1		3				1		2		5		2			
BI 8,7		1		3				1	1		3		1				2	1	10	3		1	2	
BI 6	1	1	2	2		1	1		1	2	4	6			1	2		1		2				1
BI 5		1		4		1											4		17		3			1
BI 4																								
BI 3																								
PC 2																								
PC 1																								
Total	1	3	2	10	0	2	1	1	1	4	4	11	0	1	1	3	2	8	10	26	0	6	2	2
	4								5								10							

	2016								2017							
	Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
BI AP																
BI 10,11	1		11		1											
BI 9		1		2		1			1	1	5	2			1	1
BI 8,7		1		3		1			1	1	5	3		1	1	
BI 6		1		2		1										
BI 5		2		6		1		1								
BI 4																
BI 3																
PC 2																
PC 1																
Total	1	5	11	14	1	4	0	1	2	2	10	5	0	1	2	1
		6								4						

Table 5.3.18 Changes in contracted hours by Contract Type

	2013								2014								2015							
	Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Fixed		2		2		1		1		2		2				2	2	8	2	6		6	2	2
LTC	1	1	4	2		1	1		1	2	4	4		1	1	1								
Total	1	3	4	4	0	2	1	1	1	4	4	6	0	1	1	3	2	8	2	6	0	6	2	2
		4								5								10						

	2016								2017							
	Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours		Number changing hours		as % of cohort		Number increasing hours		Number decreasing hours	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Fixed	1	4	1	3	1	4			2	2	2	1		1	2	1
LTC		1		2				1								
Total	1	5	1	5	1	4	0	1	2	2	2	1	0	1	2	1
		6								4						

(viii) Childcare

Babraham has an excellent on-site nursery (Figure 5.3.3). Operating since 1990, it has 90 spaces for children aged 6 weeks-5 years. Sessions are from 8.45am – 5.45pm and until 5.15pm on Fridays, breakfast sessions from 7.45am. The nursery is available to BI staff and the wider community (Table 5.3.19), BI staff have enrolment priority and can use a tax relief salary sacrifice scheme (14W, 6M). The Institute also operates a childcare voucher scheme for use with any provider (14W, 10M).

Figure 5.3.3 Babraham Nursery



“It is incredible to have a nursery close to the office, it makes childcare less stressful. I know my two children are very happy in the nursery and I can stay focused at work.”

—PhD Student (M)

Table 5.3.19 Number of BI children attending Babraham Nursery

	2014	2015	2016	2017
No of BI children	35	39	40	35
No of campus children	16	21	33	31
BI children as % of total register	32	35	39	37
Campus children as % of total register	15	19	32	33

The after-school club at Babraham School operates daily (3.20-6pm) with 45 children aged 4-11. The Institute took over its management in 2015 to ensure continuous childcare provision for staff.

Babraham Nursery also runs an out-of-school holiday club, also rated outstanding by OFSTED, located in the school hall. 40 places are available and currently 125 children are registered. Sessions are from 8.30am-6.00pm.

"We are very lucky that our Nursery is part of the Institute this ensures it is well looked after, staff have the same benefits as us and it specifically caters for our needs. We can pay through a salary sacrifice scheme. Having two children in nursery at once, as a junior Post-Doc, payment took me under minimum wage. I was very grateful HR noticed this and arranged for me to pay a reduced bill over a longer period of time to help me manage the cost."

—LTC Post-Doc (W)

In response to 'what is the best thing at BI to help you to combine work and family' (2016 consultations), after culture, the 'Nursery/childcare availability' was the second most popular response (25%W, 27%M).

(ix) Caring responsibilities

Senior managers are very supportive of those with caring responsibilities: when asked 'how understanding is your line manager of your family responsibilities', 77% (79%W, 75%M) of staff answered 'very understanding', no staff answered 'not understanding'.

A formal policy provides staff with up to 10 days caring responsibility leave but more occurs by informal arrangement. LMs are aware of the special leave policy and communicate this when needed or staff can speak directly with HR or e4s Teams.

Table 5.3.20 Major Impacts from Flexible Working and Managing Career Breaks

Major Impacts
Improved maternity matters
Support beyond statutory
Paternity leave- increased uptake
Shared parental leave - increased uptake/enquiries
Flexible working - increased uptake

5.4. Organisation and culture

(i) Culture

BI has a unique community culture. Whilst partly due to location and surroundings, it is mainly a consequence of a long tradition of being a friendly, welcoming and inclusive place to work.

"From a moral point of view Babraham is very good. I was able to go to my daughter's play and I have never experienced goodwill from an employer before"
—BSU Technician (M) AS consultation 2016

"From a family point of view I can't think of a better place to work. There is flexibility and high quality childcare."
—Facility Head (M), AS consultation 2016

We are fully committed to advancing gender equality. Table 5.4.1 shows some of the ways in which we are committed to the AS charter principles. Quotes below show evidence:

"I have been most impressed by the work of the Babraham Institute for many years. The culture encourages inclusivity and ensures that equality is embedded in all decisions. They have been particularly helpful in helping to develop policies to support scientists returning to work after taking career break for caring responsibilities."
—Vicky Ford, MP, Member of the Science and Technology Select Committee, Member of the Women and Equalities Select Committee

"I have been aware of the Babraham Institute's approach to diversity and community-building both as the BBSRC CEO and as a CEO of a campus company. This reaches across all aspects of the campus life. Over the past few years the Institute has shown real progress and I have been delighted to observe this development of an inclusive culture as the campus has evolved. I have seen they are especially keen on the promotion of women's careers and I was very happy to give a talk as part of their 'My life in science seminar' series."
—Jackie Hunter CEO BenevolentBio & Former BBSRC CEO

"Babraham [Institute] has always impressed me by its total commitment to nurturing talent in the most inclusive and supportive environment possible. Great ideas and collaboration have been the cornerstones of Babraham's success and it is clear that their dynamic community delivers excellence and innovation in life science research because they embrace diversity and equality fully."
—Heidi Allen, MP for South Cambridgeshire

Table 5.4.1 Commitment to the AS principles

AS Principles	Ways in which we are addressing
1. Recognise talents of all	Overall culture; annual appraisals; promotion; internal prizes; celebration of achievements; committee representation; 'stepping up' opportunities; embedding initiatives set up by individuals e.g. green labs
2. Advancing gender equality	Annual consideration of all staff for promotion; flexible working; core hours (meetings); facilities; job-sharing; role models; awareness; e4s blog; career re-entry fellowships e.g. Daphne Jackson; mentoring and sponsorship; role in external networks; commitment to European project on gender equality; consideration of WLB by both men and women GLs at monthly seminars; family-friendly participation at BI conference; dedicated equality budget and post; beacons of good practice
3. Addressing unequal gender representation	Awareness (e4s blog, twitter, events); aspiring to gender-balanced recruitment; gender-balanced promotion; apprenticeships
4. Tackling gender pay gap	Annual pay review; members of local pay club; transparency & increased awareness in recruitment and promotion; cross-institute grading and remuneration committee
5. Removing obstacles	New GL/Manager parental leave policy; shared parental leave; generous maternity leave package; facilities; on-site nursery, after-school club, holiday-club; local leadership courses; Post-Doc travel fund; PhD travel fund; bridging funding; increased training and professional body membership; flexible working; core hours; job-sharing; unconscious bias training
6. Addressing short-term contracts	Bridging funding; L&D opportunities; apprenticeships; Grants office support; Mentoring; discussion of LTCs in research; careers advice; EU-LIFE Post-Doc retreat; EU-LIFE Post-Doc exchange
7. Tackling discrimination against trans people	Inclusive culture; mandatory training; transgender policy development; becoming Stonewall Diversity Champions (2018)
8. Commitment from all levels	Commitment from senior leaders; committee representation; direct reporting to BoT & BEC
9. Structural and cultural change	Increased awareness; staff consultation; staff suggestion boxes; improved recruitment practices; DORA signatories; E&D as part of induction; unconscious bias training for all staff; E&D events; e4s manager presenting at areas of Institute that can't easily attend events; E&D outreach projects; sharing best practice externally
10. Consider intersectionality	Improved data collection systems; increased awareness; inclusive imagery; inclusive outreach; role models

Babraham has an international culture where everyone is respected, appreciated and celebrated (Figure 5.4.1).

Figure 5.4.1 Celebrating International Diversity at BI



Senior leaders strive to provide and maintain **exceptional amenities** understanding that they are of considerable benefit to individuals and support the overall culture (Figure 5.4.2-Figure 5.4.3). Many of these amenities enable people to have a good WLB and facilitate relationship-building.

Figure 5.4.2 Examples of amenities at BI that make life work well



Figure 5.4.3 Examples of amenities at BI – From top left: Nursery, Cycle Path, Accommodation, Trim trail, Tennis Court, Nappy changing facilities (2), Gym, Walled garden



“The availability of housing at Babraham has made my transition to a new city for a career much smoother, and has removed the stresses associated with a big relocation. Without this valuable asset, I’m not sure I would have settled or felt as comfortable here as I do now.”

—Junior Animal Technician, BSU (W)

Regular events (Figures 5.4.4-5.4.5) enhance the sense of community: the annual campus summer fun day, Christmas mince pies and carol service, monthly campus-wide coffee mornings. Nursery organise an annual summer BBQ, St George’s Day Dragon Hunt and family fun days out. BSU also have regular social events.

Figure 5.4.4 Campus Easter Egg Hunt



There is a culture of openness, independence and respect. Exemplifying this, senior leaders welcome and support **projects initiated by individuals/groups** recognising that positive change often begins at the grass-roots and they are opportunities to bring people from diverse roles together (**Error! Reference source not found.5**). Examples are:

- selling vegetables from BI allotments for charity
- campus bus
- green lab practice
- car-sharing scheme
- home-made greeting card sales
- charity sports events (in memory of an individual, Sport Relief)
- bike maintenance mornings
- charity coffee mornings
- campus walking club
- campus wildlife youtube channel
- international food evening
- sports sweepstakes
- annual carol service
- Babraham Bake Off

Figure 5.4.5 Examples of Initiatives set up by groups or individuals. – From top left International food evening, Macmillan cake sale, Great Babraham Bake Off, Campus wildlife walk, Institute carol service.



Commitment to E&D is exemplified by individuals/groups outside the e4s Team taking active roles e.g:

- Head of Security attends functions supporting women in security
- L'Oréal-UNESCO Women In Science Fellow takes part in panels discussing effective ways to support women academics
- writing blog posts
- GLs reviewing Daphne Jackson Fellowships.

The culture of mentoring, sponsorship and support extends further than traditional career progression support e.g.:

- a bioinformatician wished to volunteer for the European Centre for Disease Prevention and Control (ECDC) to join the Ebola outbreak response in Guinea, BI were fully supportive agreeing that she should go on full salary
- a Post-Doc expressed interest in translating science to improve general scientific understanding in the Arab world, BI provided support and paid time away from his project. He is now ranked 47th in the 2018 ranking of Thought Leaders in the Arab World.

Since our Silver Award there has been an increase in the number of initiatives to improve wellbeing. In 2018 this is being amalgamated into a Wellbeing Focus Group (10W, 4M) with representatives from across BI.

Staff consultations show an increase in positive comments from women (30% in 2014, 68% in 2016) on the perception of the BI culture that now surpass those of men (

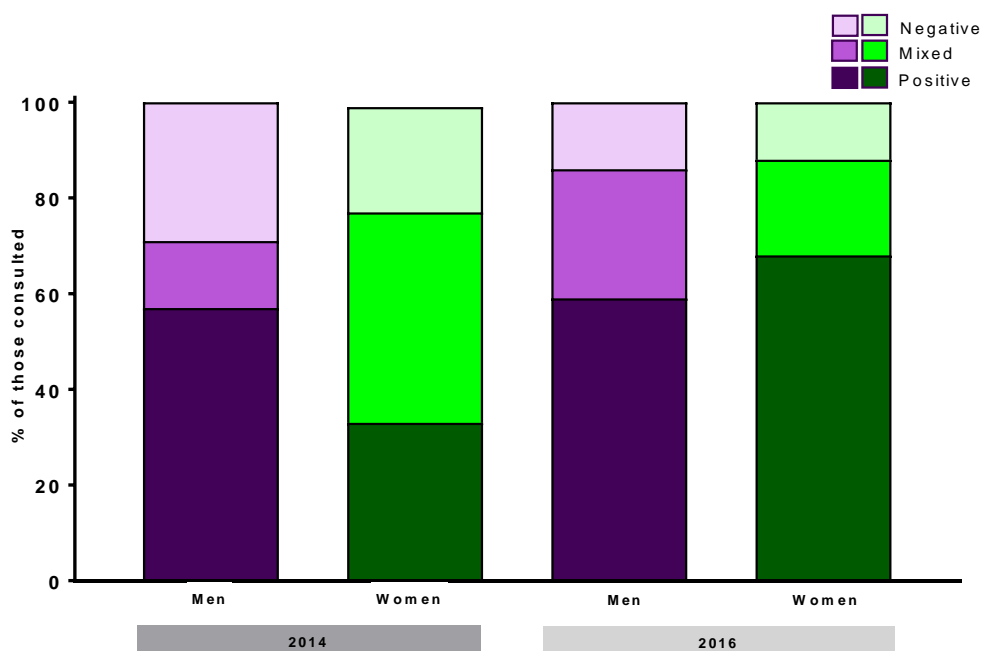
Figure 5.4.6), whilst men's perceptions were not negatively affected. Levels of staff satisfaction with the culture varied however amongst staff groups, 100% of Technical BSU staff answered positively while only 50% of non-science (Professional, Technical of which 60% W) staff did.

GAP4.26 Improve work culture for non-academic staff

Future Actions:

- 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

Figure 5.4.6 Staff perception of the culture of BI



Expansion of the Campus and changes in responsibilities across the site have provided many opportunities but also promoted some negative comments (2016 consultation) e.g. *'it used to be a friendly place where everyone worked together. With the changes we don't feel like one big team anymore'*. Campus coffee mornings (Figure 5.4.7), summer socials and Christmas parties are bridging the gap between different groups on Campus. The construction of a new canteen, conference facility and bar provide a welcome central meeting place (GAP1.8).

Figure 5.4.7 e4s team at campus coffee mornings



GAP1.8 Engage with BI Campus companies about equality and diversity

Future Actions:

- 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

(ii) Institutional policies, practices and procedures

As the principles of e4s have become embedded, consideration of equality in institutional policies and practices has become common practice. BEC and the BoT constantly monitor progress in this area and members act as models of good practice (Figure 5.4.8). The Director, BEC and the Head of HR are members of the e4s Team and advocate these principles becoming a bedrock for the foundation of policies and practices. Detailed consideration is given through regular consideration of AS consultation and staff survey data.

Figure 5.4.8 BEC and Board Members making #PressForProgress pledges for IWD2018



(iii) HR policies

Since our 2014 application, HR have adopted a partnering model where each HR business manager partners closely with LMs to support them proactively and reactively, ensuring an up-to-date knowledge of policies.

Policies are communicated to staff by email and the intranet. The Head of HR reports to BEC and is a member of relevant committees (e.g. Grading and Remuneration, Post-Doc, e4s, Graduate, Nursery Management) ensuring communication and implementation of policies and practices.

All managers undertake management and recruitment training. HR manage and monitor staff uptake of training e.g. equality, bullying and harassment. HR monitor internal data (e.g. promotion, recruitment) and processes and ensure managers follow policies specifically designed to remove biases.

The impact of increased communication about supportive policies has been a large increase in understanding of entitlements particularly by women (Figure 5.4.9). This quote describes this improvement.

"...thanks to the efforts connected with AS scheme, there is policy awareness"
—ASDO BI Evaluation report

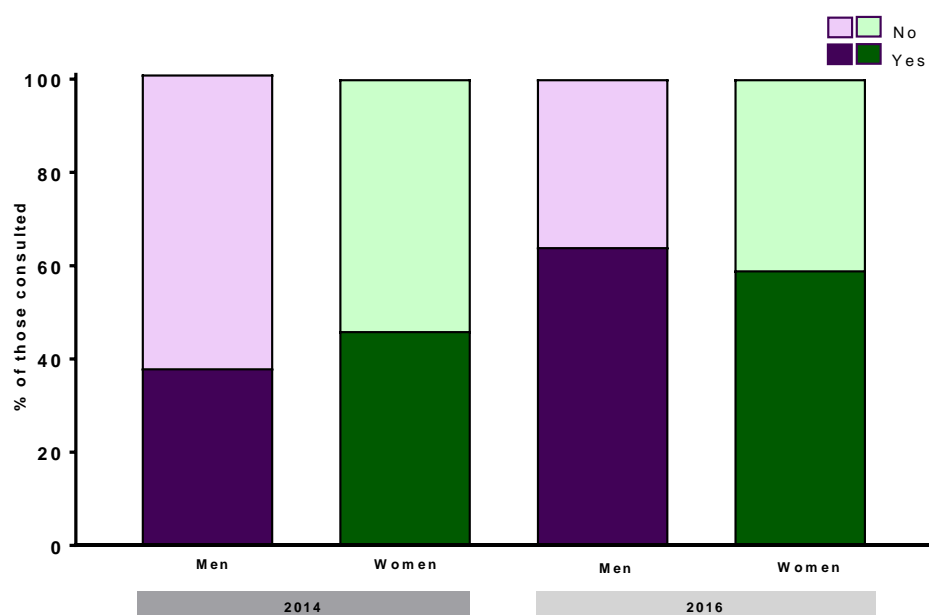
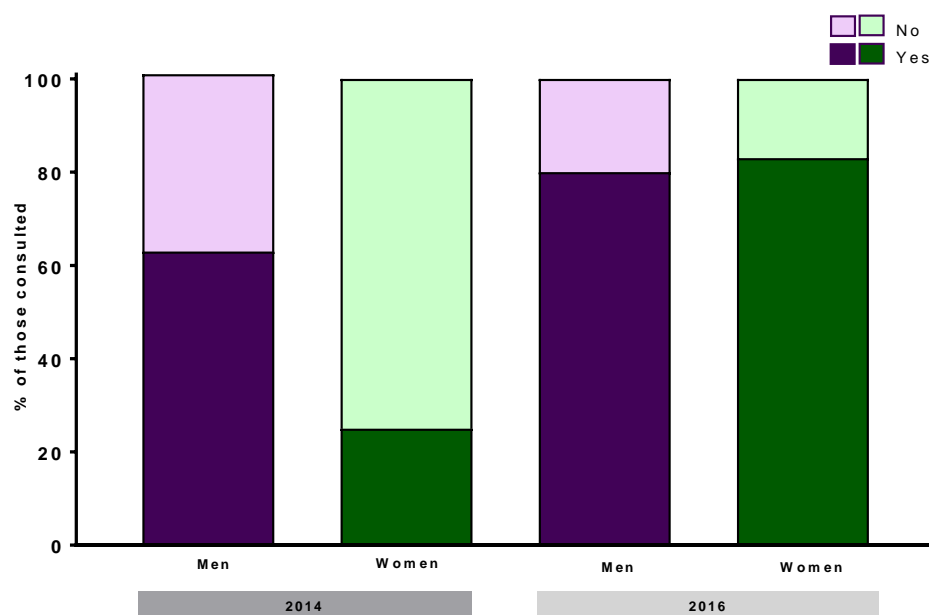
Groups whose understanding hadn't increased were Post-Docs and Professional staff. GAPs 4.3 and 4.27 aim to address this.

GAP4.27 Further increase awareness of supportive policies and procedures particularly to Post-Docs and Professional staff

Future Actions:

i. Continued promotion of supportive policies and procedures through presentations at Infosite, emails, newsletters, posters, website; Ongoing from June 2018

Figure 5.4.9 Staff understanding of HR policies: leave entitlements (upper), entitlements if a family member is sick (lower)



(iv) Please provide details of the gender profile of any grievances/disciplinaries at institute level

There have been no formal grievances in the last 5 years. The number of formal disciplinary proceedings over the same period is too low to provide meaningful analysis of trends (Oct 2012-2017 5M, 3W). 75% of disciplinary procedures were in BSU. This is mainly a result of strict animal welfare policies and adherence to Home Office responsibilities. None were related to gender. In the same period there have been 6 cases (4M, 2W) of capability proceedings.

(v) Heads of units

There have been few recruitment opportunities to Heads of Units since our Silver Award, and there has been no overall change (Table 5.4.2). All roles with a duration >6 months are advertised externally.

*Table 5.4.2 Gender of Unit Heads at BI (highlighted where recruitment /new post occurred) –
eligible pool is band 4 or above

Role	2013	2014	2015	2016	2017
Research					
Director	M	M	M	M	M
Deputy Director	M	M	M	M	M
Head of ISP	100% M (4)	100% M (4)	100% M (4)	100% M (4)	100% M (4)
Head of Facility	17% F (6)	25% F (8)	25% F (8)	25% F (8)	25% F (8)
Head of KEC	M	M	M	M	M
Professional					
Director of Operations	M	M	M	M	M
Deputy Director of Operations	M	M	M	M	M
Head of HR	F	F	F	F	F
Head of Finance	M	M	M	M	M
Head of Scientific services	-	-	-	-	F
Professional (Nursery)					
Nursery Manager	F	F	F	F	F
Technical					
Head of Strategic Security	M	M	M	M	M
Head of Engineering	M	M	M	M	M
Head of Computing	M	M	M	M	M
Technical BSU					
Head of BSU	M	M	M	M	M
% women	14	17	17	17	20
% women in eligible pool*	18	20	23	17	19

GAP7.6 Increase number of female Unit Heads

Future Actions:

- i. Succession planning and recruitment to senior roles following anticipated retirement; Ongoing from 2019

(vi) Representation of men and women on committees

The impact of SAP7.1 is improved gender representation on committees with increased presence of men in areas of traditional under-representation (Nursery Management Committee, e4s Team). Representation of women on corporate committees has increased from 17% to 25% and from 21% to 29% for senior management committees, now accurately reflecting the percentage of senior women (B4 and above) at BI (29%) (monitored by GAP7.1). The average percentage of women on management committees over the last 5 years is 41%. The absence of women senior committee Chairs is addressed in GAP7.2.

GAP7.1 Increase representation of women on senior decision-making committees

Future Actions:

- i. Include specific objective for committee chairs in appraisals to consider gender balance of committees; Jan 2020

GAP7.2 Increase number of female Chairs of senior management committees

Future Actions:

- i. Increase the number of senior committees chaired by women; Jan-Dec 2021

Table 5.4.3 Representation of men and women on committees – Current gender of chair in brackets

		2013			2014			2015			2016			2017		
		M	W	%W	M	W	%W	M	W	%W	M	W	%W	M	W	%W
Corporate	Board of Trustees (BoT) (M)	10	1	9	9	2	18	7	3	30	7	2	22	8	3	27
	Science Advisory (SIAC) (M)	14	3	18	12	2	14	10	4	29	14	4	22	13	4	24
	Audit (M)	3	1	25	3	1	25	2	1	33	2	1	33	3	1	25
Senior Management	Babraham Executive (BEC) (M)	14	2	13	13	2	13	13	2	13	13	2	13	11	3	21
	Science and Policy (SPOC) (M)	11	3	21	10	3	23	10	4	29	10	4	29	10	4	29
	Grading and Remuneration (M)	10	4	29	10	4	29	11	6	35	11	6	35	10	6	38
Management	Health and Safety Management (M)	13	6	32	14	6	30	10	5	33	11	5	31	12	5	29
	Knowledge Exchange (KEC) (M)	7	4	36	8	5	38	9	4	31	7	8	53	6	6	50
	Public Engagement (PE) (W)	-	-	-	3	6	67	3	6	67	6	6	50	5	6	55
	Nursery (M)	2	6	75	2	6	75	3	6	67	2	7	78	7	6	46
	Post-Doc (PD) (W)	5	5	50	6	5	45	5	7	58	6	10	63	6	8	57
	Biological Support Unit (BSU-SC) (M)	6	3	33	8	3	27	8	3	27	8	3	27	9	3	25
	Computer Strategy (W)	11	0	0	13	2	13	11	3	21	10	3	23	10	3	23
	e4s (W)	4	11	73	4	11	73	4	12	75	4	12	75	8	8	50
	Graduate (M)	6	5	45	6	5	45	5	5	50	5	5	50	7	5	42
	Translational Advisory Group (TAG) (M)	9	0	0	11	0	0	10	1	9	10	1	9	10	1	9
	Biosafety (W)	7	5	42	6	5	45	6	3	33	6	3	33	5	4	44

During recent BoT recruitment (2016-17), 26% of the applicants were women (7/27) and 50% (2/4) of offers were to women (1W declined).

(vii) Participation on influential external committees

Women GLs have been nominated for roles on prestigious decision-making panels and Institutional review boards by senior colleagues or directly invited. Through [GAP8.2](#) we are increasing awareness of benevolent sexism which often leads to women being under-represented in these influential committees.

“My line manager put my name forward as candidate to serve on the managerial board of an external research centre, which has promoted my recognition in these more senior roles and has had a positive impact on my career development.”

—sGL (W)

GAP8.2 Increase awareness of benevolent sexism

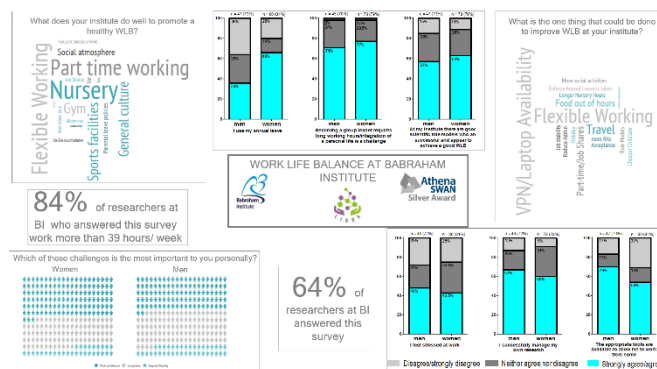
Future Actions:

- Identify seminar speaker to highlight issue through discussions with E&D Networks; Ongoing from 2019-2022

(viii) Workloads

BI has no formal workload model. Staff have no formal undergraduate teaching commitments. Workloads are monitored through line management and reviewed at annual appraisals (Section 5.2(ii)). In particular, the Director and BEC take care to consider the workloads of all TTGL and female GLs as these groups can be overburdened by extra responsibilities. In the BI LIBRA survey (Figure 5.4.10), only 16% women and 17% men were unhappy with their workload, explored through [GAPs 1.6](#), [2.6](#) and [7.3](#).

Figure 5.4.10 LIBRA Survey summary on WLB and workloads



GAP7.3 Monitor committee load

Future Actions:

- i. Pilot project to monitor number of hours spent in committee meetings by gender for staff at BI5 and above; July-Dec 2021
- ii. Interventions to mitigate against any imbalances; Jan 2022

(ix) Timing of meetings and social gatherings

All meetings are held within core hours (09.30-15.00) avoiding school holidays where possible. Seminars are now usually held 13.00-14.00 so most staff can participate, altered from the historical 16.00-17.00 time slot that prevented staff who needed to collect children from school from attending. GL retreats are now held in Cambridge to minimise travel and enable those with caring responsibilities to attend.

Social gatherings are timed to allow maximum participation (Figures 5.4.11-12). The Institute bar is open on Wednesdays and Fridays from 16.00 providing a child-friendly environment. The annual summer campus social is for staff and their families. Both BSU and Nursery staff socials are arranged well in advance often by vote/poll and frequently timed alongside staff meetings/training. Nursery organise many community/campus social events throughout the year and staff are encouraged to bring their family.

Figure 5.4.11 BI Summer social - From left: Summer BBQ, Summer sports on the back lawn



Figure 5.4.12 BI Christmas Socials – From left BI Nursery Staff at Babraham Research Campus Christmas Party, BI Christmas Jumper Day



(x) Visibility of role models

SAP4.6 committed to increasing role models for Post-Docs. Expansion of the *My Life in Science* seminar series facilitated the visibility of women in a variety of science roles and career stages (12W:3M). Two male speakers also acted as role models specifically speaking about ‘sharing the domestic load’ enabling women to be more visible in the work place. Speaker selection at the 2017 Ageing Cell conference ensured visibility of excellent women scientists in the field (14W, 11M).

The BI Communication Manager, an e4s Team member, oversees all communications ensuring the consideration of gender in all materials and throughout the Institute website (Figure 5.4.13-16).

GAP4.14 Organise My Life in Science seminars

Future Actions:

- 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

Figure 5.4.13 Photographs celebrating achievements and role models at Babraham – From top clockwise: Dr Len Stephens elected to Fellowship of the Royal Society, Morton Lectureship Award for Institute Director, Dr Michelle Linterman becomes an EMBO young investigator, BioTech YES success for Institute team, Dr Rahul Roychoudhuri awarded Lister prize, Dr Joanne Durgan wins L'Oréal-UNESCO Women in Science Fellowship, (and centre) Drs Antonio Galvao and Irene Hernando Herrera awarded Marie Skłodowska-Curie Fellowships.



Figure 5.4.14 Celebrating Success – Viva Celebrations



We take great pride in achievements of Institute staff and celebrate these through various media (Figure 5.4.14-16) and internal communications. Each year we celebrate internal prizes e.g. KEC (2M, 2W), PE (1M, 4W), e4s (3W) prizes as well as the prestigious Sir Michael Berridge prize. As a demonstration of our increasingly successful women scientists, and increasing recognition of their achievements, we have seen an improvement in the gender balance of prize winners since our Silver Award (Figure 5.4.17).

Figure 5.4.15 Examples of achievements celebrated in BI news webpage

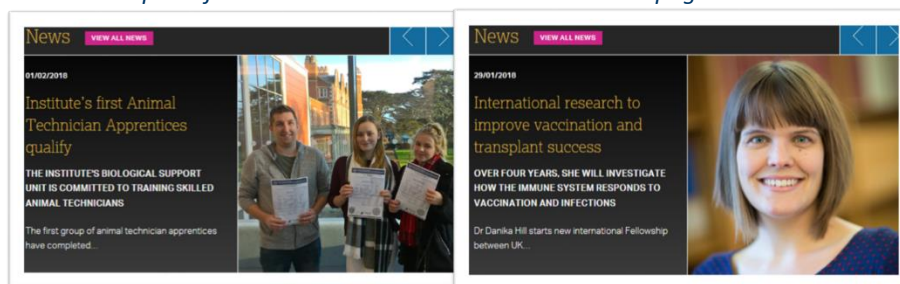


Figure 5.4.16 Examples of achievements celebrated on BI's twitter account

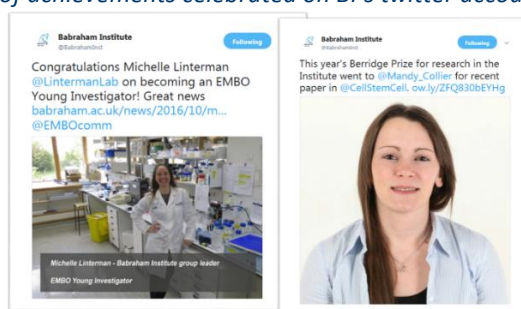
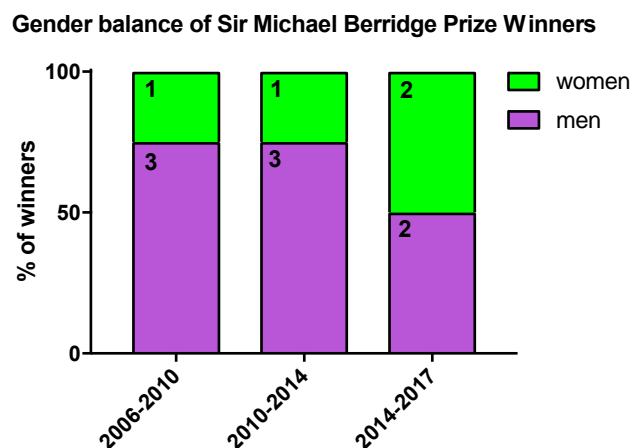


Figure 5.4.17 Sir Michael Berridge Prize winners. – Awarded annually to most outstanding PhD student or Post-Doc



GAP7.8 Consideration of gender of BI prize winners

Future Actions:

- Circulate award data by gender to SPOC; May 2018-2022
- Track nominees by gender May 2018-2022

There is careful consideration of gender balance of internal events such as Annual Lab Talks. The impact of SAP7.4 has been gender balance of speakers at Annual Lab Talks

(GAP7.4) (Figure 5.4.18 - note no lab talks in 2016 due to conference facilities re-build). However, Figure 5.4.19 shows further attention needs to be given to the balance of external speakers (36M, 20F in 2017). GAP7.5 ensures that equality will be improved in this area. In 2017 Annual Lab Talks were screened into a second room allowing parents with caring responsibilities/on parental leave to listen (Figure 5.4.20).

GAP7.4 Ensure gender balance at Annual Lab Talks

Future Actions:

- i. Continue to promote awareness of gender balance at Institute events; Ongoing from 2018

GAP7.5 Ensure gender balance of invited speakers

Future Actions:

- i. For Babraham Distinguished Lecture Series those suggesting speakers must offer at least one women and one man; 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

Figure 5.4.18 Gender Balance at Annual Lab talks

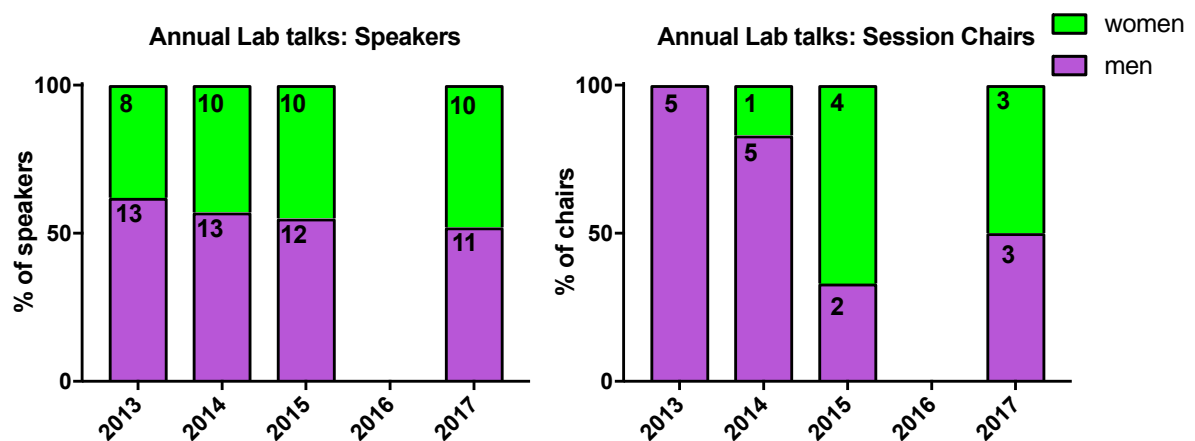
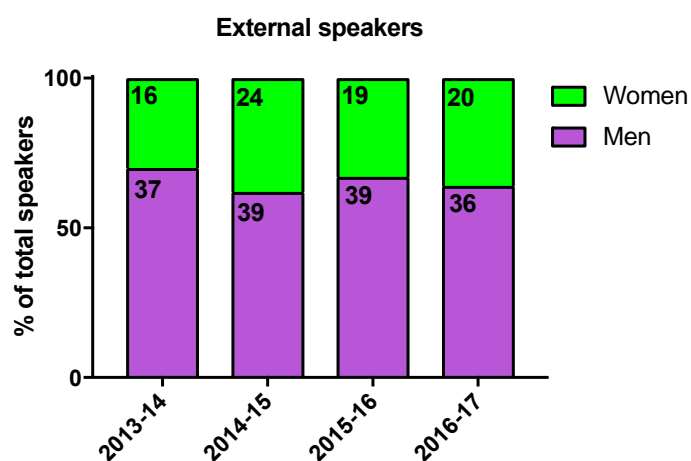


Figure 5.4.19 Gender Balance of Invited Speakers



Through a pilot study we have seen that senior men ask more questions in seminars than any other group (40 questions: 25M, 15W; 22GLs, 15sPDs, 2 PD, 1 PhD). This is important for both career progression and visibility of under-represented groups. We will use [GAP7.7](#) to further explore this and put actions into place if required.

GAP7.7 Analyse visibility of women scientists at post-talk questions

Future Actions:

- i. Host/session chairs to monitor gender balance and seniority of questioners and proactively encourage junior staff; Ongoing from Jan 2019

Figure 5.4.20 Annual Lab talks screened into child friendly room



The e4s Team has actively promoted role models in areas of male under-representation e.g.:

- interviewed male members of Nursery staff for e4s blog
- male role models spoke about shared parental leave at IWD2017
- male role models (Prof Jeremy Sanders and BoT members) have spoken about collective responsibility for E&D at IWD events
- celebrated males working in under-represented areas (Figure 5.4.21)

Figure 5.4.21 Celebrating Men in areas of Male under-representation



Each year we have used International Women's Day as an opportunity to celebrate role models (Figure 5.4.22). Many BI alumni are excellent role models for current staff and students. At IWD2016, BI women alumni returned to discuss their diverse careers in academia, industry and government; women's careers are highlighted through SAP4.7 for which a BI alumni LinkedIn group was set up, and alumni information added to the Institute website.

Figure 5.4.22 A booklet of 25 BI Alumni in celebration of IWD2016 – Networking lunch, Panel session with BI alumni, Alumni booklets



We have always aimed to make these events inclusive.

"I really like the very inclusive, warm and welcoming tone of this event – well done! I think it strikes exactly the right balance of raising the issues at the highest level, piquing interest and encouraging that everyone has a say at every level"

—Post-Doc (W), IWD2018 Organisation.

(xi) Outreach activities

Everyone is encouraged to take part in outreach activities. 83 staff (52W, 31M) took part in 2017 (Table 5.4.4). In 2016 20 staff/students (7M, 13W) registered as STEM ambassadors.

Table 5.4.4 BI Staff and Student participation in outreach events by gender

	2012			2013			2014			2015			2016			2017			Reach
	M	W	%W	M	W	%W	M	W	%W	M	W	%W	M	W	%W	M	W	%W	
Schools Day	47	39	45	30	21	41	38	51	57	47	58	55	32	36	53	39	44	53	National
Schools Visits				4	5	56	10	24	71	7	14	67	10	19	66	12	27	69	Regional
Big Biology Day at Hills Road College													3	9	75	3	7	70	Local
Projects with International Students							19	13	41	7	6	46	5	7	58	14	18	56	International
Cambridge Science Festival				8	12	60	6	11	65	16	23	59	8	16	67	6	18	75	National
Royal Society Exhibition	22	26	54							13	30	70							National
Public Dialogue										22	23	51							National
CHROMOS at Science Museum																3	8	73	International
University Technical College Project										14	7	33	15	8	35	12	4	25	Local

BI organises and participates in many outreach activities including Cambridge Science Festival, Royal Society Summer Exhibition and schools visits. A major success of our PE programme is Schools Day, now running for 24 years, bringing GCSE and A' level students into the lab for hands-on activities and to discuss careers in science (Figure 5.4.23). Analysing pupil participation by gender and school type, over the last 12 years 39% have been male and 61% female. 83% of schools participating have been state schools (Table 5.4.7). BI is currently involved in the Cambridge Launchpad scheme that requires a 50:50 participant gender split. BEC will review this pilot project to explore how it effects male participation levels.

Figure 5.4.23 Schools day Images



Table 5.4.5 Babraham Visits to Schools- Participant Data by School Type

	Visits to Schools (5 years data)				
	State	Private	Other	Total	% of total
Nursery	1	2	0	3	2
Primary	72	1	1	74	44
Secondary	44	11	0	55	32
College	24	14	0	38	22
Total	141	28	1	170	
% of total	83	16	1		

Table 5.4.6 shows staff who have volunteered for visits into school and for BI Schools' Day. More women than men participate, reflecting our gender split (58.6%W over 5 years). However, women carrying out more school visits per individual than men (GAP12.1).

In recent years, the scope of our schools' work has increased with visits to and from International students e.g. French, Chinese, Dutch Schools Partnerships (Figure 5.4.24).

Table 5.4.6 BI Staff by grade and gender who volunteered for visits into schools and BI Schools day (on site) – (5 years of data 2013-2017) (not as a % of those at those grades)

	School visits (no of individuals)				Schools Day (no of individuals)			
	Men	Women	Total	% W	Men	Women	Total	% W
Student	6	10	16	63	33	44	77	57
BI 10,11	0	0	0	-	0	0	0	-
BI 9	0	0	0	-	0	1	1	100
BI 8,7	1	4	5	80	4	17	21	81
BI 6	3	4	7	57	17	27	44	61
BI 5	8	8	16	50	13	23	36	64
BI 4	2	1	3	33	8	2	10	20
BI 3	2	0	2	0	6	1	7	14
PC 2	1	0	1	0	7	0	7	0
PC 1	0	0	0	-	3	0	3	0
Total	23	27	50	54	91	115	206	56

	School visits (no of instances)				Schools Day (no of instances)			
	Men	Women	Total	% W	Men	Women	Total	% W
Student	10	20	30	67	60	83	143	58
BI 10,11	0	0	0	-	0	0	0	-
BI 9	0	0	0	-	0	1	1	-
BI 8,7	2	15	17	88	5	25	30	83
BI 6	6	44	50	88	37	59	96	61
BI 5	14	15	29	52	3	45	48	94
BI 4	4	4	8	50	28	9	37	24
BI 3	2	0	2	0	17	6	23	26
PC 2	1	0	1	0	21	0	21	0
PC 1	0	0	0	-	12	0	12	0
Total	39	98	137	72	183	228	411	55

	School visits (no of instances/individual)		Schools Day (no of instances/individual)	
	Men	Women	Men	Women
Student	1.7	2.0	1.8	1.9
BI 10,11	-	-	-	-
BI 9	-	-	-	1.0
BI 8,7	2.0	3.8	1.3	1.5
BI 6	2.0	11.0	2.2	2.2
BI 5	1.8	1.9	0.2	2.0
BI 4	2.0	4.0	3.5	4.5
BI 3	1.0	-	2.8	6.0
PC 2	1.0	-	3.0	-
PC 1	-	-	4.0	-
Average	1.7	3.6	18.8	19.0

GAP12.1 Ensure gender balance of staff visiting schools

Future Actions:

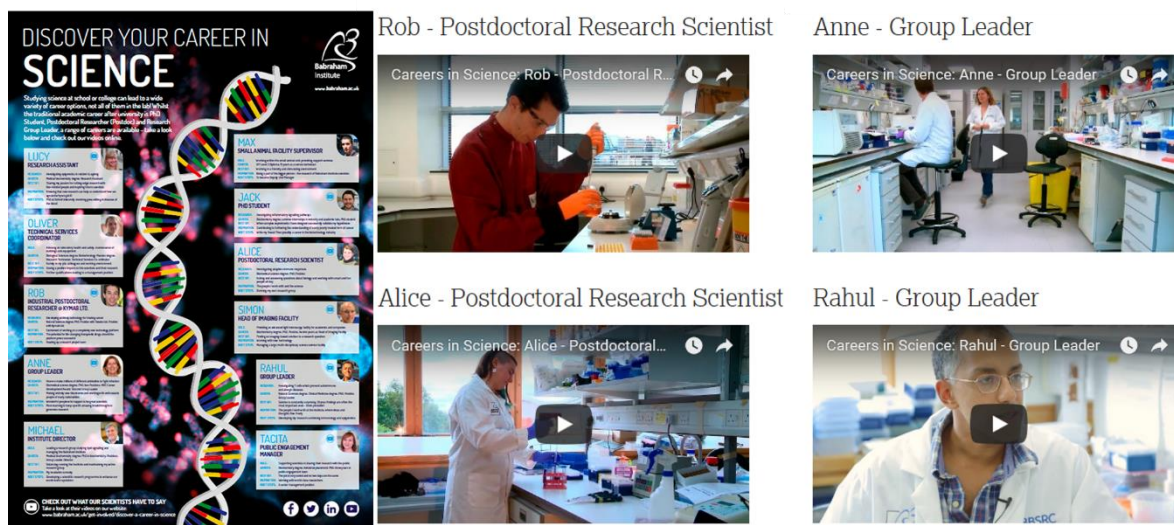
- i. Target outreach opportunities to male Post-Docs; Ongoing from June 2018

Figure 5.4.24 Examples of outreach projects at BI – (from top left clockwise: Royal Society Partnership with Hitchin Girls School, Epigenetics at Cambridge Pint of Science, Technasium project with Sophianum School Holland, Cambridge Science Festival Molecular Explorers Exhibit)



Recently the PE and e4s Teams worked together to develop a 'Discover your career in Science' project (Figure 5.4.25) where profiles of 11 staff from different levels/areas are available on the website (4W, 7M).

Figure 5.4.25 Outreach Careers Project



"This video is perfect for teaching my students what it is like to work in a research lab, and it's a big bonus that the scientist is a woman."

— You Tube (W)

Contribution to outreach activities is recognised in appraisals and through annual PE prizes (1M, 4W 3 years). The PE Manager presents achievements to BEC and the BoT quarterly and at biannual Infosite meetings.

(xii) Diversity in research

Males and females differ in their biochemistry. Often these differences are not considered in early stage and pre-clinical research leading to a biased understanding of human health with sometimes fatal consequences. BI's gender equality project aims to also address equality in the research we conduct. Our work in this area is an example of best practice and a beacon activity.

Concerned by the lack of understanding and awareness, we have focussed on this area since the beginning of the e4s project and have significantly developed this in the LIBRA project.

BI carries out excellent research into imprinting and early development that has made major contributions to understanding of female or sex-specific biology, nevertheless SPOC have recently formalised a policy to encourage critical thinking, and where appropriate experiments, which address equality in research content across BI's entire portfolio (GAP1.1). Since 2015 SPOC consider whether gender has been taken into in research proposals. The formalised policy now cements this within the Institute's science. Our policy has been shared with the 13 European LIBRA partner institutes as an example of best practice.

BI are leading the organisation of a Sex and Gender Dimension of Research Symposium (Figure 5.4.26) at Babraham in 2018 with international reach, involving industry (AZ, GSK,

Novartis), funders (WT, CRUK), UK Home Office (HO), NC3Rs and publishers. We also hold seminars on this topic with more scheduled for 2018. These have been used as a model for others in the LIBRA consortium.

GAP8.1 Increase awareness of the consideration of gender in research content

Future Actions:

- i. Seminar for all research staff on the importance of gender equality in research content; Sept 2018

Figure 5.4.26 LIBRA SGDR Meeting



In 2017 we developed a case study with a senior scientist on a recent publication which highlights gender differences. This will be promoted on the LIBRA website and through a social media campaign with international reach.

It is too early to assess the full impact of this area of our work, but we have been impressed by the enthusiasm of forthcoming workshop participants and aim for funders and publishers to embed the consideration of sex as a requirement of grant proposals and publications.

(xiii) Beacon activity

Below we highlight areas in which we excel and have an impact beyond BI.

LIBRA

LIBRA is our EC H2020 funded gender equality project (Section 2). BI played a major role in preparing the proposal and is involved in all aspects, leading the work package on WLB. We have shared our best practices amongst the consortium and beyond.

Examples of practices and resources shared:

- My Life in Science seminar series (suggested speakers, advertisement formats, speaker invitations)
- Formats and speakers from our IWD events
- Flexible working campaign
- 'You said, we did' campaign
- Pregnancy at work (website, risk assessments, H&S, chemicals lists, procedures)
- WLB posters (Figure 5.4.27) and campaign
- Sex and gender dimension policy
- Recruitment policies, job adverts in formulating the LIBRA recruitment guidelines
- Blogs
- Book list challenging gender stereotypes in children's books (Figure 5.4.28)

"The BI team is contributing significantly to the LIBRA consortium, not only as leader on Work-Life balance but also sharing their experiences in improving gender equality. My Life In Science seminars were initiated at BI and taken on by other LIBRA institutes, the team shared their awareness campaign on Maternity Matters, Pregnancy at work, risk assessments etc, flexible working and 'you said we did' posters. For many topics discussed in the LIBRA consortium the BI team contributed their previous experiences which helped the consortium to advance quicker and benefit from lessons learned at BI."

—LIBRA Coordinator CRG, Spain (W)

"MDC was inspired by the BI international women's day symposium. We adopted the same format and invited Dr. David Kent for our own gender Equality symposium."

—LIBRA GEP team, MDC, Germany (W)

Figure 5.4.27 Examples of a LIBRA WLB Poster

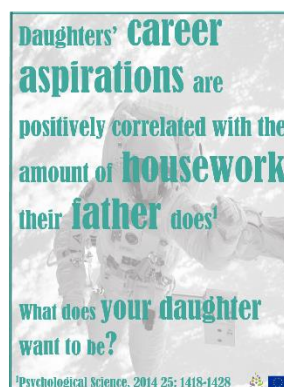


Figure 5.4.28 Examples from our Children's Book List



Sharing Best Practice

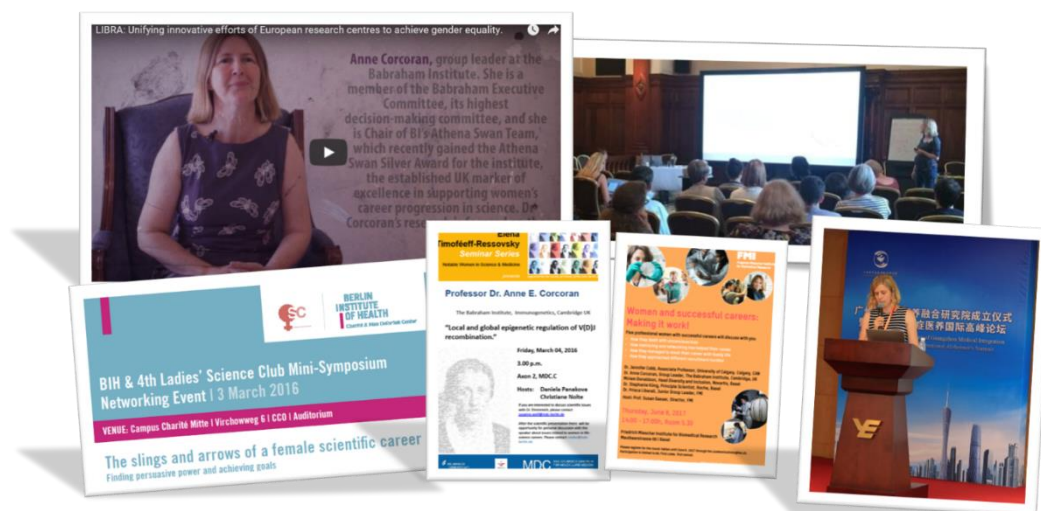
We believe that sharing best practice and working together in gender equality is vital for progression. We have extensive examples of such sharing within E&D networks, academic science and the general public.

Examples of BI sharing best practice:

- Networking amongst local partners e.g. (a) MRC-CBU, Sanger, (b) BI, Crick, Sanger, MRC L&D network (c) Sanger, BI, Crick, GSK EDIS network (d) ECU Regional Meetings (e) UoC E&D
- BI hosted ECU Regional Meeting in 2017, with an introduction from our Director on the importance of gender equality in science
- Presented at ECU Research Institute meetings
- Presented at RENU Workshop: REF2020
- Provided workshop at Vitae International conference 2016 (30 attendees)
- Presented at Cambridge Symbols 2015
- Involved in Cambridge WOW organisation
- Featured in LIBRA video (Figure 5.4.29), career videos (Figure 5.4.25)
- Director discussing gender equality at EOSF 2018
- Invited to blog for FEBS network
- Initiated job-sharing event with Ginibee and CamAWiSE for BI, BRC, and local partners
- Attendance and networking at various conferences, meetings and events
- Development of the LIBRA Recruitment Guidelines used by 13 European institutes and available for all on website
- Invited to speak at FEBS Letters 50th Anniversary Symposium 2018
- Worked with UoC Murray Edwards College to improve survey on gender in the workplace
- e4s blog and twitter account
- Sex and Gender Dimension of Research International Meeting organised at BI for Sept 2018

- e4s library
- e4s children's resources box
- Sharing resources with other Institutes/parts of our own Institute e.g. 'You said, we did'; Making Life work well; Pregnancy at work; Flexible working campaigns

Figure 5.4.29 Sharing Best Practice From Top Left: Anne Corcoran from our e4s team in the LIBRA video, e4s Manager presenting a gender workshop at VITAE International Conference, e4s Manager presenting as Special Advisor to the Ghangzhou Medical Integration Institute, China, Posters of events at which e4s team members have presented.



"The BI e4s team has been a great partner to our research initiative to involve men and women in building more inclusive workplace cultures. We know how important it is to get people at all levels thinking and acting to ensure equality of opportunities within careers. Babraham's team helped us construct a survey designed to build awareness of and measure the impact of subtle gender bias. Their commitment and advice in the early stages has helped us achieve great response rates across a range of organisations, including Babraham. This research is starting public conversations about what to do to engage men (and women) as agents of change."

*—Dr Jill Armstrong – Lead researcher 'Collaborating with Men' project;
Murray Edwards College, University of Cambridge*

BSU

BI's BSU is a beacon of good practice. The facility opened in 2009, incorporating the latest technology and advancements within the industry. The use of natural daylight, strategically located write-up areas/tearooms help maintain staff morale and wellbeing. The design has been used as a model by others in the industry.

As discussed (Section 5.1(i)), BSU have transformed their recruitment practices, resulting in good gender balance, reduced turnover leading to better working conditions, career development and a stable staff group with good morale.

The newly improved career structure includes additional posts for attractive potential career progression; technical support, deputy supervisors, deputy managers and deputy heads of facility have been introduced. BSU have successfully piloted an apprenticeship scheme (Figure 5.4.30). This has encouraged apprenticeships in other areas of the institute (Nursery, IT and finance) and has been commended as a beacon by others in the industry.

"We're seeing your [apprenticeship] set-up as a Gold standard for the Industry"

—Brian Lowe, Venture4ward

GAP 8.3 extends the apprenticeship scheme. BSU are commencing discussions with a third party recruitment agency with the aim of becoming a training college, providing at least 6 fully-trained apprentices every 15 months who will go onto employment outside BI.

GAP8.3 Training College for animal technicians

Future Actions:

- i. Further development of the apprenticeship scheme; June-Dec 2018
- ii. Share training model with industry and academic organisations; Jan-Dec 2019

Figure 5.4.30 BSU Staff at Careers Fairs



BSU managers are ‘adjusting jobs to lifestyles’. In **GAP9.1** a feasibility study is being undertaken to establish a model where staff can book their hours in advance to suit personal needs via an online booking system.

In 2015 confidential staff suggestion boxes were introduced. All suggestions are entered onto an open intranet site with a response to each or justification for any rejections. This has now been taken on as an example of good practice by the **e4s** Team and Nursery.

BSU staff cannot freely move between bioscience areas due to health barriers, therefore communication is key. Weekly meetings, newsletters and staff talk days are arranged at least 4 times a year always including food and a social event and well in advance for maximum participation.

Through **GAP13.4** BSU managers aim to improve inclusivity further by providing at least two new job opportunities in 2018 for staff with disability.

GAP13.4 Increase the number of employment opportunities for disabled people

Future Actions:

- 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

The changes that have taken place have led to an overwhelmingly positive culture in BSU despite the pressures, Home Office requirements and strict animal welfare procedures.

‘Babraham is a good place to work, we are very lucky here’

—BSU Manager, 2016 consultation (W)

Diversity in research activities

Our work on diversity in research activities is pioneering for many organisations. Our innovative policy has had an impact at the European level following its uptake by our LIBRA partners. We have taken the lead in bringing together academics, funders and policy makers in this area to improve awareness and campaign for change through our 'Consideration of Sex and Gender in Research & Experimental Design' meeting to be held at BI in 2018.

Table 5.4.7 Major Impacts in Organisation and Culture

Major Impacts
Improved perception of culture
Increased understanding of HR policies & entitlements
Increased women Heads of Units
Improved committee gender-balance
Core hours
Non-formal networking opportunities increased
Speakers at conferences/annual lab talks gender-balanced
Talks screened for people with childcare responsibilities
Gender balance of internal prizes
Greater visibility of role models
Consideration of gender in research content
Beacon Activities

6. SUPPORTING TRANS PEOPLE

Recommended word count: 750 words – 446 words

(i) Current policy and practice

BI's inclusive culture aspires to make everyone welcome regardless of any characteristic. We and our environment are trans-affirmative.

Our harassment and bullying policy, code of practice and training course are regularly reviewed and updated but since the inception of the e4s project we have also developed a transgender policy (GAP1.1). This addresses the value of all staff regardless of gender, setting out a framework of how BI will support staff, students and visitors who have initiated the process of gender reassignment.

A positive atmosphere is created by senior members of staff modelling acceptance and expecting a culture of inclusivity. The e4s Team highlights transgender awareness week internally.

To date there have been no reported instances of transphobic harassment. No form of bullying or harassment, be this transphobic or of any other nature, is tolerated and is regarded as grounds for disciplinary action and potential dismissal.

The e4s Team have worked with HR to ensure that the options with regard to gender are complete and appropriate based on ONS and Stonewall guidelines in the new applicant tracking system (GAP2.1).

Forms and databases from HR and e4s are gender inclusive (ONS, Equality and Human Rights Commission, Stonewall). GAP13.1 will ensure this extends to other Institute areas; policies that do not need to be gendered are not e.g. dress codes, and will improve awareness of pronoun use. All staff can request that their photographs are not included in email signatures or building directories.

GAP13.1 Awareness of need for inclusive language

Future Actions:

- i. Promotion at Annual Lab Talks; June 2019
- ii. Increase awareness amongst staff taking meeting minutes; June 2019 onwards

The Institute respect the confidentiality of all staff and students. When an individual notifies HR of their intention to transition, the Head of HR agrees with them the date from which their gender is changed on all records and all references to their former name and/or gender removed and replaced as requested. HR store all staff and student information confidentially.

Some, but not, all Institute buildings contain a toilet that is not gender-assigned addressed in [GAP13.2](#).

GAP13.2 Ensure easy access to non-gendered facilities e.g. toilets and changing rooms

Future Actions:

- i. Work with BBT for easy access to non-gendered facilities for all staff and students; Jan 2020-Dec 2021

(ii) **Monitoring**

Currently the Institute monitors the impact of policies and procedures through encouraging everyone to speak to HR, their LM, or the e4s Manager about issues. Anyone can comment through the e4s postbox or contact the team anonymously. To date no one has raised a gender-identity related issue.

(iii) **Further work**

We are becoming Stonewall Diversity Champions to gain a greater understanding of changing working practices to eliminate any discrimination and advance equality in this area ([GAP13.3](#)).

GAP13.3 Review policies and practices to ensure trans inclusivity

Future Actions:

- i. Work with Stonewall to ensure inclusive policies and practices; Jan-Dec 2019

[GAP13.5](#) explores new initiatives for greater inclusivity. In 2018 we will offer an LGBT+ focus group and drop-in session, to further understand and ensure an inclusive working environment. We will also improve the understanding of gender identity through attending Stonewall Workplace Conference 2019; supporting LGBTSTEM Day 2018 and Transgender awareness week with social media campaigns including role model campaigns e.g. Stonewall's poster campaign.

GAP13.5 Explore new initiatives for greater inclusivity

Future Actions:

- i. Identify initiatives to increase awareness and understanding of broader inclusivity; Ongoing from June 2018

7. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: 1500 words – 1494 words

Three individuals working in the institute should describe how the institute's activities have benefitted them.

Andrea Last – Head of HR (e4s member)



I came to Babraham 15 years ago, during which time I have experienced the full spectrum of opportunity and support that the Institute provides to its staff. When I joined the HR team, I was the junior member. However, I was immediately struck by the support and possible career progression on offer. Within a few months of starting, I was encouraged to enrol and complete my full CIPD qualifications, financially supported by BI. During my studies, I received mentoring from more experienced staff and was provided with opportunities and support to develop and utilise my new skills in project work. Having completed my qualifications I was

able to avail myself of post-regrading opportunities, providing me with my first promotion. Subsequently, I have had the opportunity to apply for and progress into two higher level roles, culminating in being appointed Head of Department on my return from maternity leave in 2014. I would not have progressed without the mentoring, training, support and opportunities that BI provides.

I have taken 3 periods of maternity leave, benefitting from generous full pay provided which enabled me to spend precious time with my very young children. During periods of leave, BI provided a maternity cover for my role which enabled me to focus on my children and not worry about work. The Institute's Outstanding Ofsted rated nursery also enabled me to return to work knowing that my children were close by, well cared for and their development needs met, enabling me to focus on my job role during working hours. When I returned from my third period of maternity leave, the role of Head of HR became vacant. I was given the opportunity to take on the role in an interim capacity, giving me time to develop in the role and be in a position to apply for it, through fair and open competition, on a permanent basis. I now support and mentor my own team. I have also availed of the Institute's flexible working policy, changing my hours when my eldest child started school. In addition, in recent weeks the Institute has provided me and my family with temporary living accommodation whilst we prepare for a permanent house move. The fantastic facilities and the collegiate inclusive ethos within BI makes it an excellent place to work.

Claire Senner – Senior Post-Doc

I have worked at BI as a Post-Doc for eight and a half years. During this time I have successfully carried out numerous research projects, mentored students, sat on the Post-Doc committee, and become a mother to three boys.

I have benefitted in numerous ways from the environment and specific initiatives for working mothers at BI. The e4s team has raised the profile of women scientists and are breaking down barriers that women are often up against. On a practical level, I have had three maternity leaves with full pay for 6 months and utilised the outstanding on-site nursery. My sons thoroughly enjoy their time there and the Institute's tax-relief salary sacrifice scheme helped especially at a time when two children were in nursery at once.

The most significant initiative that I have personally benefitted from is the introduction of job-sharing. I am one half of the Institute's first Post-Doc job share.

Whilst on maternity leave with my second child I worried how I would cope returning to my full-time position. My eldest child was about to start school and requires frequent check-ups in hospital following eye surgery as a baby. I am the "on-call" parent as my partner commutes, so dropping off, picking up and trips to the doctor are down to me. I love my children and caring for them is not a burden but I was beginning to feel like I wasn't doing either of my jobs well, as a mummy or a scientist. Friends suggested I work part-time, I was sceptical as I had never heard of a part-time Post-Doc. I talked to my Group Leader, initially requesting that I work three days a week, she suggested recruiting someone to work two days a week as a job-share. HR and senior management were immediately responsive and agreed to cover extra costs.

From a family point of view the job-share is fantastic. I am at home two days a week. I schedule medical appointments and errands on my home-days so working-days run more smoothly. I am delighted that I have been able to continue as a Post-Doc which I love. I didn't want to leave the lab or BI and I'm so pleased that this has been possible.

When Sarah, my job-share partner, and I started, our main motivation was achieving a better work-life balance, but we've benefitted so much we want to share the experience. We are raising awareness on the topic – we worked with Ginibee, a local job-sharing platform, helping them to understand the peculiarities of being a Post-Doc; we presented at the BI job-share workshop; and we've written blog pieces with the e4s Team. We successfully nominated our Group Leader Myriam Hemberger for the BI e4s award to recognise her commitment to this and other initiatives that enable women to have successful scientific careers.

Recently I successfully applied for a Royal Society Partnership Grant. My proposal was based on my strong belief that girls require more access to and awareness of successful women scientists. Six Y12 students came from Hitchin Girls School to study the process of X-inactivation and meet with successful women scientists and the e4s Team. It was a great success.



My research is progressing well. Both Sarah and I are authors on several high-impact publications and in 2016 my Group Leader nominated me for a promotion to senior Post-Doc which was awarded soon after.

Stefan Schoenfelder – Career Progression Fellow



I have worked as a research scientist at BI for over 12 years. During this time, I have held different roles: post-doctoral research scientist, promoted to senior post-doctoral research scientist in 2009, and then to my current position as Career Progression Fellow in 2018. My 'private status' has changed during this time too: I married Priya, another scientist at BI, in 2009, and we have three children born in 2009, 2014 and 2016. Having gone through these different stages of my personal and professional life at BI puts me in a good position to comment on the support available for scientists, and to share my experiences on managing a healthy work-life balance at the Institute.

With regards to work, having children came as a massive 'shock to the system' for me. After the birth of our first child, I realised that I would have to change my working hours dramatically. I used to start relatively late in the morning and finish whenever my experiments were done; I didn't really pay much attention to the time. Suddenly, there was a deadline to meet every day – nursery closing time, later, school hours. This may sound trivial, but it took me quite a while to find a new rhythm that allowed me to be productive in the lab, while at the same time being there for my kids and fully focusing on them while we spend time together, i.e. trying not to think of that next super-important experiment/deadline, at least for a while. This still is a daily challenge (as I suspect for most working parents), but there is no doubt that BI's unique infrastructure for working parents has helped me massively: first, there is an excellent Institute-run nursery on-site. Second, the nursery runs an after-school and holiday club at my older daughter's school, which is invaluable for afternoons and half terms. Third, we live on site in an Institute-owned house, reducing the commute and school/nursery runs to an absolute minimum.

My supervisor has always supported me to plan my own day, flexibility has become increasingly important the older our children get. For example, currently I leave work early twice a week to collect my daughter from school and drive her to sports activities, where I read papers or work on manuscripts/applications. If needed I continue in the evenings after the kids are in bed. This flexibility is common-place at BL. Managing work and home life would not be possible if I was expected to follow a rigid 9 to 5 working day.

Throughout my time at Babraham, I have benefitted tremendously from colleagues' support. Promotions I have been rewarded with are testament to this, but equally important were countless discussions with colleagues who have given me invaluable advice. Organic mentoring is part of every-day life at Babraham. I have always felt that I could 'knock on every door' and find that colleagues make time whenever I'm stuck with a scientific question or need advice regarding a career decision. This spirit of support, open scientific dialogue, interaction and exchange of knowledge is actively fostered and promoted, and is one of the reasons that make Babraham a unique place at which to work and conduct top-level research.

SUPPORTING STATEMENT

Recommended word count: 500 words – 260 words

Provide a short statement explaining why you believe the institute should be awarded a gold Athena SWAN award.

The Babraham Institute has undergone a transformation in the last 5 years. Honest and open reflection of our practices and their impact has instilled an Institute-wide recognition of the need for change that has been embraced and embedded. Catalysed by our initial Athena SWAN application, the drive for equality now has a life of its own, reflected in the new strapline *equality4success*, and its impact is palpable throughout the organisation. Whilst the breadth of our activities and analyses are beyond the word limits, this document demonstrates that conscious and unconscious barriers to progression are being eliminated to create a working environment that delivers excellent opportunities for all, thereby enabling our core business of excellent science. The impact of these changes is seen in increasing numbers of women progressing through promotion and into our tenure track programme, and we are excited about the imminent opportunity to recruit a more diverse senior team. Our creative approaches have inspired others, with many of our initiatives now adopted in leading European research institutes thanks to our leading participation in the LIBRA project. Closer to home, working with schools and nurseries, our ambition is to inspire and encourage the next generation of scientists and professionals. With enthusiastic commitment from our governing board and senior leaders and a tangible sense of collective responsibility, we are confident that our Gold Action Plan will deliver further and wider progress.

We therefore believe that our success in driving a culture change at the Institute and beyond, including our LIBRA partners, should be recognised with a Gold Athena SWAN Award.

8. ACTION PLAN

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

Please present the action plan in the form of a table.

Babraham Institute Athena SWAN Gold Action Plan 2018-2022

This action plan includes updates from the Silver Action Plan (coloured grey), followed by gold actions detailed in previous sections. Green highlighting indicates a prioritised action.

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
1	Activities supporting equality at BI and beyond					
Update from SAP 2014	1.1	Establish and maintain Athena SWAN self-assessment process	equality4success Team has met at least bimonthly; membership is now gender balanced; rolling student membership; regular review of action plan; Horizon 2020 LIBRA project Gender Equality Plan in place <i>Success measures achieved:</i> all meetings are minuted, male representation has increased to 50%, however there is a lack of representation from wider areas of the institute and lower grades - addressed in GAP1.2			
1.1	Develop scope of equality4success 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
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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 2018 SMii. Gender pay gap reduced to below 10% by 2022
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 by 2018 SMii. 100% of person specifications within job description includes criteria on E&D by 2018 SMiii. 100% of interviews include question about E&D by 2018
Update from SAP 2014	1.2	Publicise and embed Athena SWAN objectives and actions	e4s presented to BEC and GLs at least quarterly, all staff at least biannually and BoT at least annually; high visibility of project and activities via intranet, website, posters, newsletter and email <i>Success measures achieved:</i> 100% awareness of e4s project by staff, active engagement by senior management, well-attended e4s events and activities, new E&D activities initiated by non-e4s Team members, increased staff satisfaction (30% to 68% of women with positive perception of culture)			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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 by 2021
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 Women's Day, 50/50 day, Equal Pay Day, International Men's Day, LGBTSTEM Day; Mar, May, July and Nov 2018-2022 (See GAP4.14 for My Life in Science seminar series)	e4s Team	SMi. 100% awareness of e4s agenda as measured by Staff Consultations in 2018, 2020, 2022 SMii. 100% staff have attended an e4s event as measured in Staff Engagement Survey in 2021
Update from SAP 2014	1.3	Share good practice and resources with other SATs	Advised on AS applications e.g. Sanger and University of Essex, policies, H2020 funding. Critical friend on several AS applications. <i>Success measures achieved:</i> Regular meetings of e4s Chair, e4s Manager and BI HR with Sanger Institute AS manager and HR, trialled their mentoring scheme			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
Update from SAP 2014	1.4	Increase local networking beyond SAT	Attended inaugural symposium of Equality, Diversity and Inclusion in Science and Health Research and joined network <i>Success measures achieved:</i> Cambridge AWISE presentation at BI, AWISE events publicised, increased attendance by BI staff; participated in Cambridge WOW in 2015; new links established with Crick Institute and MRC central office			
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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 2018-2022 SMiii. Attendance of 60% of additional networking meetings 2018-2022
Update from SAP 2014	1.5	Identify financial resources to support the Action Plan	Dedicated e4s budget and cost code established, H2020 LIBRA project with part-time post funded <i>Success measures achieved:</i> Full-time e4s Manager in post since October 2015, budget available to support e4s events and activities			
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 2018-2022
2	Data Gathering & Analysis					

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
Update from SAP 2014	2.1	Optimise for future AS applications	e4s Team involved in development of new electronic HR data gathering system; SAP reviewed biannually <i>Success measures achieved:</i> data available and analysed at regular intervals, however full data collection remains resource intensive and limited availability of data on ethnicity - addressed in GAP2.1			
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
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from SAP 2014	2.2	Staff online survey	Civil Service Survey was not carried out in 2015 and 2017, however staff opinions were sought via the LIBRA online survey <i>Success measures achieved:</i> LIBRA survey completed by 67% of staff indicates high staff satisfaction levels with no gender bias			
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from Silver AP 2014	2.3	Staff consultations	Consultations carried out in 2016 <i>Success measures achieved:</i> quantitation of responses indicate high and gender balanced levels of staff satisfaction, Post-Doc mentoring identified as priority area of intervention (See GAP4.7)			
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
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)
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 viii. Follow-up students who decline offers of PhD to understand why; Onwards from June 2020 ix. Develop action based on reasons why students decline PhD offers; June-Dec 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 annually from 2019 SMiv. Decrease in numbers of students declining PhD offers by 2022 SMv. Student gender balance reflect national benchmarking data by 2022

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from SAP 2014	3.1	Online consultation	The online UoC post-graduate research experience survey (PRES) was carried out in 2015 and 2017 <i>Success measures achieved:</i> Participation has remained low due to low awareness levels of survey which will be addressed in GAP3.3			
Update from SAP 2014	3.2	Student consultations	Students consultations carried out in 2016 <i>Success measures achieved:</i> 25% of students surveyed, no significant or gender-specific challenges identified. Follow-up through GAP3.3			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
3.3	Consultation of students		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 planb. Pastoral mentors are now on student personal committee; a 2 year progress check has been introduced	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 ii. One-to-one consultation of >25% students in June 2018, 2020 and 2022 iii. Annual student focus groups; Jan 2019-2022 iv. Update of GAP and implementation of actions following focus group; Feb-April 2019-2022 v. e4s student members gather student opinion in advance of e4s meeting agenda circulation; Ongoing 2018-2022	Graduate Committee, GLs, e4s Team, HR	SMi. At least 30% respondents to PRES survey with gender balance representing cohort by 2019, increasing to 40% in 2021 SMii. At least 25% students consulted in 2018, 2020 and 2022 with gender balance representing cohort SMiii. At least 30% attendance at annual student focus group with gender balance representing cohort SMiv. Additional student-related actions on GAP as required annually by April 2019 SMv. Student agenda items at at least 50% of e4s meetings by Mar 2019
Update from SAP 2014	3.3	Ensure mentoring, training and support are optimal	Low uptake of pastoral mentoring, apparently due to high satisfaction levels but identified as valuable when required <i>Success measures achieved:</i> pastoral mentoring available for all students, good awareness of availability			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
Update from SAP 2014	3.4	Provide additional support for PhD students with childcare responsibilities	Additional information is available to students with childcare responsibilities, stipend payments covering 6 months for students on maternity leave <i>Success measures achieved:</i> students accessing support with no issues raised			
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
Update from SAP 2014	3.5	Monitor gender balance of delayed submission	Additional monitoring from SAP3.3 has helped to ensure that project completion is timely <i>Success measures achieved:</i> only 1 (W) delay in submission due to supervisor relocation			
Update from SAP 2014	3.6	Maintain gender balance of PhD	Ongoing monitoring of PhD student recruitment <i>Success measures achieved:</i> While women are well represented in the PhD cohort, men are under-represented, this will be addressed in GAP3.1			
4	Staff: recruitment, support, training and development					

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
4.2	Mitigate against unconscious bias during recruitment	<p>a. Staff completed the Implicit Association Test for identifying their own unconscious biases</p> <p>b. Unconscious bias seminar for all staff and workshop for managers</p>	<p>i. Inclusion of unconscious bias training at staff induction; Ongoing from Jan 2019</p> <p>ii. Inclusion of IAT in equality and diversity training module; Ongoing from Jan 2019</p> <p>iii. Biennial refresher on unconscious bias; 2019 and 2021</p> <p>iv. Link to Royal Society unconscious bias video sent to recruitment panel together with short-listing information; Ongoing from June 2018</p> <p>v. Information on unconscious bias visible to panel members during interviews; Ongoing from June 2018</p>	HR, Recruiting Managers	<p>SMi. 100% awareness and consideration of unconscious bias by Recruiting Managers as measured by Staff Consultations by 2020</p> <p>SMii. For recruitment to senior roles, no short-listing if single gender applicant pool in first round of recruitment by June 2018</p> <p>SMiii. 100% IAT completion as measured by Staff Engagement Survey by 2021</p>

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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. Triannual 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 May 2020	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 by 2022

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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
Update from SAP 2014	4.1	Improved career progression for BSU staff	Overhaul of the BSU career progression structure providing equal opportunities <i>Success measures achieved:</i> Improved gender balance at higher grades for BSU staff, higher staff retention and no use of agency staff			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from SAP 2014	4.2	Actively support career progression of Research Assistants	RAs were included in new mentoring scheme, ongoing support via GAP4.7 <i>Success measures achieved:</i> 4 RAs progressed to do a PhD at BI (2F, 2M);			
Update from SAP 2014	4.3	Improve Post-Doc mentoring	Senior Post-Doc and GL mentors trained; mentees trained; new scheme launched; Post-Doc mentoring scheme running with positive feedback <i>Success measures achieved:</i> all Post-Docs aware of mentoring opportunities, expansion and evaluation of mentoring scheme addressed in GAP4.7			
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from SAP 2014	4.4	Improved Post-Doc training	EMBO leadership course provided locally by HFP Consulting with good uptake and feedback; voice coaching repeated in 2016 <i>Success measures achieved:</i> Increased attendance rates in recent years with excellent feedback			
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

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from SAP 2014	4.5	Improve career structure	Development of career structure within BSU, Nursery <i>Success measures achieved:</i> More varied career structure available; Career Progression Fellowship funded in 2017 (1M); issue was not raised in staff consultations			
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
Update from SAP 2014	4.6	Increased role models for Post-Docs	Increased visibility of role models through My Life in Science seminars, celebration of award of Fellowships and promotions, Science 360 and gender balanced conference speakers <i>Success measures achieved:</i> My Life in Science Seminars have been well attended by staff at all grades and genders. Monthly GL seminars established that also include a description of their career pathway			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from SAP 2014	4.7	Provide more information about alternative career paths	Annual Science 360 event open to all staff provides an insight into alternative science careers e.g. science communication, tech, patenting; BI LinkedIn alumni network now established; IWD2016 brought 6 BI women alumni back to BI to talk about their careers <i>Success measures achieved:</i> Annual career event is well attended by women. 100% of senior Post-Docs responded that there was adequate career advice			
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 buildingsc. 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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
Update from SAP 2014	4.8	Improve promotion rates of female Post-Docs	Information about promotion procedures circulated to all staff annually. All staff are considered for promotion annually by BEC <i>Success measures achieved:</i> Post-Doc promotions have increased in number and are now gender-balanced. Contributions to KEC, PE and e4s is now formally recognised in appraisals. Understanding of the process remains low amongst other staff groups - addressed in GAP4.17			
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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)
Update from SAP 2014	4.9	Provide cover when Post-Docs take maternity leave	The number of covers provided for Post-Docs has increased recently (17% to 60%) <i>Success measures achieved:</i> Loss of productivity mitigated for Post-Doc and lab, good transition before and after leave			

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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 Post-Doc and lab as measured through Staff Engagement Survey of Post-Docs and GLs in 2021
4.20	Lobby funders 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

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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
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

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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 SMii. Increase in satisfaction levels of professional and technical staff by 20% through Staff Consultations and Staff Engagement Survey by 2021
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
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
4.29	Address gender differences in external funding success rates		a. Identified differences in grant success rates by gender	i. Monitor application and success rates; Ongoing from June 2018 ii. Ensure support is equally sought by all genders; Ongoing from June 2018 iii. Raise gender imbalanced success rates with RCUK; Jan-Dec 2021	SPOC, Grants Office, Director, ISP Heads, RCUK/UKRI	SMi. Balanced application and success rates by 2022 SMii. Gender balanced scheme success rates by 2022
5 Recruitment and support of tenure track group leaders						
Update from SAP 2014	5.1	Ensure appropriate mentoring and support	Process for progression from appointment to tenure review formalised and circulated to TTGLs with clear criteria <i>Success measures achieved:</i> TTGLs consulted are satisfied with level of support and mentoring received			
Update from SAP 2014	5.2	Ensure appropriate grading structure	TTGL-specific grading structure in place and reviewed annually <i>Success measures achieved:</i> TTGLs have not subsequently raised this issue			
6 Gender balance of senior staff						
Update from SAP 2014	6.1	Determine key challenges for female GLs	No recruitment of tenured GLs since 2004 <i>Success measures achieved:</i> overhaul of GL recruitment processes in advance of recruitment drive in 2018			
Update from SAP 2014	6.2	Maternity leave	New policy of providing cover during period of leave and stopping tenure clock with pause of up to a year has been implemented <i>Success measures achieved:</i> This issue has not been subsequently raised during consultations			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
Update from SAP 2014	6.3	Increase/diversify opportunities	Institute funding supports a Daphne Jackson Career Re-Entry Fellow and senior management are supportive of recruitment of additional fellows should funding allow <i>Success measures achieved:</i> Daphne Jackson Career Re-Entry Fellow is in post			
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
Update from SAP 2014	6.4	Support dual career aspect of female GL applications	No recruitment of GLs over this period <i>Success measures achieved:</i> Not applicable to date			
Update from SAP 2014	6.5	Improve female numbers at senior GL grades	Website and advertisements have been overhauled to attract more women applicants through use of inclusive language and images, however there has been no recruitment of TTGLs or GLs over this period <i>Success measures achieved:</i> No opportunity to date			
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
7	Visibility of women					

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
Update from SAP 2014	7.1	Increase female representation on senior decision-making committees	The Director has actively encouraged all committee Chairs to reflect on committee composition and gender balance; highlighted TAG do not have any women - increased to 1 in 2015 <i>Success measures achieved:</i> Increased representation of women on senior decision-making and advisory committees BoT (9 to 27%), BEC (13 to 21%), SPOC (21 to 29%), TAG (0 to 9%) and SIAC (18 to 24%); increased number of female committee chairs (1 to 5); further progression addressed in GAP7.2			
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
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
Update from SAP 2014	7.2	Increase responsibilities of female SRAs	Additional SRA participation on committees <i>Success measures achieved:</i> Issue was not raised in Staff Consultations			
Update from SAP 2014	7.3	Ensure all GLs contribute fairly to committees	Heads of ISPs advised overburdened GLs to reduce committee load <i>Success measures achieved:</i> More equally distributed committee responsibility			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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 BI5 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
Update from SAP 2014	7.4	Ensure gender balance at Annual Lab Talks	Organisers mindful of gender when inviting speakers and chairs <i>Success measures achieved:</i> Speakers and chairs are gender balanced			
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
Update from SAP 2014	7.5	Gender balance of invited speakers	Ongoing monitoring of invited speakers <i>Success measures achieved:</i> While the numbers of women have increased, women still only represent 36% of invited speakers in 2017 - addressed in GAP7.4			

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
8	Education					
Update from SAP 2014	8.1	Increase awareness of unconscious bias	Staff have received unconscious bias training and taken the LIBRA-specific Implicit Association Test, unconscious bias forms part of recruitment training and managers attended an unconscious bias workshop <i>Success measures achieved:</i> Unconscious bias disadvantaging women not apparent in recruitment processes			
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
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
8.4	Explore why alternative career events are predominantly attended by women		a. Identified that Science 360 events are largely attended by women (75% W)	i. Monitor attendance of Science 360 events; Ongoing from 2018 ii. Include questions about alternative careers in PhD and PD focus groups; Ongoing from 2019 iii. Survey need for information on alternative careers through Staff Engagement Survey; 2019 and 2021	e4s Team, HR	SMi. Annual analysis of Science 360 attendance data by gender by 2021 SMii. An understanding of why differential attendance of alternative careers events 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
9	Work-Life Balance					
Update from SAP 2014	9.1	Optimise flexible working	Flexible working practices highlighted through poster campaigns and blogs; developments of offsite network access e.g. VPN Success measures achieved: 96% of groups have individuals who adopt flexible working patterns			

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
Update from SAP 2014	9.2	Facilitate job-sharing	Job-sharing opportunities were promoted through a workshop <i>Success measures achieved:</i> Job-share position continued successfully and case study promoted			
Update from SAP 2014	9.3	Shared parental leave	Shared parental leave policies readily available and highlighted by HR when discussing leave <i>Success measures achieved:</i> Shared parental leave policy has been used (1M); case studies have promoted the opportunity; increasing numbers enquiring about shared parental leave			
10	Recruitment					

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
Update from SAP 2014	10.1	Increase awareness of gender balance	Unconscious bias training has increased awareness of gender balance during recruitment <i>Success measures achieved:</i> Composition of recruitment panels are not routinely tracked - addressed in GAP2.1 with implementation of applicant tracking system			
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
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
11	Alumni Tracking					
Update from SAP 2014	11.1	Identify where BI alumni move on to	All leavers are offered an exit interview with HR, next destinations are captured and leavers are invited to join the BI Alumni LinkedIn group <i>Success measures achieved:</i> Improved tracking of BI alumni			
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

Action	Objectives		Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
12	Outreach					
Update from SAP 2014	12.1	Proportionate distribution of outreach activities across the genders	<i>Success measures achieved:</i> Gender balance in student and GL participation in outreach activities; persistent low level of male Post-Docs participating in outreach addressed in GAP12.1			
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
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
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
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

Action	Objectives	Action taken already and outcomes at September 2017	Further Action planned (2018-2022)	Responsibility	Success Measure (SM)
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
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




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