



Athena SWAN Bronze department award application

Name of university:	University of Cambridge
Department:	Wellcome Trust – Medical Research Council Cambridge Centre for Stem Cell Research (CSCR)
Date of application:	28 November 2014
Date of university Silver SWAN award:	March 2006
Contact for application:	Professor Austin Smith
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Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

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

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

Sections to be included

At the end of each section state the number of words used.

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1. Letter of endorsement from the head of department: **maximum 500 words**



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28 November 2014

Athena SWAN Manager
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Athena SWAN panel,

I offer my wholehearted endorsement of this application by the Centre for Stem Cell Research (CSCR) for an Athena SWAN Bronze award. I believe it is vital to success as a world-leading research centre that gender equality is firmly rooted in our core values. I therefore chose to chair the Athena Swan Self Assessment Panel myself in order to confer credibility among staff and mandate future action.

CSCR is a relatively young centre with approximately 120 staff and post-graduate students but no undergraduates. Gender balance among PhD students and post-doctoral researchers is even, but, as in other STEMM departments, we struggle with representation of women at senior levels. The Centre does not own "core" funded University positions, which makes it challenging to attract and retain field-leading researchers of either gender. Most staff are on fixed term fellowships or grant funding. In this context, enhancing the environment, culture and conditions to support women and carers is crucial for nurturing female group leaders, present and future.

Throughout my career I have observed under representation of women at senior academic levels. As Director of CSCR I have sought to provide a culture that attracted women into stem cell research and supported them in their careers. I have encouraged women to take visible roles in research leadership in the Centre and female speakers are well-represented in all seminar series. We promote and facilitate take-up of University schemes such as flexible working, maternity, paternity and parental leave and the Returning Carers Scheme.

However, in preparing this application, I and the Panel became aware that while staff are generally positive about working in CSCR, there are points of concern. The staff survey in particular highlighted: appraisals; mentoring; resources to assist post-doctoral fellows with career choices; advice for graduate students on science and career options; hosting family-oriented events; balancing varied work-life commitments. The Panel has formulated a challenging action plan to address these issues. Our aim is to improve support at all career stages and ensure that all CSCR researchers can develop and realise their full potential, even though many will be with us for only a few years.

The Athena SWAN application process has been a welcome stimulus for self-critical assessment, especially – but not exclusively – with regards to our female members. I am confident that the changes we have initiated in the Action Plan will allow us to nurture and support our excellent research staff more effectively by tackling central issues, notably work-life balance, family-friendly practices, and staff development.

The Panel will continue as a working group and meet on a termly basis to monitor the action plan and address any shortfalls. This will ensure that we maintain momentum towards an institutional culture that prioritises diversity and equality for all and that these principles are firmly embedded in the Centre's everyday workings. I intend that CSCR is seen as a high quality research institute with an inclusive family-friendly culture that provides real support for all staff and in particular helps to progress women's careers.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. Smith', written in a cursive style.

Austin Smith PhD FRS

Medical Research Council Professor &
Director, Wellcome Trust-MRC Stem Cell Institute

[499 words]

2. The self-assessment process: **maximum 1000 words [821/1000 words]**

a) The Self-Assessment Panel:

Professor Austin Smith (Chair)	Director of the Centre for Stem Cell Research (CSCR) since 2007. He leads a large research group studying embryonic stem (ES) cells and has substantial research grant funding. He is married with one daughter who has just commenced university studies.
Dr Jennifer Nichols	Associate Director of Research in the CSCR since 2006. Group Leader and transgenics facility/biofacilities co-ordinator in the CSCR. Her lab specialises in embryonic pluripotency. Recently promoted to Reader with effect from 1 October 2014. Jenny was one of twelve women honoured for their outstanding contributions to science at Suffrage Science: 2013. (See: http://www.stemcells.cam.ac.uk/news-events/news/suffragescience2013)
Dr Thomas Burgold	Postdoctoral Research Associate in Dr Brian Hendrich's group at the CSCR since 2012. He has a son aged 3 at nursery. His wife is a Postdoc at the Department of Pathology, University of Cambridge.
Ms Anna Guinot (March – July 2014)	<i>PhD Student in Stem Cell Biology at the CSCR in Cambridge. She was previously a Masters student at Pierre et Marie Curie University in Paris where she relocated from her native country, Spain, in 2008.</i>
Ms Martyna Popis (July –)	PhD student on the Wellcome Trust 4-year PhD Programme in Stem Cell Biology at the CSCR. She graduated from University of Edinburgh with a BSc (Hons) in Molecular Biology.
Dr Vivien Hodges	Project Officer in the University's Women in Science, Engineering and Technology Initiative (WiSETI) and the Athena SWAN coordinator.
Mrs Lynn Kennedy (March – September 2014)	<i>Administrator responsible for the day to day running of the CSCR and initially the co-ordinator for the Athena SWAN application until her retirement on 5 September 2014.</i>
Ms Jane Muir (September – to submission)	Temporary Administrator following Mrs Kennedy's retirement. Co-ordinator of the Athena SWAN application at the time of submission.

b) **Self-Assessment Process:**

The first discussions in the CSCR about applying for an Athena SWAN award took place in March 2014. All CSCR members were contacted and asked if they would like to be on the Athena SWAN Self-Assessment Panel (ASSAP). The CSCR was fortunate to receive a volunteer from each tier of the academic spectrum (Senior Academic, Postdoc and PhD student). These volunteers formed the ASSAP.

The ASSAP wanted to follow best practice examples from other University departments and therefore consultations were held with Dr Vivien Hodges, the Athena SWAN co-ordinator for the University of Cambridge, and Professor Fiona Karet, the Athena SWAN academic lead for the School of Clinical Medicine.

The process for producing the CSCR's Athena SWAN application was as follows:

1. **30th April 2014.**

The ASSAP members were introduced to the Athena SWAN scheme. The ASSAP identified the need to set up a departmental survey, introduced a timeline for the progression of the submission and established the need for further data collection from University central services.

2. **22nd May 2014**

Staff Survey launched.

The CSCR used software called Survey Monkey to gather information on 98 questions. 76 (48 women and 28 men) members of staff and students (out of 120) responded.

3. **27th May 2014.**

The ASSAP members discussed the Athena SWAN Application form.

4. **4th June 2014**

An external data-analysis company (Direct Data Analysis) was employed to analyse the survey results. The data was anonymised by DDA who only disclosed information where over 10 responses in a staff category were received. Staff responses were excluded where there were fewer than 10 members of staff in the category (i.e. academic and academic-related) unless individuals gave specific permission for their responses to be included.

5. **17th July 2014.**

ASSAP discussed the survey results provided by DDA and agreed how to progress the Athena SWAN application.

6. **1st October 2014.**

The ASSAP had an in-depth meeting to consider the contents of the final application.

7. **27th October 2014.**

The ASSAP reviewed the draft application and decided to apply for a bronze award.

8. **13th November 2014.**

The ASSAP met for a final editing session.

c) **Future Plans:**

Submission of the application will conclude the first stage of the ASSAP's work. Having taken into consideration the results of the staff survey, and formulated an action plan, stage 2 will focus on monitoring implementation of the action plan and considering further actions.

The ASSAP will meet once a term and provide a progress review to the CSCR Group Leaders Meeting annually in February. Those with identified responsibilities in the action plan will be expected to undertake their assignments and the ASSAP, plus any other interested committees/groups (such as the Research Associates Committee), will monitor progress and provide guidance where needed.

All members of the CSCR will be informed of progress via postings on the SCI Athena SWAN web page, by email and at staff meetings. It is intended to conduct another staff survey in 2016 to (a) explore to what extent staff in the CSCR recognise and appreciate any improvements and (b) to investigate further areas for improvement and new action points.

The above intentions are included in section 1, 2.1 and 2.2 of the action plan.

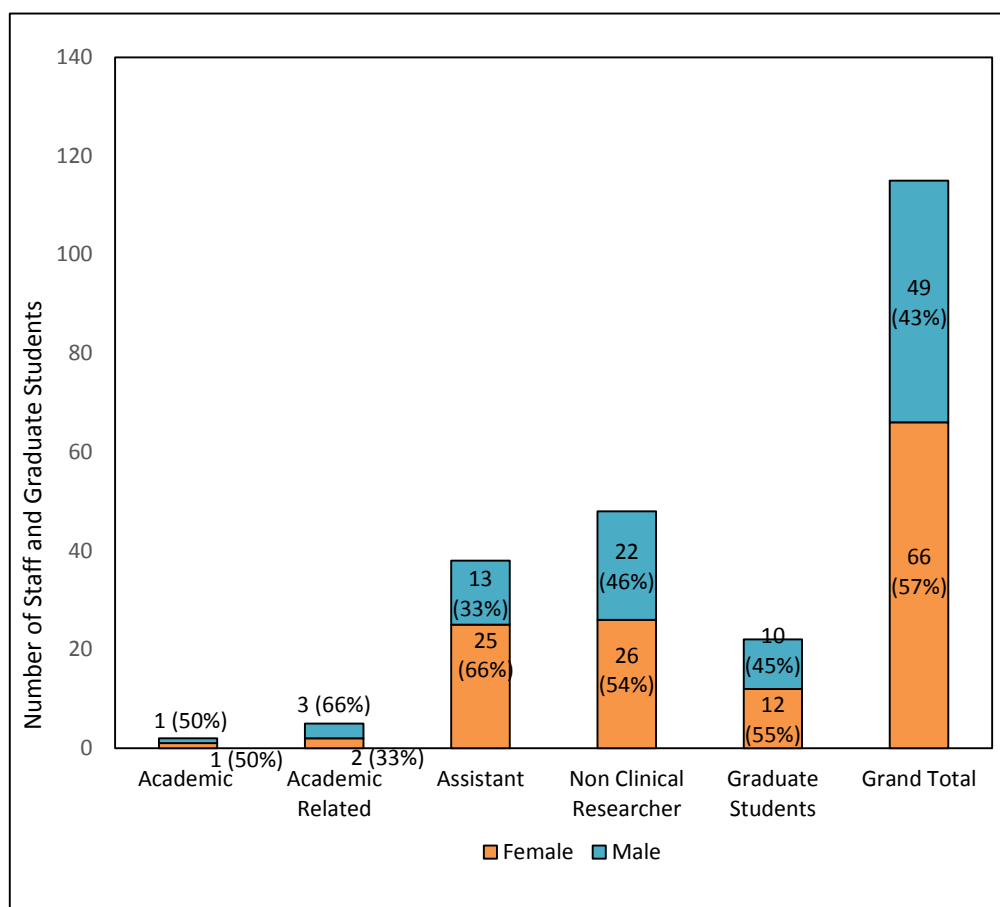
3. **A picture of the department: maximum 2000 words [2,028/2000 words]**

Staff Survey: best thing about working at the CSCR: "We have amazing facilities, lots of really helpful support staff and a great working environment."

- a) The Centre for Stem Cell Research (CSCR) undertakes ground-breaking research in fundamental stem cell science to progress the understanding of the biology of stem cells and facilitate the development of new medical treatments. It is one of 12 University Strategic Initiatives (see <http://www.cam.ac.uk/research/research-at-cambridge/strategic-research-initiatives-networks>) and is a central component of the world-leading Wellcome Trust – Medical Research Council Cambridge Stem Cell Institute (SCI) (<http://www.stemcells.cam.ac.uk/>).

CSCR is a small department with approximately 120 members (including graduate students). It has two academic staff members: the Director (a Professor - male) and a recently promoted Reader (October 2014 - female). Just over half the staff are research scientists, the others are technical (such as facilities managers), assistant (such as custodians) and administrative staff. CSCR students are post-graduate researchers studying for PhD degrees (Figure 1 shows the current composition of the CSCR).

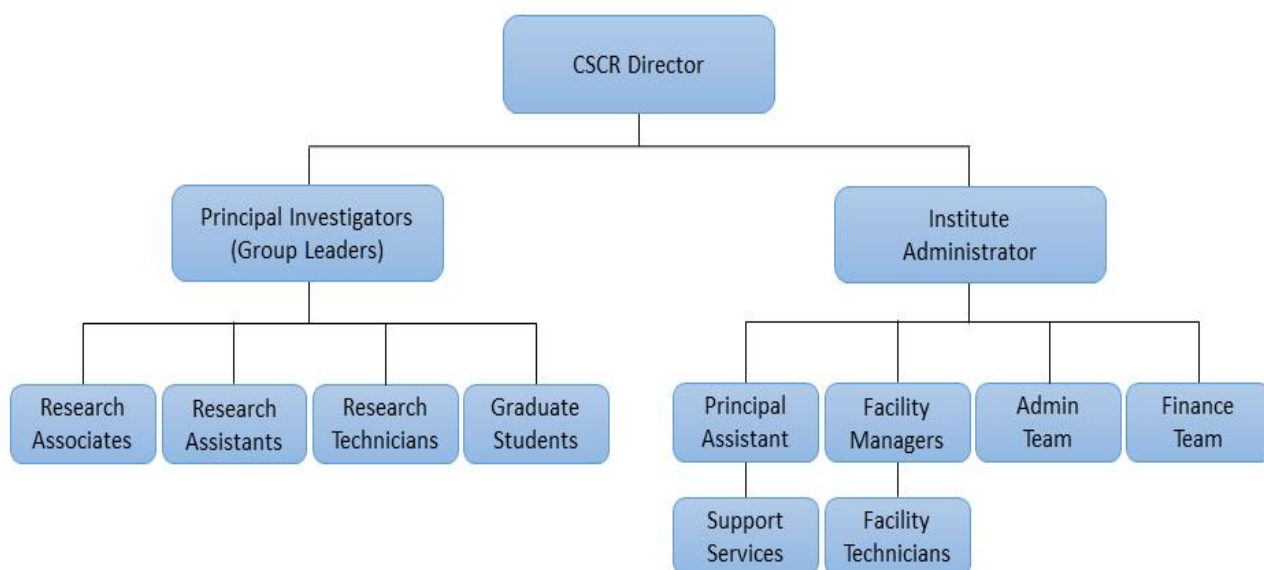
Figure 1: Composition of the CSCR – percentage split between men and women by job category



CSCR is a member of the University School of the Biological Sciences. It is housed in the Gleeson Building on Tennis Court Road in central Cambridge, on the Old Addenbrooke’s Site. The building is co-occupied by the Institute of Biotechnology and the Cambridge Systems Biology Centre. Neighbours include the Department of Biochemistry and the Gurdon Institute with whom the CSCR has close links. In late 2017, CSCR and other labs who constitute the Cambridge Stem Cell Institute will move into a new bespoke building on the Biomedical Campus (at Addenbrooke’s Hospital).

CSCR started life in 2007 as a Wellcome Trust Centre. In 2010 CSCR was given cost centre status and took on its own management and administration. The University provides basic services (such as cleaning) and salaries for a handful of essential support staff, but because the CSCR does not have undergraduate students it does not hold any University academic posts and is entirely dependent on research grant income. Underpinning financial support comes from the Wellcome Trust and Medical Research Council whose joint core grant contributes significantly to the costs of lab facilities, equipment, consumables, technicians, administrators and IT services. Individual research projects are funded by grants from a broad range of governmental and non-governmental agencies. Grant expenditure in the CSCR amounts to over £5m annually and the total value of active research grants is almost £30m. In its few years of existence CSCR has grown rapidly. Women form the majority of the CSCR membership (staff and students). The research staff are distributed between eight research groups, three of which are headed by women. The current organisational structure is shown in Figure 2.

Figure 2: Centre for Stem Cell Research – organisational structure



All the Principal Investigators (group leaders), including the CSCR director, have to find funding for their groups and their research, and all but one have to compete for external fellowships for their personal salaries. None of the research staff or facility managers employed in CSCR have an “established” post – all are funded by research grants. Therefore, their employment is guaranteed only for as long as individual grants last. Consequently there is very little long-term job security for the research staff and career progression usually involves moving to another institution or industry. For this reason CSCR has a high staff turnover (see section 3 vii.).

The Wellcome Trust and MRC currently provide “core” funding through a quinquennial grant. The current core grant comes up for renewal in June 2017. The CSCR has to ensure that its work consistently complies with the terms of the award. The funders expect detailed annual reports which explain how their money is being used, and to what effect. They also expect the CSCR to maintain a prominent public profile through the internet and social media, publications, lectures and outreach activities. Above all CSCR must continuously excel in research achievements in order for the core grant to be renewed at the end of each five-year term. It is essential therefore that CSCR sustains a creative and supportive environment for the outstanding research staff who are the bedrock of the Centre.

The research staff in CSCR are mostly in the 25-40 age bracket and come from many different countries, creating a lively and cosmopolitan social mix. CSCR encourages social interactions through a range of informal and formal activities throughout the year, some organised by the administrative team, others by individual research groups, by the Research Associate Committee and by the PhD students. Many of the research staff have young children and CSCR has adopted family-friendly core working hours and policies and also includes opportunities for families to participate in social events such as the annual BBQ.

Student data

CSCR supports postgraduate students who arrive at the Stem Cell Institute (SCI) either through a direct application for a PhD, or for a 1+3 programme (see iv below), or through a transfer from another University Department.

Since 2012, all postgraduate student places are advertised under the Stem Cell Institute banner, rather than CSCR. Recruitment across the whole SCI is handled by the administrative team at the CSCR. Not all students undertake their PhD project in CSCR, some are at the Biomedical Campus at Addenbrooke's Hospital.

(i) Numbers of males and females on access or foundation courses

CSCR does not offer foundation courses.

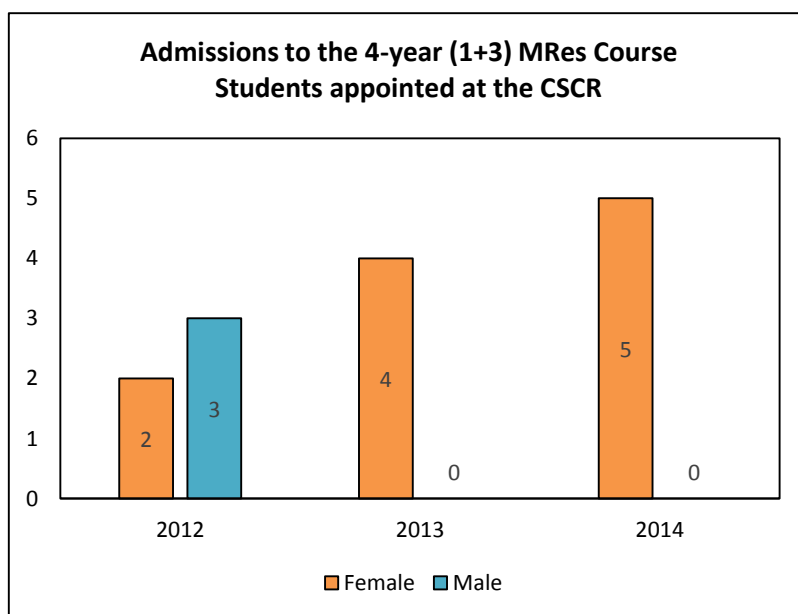
(ii) Undergraduate male and female numbers

CSCR does not have any undergraduate students and although staff contribute to undergraduate teaching in Natural Sciences and offer rotation projects, they are not involved in undergraduate applications or admissions.

(iii) Postgraduate male and female numbers completing taught courses

CSCR does not offer postgraduate taught courses, but students on our '4-year (1+3) PhD Programme in Stem Cell Biology and Medicine' complete a Master of Research (MRes) course in year one of the Programme, before progressing to a 3-year PhD (see Figure 3). The first year of the MRes course consists of a facilitated self-learning component and three rotations within the labs of the Stem Cell Institute. Upon successful completion of the MRes, students can then choose to do their 3-year PhD in one of the SCI laboratories in Cambridge, including those at CSCR. If they choose a CSCR lab, they will be included in the subsequent year's admission total as shown in Figure 4.

Figure 3: Admissions to the MRes, 2012-14



CSCR oversees the application, interview and admission process for this group of students. Figure 3 shows students who have been recruited to this course over the past three years. 21% of these students are male and 79% female. Section (vi) below provides more detail on the gender balance among graduate student admissions.

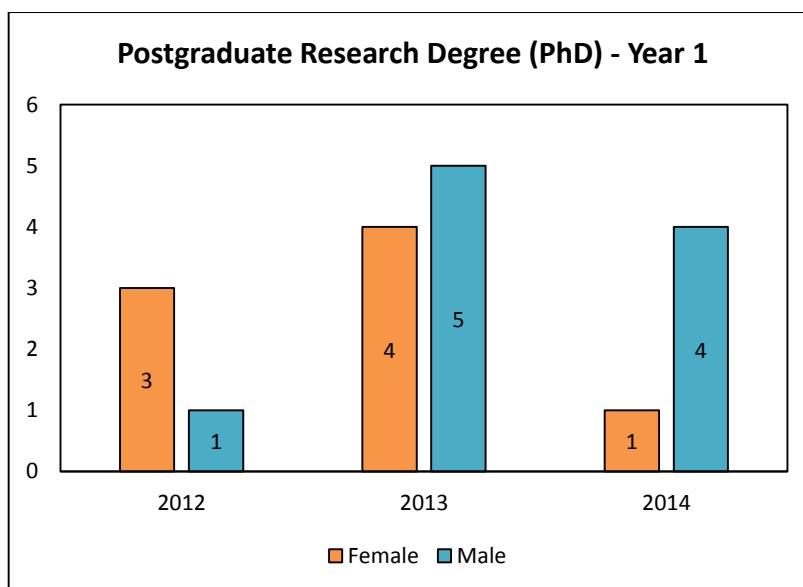
With the exception of the 2012 intake, the MRes course has recruited more women than men. We have noted this and will be continually striving to make sure our interview process does not favour one gender over the other. Of note, we consistently receive more applications from women (see section (vi) below). All students are subjected to the same interview procedure and the interview panel always has both male and female representatives. Our total numbers of students are small, but we shall continue to monitor this gender balance.

(iv) Postgraduate male and female numbers on research degrees

In addition to the postgraduate research (PhD) students recruited directly into the CSCR, Group Leaders may also take on PhD students recruited via a Department to which they have an affiliation (such as Physics, or Biochemistry) – see Figure 4. These students may also be based at CSCR but they are not included in the number in Figure 1. In reality, therefore, we have nearly 40 postgraduate students working here at any time.

Figure 4 shows the admissions data for the past three years. 44% of students appointed into PhD positions at CSCR in the last three years were female and 56% were male. This represents a slight decrease in female appointment compared to the national average¹.

Figure 4: Admissions to the PhD, 2012-14



¹ data from HEIDI, which publishes the data for all institutions in the UK as submitted by the institutions to HESA

(v) **Ratio of course applications to offers and acceptances by gender for postgraduate taught and postgraduate research degrees**

Postgraduate Taught (facilitated self-learning) Course (MRes)

CSCR is responsible for the application, interview, admission and MRes examination process for Wellcome Trust PhD students on the '4 year (1+3) PhD Programme in Stem Cell Biology and Medicine.

As shown in in Figure 5, the number of female applications for our postgraduate 'taught' course has always been higher than from males. In 2012, 52% of applicants were female. This increased to 59% in 2013, and then fell back a little to 54% in 2014. However, 79% of students appointed to this course over the past 3 years have been female, which means that women have been disproportionately successful in obtaining places. We strive to ensure our interview and selection processes are gender-neutral, and feel that this ratio reflects the fact that among our applicants, women tend to have performed better at first degree and to have more substantive research experience than male candidates. The sample size is small, however, and the gender mix fluctuates from year to year.

Of the 14 students appointed to our Wellcome Trust 1+3 MRes Course over the past 3 years, all 9 students who have completed the course attained their MRes qualification. Five new students started in October 2014.

Figure 5 – recruitment to the 1+3 MRes+PhD programme

Wellcome Trust 1+3 Programme (MRes Course)					
Recruitment Year	Applications numbers			Students appointed	
	Male	Female	Total applications	Male	Female
2012	24	26	50	3 (60%)	2 (40%)
2013	73	103	176	0	4 (100%)
2014	106	122	228	0	5 (100%)

Postgraduate Research Degree (PhD)

Graduate students on the 1+3 MRes Programme are administered by CSCR for their first year. Other PhD students are administered through the department to which their Group Leader is affiliated and they will be awarded their PhD by the School Degree Committee of that department. We are simply informed of new arrivals by the supervising Group Leader.

(vi) **Degree classification by gender**

CSCR does not have any undergraduate students and Masters degrees and doctorates are not classified.

Section 7.1 of the action plan sets out our intentions with regards to integrating and supporting graduate students in CSCR.

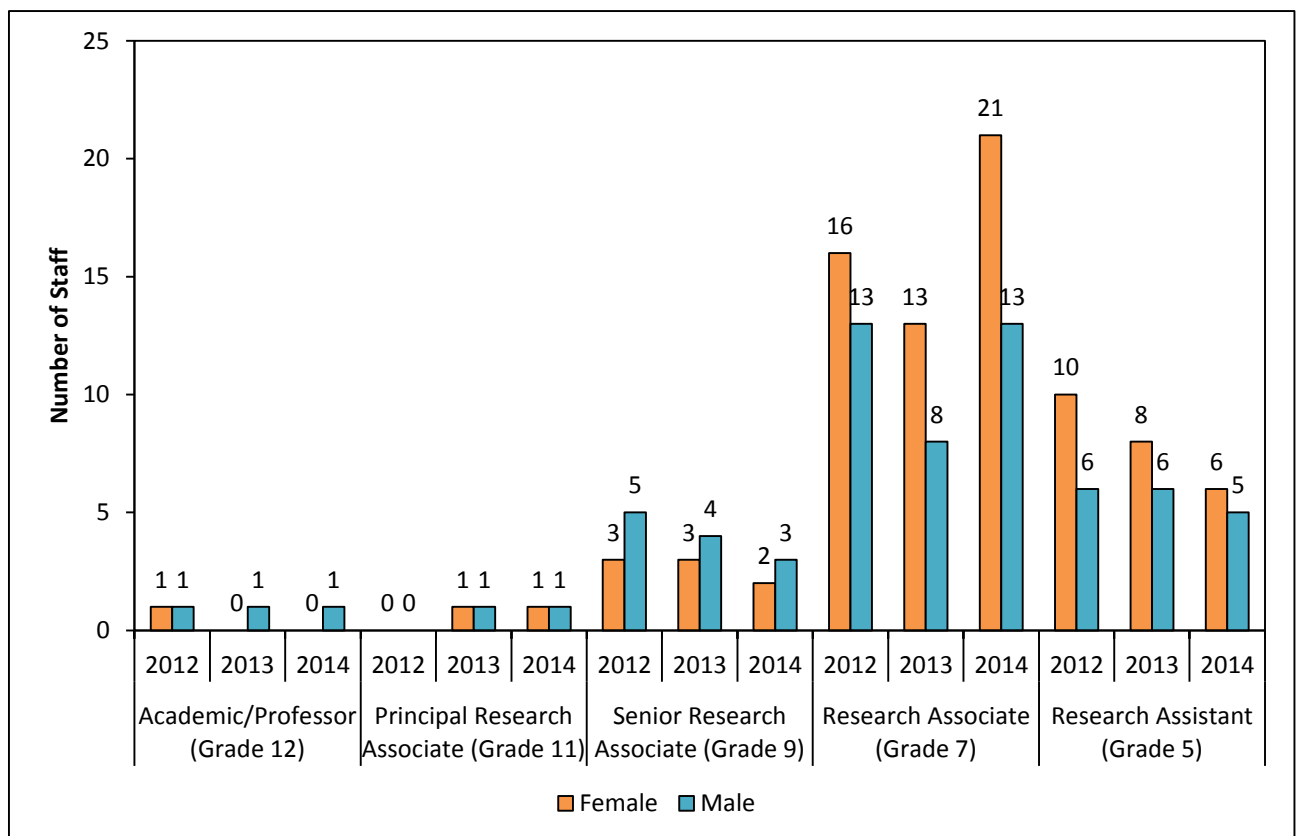
Staff data

(vii) Female:male ratio of academic staff and research staff

At present (November 2014), there are two academic staff in the department, a Professor (the Director) and a Reader. At the end of 2012, the CSCR’s Deputy Director, a female Professor, left to take up a post in London. The recent promotion of a female group leader to a Readership is excluded from the Figures below to enable comparisons with data from the School and University. Principal investigators/group leaders are either grade 9 or grade 11 posts. Research groups usually include research assistants (grade 5, Bachelors or Masters graduates) and research associates (grade 7, ‘post-doc’) – see Figure 6 below for the breakdown of grade and gender over the last three years.

Overall, there are more female researchers than men in the CSCR, but they are clustered in the lower grades. In this area the CSCR compares favourably with the School and University in the proportion of women in the grade. However the CSCR fares less well with women in the higher grades. Inadequate awareness of promotion opportunities was revealed in the staff survey and is addressed in the [Action Plan \(section 4\)](#). However, there is a good record of success in promotions where they have been sought (see section 4 below).

Figure 6: Male/female staff by gender and grade 2012-14



Percentage ratios for the largest research categories by gender (2014):

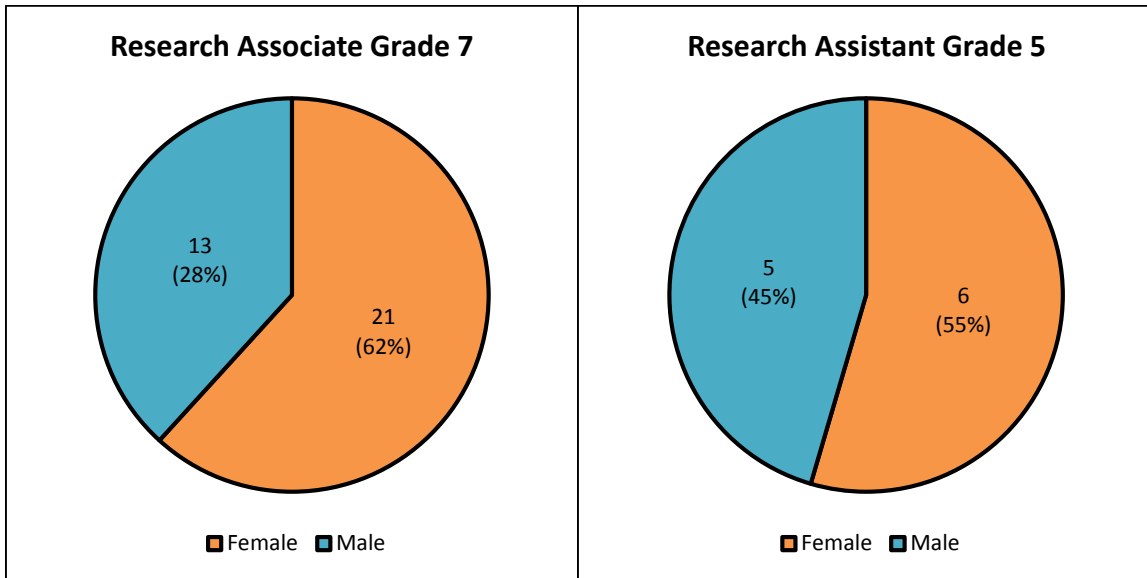
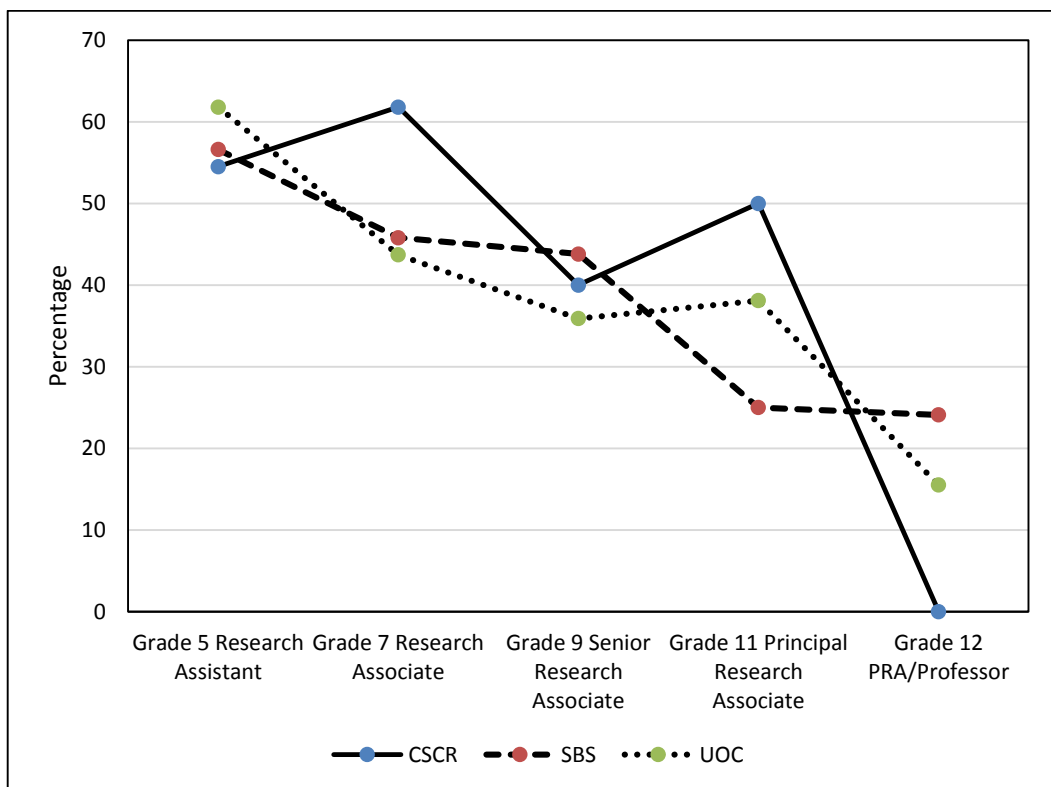


Figure 7: Percentage of female staff by grade as at July 2014 – comparison between the CSCR, the School of Biological Sciences (SBS) and the University of Cambridge (UOC)



(viii) Turnover by grade and gender

Figure 8: Number of starters and leavers 2011/12 – 2013/14

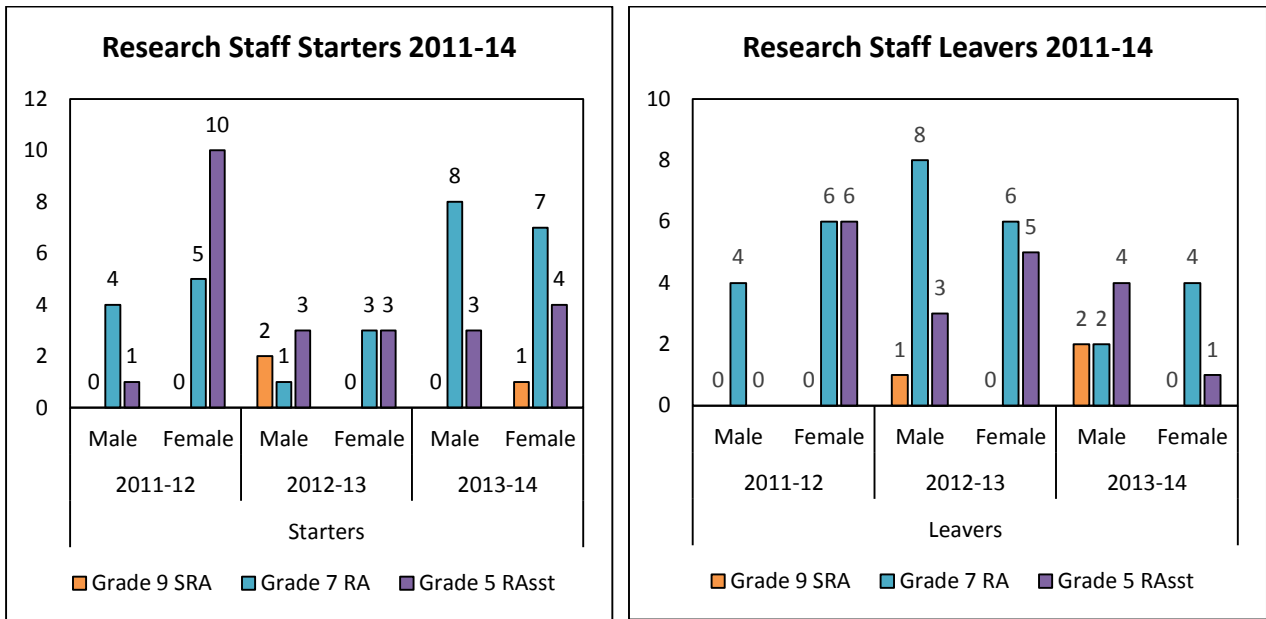


Figure 8 reveals that during the last three years, more women (33) have been recruited to research roles than have left (28). But overall, the number of starters and leavers is closely balanced: 55 starters as opposed to 52 leavers – both men and women. Women were the majority of both starters and leavers over the last 3 years (Figure 9).

Figure 9: Percentage ratios for Women

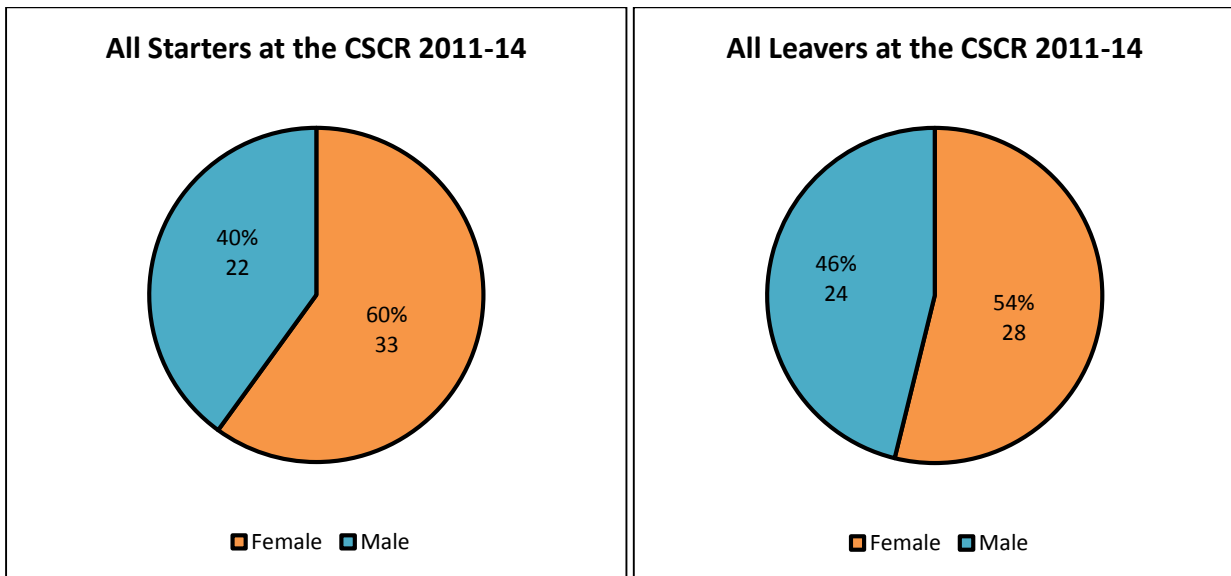


Figure 10: Reasons for Leaving



All research staff are on limited tenure contracts because funding for salaries comes from grants. Figure 10 reveals that over the last three years more men and women have resigned (30) before their funding runs out (22). However, twice as many men have resigned (16) as have been made redundant (8). Amongst the women equal numbers resigned or saw out their contracts (14 each) over the three years, although in 2013-14 all the female leavers resigned. Most leaving and joining activity is amongst the research associates (grade 7) – the post-doc group. Limited funding requires researchers to consider their next post and to take opportunities when they become available. [Section 4 of the action plan sets out steps already underway and planned to assist researchers with their career development.](#) Where the CSCR has no immediate opportunities for researchers reaching the end of their tenure, group leaders provide mentoring and support in attempts to secure career progression elsewhere. One of the key findings in the staff survey was that in the life of a scientist ‘you have to move to progress’, but that the highly specialist nature of their work means that opportunities within research are limited. Therefore competition will be fierce for the openings that do arise, and being well prepared for presentations and interviews is essential. In addition researchers are encouraged to consider a range of alternative careers where their experience in critical analysis and objective thinking can be valuable. CSCR records the destination of our leavers to maintain links and keep track of their progress ([see section 4.6 of the action plan](#)).

4. Supporting and advancing women's careers: **maximum 5000 words [4891/5000 words]**

Key career transition points

- a) **Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
- (i) **Job application and success rates by gender and grade**

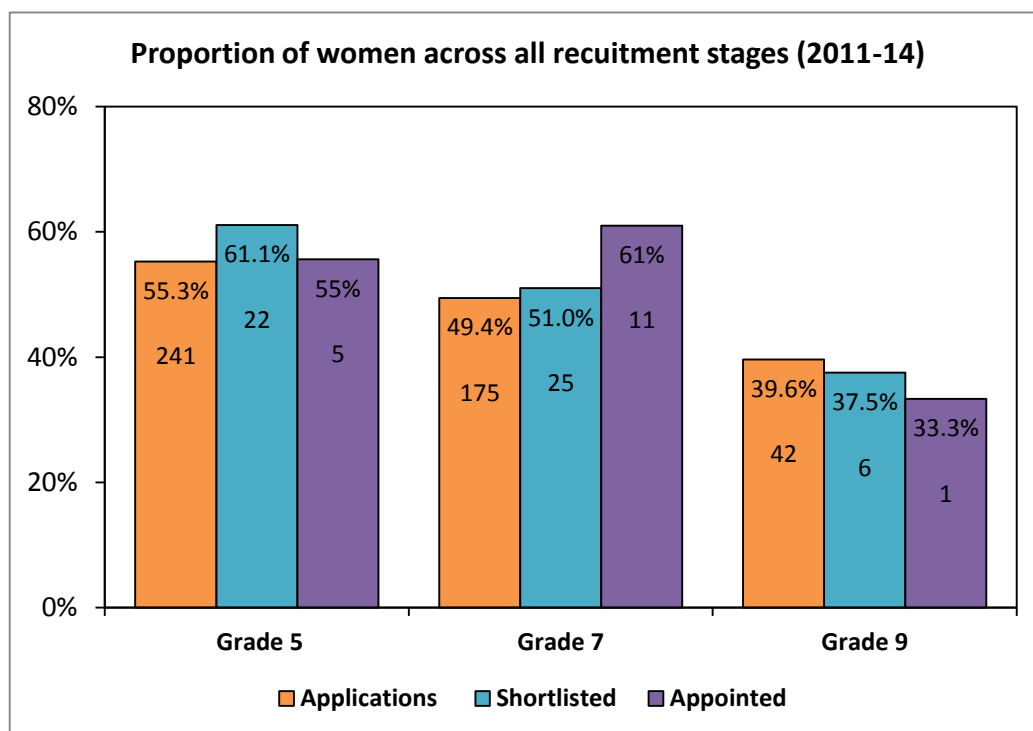
NB. The completion of the Equal Opportunities form provided at the point of application is not compulsory so data may be incomplete where it is not possible to distinguish a person's gender from their name.

Please Note: Since 2012, all vacancies have been advertised under the Stem Cell Institute banner, rather than the CSCR's. All recruitment is handled by the administrative team who are based at the CSCR. Not all recruited posts are based here, some are at the Biomedical Campus at Addenbrooke's Hospital.

Since the introduction of on-line recruitment in November 2013, it has been easy to extract data on all applications to advertised vacancies. Data for all staff appointments is recorded including the number of applicants, shortlisted candidates and interview panels. Equal opportunities data is collected by the University as part of the application process where possible because it is optional for applicants to complete the equal opportunity form.

Using the data that is available (and bearing in mind that some new starters (Figure 8) are here through transfers, not recruitment), then during the last three years, across the three main research categories (Research Assistant (grade 5), Research Associate (grade 7) and Senior Research Associate (grade 9)), the total number of applications from women (458) exceeded those from men (438). More women were short-listed: 53 as opposed to 48, and more women were appointed: 33 as opposed to 22 (see Figure 11). Due to the specialised qualifications and experience required for research posts at the CSCR, it is quite common for only two or three candidates to be interviewed during recruitment, although we do aim for five where there is a strong candidate pool.

Figure 11: Job applications, short-listing and success by grade



Women are particularly successful in recruitment at the lower research grades (see Figure 11 above) but then both the proportion of female applicants and their success rate dips noticeably at grade 9. In part this is because there are fewer opportunities at the higher grades: in 2013-14 there were 34 grade 7 research associates and only 5 grade 9 group leaders in the CSCR. Up to two new group leaders are recruited each year across the whole Stem Cell Institute (and a new female group leader started in September elsewhere in the SCI), but this level of recruitment activity is clearly much lower than for researchers at grades 5 and 7. However, the CSCR has specifically identified a need to increase the number of women applicants for group leader positions over the next few years ([section 3.1 of the action plan](#)).

Specific reference to Athena SWAN will be made in the further particulars for all research vacancies and we shall ensure that all details about posts are gender neutral and applicants are aware of the flexible working options that are available ([section 3 of the action plan](#)).

Whenever it is possible, we accommodate requests for working hours which suit family and caring commitments. The staff survey revealed that there is generally a reasonable level of awareness of the assistance provided by the University to help balance work and home life, but this is another area where we shall aim for increased awareness amongst staff and applicants ([sections 2.4 and 6.1 of the action plan](#)).

(ii) Applications for promotion and success rates by gender and grade

Promotion is available to academic staff in the Department through the University's Senior Academic Promotions (SAP) scheme. The latest success is Dr Jenny Nichols, one of the CSCR's Group Leaders, and Associate Director of Research, who has recently (1st October 2014) been promoted to a readership.

In order to encourage and support more female academics to apply for promotion, and to address the under-representation of women academics in senior positions, a Senior Academic Promotions (SAP) CV Scheme has been introduced in the University. This brings together female Lecturers, Senior Lecturers and Readers, who are thinking of applying for promotion, with senior academics who have extensive experience of the SAP procedures, and creates the opportunity for an individual’s CV and promotion paperwork to be reviewed by an experienced senior academic before it is submitted.

In addition to the SAP, there is a researcher promotion process: research staff can either apply on behalf of themselves, or their line manager can nominate them.

The Head of Department’s support is required for all applications.

The promotion schemes have resulted in 10 applications. Currently success rates for promotion in the CSCR for all grades of staff are 100% for both females and males (see Figure 12).

Figure 12: Applications and success rates for promotion 2011-14.

	Male	Female
Applications	6	4
Success rate	100%	100%

The 2014 staff survey revealed that only about half the staff in the most senior grades were aware of the SAP and only 11% of respondents were aware of the researcher promotion process. Increasing awareness of academic and researcher promotion opportunities is included in [section 4.3 of the action plan](#). During the appraisal process, the possibilities and criteria for promotion will be discussed with appraisees to make sure they are aware of their opportunities for advancement.

The University also runs an Employment and Career Management Scheme for researchers. The purpose of the scheme is to help researchers, with support from their supervisors, identify career aspirations, analyse their skills and development needs, and produce an action plan. The CSCR will raise awareness of this scheme amongst staff.

Already a mentoring scheme has been introduced for more junior researchers who are expected to meet their mentor at least once a year to discuss their career development (see b ii) below). [See section 4.5 of the action plan](#).

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

(i) Recruitment of staff

The CSCR has robust recruitment processes in place to ensure that female and male candidates are attracted to vacancies. Advertising includes the statement 'The University values diversity and is committed to equality of opportunity' published in every advertisement.

We provide further particulars for every vacancy containing information about working in the CSCR and the wider benefits of working in the University, including links to flexible working options, which may be attractive to female applicants. The University's terms, conditions and benefits, such as a generous leave allowance, generous maternity leave without a qualifying period, family-friendly policies, salary sacrifice scheme for childcare, and other financial benefits are all likely to appeal to female applicants.

The CSCR recruitment procedures are carried out consistently and transparently, and careful planning and preparation of the recruitment and selection process for each vacancy is undertaken to ensure that the CSCR complies with University policy and procedures, employment law, and equal opportunities legislation. Shortlisting and selection at interview are carried out according to the objective selection criteria set out in the further particulars for each role.

All interview panel members are expected to have undertaken the University's on-line Equality and Diversity training. The requirement to undertake the training is now being rolled out to all existing employees across the CSCR, and is included in the induction process for new starters. To date, 80% of the CSCR's staff have completed the on-line training, and reminders are being issued to increase take up ([section 2.3 of the action plan](#)).

While the type of post being recruited to will tend to dictate the composition of interview panels, there is always at least one female member, and across all panels the average female representation is 33%. The previous section explained how the overall number of female applicants and recruits outnumber men, but efforts will be made to improve the ratios in the higher grades ([section 3.2 of the action plan](#)).

(ii) Support for staff at key career transition points

The key point of attrition for females in the CSCR is in the progression to the level of Grade 9 (Group Leader), as in section 4a) ii). It should be noted, however, that Grade 9 appointments are made through international searches and are not considered as an internal promotion path.

The department has recently launched a post-doc (for grade 7 research associates) mentoring scheme following discussion with the CSCR post-docs who considered the issue thoughtfully and expressed a desire that mentoring should be available for all of them. Post-docs are invited to select a second mentor in addition to their direct supervisor. The mentor's role can be to bolster scientific support and/or listen and advise on career development and related matters. The meetings will be informal and confidential. There

are a number of female PIs across the Stem Cell Institute and three based in the CSCR, some of whom have families and they can act as positive role models for any young female researchers who seek their support. Similarly, there are male researchers with families who can advise young researchers and share their experiences. This informal mentoring scheme is reported to our International Scientific Advisory Board. A Research Associate Committee has formed across the CSCR and the other laboratories in the Stem Cell Institute, and it provides the PIs with regular suggestions and feedback, so information flows both ways.

Post-doctoral staff are alerted to opportunities to apply for fellowships by their PIs during appraisal and by email circulations from the administrative staff and team leaders. Whatever their career stage, members of the CSCR are given considerable help in preparing grant and fellowship applications: feedback is provided on research proposals, mock interviews are staged, and references and supporting letters are provided. ([See section 4.4 of the action plan.](#))

CSCR also encourages all staff to attend training and personal development courses. The University has an extensive training programme from which all staff can benefit. Research staff can also apply to the Group Leaders Meeting for financial support to attend external trainings sessions, conferences and seminars, where they can present posters and develop their public speaking skills.

CSCR has a series of alternating internal and external seminars, open to all CSCR staff, which is currently run by one of the female PIs. All CSCR post-docs are expected to present their work every 12-18 months in this forum. The CSCR director and administrative team also organise a monthly Stem Cell Club with internal (SCI) speakers (3 presentations during an evening, followed by a reception) that is open to all interested parties in the Cambridge area and is a major networking opportunity. In addition there is a series of Chalk Talks by and for Group Leaders. This provides the opportunity to give a short presentation designed to promote discussion of research ideas. [Section 5.2 of the action plan sets out CSCR's actions to date, and our intentions with regard to women as role models in events such as these.](#)

Career development

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

(i) **Promotion and career development**

CSCR utilises the University's Staff Review and Development (appraisal) scheme which aims to enhance work effectiveness and facilitate career development. There is a general expectation that all staff should be regularly appraised. Staff in the highest research and administrative grades will usually have staff management responsibilities and will be the appraiser for the members in their team. Staff in short-term (of a year or less) limited tenure posts are less likely to have a formal appraisal, but performance will be discussed informally and training opportunities will still be available. A system of regular and constructive performance feedback will be introduced for group leaders to review the members of their team so they do not have to wait until their formal annual appraisal to hear how they are progressing ([section 4.2 of the action plan](#)).

As the CSCR is 'young' and the majority of staff are on limited tenure contracts, most (c. 65%) have worked here for three years or less. 63% of the respondents in the staff survey had never had an appraisal. One of the intentions in the [action plan \(section 4.1\)](#) is to improve the rates of appraisal completion and ensure staff are aware of the benefits of the process in terms of career development and guidance, as well as performance review and target setting. The staff survey revealed general agreement that in almost all aspects of work greater value is placed on quality rather than quantity.

(ii) Induction and training

Induction is recognised to be a key part of an individual's employment and support is offered to new starters from initial offer to actual start date, as well as in the early period of employment. However, only 39% male and 57% female respondents in the staff survey felt that their induction gave them all the information they needed for their role. Improving the staff induction process is included in the [action plan at section 3.3](#).

In order to improve staff inductions, the checklist is updated to meet the changing policies and support available within the University, and includes information about the family-friendly policies, personal and professional development opportunities for all categories of staff, and equality and diversity training. The induction procedure includes the introduction of new staff to key individuals, with one-to-one inductions in key areas, such as computing support, and directs new starters to web-based information. All new starters receive an induction pack for the CSCR, and those who will be working in the labs receive a lab induction. In the staff survey, many more staff (82% female and 70% male) were satisfied with their lab inductions. All staff at the CSCR are obliged to receive Health and Safety training, plus training on any specialist equipment or systems they use.

(iii) Support for female students

Students are not subject to staff appraisals; but have alternative opportunities to receive feedback and support. The CSCR organises an annual PhD Day where students can present their work and receive formal feedback. The PhD day closes with a networking event with refreshments. In 2014, an additional session was introduced which focused on future career options. Great care is taken to ensure that students are exposed to female role models at every stage of a scientific research career. During the panel discussion on careers, for example, successful females were invited to talk about their career paths in order to inspire other female students.

The interests of PhD students are usually represented by a PhD Student Representative, who is elected by all students and assumes the role for one year. For the past two years, Student Representatives have been female. In addition to the PhD Day, there is a bi-weekly PhD club, where students can present their work to an audience comprising only their fellow students, which creates an informal environment to get feedback about their work. Pizza and drinks are provided for the PhD Club meetings.

Each PhD student is also assigned a second supervisor in addition to their PI (see section b ii) on page 18), with whom they can discuss matters and concerns and is not limited to academic issues. The support and feedback provided to the students by the CSCR is complemented with the pastoral care and support provided by the University Departments and Colleges.

Section 7 of the action plan sets out our actions to date and our intentions with regard to supporting graduate research students at the CSCR.

Organisation and culture

Staff Survey: best thing about working at the CSCR: "... is the range of facilities and lab equipment available to us, the services, the great organisation and the range of activities outside the lab."

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

(i) Male and female representation on committees

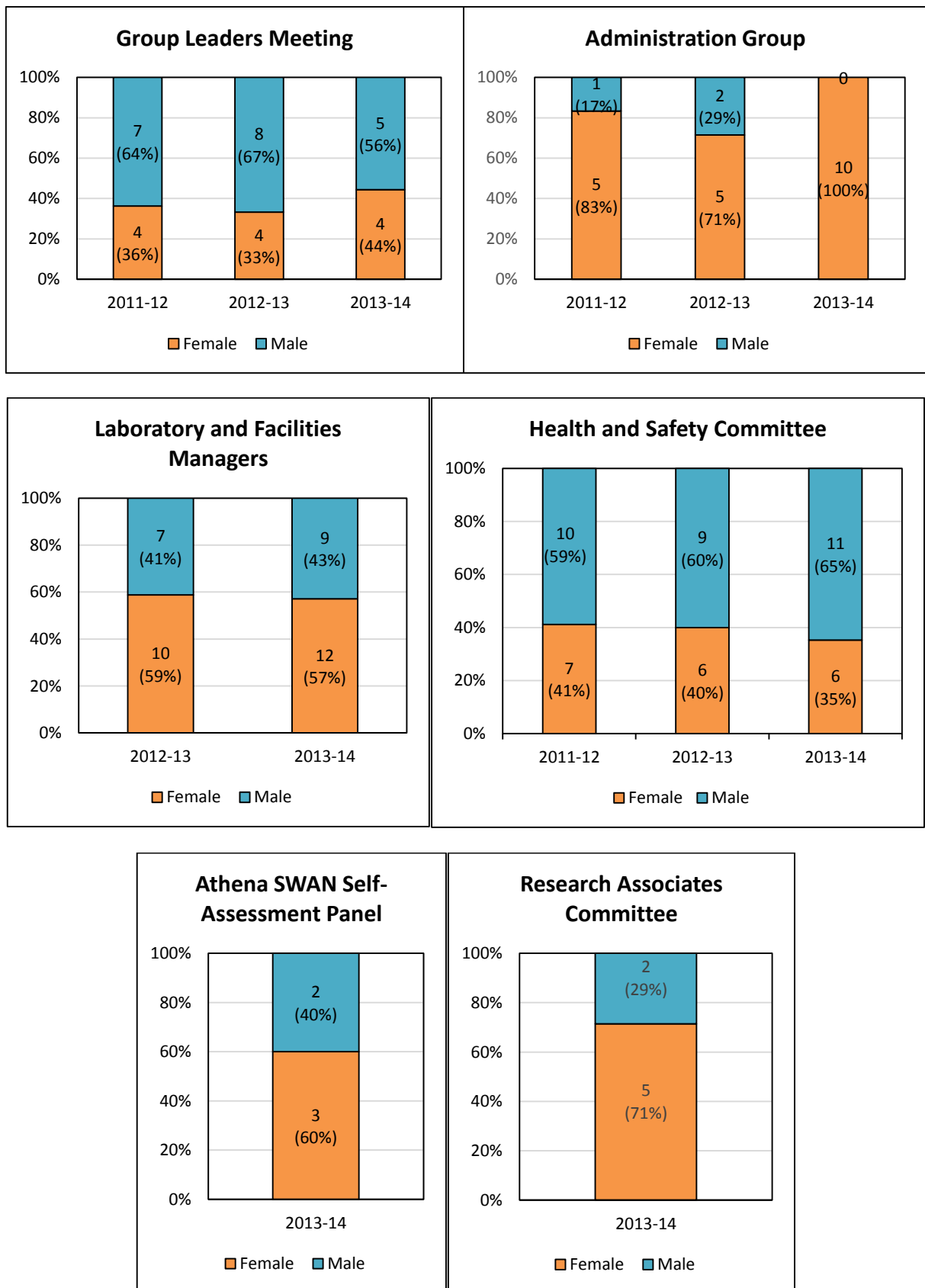
The CSCR is part of the Wellcome Trust-MRC Cambridge Stem Cell Institute (SCI). The SCI's main committee is the Steering Committee which meets monthly and on which sit members of the CSCR. The committee comprises the Director (CSCR (male)), the Training Director (CSCR (male)) and six SCI theme leaders (PIs), two of whom are women, one from the CSCR. The two administrative places are currently in recruitment, but were filled by women in the past. The SCI has an International Scientific Advisory Board comprising 7 members, 2 of whom are women. It meets annually in December. There is a Governance Committee to ensure University oversight of, and support for, the Institute. It has nine members, two of whom are women, one being Lynn Gladden the Pro-Vice Chancellor for Research.

At the CSCR, all major decisions are made by the Group Leaders Meeting which meets monthly (except August) to advise the SCI Director on operational and planning matters. It comprises the leaders of the eight research groups based at the CSCR, three of whom are women, plus a representative of the Research Associates (see b (i) below) who is currently a female. Termly reports are made to the Group Leaders Meeting by the other main committees and groups.

According to the Stem Cell Institute governance policy (which applies to the CSCR), the membership of committees is prescribed by role, depending on the remit of the committee. Consequently the male/female composition of committees is determined by the post held and the expertise required, not gender. Figure 13 identifies the proportion of women on the CSCR's main committees and shows a substantial female presence on three of them: the Administration Group (which is unsurprising because women tend to make up the majority of administrators throughout the University), the Laboratory and Facilities Managers and the Research Associates Committee (which reflects the female majority in this group – see Figure 6). Over the last three years women have never made up less than a third of committee membership in the CSCR. In addition, there are working groups for all the various functions in the CSCR, such as for each of the facilities. Membership of these groups tends to be fluid and is more likely to depend on the items for discussion on the agenda.

Then the most appropriate person to speak on the issue will attend and as the majority of facilities staff are women, the attendee will probably be a woman.

Figure 13– Female Representation on CSCR-only Committees



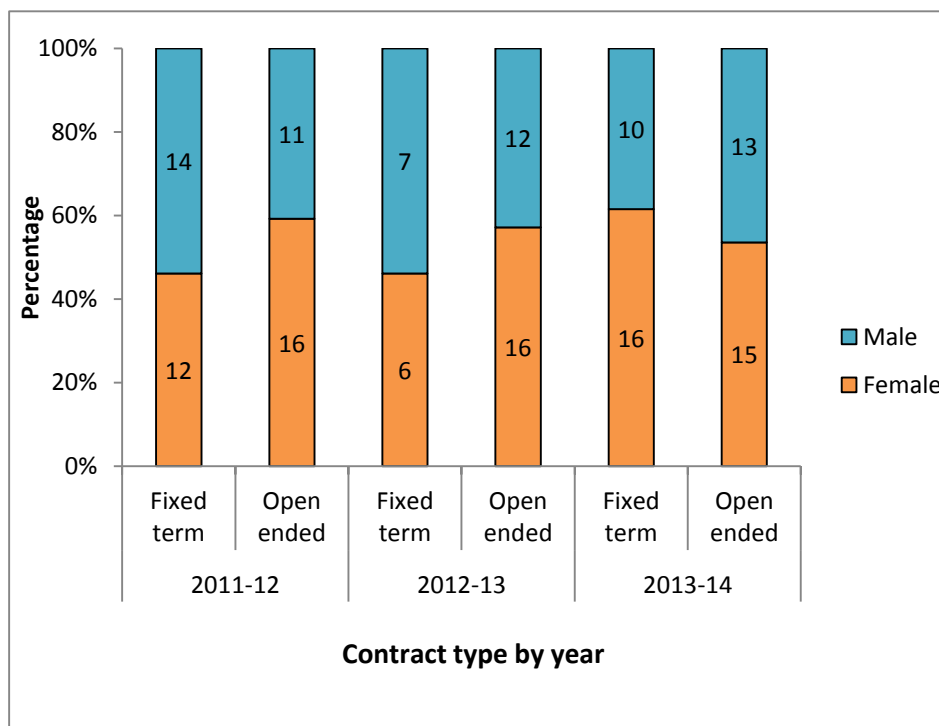
The most recently established committee in the CSCR is the Athena SWAN Self-Assessment Panel, on which women make up 60% of the membership.

Where a seat is available for a representative from a particular group, the opportunity will be actively promoted amongst all those eligible and where it is possible within the terms of the committee, differing lengths of service and rotations will be considered in order to create more opportunities for staff to gain committee experience. In addition, committee and group membership will be monitored annually via a short questionnaire which will aid efforts to distribute open (i.e. representative, rather than post-specific) seats more evenly and identify where some people are over-burdened with committee responsibilities in order to provide some relief ([section 4.7 in the action plan](#)).

ii) Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

During the last three years there have consistently been more female researchers than males employed on permanent (open-ended) contracts. In the last two years, more males were employed on fixed-term contracts, but this situation was reversed in the current year (see Figure 15). There is not currently, nor has there been over the last three years, a significant imbalance between men and women according to contract type, but this is something the ASSAP will keep under review when it reports annually to the Group Leaders each February ([section 1.1 of the action plan](#)).

Figure 15 – Male/Female employment by contract type



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

i) Representation on decision-making committees

See a i) above: according to the SCI's governance policy, committee membership is determined by post. If women are in the requisite post, they will sit on the relevant committee(s). When a representative, rather than a specific post, is required, either within the SCI/CSCR or elsewhere in the SBS or University, a person will be selected on the basis of willingness to serve and having the necessary skills and experience, and the selection would be as gender-neutral as possible according to the requirement.

In April 2014 the SCI Research Associate Committee came forward with an initiative to participate in the decision-making process related to organization of work, general administration and strategic development of the Institute. The CSCR Group Leaders supported this proposal. Since then a representative of the SCI RAC has been participating in the CSCR Group Leaders Meetings to provide a communication link between the Group Leaders and Post-Docs. The Research Associates can bring suggestions for a more interactive and efficient organisation to the Group Leaders Meeting for discussion and consideration.

The CSCR is a small department without formal undergraduate teaching responsibilities. To date, there has been no mechanism to monitor administrative burdens (to ensure that is it not always the same few people who sit on committees etc.). The teaching and committee demands on individuals will be made more transparent in future by means of an annual survey ([section 4.7 in the action plan](#)).

ii) Workload model

With some posts, such as group leaders, come responsibilities which cannot be delegated or shared: for example, staff appraisals of team members, staff welfare, and some types of HR and financial administration. Where certain tasks and responsibilities are not directly tied to a particular role or person, for instance the Biological Safety Officer and seminar organiser, they are rotated between the group leaders.

If people have taken on additional responsibilities voluntarily, such as organising events, or taken on additional teaching or representative positions in external groups and committees, this will be taken into account by line managers and the Director at the annual contribution reward round. Under this scheme, staff can be nominated for, or apply for, a one-off payment or a salary increment, in recognition and reward for their efforts during the year which exceed the 'normal' requirements of their job.

iii) Timing of departmental meetings and social gatherings

All CSCR committee and group meetings are held between 9.00 a.m. and 5.00 p.m. The Group Leaders Meeting starts at 2.30 p.m., the Administrative Group meets at 10.00 a.m.; the Health and Safety Committee meets in early afternoon and the Laboratory and Facilities Managers meet at 10.00 a.m. These timings tend to allow members with family and caring

commitments to attend these meetings as they fit around the school day. Some events, such as the Stem Cell Club (which hosts academic seminars 9 times a year), take place in the early evening, and there are others which take place at weekends, such as science festivals, open days, and similar activities. Most of the latter will only occur once a year. Where the timing of an event is within the CSCR's control consideration will be given to the convenience of the attendees; where the timing of an event is determined by someone else, and staff have to work out-of-hours, they will usually be allowed flexible working around those times, to compensate for the non-standard hours. [See section 6.3 of the action plan.](#)

Some social gatherings, like Christmas lunches and Hallowe'en parties, take place during the day or early evening so that staff who have to be at home in the evenings can attend at least for some of the event. The Gleeson Building has a canteen which is used for events and the Department of Biochemistry, next door, has spaces which can be used for social gatherings.

A summer barbeque was held for the first time in the summer of 2014, organised by the Research Associates Committee, and is likely to become an annual event. There were two timings: mid-afternoon and early evening, so that those with families could bring along their children and partners to an earlier session.

In September 2014, CSCR research staff had a two-day retreat organized by Research Associate volunteers. The Organizing Committee conducted a survey to establish the most desired and convenient form of the retreat. Ninety-four per cent of the respondents wished for a retreat outside Cambridge, which had never happened before. The Organizers specifically collected feedback from researchers with families and children about their ability to attend the remote retreat, and received all positive replies. As a result, for the first time, the retreat took place outside Cambridge in Sheringham, Norfolk. The place was chosen considering the possibility to easily reach Cambridge for the people with family responsibilities (used by at least 2 retreat attendees). Overall, the retreat was evaluated as extremely successful because of its balanced scientific programme, social and team building activities.

[Section 5.1 of the action plan sets out our actions to date and our intentions with regard to social events at the CSCR.](#)

iv) Culture

Staff Survey: best thing about working at the CSCR: "Being in an environment where I can speak to people doing good science, get advice, share my research and attend seminars from world class leaders in the field."

When asked what is the best thing about working at the CSCR in the 2014 staff survey, respondents identified the people and environment as the best, closely followed by the quality of research and facilities available to them. The friendliness of co-workers, the location near the city centre and the opportunities to network were also positively regarded. The survey showed that 91% of the respondents think the CSCR treats individuals from different cultures and backgrounds equally. The other 9% were neutral on this issue.

With regard to being female-friendly, 83% of female respondents stated they were proud to work for the CSCR, with 40% saying they saw their working future here (which is notable

given the short-term nature of their tenure); 74% would recommend the CSCR as a great place to work.

There is a canteen on the third floor where people congregate at morning break times and lunchtimes. This enables interactions with our co-occupiers: the Institute of Biotechnology and the Systems Biology Centre. There's a paved area in front of the building with seating where people can sit outside in warm weather and mingle with our neighbours (Biochemistry and Pharmacology).

Due to its relatively small size, most staff members and students know each other and there tends to be a lot of mutual support and assistance.

v) Outreach activities

Since the beginning of 2012 members of the CSCR have taken part in 86 public engagement activities. As the CSCR has grown, so has our programme of activities and the support for individuals to do these events.

An SCI Coordinator was appointed in September 2012 who was based in CSCR. This greatly increased the visibility of public engagements events that CSCR members could take part in. It also provided the administrative support to enable staff to participate without adding significantly to their daily workload:

- 2012 CSCR did 13 activities, 8 were done by men and 5 by women
- 2013 CSCR did 41 activities, 8 were done by men and 33 by women
- 2014 (to date) CSCR did 32 activities, 12 were done by men and 20 by women

About 50% of our activities have revolved around participation in the annual Cambridge Science Festival. Members have either given talks to the general public, created posters or have participated in drop-in sessions where volunteers supervise the general public with hands-on activities. The science festival activities primarily reach primary and secondary school age children as well as adults.

The other events that CSCR members participated in range from radio, TV and magazine interviews to laboratory tours, scientific cafes, teaching in schools, participating in video documentaries and talks requested by groups run by members of the public. These activities reach an age range from 11 upwards.

Public Engagement is seen as a high priority for the SCI as a whole. In 2013 a Public Engagement strategy was written which stated that the SCI "encourages and supports this strategy on Public Engagement and will actively encourage participation by all Institute staff and students." It goes on to say that the SCI "wishes to actively engage with public in discussions relating to stem cell science and to encourage uptake of careers in this area. As a publicly funded Institute, communicating our work to the public is essential. It will be the role of the Public Engagement Officer to foster a community of scientists who appreciate the importance of dialogue with the public and who have the skills and opportunities to undertake public engagement activities. The Steering Committee will appoint a "Public Engagement Champion" from amongst the group leaders. This champion will liaise with the Public Engagement Officer and will assist them in encouraging scientists to participate in the public engagement activities and will report to the SCI Steering Committee on progress."

Because of its public engagement strategy in 2014 the SCI was successful in securing a Wellcome Trust grant to fund a full time Public Engagement Officer. This person will be based at CSCR. By committing to such a clear strategy on Public Engagement and providing a trained professional in this role it is hoped that the CSCR can encourage and support staff who wish to participate in public engagement as well as demonstrating to staff the importance of this activity to their CVs and therefore their future careers.

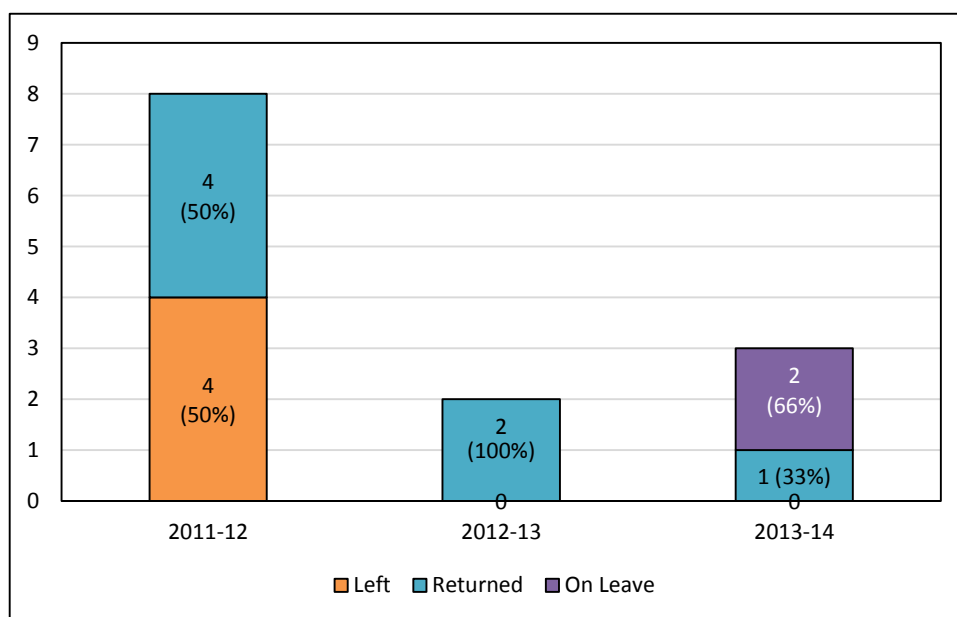
Flexibility and managing career breaks

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

(i) **Maternity return rate**

Data for the past three years from all staff categories has been combined due to the low numbers so as not to allow identification of individuals. The data set is too small to demonstrate an appreciable trend (see Figure 16), but one of the leavers went on to other employment in the University, rather than leaving the workforce altogether. Research staff are amongst those who returned to work.

Figure 16 – Rates of return following maternity leave, 2011-14



(ii) **Paternity, adoption and parental leave uptake**

There have been four applications for paternity leave in the last three years (one research assistant and three research associates). These were all approved.

(iii) **Numbers of applications and success rates for flexible working by gender and grade**

There have been three formal applications for flexible working in the past three years, all applications were from male staff. These were all approved (See section b (i) below).

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

(i) Flexible working

Research staff are all contracted for 37 hours per week but have no prescribed start or finishing times, so they can set their own hours as long as they complete their 37 hours, this allows people to start early, or late, or work at weekends, around family commitments. Assistant staff do have set hours, but the Institute is also flexible, where possible, with its assistant staff when requests are made. [See section 6.2 of the action plan.](#)

(ii) Cover for maternity and adoption leave and support on return

This is perhaps best explained by example, which is typical of the type of support the CSCR tries to provide: in 2013, one of our research associates became pregnant in the middle of a crucial stage of her research following a breakthrough discovery. She was involved in a race to publication with a competitor lab which was working in the same area. The reviewers of her paper asked for revisions, but it became obvious that she couldn't finish in time. Her PI successfully applied for an extension to her revision deadline so that she didn't have to return to work in haste after the birth of her baby. During this time, various members of the CSCR, including research assistants from her lab and facilities staff prioritized her experiments. If it hadn't been for their collaborative effort, this post-doc would never have been able to publish her work on her return from my maternity leave and it would have been a great loss both to her career and to the CSCR's scientific output.

At the CSCR, group leaders and support staff will do their very best to assist people who need flexible working hours. This is in both the person's interests and the CSCR's interest: we do not want to lose excellent researchers so, wherever it is feasible, ways will be found to accommodate different working patterns so that new mothers can balance their home-life with their scientific career. This may mean allowing researchers to choose their working days and hours across all 7 days a week as the building can operate 24-hours a day.

[Section 6 of the action plan set out or actions to date and our intentions with regard to family-friendly practices.](#)

5. **Any other comments: maximum 500 words [421/500 words]**

We feel that the responses to the staff survey were crucial in highlighting both the positive aspects of the CSCR and areas needing more effort which have been incorporated into the action plan.

76 staff and graduate research students (out of 120) completed the survey and 74% of them felt that action would be taken on the results.

The CSCR

- 81% of respondents were aware of SCI/CSCR and understood how their work contributed to its objectives.
- 77% believed SCI/CSCR's work was world class.
- 69% female and 59% male respondents had confidence in the senior leadership of the CSCR;
- 62% and 52% respectively felt that the Group Leaders managed their areas well.
- 76% female and 89% male respondents felt they were treated with fairness and respect at CSCR, and only 7% (all male) actually answered negatively.

Expectations and Use of Skills

- A large majority (83%) of respondents were clear about what they were expected to achieve in their job;
- 79% felt that their job made good use of their skills and abilities.
- Only 1.4% of respondents thought that their job didn't make good use of their skills.

Involvement in Work

- The majority, 82% male and 93% female respondents, felt that they were able to take ownership of, and responsibility for, the duties of their role;
- were equipped to deal with the demands of their job (75% male and 74% female);
- had a choice in how they worked (75% male and 76% female); and
- were comfortable with the amount of work they were expected to do (70% male and 75% female).
- 70% male and 74% female respondents thought that their line manager supported them in becoming more effective in their work.
- While 79% female and 63% male respondents thought that their line manager was open to their ideas and suggestions, overall only 46% of respondents were satisfied with the recognition they received.
- A significant minority, 40% of both men and women, could neither agree nor disagree that they were satisfied.
- More women (19%), than men (7%) were actually dissatisfied. Improving the provision of feedback on performance is included in the [action plan at section 4.2](#).

Staff Probation

- Only 47% of respondents felt that their probation was well-managed. [Section 3. of the action plan includes details of recent changes and developments and planned improvements to the probation process.](#)

Children and Caring Responsibilities

- 32% of respondents had children, and the majority (58%) of those children were of primary school age. 33% of the parent respondents had children under four.
- 9% respondents had some form of other caring responsibilities.
- 69% female and 52% male respondents said that they were able to strike the right balance between their work and home life.

6. Action plan

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

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

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
1	Athena Swan Panel					
1.1	Governance	<ul style="list-style-type: none"> The panel has met regularly during 2014 to oversee the CSCR's application for a bronze award. 	<p>The CSCR will:</p> <ul style="list-style-type: none"> Convert the self-assessment panel into a working group to continue to monitor Athena SWAN activities. Termly meetings to monitor the implementation of the action plan. The group will report once a year to the Group Leaders Meeting and University Athena SWAN Governance Panel (ASGP). Information on Athena SWAN activities will be reported in the SCI Newsletter and Bulletin 	Chairman, Self-Assessment Panel	<ul style="list-style-type: none"> Produce an annual review for the Group Leaders Meeting which will be published on the web-site. Articles appear regularly in the SCI newsletter and Bulletin. Athena Swan activities and principles are integrated into day-to-day CSCR business. 	Review: February annually. Articles in weekly or fortnightly newsletters and/or bulletins.
1.2	Increase awareness of the Athena SWAN principles and activities within the Centre	<ul style="list-style-type: none"> SCI/CSCR web-site has links to Athena SWAN website and information about self-assessment panel. 	<ul style="list-style-type: none"> Provide information to the members about progress against the Action Plan via the Athena SWAN web-page, Institute Newsletter and as a standing agenda item at staff meetings. 	Chair, Self-Assessment Panel	<ul style="list-style-type: none"> Include new questions in next staff survey to assess level of awareness of Athena SWAN 	Another survey in July 2016
2	All Staff					
2.1	Communication	<ul style="list-style-type: none"> Bi-monthly newsletter circulated to CSCR staff and posted on notice boards throughout the centre. Weekly Bulletin introduced for short and interim items (distributed to everyone in the SCI). 	<ul style="list-style-type: none"> Improve communication and inform staff about what is happening in the CSCR – only 36% of staff in the 2014 survey had been informed of committee decisions by their team leader. Raise awareness of the Twitter account for up-to-date news and announcements. Provide public minutes of the Group Leaders Meeting, Safety Committee, Lab Managers meeting and Steering Committee, including forthcoming meeting dates, on the Intranet and invite comments. 	Group Leaders and SCI Co-ordinator	<ul style="list-style-type: none"> A future staff survey illustrates that >80% of staff are well-informed about CSCR activities and feel able to contribute and provide feedback to committees. (an increase from 63.8% and 49.3% respectively in 2014 survey). 	July 2016

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
2.2	Staff consultation	<ul style="list-style-type: none"> Staff survey run in May 2014 (63% response rate). Results reviewed in detail in June/July and appropriate actions identified and incorporated in the action plan. 	<ul style="list-style-type: none"> Presentation on the results of the survey to all staff meeting. Publish summary of survey results on the website. 	Head of Department	<ul style="list-style-type: none"> All staff are aware of 2014 survey results and actions that are planned in response. Increased participation rate in 2016 survey. 	Presentation of results by end 2014. Survey repeated in 2016
2.3	Equality & Diversity awareness	<ul style="list-style-type: none"> Promotion of Equality & Diversity online training through emails sent out to staff. Completion rates improved from 24% in May to 72% in September 2014. All Group Leaders have completed the training. 	<ul style="list-style-type: none"> Keep up promotion campaign to achieve a higher percentage of completion. All new staff to complete the training –listed as a requirement in the induction pack for new joiners. 	HR Administrator and SCI Administrator	<ul style="list-style-type: none"> Target: >90% completion rates. 	By mid-2015
2.4	Increase awareness of employee benefits	<ul style="list-style-type: none"> Ensure that staff are aware of CamBens via their induction pack and thereafter during their time at the CSCR 	<ul style="list-style-type: none"> Direct staff to the University employee benefits web-site. Given the number who cycle to work, make sure they are aware of the Cycle to Work scheme. Plus CamBens Cars and discounts at local retailers. 	All line managers.	<ul style="list-style-type: none"> >80% staff are aware of what is available to them and utilising the services they need (awareness of individual CAMbens benefits ranged from 2.9% to 61% in the 2014 survey). 	Ongoing and to be quantified in staff Survey repeated in 2016
3	Recruitment					
3.1	Increase the number and proportion of job applications by women for group leader positions	<ul style="list-style-type: none"> Further particulars include information about the benefits of working for the University, such as flexible working options, family-friendly policies, childcare, and other benefits. 	<ul style="list-style-type: none"> Revise further particulars to include commitment to the Athena SWAN process. Review job criteria and wording to ensure they are gender neutral. 	HR Administrator and SCI Administrator	<ul style="list-style-type: none"> Maintain c. 50% female applicants for all research posts, and increase group leader applications from women to c. 50% (40% in last recruitment exercise). 	Paperwork revised by May 2015, maintain or improve the ratio of women applicants (by type of post) through to end 2016

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
3.2	Recruitment Procedures Review	<ul style="list-style-type: none"> All interview panel members have been asked to complete Equality & Diversity Training; 	<ul style="list-style-type: none"> Monitor and record E&D training completion and female representation on panels 	HR Administrator and Head of Department	<ul style="list-style-type: none"> All interview panel members are up-to-date with their E&D training. There is appropriate gender representation on all panels. 	By end 2014
3.3	Improve staff satisfaction with the induction process	<ul style="list-style-type: none"> The staff induction pack contains information about family-friendly policies, personal and professional development opportunities, equality & diversity training. It is available on the intranet for staff to download. New staff are personally introduced to key individuals. There is Lab-specific induction for relevant staff. Central University inductions are offered to new joiners. 	<ul style="list-style-type: none"> Information in the induction pack to be made more accessible, through the use of flyers, for instance. Additional information to be included, such as on the mentoring scheme for researchers, childcare vouchers, flexible working, carers' leave, and the proposed parenting network, as well as Institute commitment to Athena SWAN. Induction completion rates (CSCR, Lab-specific and University) to be monitored. The preparation to receive new researchers to be improved (the Office for Post-Doctoral Affairs provides a lot of advice and information on its web-site) so that new arrivals feel that they are expected and the CSCR is ready for them. Set up a buddy scheme for new arrivals: group leaders to match someone in their lab with the new joiner. 	HR Administrator	<ul style="list-style-type: none"> There is an up-to-date and effective induction pack with personal and lab-specific inductions (where appropriate) for all staff. Satisfaction with the induction process is increased from 50% in 2014 to >75% in the next staff survey. 	<p>Pack updated and inductions monitored from March 2015.</p> <p>Improved satisfaction recorded in staff survey July 2016.</p>
3.4	Improve staff satisfaction with their probation process	<ul style="list-style-type: none"> The CSCR has adopted the University's probation procedures. Line managers are expected to meet new joiners regularly to discuss progress. 	<ul style="list-style-type: none"> Make sure that all line managers are aware of the probation procedures with regards to members of their team. Ensure that all probation completions are recorded in CHRIS. 	Line managers and HR Administrator	<ul style="list-style-type: none"> Satisfaction with the probation process is improved in the 2016 staff survey. 	<p>Completions recorded from January 2015.</p> <p>Increased satisfaction is recorded in staff survey in July 2016</p>

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
4	Career Development					
3.4 cont'd		<ul style="list-style-type: none"> However, only 47% of respondents in the 2014 staff survey thought their probation period had been well-managed. 	<ul style="list-style-type: none"> 			
4.1	Improve rates of appraisal completion	<ul style="list-style-type: none"> Appraisal training completed by 57% of staff. Between 2010 and 2013 40% of researchers completed the training for appraisees. 68% of respondents to staff survey had received an appraisal in the last 2 years 45 members of staff undertook SRD training for reviewees in 2013/14 (71% female) 	<ul style="list-style-type: none"> Senior managers to explain the purpose of appraisals to staff, highlighting their importance in career development as well as in reviewing performance and setting targets for the forthcoming year. Ensure that the possibilities and criteria for promotion are discussed in appraisals with senior researchers and Group Leaders (Grade 9 and above). Make sure they are aware of salary increments and discretionary pay rates. Ensure personal development courses are considered for all staff, particularly researchers. Send reminders to all appraisers and appraisees with target completion dates and links to additional information on the University web-site (including video scenarios). Monitor appraisal completion rates annually. 	Staff Managers and HR Administrator	<ul style="list-style-type: none"> Staff understand the importance of appraisals and willingly participate in the process, leading to: Increased appraisal completion rates (>80%) recorded, confirmed by CHRIS and survey results, alongside high satisfaction rates with the appraisal process. 	Recorded and monitored annually from January 2015. Increased rate and satisfaction by July 2016.
4.2	Increase the provision of feedback on performance to researchers	<ul style="list-style-type: none"> Team leaders provide informal feedback on performance to their team members. 	<ul style="list-style-type: none"> A more regular and constructive meeting to discuss performance to be introduced, which does not wait for probation meetings or appraisals. Only 41% of staff in the 2014 survey received regular and constructive feedback on their performance. 	Team Leaders	<ul style="list-style-type: none"> The number of staff who feel they receive regular and constructive feedback continues to increase, as measured in the staff surveys. 	Increased positive response in the 2016 survey.
4.3	Increase awareness of Senior Academic and Researcher	<ul style="list-style-type: none"> University Senior Academic Promotions and Senior Researcher Promotions exercises run annually. 	<ul style="list-style-type: none"> Details of the links to the University promotion procedures are sent to relevant staff, highlighting University initiatives such as the Senior Academic Promotions CV 	HR administrator	<ul style="list-style-type: none"> All Grade 9 Staff (and above) are aware of University promotions procedures and are 	Annually from May 2015 (promotion submissions are made in October).

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
4.3 cont'd	Promotion processes		<p>Scheme and open fora which provide promotion support.</p> <ul style="list-style-type: none"> The Head of Department considers the performance and achievements of all group leaders and senior staff. Where applicable, encouragement and support will be given to eligible candidates, particularly women, to apply. 	Head of Department	supported in their applications when they are ready, if funding for the post is available /obtainable.	
4.4	Personal Development Opportunities for research staff	<p>Staff managers:</p> <ul style="list-style-type: none"> Circulate and promote University training opportunities for all staff, particularly emphasising researcher-only courses e.g. leadership training. Ensure that junior researchers are aware of fellowship opportunities, and assist with applications. Wherever possible name junior researchers as co-investigators or co-applicants in grant applications. Postdocs are participating in refereeing, writing reviews and contributing to grants. 	<ul style="list-style-type: none"> Postdoc Society to canvas opinion on the most useful initiatives for postdocs that could be run in-house e.g. CSCR to host an annual careers event for researchers in collaboration with the Office of Postdoctoral Affairs and University Careers Service. 	Chair SCI Postdoc Committee and Principal Investigators	<ul style="list-style-type: none"> Increase by 50% the professional training opportunities undertaken by women researchers. Increase by 50% the participation in researcher-only courses. Increase by 50% the number of junior researchers named as co-investigators or co-applicants in grants. Over last 2 years only 24 Professional Development courses attended by research staff (75%) women 	By end 2015.
4.5	Mentoring scheme	<ul style="list-style-type: none"> Mentoring scheme established for post-docs. Each post-doc is currently expected to identify their own mentor with whom they will meet at least once a year. 	<ul style="list-style-type: none"> Continue mentoring scheme for postdocs with evaluation and feedback provided via a survey/focus group. Ensure that mentors and post-docs have appropriate training. Staff Managers/Group Leaders to assist in the selection of an appropriate mentor for each post-doc. 	Postdoc Committee and Principal Investigators	<ul style="list-style-type: none"> Mentors to be assigned during the post-doc's probation period. An effective mentoring scheme is accessed by the majority of CSCR postdocs. 	First evaluation completed by September 2015.

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
4.5 cont'd					<ul style="list-style-type: none"> The training of both mentors and post-docs reaches 100%. Evaluation of satisfaction with mentoring completed and any issues addressed. 	
4.6	Keeping track of leaver destinations	<ul style="list-style-type: none"> Leavers are asked to complete a form on departure which includes their next employment destination. A scanned copy is kept in the person's electronic HR file 	<ul style="list-style-type: none"> Additionally record the destination of all leavers in a spreadsheet that can be used to demonstrate career progression and can provide data for analysis. A new resource is created which can be used for networking and collaborations. 	HR Administrator	<ul style="list-style-type: none"> Data is available for reviews and annual reports. The new resource is being actively used. 	From November 2014.
4.7	Representation on internal and external committees and groups	<ul style="list-style-type: none"> Many members of committees and groups have their seat by virtue of their post or expertise. Others will have a seat because they are a member of a particular group, such as post-docs or graduate students, which has a representative on the committee. 	<ul style="list-style-type: none"> Where there are several members of staff eligible for an available seat, the opportunity will be strongly promoted amongst them. Where possible, differing lengths of service/rotations will be considered to create more opportunities for staff to gain committee experience. Committee and Group membership will be monitored annually via a short questionnaire. Efforts will be made to distribute Membership more evenly amongst eligible staff to try to avoid overburdening certain people. 	Self-Assessment Panel, the Director and CSCR administration.	<ul style="list-style-type: none"> A wider range of staff will have gained committee experience. There will be relief for those with an unmanageable number of memberships. 	Continuous Reviewed annually

	Topic/issue	• Actions to date	• Planned actions July 2014 – July 2017	Responsibility	• Specific Measurable	Timeline
5	Organisation and Culture					
5.1	Social Events	<ul style="list-style-type: none"> • A successful summer barbeque was held in 2014 with two time slots, one early (15.00) to allow family and children to attend, and another later slot (18.00). • Other events include staff parties (e.g. Hallowe'en), Christmas lunches and happy hours. Some events take place during the day to enable those with young families to attend. 	<ul style="list-style-type: none"> • A social committee will be set up. • More social events will be encouraged: organisers to include the labs, the Post-Doc Committee and the PhD Student Club. • A 'What's On' section to be included in the Newsletter/Bulletin. 	Social Committee, Post Doc Committee, PhD Student Club, Labs, anyone else	<ul style="list-style-type: none"> • High turn-out amongst all categories of staff and significant inclusion of partners and children. 	Occasional, seasonal and any time during the year
5.2	Women Role Models	<ul style="list-style-type: none"> • Of the 171 speakers at the Stem Cell Club, Symposium and seminars, 2012-14, 43 (25%) were women. • Athena SWAN events and other University-wide events aimed at women are publicised. • Individual successes, such as Dr Jenny Nicholl's recent promotion to Reader, are announced in news items internally and externally. 	<ul style="list-style-type: none"> • Actively seek more women to invite to speak at the Stem Cell Club, Symposium and seminars and any other events. • Ensure that good news stories about women's successes receive wide publicity, especially on the web-site and in newsletters. • Successful women scientists in Cambridge and elsewhere are invited to give careers talks to the PhD students and post-docs. 	Director, seminar co-ordinator, event organisers, Public Engagement Officer, Post-doc Committee, PhD Students Club	<ul style="list-style-type: none"> • Aiming for >33% women speakers at the Stem Cell Club, Symposium and seminars. • Women feature widely in publicity and news items. 	By January 2016 and ongoing

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
6	Family-friendly Practices					
6.1	Improve awareness about support for parents	<ul style="list-style-type: none"> Family Friendly policies are available on Institute intranet. Awareness of family friendly policies including leave entitlements ranged from 24.6% (career breaks) to 78.5% (maternity leave) in staff survey. 	<ul style="list-style-type: none"> Set up a parents group and mailing list for staff to share information about local services (i.e. childcare, schools etc.) 	Self-Assessment Panel and Managers	<ul style="list-style-type: none"> Results from 2016 staff survey show increased awareness of family friendly policies. Active network of parents providing support and information. 	By end 2016
6.2	Flexible working hours	<ul style="list-style-type: none"> Staff can request flexible working hours and to date all requests have been granted. 	<ul style="list-style-type: none"> Improve awareness of flexible working policies by developing case studies on flexible working for each staff group and publish on website. 	Line Managers	<ul style="list-style-type: none"> Increased awareness of flexible working opportunities (from 42% in 2014 survey to >70% in 2016 survey) 	By end of July 2016
6.3	Timing of Seminars, lectures etc.	<ul style="list-style-type: none"> Seminars are held at 09.30 or 16.00 to accommodate staff with childcare responsibilities. The Stem Cell Club is 18.00-20.00 followed by drinks and canapés. 	<ul style="list-style-type: none"> Further consideration to be given to the timing of lectures and other events, but sometimes the availability of the speakers will determine when some events can take place. 	Event organisers.	<ul style="list-style-type: none"> Fewer people miss events because of inconvenient timing. 	By end 2015
7	Graduate Students					
7.1	Integration of students into the CSCR	<ul style="list-style-type: none"> On arrival students are given tours of the CSCR to see the labs and meet the group leaders and facilities managers. They are given detailed induction packs. The University also provides inductions for new students. 	<ul style="list-style-type: none"> Continue to encourage the students actively to participate in the PhD Club. Form a Student Committee led by the Student Representative to create initiatives for the students and to monitor and solve student's problems. 	CSCR Coordinator together with the student volunteers.	<ul style="list-style-type: none"> Student Committee established. 	By end of July 2015

	Topic/issue	Actions to date	Planned actions July 2014 – July 2017	Responsibility	Specific Measurable	Timeline
7.1 contd		<ul style="list-style-type: none"> • There is a photo-board in Reception with pictures of everyone at Tennis Court Road, their name and what they do. • Each student is given a primary supervisor (the group leader who's lab the student belongs to) and a secondary supervisor (another group leader of student's choice from the same or different department) • Welfare matters are dealt with by the student's college, where they will have their own tutor who looks after pastoral matters. • There is an informal PhD Students Club which organises bi-weekly meetings, with talks etc. • There is an annual PhD day where students can present their work and get feedback from all researchers in CSCR • Student Representative elected by all students brings any issues raised by the students to the attention of CSCR's management. 				