Athena SWAN Bronze department award application

Name of university: University of Cambridge

Department: Wellcome Trust/Cancer Research UK Gurdon Institute (Gurdon Institute)

Date of application: April 2014

Date of University Bronze and/or Silver SWAN award: 2012 (renewal)

Contact for application: Ann Cartwright

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Telephone: 01223 334099

Departmental website address: http://www.gurdon.cam.ac.uk/

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. Click here for additional guidance on completing the template.

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

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

Sara Gould

Athena SWAN Charter

Equality Challenge Unit

Queen's House

55-56 Lincoln's Inn Fields

London WC2A 3LJ

Dear Sara

I am delighted to support this application by the Gurdon Institute for an Athena SWAN Bronze award. The Gurdon Institute is somewhat different from most applicants for Athena SWAN awards, as we do not organise undergraduate or graduate admissions, and most of our staff are on short term contracts funded through research fellowships and grants. Thus, our analysis has focussed mainly on the balance of research staff in the Institute, how well their careers progress while they are here and their attitudes to gender-related issues in the Institute. As a world class Institute working at the interface between Developmental Biology and Cancer research, it is essential that we succeed in recruiting and retaining the best researchers, both men and women, and ensure that they achieve their full potential, even if they are only with us for a few years. The process of preparing our Athena SWAN submission has provided a very valuable mechanism for reinforcing our commitment to supporting women in the Institute and highlighting ways that we can do this better.

The Athena SWAN committee initially felt that we were well-placed to apply for a silver award, as we have a higher proportion of women Group Leaders than any other Biological Research Institute in the country, and have always prided ourselves on our supportive and

inclusive culture. However, the preparation of our Athena SWAN application revealed several areas where we were not doing as well as we would like. For example, our internal culture survey revealed that many group leaders were not carrying out regular appraisals and that the female members of their groups felt this lack of formal feedback on their work and career progression more acutely than their male counterparts. Similarly, while we have strived to make the working environment in the Institute as family-friendly as possible, we discovered that many members of the Institute were unaware of our policies on part time working and parental leave. We have therefore come up with a challenging action plan to correct these deficiencies, and are confident that the changes that we have initiated will allow us to nurture and support our excellent research staff more effectively at all career stages.

I view this application as part of an on-going process of self-examination to ensure that we provide the necessary support structures to enable all members of the Institute to have fulfilling and successful careers, while achieving a reasonable work/life balance. I am very excited about the positive effects of our engagement with the Athena SWAN awards and hope that we will be in a position to apply for a silver award in the not too distant future.

 Yours sincerely,

Gurdon Institute Director

Section 1 Total: 440 words

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

Daniel St Johnston is **Head of Department, Professor of Genetics and a Wellcome Trust Principal Research Fellow**. Daniel's wife is also a scientific Group Leader (in the Department of Physiology, Development and Neuroscience) so he is aware of some of the difficulties facing women scientists from both a professional and personal viewpoint. They have two children aged 13 and 10.

Julie Ahringer, Senior Group Leader and Wellcome Trust Senior Research Fellow. Julie is the mother of two children aged 16 and 14 and works hard to combine work and family life.

Jonathon Pines, Senior Group Leader and Cancer Research UK Programme Grant Holder. Jon has a large mixed research group and plays a major role in the Institute mentoring students and organising development events.

Emmanuelle Vire, Post-Doctoral Fellow. Emma joined Tony Kouzarides' lab in July 2008. She chairs the Gurdon Institute Postdoc Association (GIPA), and has created the career path seminar series, in which former Institute scientists are invited to share their career experience(s).

Annabel Griffiths, PhD Student . Annabel joined Nick Brown's lab in October 2010. She is a member of the Institute Social Committee to help promote social interaction in our Institute. She is very pleased to be involved in the Athena SWAN scheme, which allows us to address issues that continue to face women in science throughout their career, and looks forward to seeing how Athena SWAN can help us tackle these issues in a measurable way.

Ann Cartwright, Institute Administrator and Suzanne Campbell, Institute HR/Grants Manager. Ann and Suzy deal with all Institute staff matters between them. They spend time resolving difficulties that arise in the course of HR processes, for example dealing with funders in complicated maternity cases. Both are grandparents who play an active role in their grandchildren's upbringing, and understand the work/life balance that has to be achieved in order to care for the needs of younger children in particular.

Diane Foster, Deputy Administrator and Senior Technical Manager. Di looks after the Institute's technical teams and staff in particular. She has had two children during her time at the Institute, now 21 and 24.

The team is supported by **Kevin Coutinho, member of the University of Cambridge HR Equality team**

Please note that points in the Institute's Action Plan are numbered in square brackets throughout the document, hence [AP1] refers to point 1 in the action plan etc.

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

The Athena SWAN self-assessment team met for the first time on 24th April 2013. Its second meeting was in July 2013, and thereafter meetings were held every month.

Initially the team analysed the results of the School of Biological Sciences' staff survey, undertaken in January/February 2013, and in particular the Gurdon Institute results from that survey. It was clear that members of staff, and female members of staff in particular, were dissatisfied with the lack of appraisals. As a result, the Athena SWAN Committee embarked on a project to improve the number of appraisals in the Institute. This was discussed at the July 2013 Group Leader meeting, and an initiative was launched to increase the numbers significantly by 31st March 2014 [AP2]. Following this, the percentage of staff appraised increased from 10% to 60% by the target date. We intend to increase this further to >95% by March 2016 and then to maintain this target.

It was evident that staff were not generally aware of the Athena SWAN initiative. To rectify this the Athena SWAN Committee (ASC) introduced an explanation of Athena SWAN into the Institute induction of new employees, set up an Institute Athena SWAN website and advertised the Athena SWAN Committee at the annual Institute Retreat. Furthermore, Athena SWAN was discussed at the Gurdon Institute Postdoc Association meeting (GIPA).

An editable form of the key sections of the Athena SWAN application form was posted online for members of the Committee, and individuals were assigned to each section. A section for new ideas for the action plan was also included.

To canvas opinions more widely, the team carried out a further survey, for Institute members only, to assess the Institute's "culture", ie a snapshot of how members of the Institute regard it as an organisation. This was discussed at the November meeting and carried out in December 2013 and January 2014. 42% of staff completed the survey, and outcomes and further actions were discussed at the February team meeting.

It became apparent that many people were unaware of what the University and the Institute can offer in terms of support for families and carers. It was decided to draft more comprehensive information, which would be available to all Institute members at induction and always be available via the website. Initial drafts were prepared in the first quarter of 2014, and the ASC also tasked itself with thinking of other means of disseminating the information. [AP3].

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

After the Athena SWAN submission, members of the self assessment team will form the Institute Equality Working Group (EWG), and will continue to meet three times a year to monitor progress on implementing the action plan, review its own membership, discuss any new ideas and work towards the next submission [AP1]. New members will be recruited to address the gender imbalance. The EWG will report annually to all members of the Institute.

Section 2 Total: 873 words

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

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.
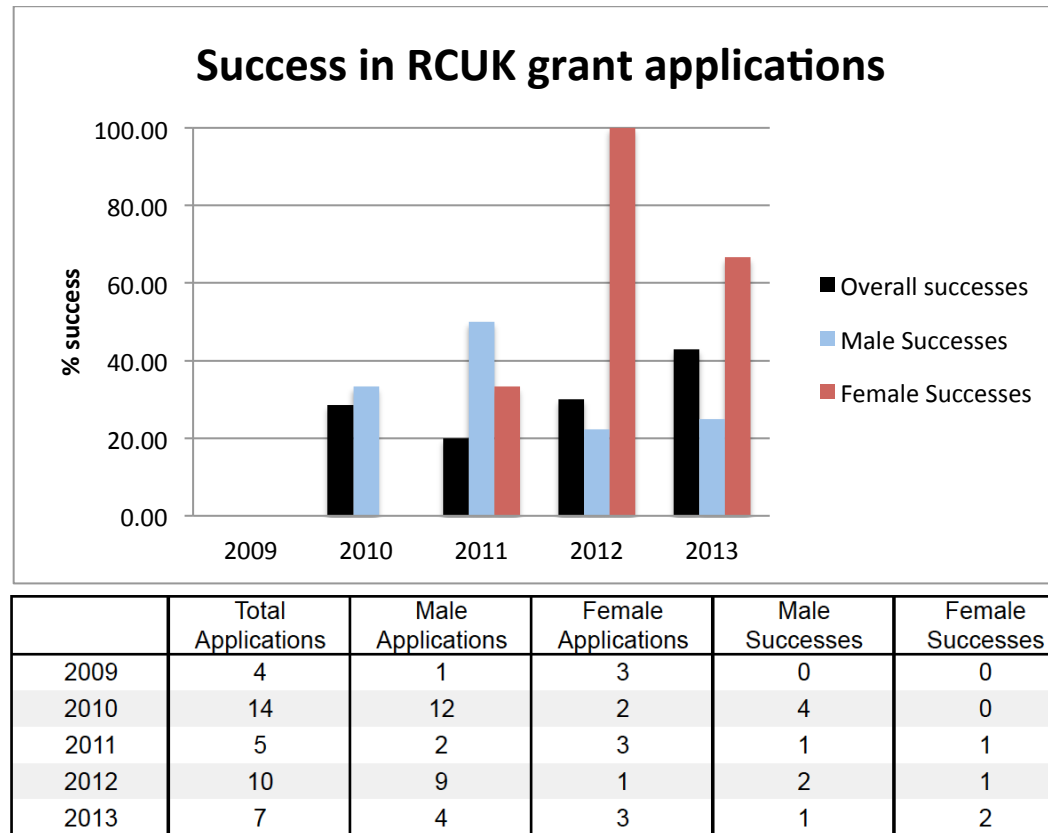
The Gurdon Institute is a research institute, focussing on cancer and developmental biology, and is part of the School of Biological Sciences in the University of Cambridge. It was founded in 1991 and now occupies a relatively new building close to other biological sciences departments. It has approximately 300 members at any one time across the categories of Group Leaders, postdocs, PhD students, managers, technicians, administrative and clerical staff but as a research institute it has no undergraduate students. Its Group Leaders are all members of the Institute itself and another department within the School of Biological Sciences.

There are eighteen research groups within the Institute, each with its own area of research and expertise, but collaboration and discussion across the entire Institute is very important to us and to our grant funders. Our main funders are the Wellcome Trust and Cancer Research UK. Each Group Leader is responsible for the direction of their research, for hiring their laboratory staff and for raising their own research funding. There is no core grant funding for an individual laboratory's research. Consequently, almost everyone at the Institute is employed on a research grant, renewable every three or five years, and most research staff remain in the Institute for less than 5 years in order to further their career. As a result there is no 'pipeline' for career progression in the Institute itself. The one

exception is promotion from an initial Group Leader position (for a period of 5 years, renewable for another 5 years) to a Senior Group Leader (SGL) position, which is not term-limited, providing the SGL is able to renew their funding in each 5-year cycle. Promotion from GL to SGL depends on reaching a required level of international recognition (see 4a(ii) below).

In general we have a good mixture of men and women across the Institute, sometimes in contrast to national trends. For example, we have nine female lab managers and seven male (not all labs choose to have a lab manager) whereas a recent article in the Observer by Athene Donald (16th March 2014) stated that females were less likely to be hired as lab managers because of unconscious bias. The same article also states that women are less successful in winning grants from UK Research Councils but, again, we have not found this at the Gurdon Institute (overall 28% success for men vs 33% for women 2009-2013; see figure and table below), although the total number of applications is low. We are encouraging more applications, and peer reviewing applications before submission in the hope of further increasing success [AP5b].

The majority of researchers are employed directly by the University, but others come with, or move to, their own fellowships (usually for one or two years). These fellowships are paid directly to the individuals concerned but the research institute and the lab where they are to be carried out is normally specified in the award. When the fellowships are complete, the holders frequently remain in the laboratory and become employed by the University. Within the Institute we endeavour to treat all research associates equally, but those holding their own fellowships do not necessarily receive all the benefits of being employed by the University, for example they cannot take advantage of some University services (eg counselling). We are now trying to raise awareness of this and mitigate the differences between these individuals and University employees as part of our action plan [AP10].

Success in RCUK grant applications

	Total Applications	Male Applications	Female Applications	Male Successes	Female Successes
2009	4	1	3	0	0
2010	14	12	2	4	0
2011	5	2	3	1	1
2012	10	9	1	2	1
2013	7	4	3	1	2

We are a friendly institute, and pride ourselves on a welcoming approach, and what has often been described as a "family" feel. The "culture" of the Institute is very important to all its members, with a high value placed on equality. We try to take the needs of parents into account throughout the year, e.g. in setting times of seminars and other meetings. For example, several years ago it was decided that in order to offer parents the opportunity to drop-off and collect their children from school and to accommodate the needs of other carers, late afternoon seminars were not acceptable and now the Institute external and internal seminars are routinely held at 11am or 1pm, respectively. Similarly the monthly Group Leader meeting takes place at 3.30 pm so that GLs can collect their children from school after the meeting.

Our building is self-contained and we have an excellent canteen where members congregate at break times, and where we hold many of our social events. We have a 'happy hour' to encourage interactions between labs every Friday night, with a specifically themed happy hour once a month to bring all the labs together. We try to time other social events to take place at different times of the day to foster inclusion for all. For example, at Christmas we hold a party for the children/grandchildren of Institute members just after local schools have finished for the day. We hire an entertainer, provide food and arrange for Father Christmas himself to visit and distribute presents. Parents pay a minimum fee as the event is subsidised from Institute funds.

The entire Institute goes on annual retreat each year in the week before new students commence their studies. The retreat is seen as important to create a sense of shared purpose and fellowship for the Institute as a whole. It only involves one overnight stay and it is recognised that this may be difficult for new mothers. To ameliorate this new-born babies are accommodated if they need to accompany their mothers, and this has happened on occasion. Alternatively new mothers have been provided with facilities for expressing milk for their babies during the retreat.

The Institute has a thriving postdoc society (GIPA), which is run entirely by the postdocs, who arrange seminars, career talks, and an annual meeting. Following the Institute culture survey and opinions canvassed by the Athena SWAN committee that highlighted the need for more substantial mentoring, in January 2014 GIPA initiated a mentoring scheme for students and new postdocs [AP8/16f]. The postdocs raise their own funds for the society in addition to receiving some funding from the Institute's core grant.

b) 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.

Student data

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

Not applicable. The University does not run access or foundation courses and the Gurdon Institute only has postgraduate research students.

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

Not applicable. The Gurdon Institute does not have any undergraduate students.

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

The Gurdon Institute does not run any taught courses.

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

The Gurdon Institute itself has limited influence on the selection of PhD students. Many are selected by inter-departmental programmes and students make their final choice of a laboratory at the Institute after rotating through a number of different laboratories in the University. Some overseas students are selected by Group Leaders and then obtain fellowships. Only a small minority of students are selected by a Group Leader through funds that they have been awarded. Nevertheless, the ratio of male to female students at the Institute has remained relatively equal for the past 5 years, with no significant differences over time. (See table below). We will continue to monitor this and, should a negative trend appear in the future, we will take action to correct any bias in the selection procedures under the Institute's control. For selections outside the control of the Institute we will lobby the appropriate committees to review their procedures, and modify them appropriately [AP15]
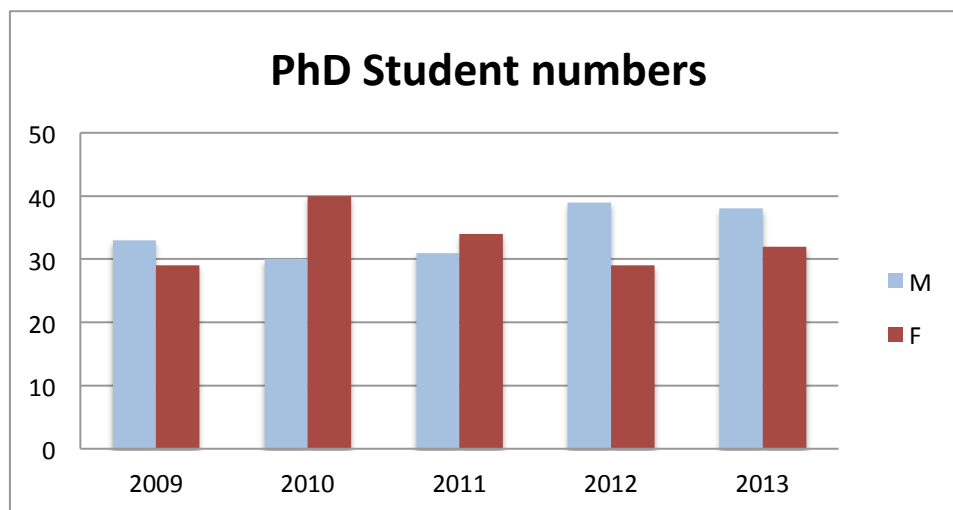
(v)   **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

The Institute does not offer places for research degrees. This is done through the various teaching departments in the School of Biological Sciences.

(vi)   **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

The Gurdon Institute only has postgraduate students whose degrees are not classified. In the past 5 years, all the PhD students who carried out their research at the Gurdon Institute and submitted their theses were successful (60 total: 34 men and 26 women). Of these, all the women submitted their theses within the 4-year period, including two who intermitted for maternity reasons. Four men took longer than 4 years usually they moved laboratory, or their laboratory relocated during their PhD. In the past five years only 3 students who registered for their PhDs did not submit their theses. Two discontinued their PhD out of choice, and one for medical reasons. We will continue to monitor this. A meeting with students revealed that they felt pressured by the need to finish on time and in making the transition from undergraduate to PhD student. In response to this, we have recently instituted a specific induction scheme to help students to form a supportive peer group, and a mentoring scheme involving postdocs. These new initiatives and others described in section 4(iii) below will be monitored in order to embed them into Institute practice and their effects measured through an annual survey. [AP16].

Staff data

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

As a research institute we do not distinguish between academic and research staff. The overall balance of male and female staff in the Institute is approximately equal, as are the proportions within researchers and senior researchers. There are, however, fewer female Group Leaders than males, although the proportion has increased from 30% to 50% since 2010 because our last four GL recruits (joining in 2009, 2010, 2011 and 2014) were female. In an attempt to ensure that there is no gender bias in the selection process the short-listing committee usually contains an approximately equal number of male and female group leaders but in the future we will ensure that there is always equal representation [AP4].   At the senior Group Leader level, there are only 22% women (2 out of 9) which is a clear gender imbalance. This imbalance will be addressed through a variety of different measures. [AP4/5] and we will raise awareness of unconscious bias through the provision of training or promotion of relevant University workshops/seminars/course.

% Female staff in different categories
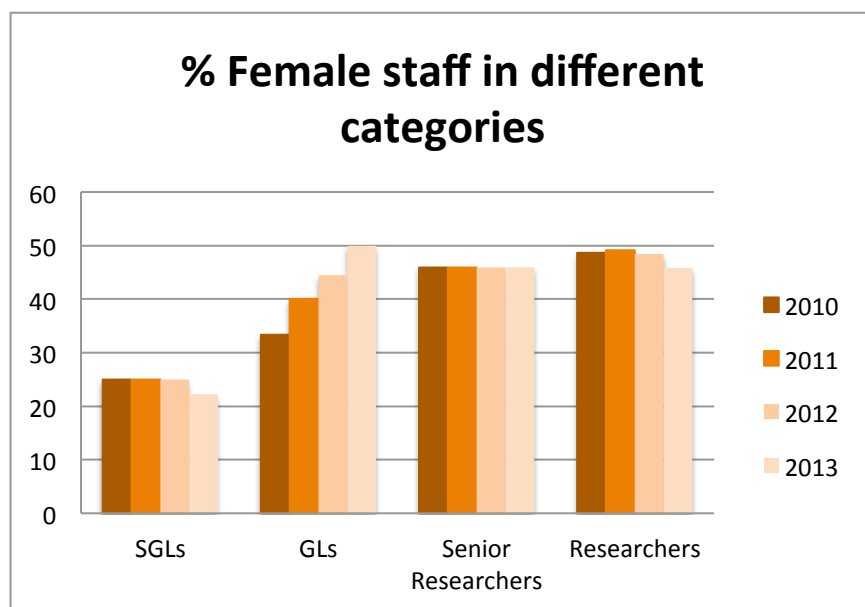
Name	Explanation	University Grade
SGL	Senior Group Leader (Equivalent to Professor): most senior post: promoted from GL & accepted as an Institute member for as long as s/he is funded.	12
GL	Group Leader (Equivalent to Senior Lecturer and above): Usually in the first 10 years of running a group, not yet considered for promotion & no automatic right to stay	9+
Senior Researcher	Senior post-doctoral researcher within a group	9
Researcher	Post-Doctoral Research Associate or Research Assistant within a group	7 or 5

	2010		2011		2012		2013	
	Female	Male	Female	Male	Female	Male	Female	Male
SGLs	2	6	2	6	2	6	2	7
GLs	3	6	4	6	4	5	4	4
Senior Researchers	1.7	2	1.7	2	1.7	2	1.7	2
Researchers	60	63	62	64	63	67	62	73

(viii)   **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Most contracts are short-term so we expect turnover to be high. Almost all graduate students leave at the end of their degree, ie after between three and five years, to pursue their careers. Due to the nature of research funding in each laboratory, most post-doctoral appointments are for between two and five years. Analysis of research assistant and post-doctoral researcher turnover over the past four years showed that that it was roughly similar for men and women:

Post-Doc and Research Assistant turnover
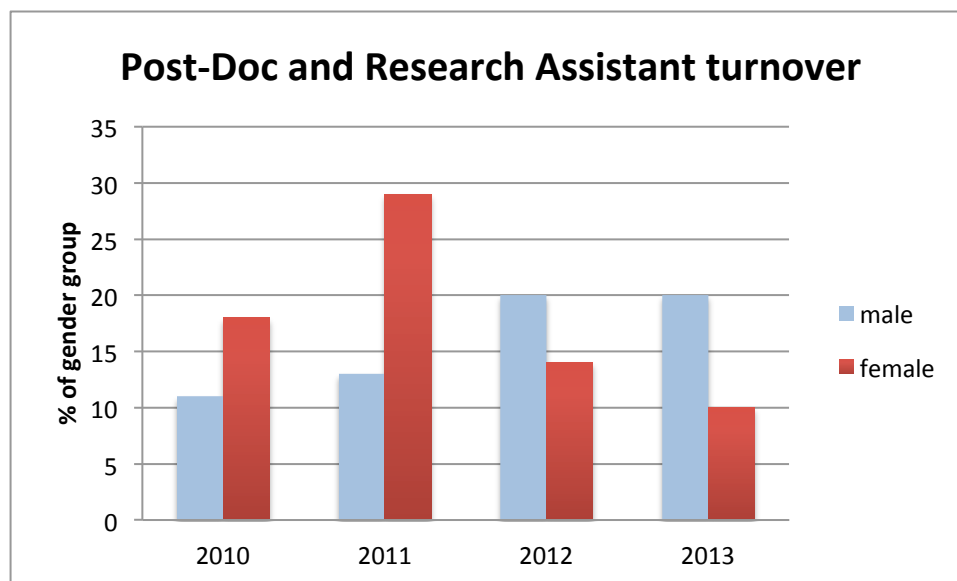
Post-doc and Research Assistant numbers				
	Total number		Number who left	
	Male	Female	Male	Female
2010	46	45.5	5	8
2011	45	49	6	14
2012	51	50	10	7
2013	63.5	49.5	13	5

We also analysed the destinations of leavers by gender. There are obvious discrepancies between men and women. We were surprised to find that more male students have gone on to become postdocs, and more male postdocs have become Group Leaders on leaving the Institute. To find out why this is happening we propose to survey all postdocs in the first instance to find out if the ambitions of male and females differ from the start [AP3g] and survey their intentions again when they leave. We need to find out how to give better support to our female students and postdocs [AP5].

Destinations of Post-docs 5 years after leaving

Destinations of students (immediate) 2010-2013
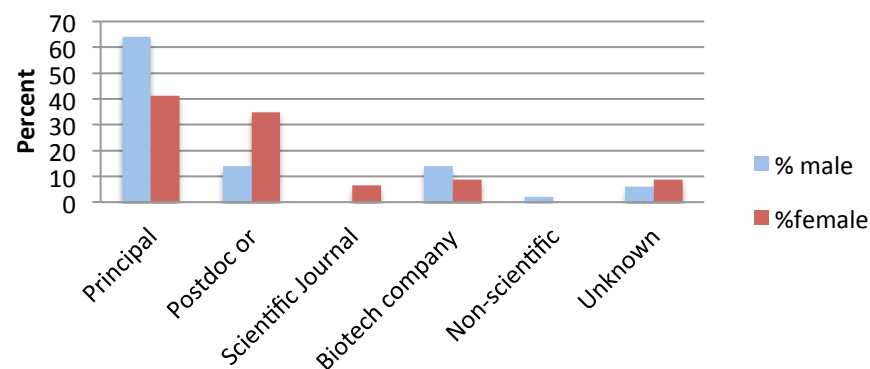
Post-doc destinations (numbers)						
	Principal investigator	Postdoc or equivalent	Scientific Journal	Biotech company	Non-scientific position	Not known or none
males	32	7	0	7	1	3
females	19	16	3	4	0	4
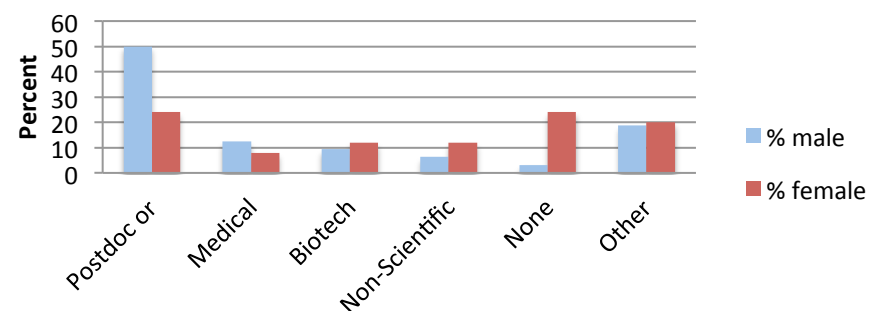
| Student destinations (numbers)						
	Post-doc	Medical Training	Biotech Company	Non-scientific position	None	Other
Men	16	4	3	2	1	6
Women	6	2	3	3	6	5

Section 3 Total 1892 words

4. **Supporting and advancing women's careers: maximum 5000 words**

   Key career transition points

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

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.
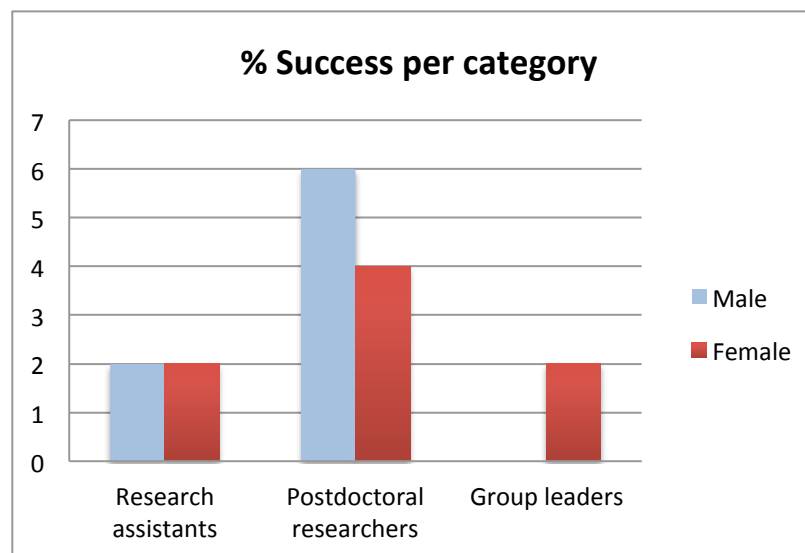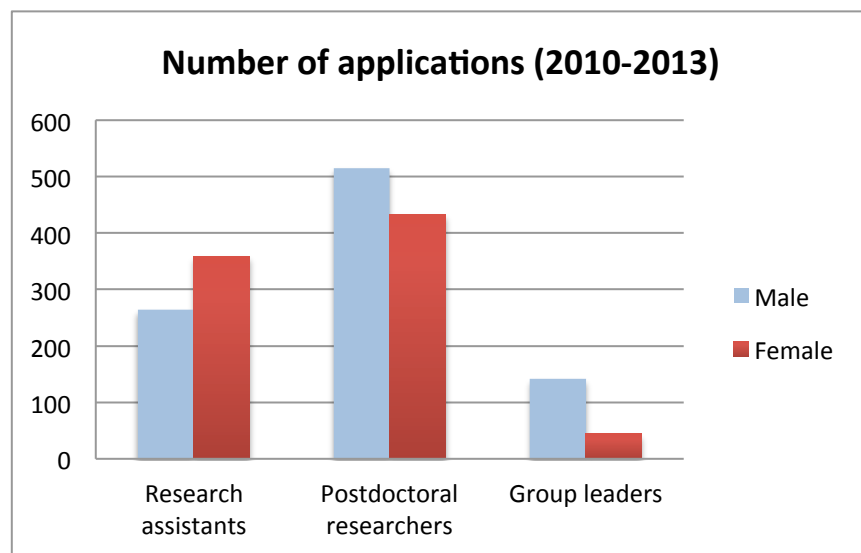
	Research Assistants		Postdoctoral Researchers		Group Leaders	
	Male	Female	Male	Female	Male	Female
Applied	264	358	515	433	142	44
Successful	5	7	33	19	0	1

The figures above illustrate the numbers of applicants and success rates for research staff and Group Leader posts over the last four years. At the research assistant level, although there were more female applicants, success rates for men and women were identical. At post-doctoral level, there were more male applicants and a higher success rate for male applications. At the Group Leader level, there were many more male applicants but a female was the sole appointment over this three-year period. We need to address the low number of female applicants at postdoctoral and Group Leader level, and the higher proportion of male appointments at postdoctoral level. We now intend to include information on family-friendly policies in our adverts, in addition to being in our information packs at induction, to be more encouraging to female applicants from the start, and recognise that we urgently need to develop other positive actions. [AP4].

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

There are different systems for promotion for senior researchers and Group Leaders. The former follows the University system through the School of Biological Sciences for those individuals that Group Leaders put forward for promotion from Research Associate (Grade 7) to Senior Research Associate (Grade 9).   CVs, references and supporting statements are peer-reviewed at School level, and those deemed worthy are promoted.

In practice the Institute has put very few people through this system. We have 5 people at Senior Research Associate level, 2 male and 3 female. It is evident that we need to increase awareness of this means of promotion because it recognises the skills and worth of these individuals and because some postdocs have been in the Institute for more than five years (14 or 21% male postdocs and 13 or 26% female postdocs). [AP3e]

Promotion from Group Leader to Senior Group Leader is via a Gurdon Institute system, with decisions ratified by the University. Group Leaders are eligible to apply for promotion after successfully renewing their funding, ie in their second funding period. The primary consideration for promotion is international recognition, which is evaluated using the candidate's record and external references. Other factors include the current ratio of SGLs to GLs (our International Scientific Advisory Board (ISAB) strongly recommend that there should be more GLs than SGLs for the Institute's health) and whether sufficient space is available. Applications are considered by all existing SGLs, taking into account the above criteria. Their recommendation is forwarded to the Institute's ISAB, composed of individuals chosen for their expertise in the Institute's scientific fields. If the ISAB approves, the appointment is sent for ratification by the Institute's Management Committee and then goes forward to the University to check consistency with similar University promotions. In the past three years there have been two applications through this system, one successful and one unsuccessful. Since more female GLs have recently been appointed there should be more female applicants for SGL positions in the future. We need to continue to ensure that women apply for GL positions (see above) and that they are fully-supported in those positions so they feel confident in applying for SGL positions in due course [AP4/5].

In addition to promotion, there is a University system for awarding additional increments to individual researchers at Research Associate level ie for moving them to a higher point on Grade 7. Group leaders are asked if they wish to nominate anyone three times a year. From 2011 to 2013 we applied for 24 such increments. All were granted: 11 to women and 13 to men. Although there is no significant difference between men and women, we feel more people could be put forward. We will continue to monitor this [AP3f].

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.

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

The Institute's recruitment processes adhere to the University's policy of equality of opportunity for all. Substantial guidance is provided centrally on how to recruit effectively and in a way that complies with University policy and procedures, employment law and equal opportunities legislation ((http://www.admin.cam.ac.uk/cam-only/offices/hr/recruitment/)(http://www.admin.cam.ac.uk/cam-only/offices/hr/recruitment/equality/))

Job descriptions and person specifications are written in an attempt to avoid unconscious discrimination, and further particulars include information about the benefits of working at the University that are likely to be important to women, such as flexible working options, generous annual leave, maternity/paternity leave, and family-friendly policies, including the salary sacrifice scheme for childcare. As mentioned above, the Institute will now include family-friendly policy information in advertisements for all posts [AP4].

The School of Biological Sciences has begun short courses on recruitment in response to the School survey, addressing matters such as unconscious bias. GLs from the Institute who attended these report they have benefitted from them. We will actively encourage and monitor future attendance at these and similar courses and send prompts to those who have not undertaken relevant training. [AP4]

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

Key transition points for research staff are PhD students at the completion of their degrees, postdoctoral researchers either at the end of their contracts or applying for promotion from research associate (grade 7) to senior research associate (grade 9), new Group Leaders establishing their laboratories, and promotion from Group Leader to Senior Group Leader. The mentoring environment for PhD students is discussed in section iii below.

To support Research Associates, the Gurdon Institute encouraged the Institute's postdoctoral members to set up the Gurdon Institute Postdoc Association (GIPA) in 2008. GIPA organises events throughout the year, including an annual retreat, which provides postdocs with opportunities for presenting their work, networking with external speakers, and attending sessions on different scientific careers. This one-day conference allows members to get to know each other while learning transferable and soft skills, such as science

communication, grant writing, how to supervise students, practical networking skills, etc. Attendance is good, averaging between 50 and 70 postdocs (~50%) in the last three years. In 2013 the retreat concluded with a panel discussion between four PIs (two women) from the University and was focused on the academic work-life balance.

Since 2011 GIPA has run "Career Path Seminars" in which a former member of the Institute is invited to share their career route since leaving the Institute. Seminars are very informal and are scheduled every 8 weeks. They highlight the wide variety of career options for researchers. 50% of speakers have been women. Subjects covered areas include academia, publishing, working in industry, technology transfer, etc. In consultation with our students in November 2013, it was apparent that they did not feel as welcome to these seminars as was hoped. In response, advertising for seminars now stresses that all Institute members are welcome. GIPA also organises its own external seminar series, allowing postdocs to invite and host high-profile scientists, and postdocs participate in the Gurdon Institute external seminar series by hosting the speaker for a buffet lunch.

The Gurdon Institute also runs a mentoring scheme whereby all new postdoctoral researchers are assigned a Group Leader mentor when they arrive. The mentor provides career and general impartial advice. GIPA recently established a new mentoring scheme, pairing new PhD students with a postdoc to give advice and encouragement, which provides extra support for the students and valuable mentoring experience for the postdocs. It is too early to evaluate this yet but we will do so via the staff survey next year.

We have failed so far to encourage GLs to nominate postdocs for promotion to SRA. We will correct this now that we have become aware of it in the course of the Athena SWAN process [AP3e]

At Group Leader level, the Institute has a mentoring scheme in which two SGLs are appointed as mentors for each GL. They are available for consultation at any time but meet formally once per year. This has worked well for some GLs but not others. In response to some dissatisfaction the policy was altered to allow GLs to nominate their own mentors both from within and outside the University.

In addition the Institute arranges one-to-one meetings between each GL and several members of the International Scientific Advisory Board at every ISAB visit (approximately every 18 months). This is an opportunity for the GLs to gain impartial career advice from people who know the Institute well.

As explained above, the transition from GL to SGL is not considered the default position. Promotion depends on achieving a degree of scientific excellence and on other considerations, such as the ratio of SGLs to GLs and the availability of space. Nevertheless, we have recognised in the Athena SWAN preparation that we do not have a policy in place to mentor GLs in their second funding term and specifically advise on their possible promotion to SGL. We address this in our Action Plan [AP5a].

In addition to the Gurdon Institute's specific programmes, the University offers training programs and career advice, some aimed specifically at women. Over the past three years 64 Gurdon Institute postdocs have attended courses, but the opportunities are not well-known by all in the Institute, so we intend to publicise them more [AP3d].

http://www.cam.ac.uk/research-staff/employment-and-career-management.

http://www.admin.cam.ac.uk/offices/hr/ppd/

http://www.training.cam.ac.uk/cppd/theme/women?providerId=36612.

http://www.training.cam.ac.uk/cppd/course/cppd-perdev3

http://www.cam.ac.uk/research-staff/employment-and-career-management.

http://www.training.cam.ac.uk/gdp/theme.

The University's Women in Science, Engineering and Technology Initiative (WiSETI) supports women at all levels in Science, Technology, Engineering and Mathematics at Cambridge. The Gurdon Institute fully supports WiSETI and our Director is on the Steering Committee. http://www.admin.cam.ac.uk/offices/hr/equality/wiseti/who/

Career development

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

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

As a research institute, career development and promotion at the Gurdon Institute are based primarily on research performance. When judging this, consideration is given to other responsibilities including administration and outreach work. Excepting the Group Leaders, most staff do not have teaching responsibilities. Research performance is primarily judged on the quality of the work (ie its significance), not simply quantity. This is reflected in the cases made for salary increments, which are usually justified on the basis of researchers setting up new techniques or pursuing particularly significant lines of research. When considering someone for a research increment,

they are examined in the context of the group as a whole for reasons of equality and comparability across both male and female researchers.

The Institute adheres to the University Staff Review and Development programme, which aims to enhance work effectiveness and facilitate career development. The Institute set up its own appraisal scheme in 2008, based on the University's centrally-approved framework, and supported by University training schemes http://www.admin.cam.ac.uk/offices/hr/policy/appraisal/. Uptake of the appraisal scheme has historically been poor, and this was identified in our culture survey. Only 43% of those responding from the Institute felt that they received "regular and constructive feedback" on their performance, and the response from women was more negative than that from men. Following this, we launched an initiative to increase appraisals: currently 60% of staff have been appraised, up from 10%. The Director has instructed that all staff must be appraised regularly and offered constructive feedback. Our aim is for >95% of all staff to be appraised within two years. This emphasis on regular and constructive appraisals forms part of our action plan [AP2]

The Gurdon Institute is committed to providing postdocs with the skills, knowledge and confidence to make the step to Principal Investigator if that is their goal. We aim to encourage researchers to take full advantage of the University's careers service and development courses [AP3d]. Postdocs who join the Institute are allocated a GL other than their lab head as a mentor for careers and other advice. The individual's GL also takes an interest in his/her career and works hard to find a suitable next position. The Mentoring Scheme is introduced at induction. Although most postdocs welcome the fact this could lead to potential discussion with a "third party" person (ie not their PI), some expressed concerns as they find it too formal and not all are at ease with their assigned mentor. We are investigating ways to make the system more successful [AP5a]. Until recently this was not offered to students but they are now included.

As mentioned above, GIPA initiated its own mentoring scheme: postdocs for students, and postdocs for postdocs. The aim is to provide day-to-day help and support. So far, 23 postdocs have volunteered as mentors (10M, 13F). This initiative represents the second level of mentoring in the Institute. We will now publicise it more widely among existing postdocs via emails and leaflets, GL encouragement, and also via GIPA activities. Mentees can request a female or male mentor if they have a preference [AP8/16f].

The Institute offers mock interviews for those moving on to help maximise their chances. Recent research showed that those who have left the Institute have been extremely successful, particularly in the academic world, (See table under 3a(viii)) . Although the numbers are too small to make a definitive analysis, it appears that males are still more likely to attain a senior academic position than females. The Institute is committed to equipping all postdocs with the skills and networking opportunities required to attain their own goals and will continue the initiatives and programmes implemented by the University, GIPA and itself as part of its action plan. [AP5]

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

The Gurdon Institute's induction process is thorough and welcoming. Everyone who joins, even short-term visitors, receives an induction split into 3 parts. The HR/Grants Manager first completes a simple checklist with every new starter providing basic details about the Institute (eg safety, their employment, applying for computing access, etc.). The induction process also offers the opportunity for new members to ask questions. This is especially important for people recently arrived in the UK, who may need help opening a bank account, registering with a GP, finding accommodation or childcare, etc. The Office Manager then conducts a tour of the Institute and introduces members of Admin, Media, Stores, and Computing teams as well as indicating communal lab areas and the catering facility. New starters receive an information pack including an Institute annual report/prospectus, out-of-hours emergency contact details, safety booklet, information booklet, salary scales, and various relevant forms. Individual attention given in the first two parts of the induction process allow us to make personal contact with new employees, making it easier for them to return to ask questions or to discuss any problems that they may have. After the general Institute induction, the individual undergoes a specific laboratory induction.

We are currently developing an electronic version of the information pack as part of our Athena SWAN actions, which we will send to all existing staff members and then use for new staff and which will be updated on an annual basis [AP3]. One new addition to the induction will be the requirement to complete the basic module of the University's new Equality and Diversity online training modules, which were launched in October 2013. Staff in managerial roles will also be encouraged to complete the module entitled "Managing Diversity" [AP3d].

The University provides additional induction and training programmes, which we will advertise in the induction materials [AP3d]:

http://www.admin.cam.ac.uk/cam-only/offices/hr/recruitment/supporting/

http://www.admin.cam.ac.uk/offices/hr/staff/

http://www.training.cam.ac.uk/cppd/course/cppd-self1

http://www.admin.cam.ac.uk/offices/hr/equality/

Support for female students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Each Gurdon Institute graduate student is affiliated to a host Department that is responsible for monitoring the student through their degree. Most departments assign two external advisers tasked with reviewing progress at regular (usually annual) intervals. All students are also members of a college at the University where they have a tutor responsible for their pastoral care.

The Gurdon Institute has policies designed to complement and extend University provision:

- Upon joining the Institute all 1st year graduate students participate in weekly seminars where they present their proposed projects to the others, followed by informal discussions. These talks are hosted by two GLs: one male and one female.

  The first year students organise the Institute's happy hour each Friday, the annual Christmas party, and the Treasure Hunt event at the annual Institute retreat. Through the seminars and organising events the students get to know each other and their research, thereby engendering friendships and mutual support that persist through their time at the Institute.

- Most students attend the annual 2-day Institute retreat and present a poster on their research. Prizes are given for the best.

As part of the Athena SWAN submission process we identified a need for support in specific areas:

- To encourage continued community spirit in each year we propose that 2nd and 3rd year students organise an annual reunion at which each student presents their research to date. [AP16a].

- To encourage greater interaction between students in different years we propose that the student body organise an annual student symposium combining talks from 2nd and 4th years with posters from 1st and 3rd years, ensuring equal contributions from men and women. [AP16b]

Scientific training and mentoring support

- In addition to the training and support within each laboratory, graduate students are required to give a 15-minute research seminar to the whole Institute once every 2 years.
- Students are also encouraged to give a 30 – 45 minute seminar to the Institute on the day of their PhD viva voce examination.
- Each student is assigned a postdoc mentor from a different laboratory. The student is able to request a female or male postdoc mentor.
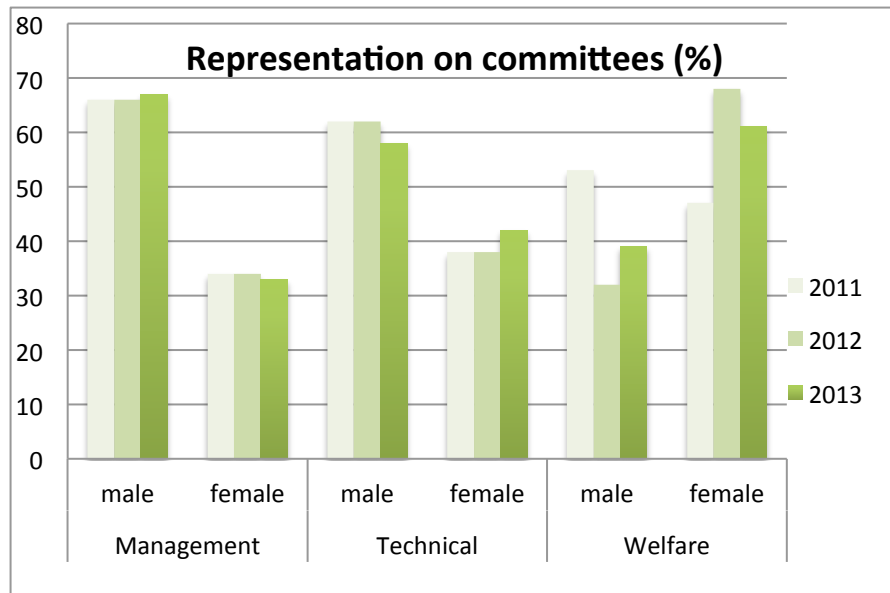
As part of the Athena SWAN submission process we canvassed the opinion of the graduate students and identified a need for support in specific areas, as follows:

- Thesis write-up: We propose to set up an Institute writing group facilitated by the University Library who arrange writing courses. [AP16c]
- Career advice: To help students to make an informed choice for the next step in their career the students will work together with GIPA to organise career seminars and set up a database of Institute alumni to offer career advice. [AP16e]

Organisation and culture

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

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

Institute matters are run by committees. Management committees make decisions on Institute-wide issues such as space and hiring. Technical committees oversee the running of Institute facilities. Welfare committees are involved in social, environmental, and equality issues. A breakdown of committee by gender shows that management and technical committees have more men than women members, whereas welfare committees generally have more women than men. The membership of most management committees is taken from Group Leaders, and the breakdown of men and women is representative of this pool (65% men, 35% women). It is of concern that there are fewer women than men at the management level (see section b(i)). Membership of welfare committees is taken from the Institute as a whole (Group Leaders, postdocs, students, support staff), which has a more equal mix of men and women. Therefore, women are over-represented on welfare committees. We will investigate why this bias exists and aim to make representation more balanced [AP14c]

Representation on committees (%)

Chart data (y-axis 0–80):

	Management male	Management female	Technical male	Technical female	Welfare male	Welfare female
2011	66	34	62	38	53	47
2012	66	34	62	38	32	68
2013	67	33	58	42	39	61

Breakdown of committee by type		
Management	Technical	Welfare
International Advisory Board	Equipment	Post-Docs (GIPA)
Senior Group Leaders	Computer	Social
Group Leaders	Bioinformatics	Environment
Space Committee	Microscope	Athena Swan
	Safety	
	Animal House	

Number in each catgegory

	Management		Technical		Welfare	
	male	female	male	female	male	female
2011	29	15	62	38	53	47
2012	29	15	62	38	32	68
2013	28	14	58	42	39	61

(ii)   **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

We are a research institute supported by grant funding, therefore the vast majority of people at the Gurdon are on fixed-term contracts. The exceptions are eight GLs holding University chairs or other guarantes (5 men, 3 women – in the gift of departments and not the Institute). To improve the male:female ratio on permanent contracts requires that more female GLs achieve the scientific standing to be promoted to SGL, or to be awarded a chair. This will require supporting female GLs in the first 10 years to maximise their chances of success. We have identified a key issue here with respect to maternity. At present GLs who go on maternity leave can only extend their own salary on their return with the majority of funders, and not the salaries of the other group members, which are vital to sustain their research groups and the quality of their research. We are discussing this with our major funding bodies and have made some modest progress but there are still too many inconsistencies and too little openness about policy in this area.[AP5c].

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.

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

The key committees within the Gurdon Institute are the management committees (see table above under (a) [i]). Although overall there are fewer women than men on these committees, they reflect the pool from which members are chosen. We discuss the bias in section 3b(viii). In addition to these internal management committees, the Gurdon Institute is overseen by a Management Committee, who make final decisions on promotions and other key matters. The Management Committee is appointed according to the University's Statutes and Ordinances, not by the Institute, and currently has a makeup of 11 men and 1 woman. Four of the twelve places go to postholders within the Institute (Director, Deputy Director, Head of Wellcome Trust Labs and Head of Cancer Research UK Labs) who are presently all male. Of the remaining eight posts, three are appointed by funding bodies, the Chairman is traditionally the Head of School (also currently male), and three others are appointed from within the University. We will write to the Management Committee to point out this bias and consider how it can be addressed [AP14a].

One other significant committee is our International Scientific Advisory Board (ISAB), an external committee chosen by the Gurdon Institute, and this is relatively balanced (4 male:3 female, with 1 more female invited). The ISAB reviews the Institute for two days each eighteen months, talking to members at all levels and writing a detailed report on its findings. No specific change is needed but we must continue to monitor the make-up of the committee and ensure equal representation of women [AP14b].

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

We have not yet formally considered workload allocation but recognise that we need to do so and have added this to our action plan [AP17]

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

The Institute's core hours, with staff at Reception, are from 8.30am to 5pm, Monday to Friday. Although Institute facilities operate approximately between these times, within each group considerable flexibility is allowed to every individual. In practice Institute members begin and finish work at times throughout the day that are suitable for them. Each full-time individual scientist is expected to work between 37 and 40 hours per week, and each member of support staff 36.5 hours.

When the Institute was first opened in 1991, Institute internal seminars took place at inconvenient times for those with a family. This was changed more than 10 years ago to the current slot of every Wednesday at 1pm,

Individual group meetings are held weekly and most take place at family-friendly times, ie between 9.30am-4.30pm. One starts at 9am, potentially too early for some, one extends past core hours (ending at 6pm) and another ends at 5pm, which could be difficult for those with children. We will encourage these groups to hold their meetings at more family-friendly times [AP5e]

Social gatherings are held at different times of the day so there are times to suit all. For example, there are several different Christmas parties staff can attend. Group parties usually take the form of a meal at lunchtime, the Institute holds a children's Christmas party just after school finishes, and there is an evening party for those who want to enjoy themselves into the night. Recent parties to celebrate the Institute's awards for energy saving have taken place in the late morning and early afternoon, whilst barbeques have occurred in the late afternoon and themed happy hours in the evenings.

(iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

In exit interviews with the administrator, members leaving almost invariably stress the positive atmosphere and friendliness of the Institute. Our recent culture survey revealed that 83% of respondents thought that the Institute is a good place for men to work, and 82% thought it a good place for women to work. We need to find out why the other 17/18% were not equally positive [AP5f].

The Institute has its own tearoom, a key hub where members congregate. Morning coffee time and afternoon tea-time are busy. Numbers peak around lunchtime when our excellent caterers prepare hot meals, sandwiches, soups and salads. In warmer weather, people spill out onto the terrace and garden.

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

The Gurdon Institute has an outreach team, whose members dedicate time and energy to share their enthusiasm for science with the public. The head of the team is female, and this activity is recognised as part of her workload. A similar number of men (29) and women (25) scientists participate in outreach activities. These include giving talks and running hands-on activities in schools, organising workshops, hosting school students for work experience, and running scientific talks at the Institute for non-scientific staff. The outreach team takes part in Science Festivals too (Cambridge Science Festival and European Science Night in London) and participates in the Cambridge University Alumni weekend. Individual members of the Gurdon Institute also participate in outreach activities outside of our coordinated programme eg by giving accessible lectures to community groups.

Flexibility and managing career breaks

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

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

Staff are entitled to eighteen weeks paid maternity or adoption leave, twenty-one weeks Statutory Maternity Pay, and up to thirteen weeks unpaid maternity or adoption leave. Staff may choose to request a graduated return from maternity or adoption leave, beginning at a minimum of 20% of full-time, with the expectation that they will raise their hours over the following twelve months to return to full-time by a year after their return date, although they may choose to apply to work flexibly instead.

Over the past 5 years, 22 Gurdon Institute women have taken maternity leave, with 82% returning to work (50% full-time, 32% part-time). Some who did not return were on short-term contracts and deliberately timed their pregnancy to coincide with the end of their funding and had organised subsequent employment either individually or with the help of the Institute or University. Many women who have been on maternity leave from the Gurdon Institute remain at the Institute today, some on formal flexible working arrangements, and many more tailoring their full-time hours to fit around their childcare needs with the Institute's full support and encouragement.

Return from Maternity Leave (total number)

New fathers are entitled to two weeks paternity leave, and up to twenty-six weeks additional paternity leave. Paternity leave uptake in the Gurdon Institute has been low, with only 18 men taking leave over the past 10 years. The Committee identified a lack of awareness. As a result we will make information on paternity leave entitlement more prominent and will continue to monitor this [AP3c].

The University also enables staff to request a career break of up to two years where there are exceptional family responsibilities, to care for young children, to provide full-time care to an elderly dependant relative, and for other unforeseen domestic situations. We are unsure why no-one at the Institute has taken advantage of this but have resolved to publicise it better [AP3b].

Formally, University staff may request flexible working hours to fit in with care arrangements (for children or adults in need of care who have the same address as the employee). Staff may request to work from home where this is appropriate, and after health, safety and security checks have been carried out.

There have been few formal requests for flexible working in the Gurdon Institute.   We have been able to accommodate the majority of these and are open to more. At present we have seven employees (five female, two male) working part-time for family reasons. One secretary works at home for part of her working week. One mother of young children takes one month of unpaid leave during the long summer school holiday each year, and one father of a young child took two weeks of unpaid leave this year.

Many work flexibly without a formal arrangement and we feel it is because we are prepared to be accommodating that we do not have more formal requests. For example, several male members of staff who share child-care responsibilities work what could be categorised as erratic hours, and sometimes work from home. Several relatively new mothers work from home on occasion and fit their hours around

childcare. We are always sympathetic to requests to go home for reasons of family emergencies. Formally the University allocates a potential five days of paid leave over and above the generous holiday allowance each year for requests relating to these. They include family illnesses and deaths as well as childcare of course. We have granted many such requests. In addition, people may leave work early for family reasons but make up the time in one way or another, either by continuing to work at home or by staying late on occasions when there are not family difficulties.

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

The Institute provides support in a number of ways.   We include information about maternity leave in information given to new people when they join the Institute, and a poster giving family-friendly policy information is displayed in every washroom.

When we are notified of an imminent birth, we talk to the mother and provide a maternity pack, which consists of a download of the University's policy, forms likely to be relevant, and an introduction to how maternity leave and new motherhood works at the Institute (produced recently as a result of Athena SWAN). For Institute members who are not University employees, we explain the maternity policy of their funding body, if known, and, if not, obtain the relevant information, We offer assistance with completion of a pregnancy risk assessment to all, provide additional or different seating if required, and parking in the final few months. We operate graduated returns to work and discuss the pros and cons of using holiday to ease the transition rather than a formal graduated return.

Although some funding bodies provide grant extensions for maternity leave, others do not. We intend to lobby the relevant funders to provide more flexible support [AP5c].

During a woman's maternity leave, she can work up to 10 days without it affecting her statutory maternity pay. These optional days help keep women up-to-date with colleagues and developments within the department and may ease the transition of returning to work. http://www.admin.cam.ac.uk/offices/hr/policy/maternity/policy.html .

Staff are also entitled to apply for grants from the University's returning carers scheme. We explain details of the scheme to eligible individuals, encourage them to apply and assist with their applications. The scheme is relatively new but we have already had two successful applications.

To better publicise the University's family-friendly policies to new parents, we will now send them a message of congratulations, with links to the University information [AP3b].

Section 4 total 4916 words

5. **Any other comments: maximum 500 words**

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

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**.

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

ACTION PLAN

1 Athena SWAN Committee and Equality and Diversity Working Group

Objective	Initial Athena SWAN Committee (ASC) to evolve into Institute Equality Working Group (EWG) after submission.
Actions to Date	Small initial ASC set up with three research members and two admin members. Expanded after 28/8/13 meeting by adding post-doc, student and technical staff members.
Actions Required	Monitor membership of ASC to ensure it is representative of the Institute as a whole. EWG meetings to be established after submission to monitor action plan.
Responsibility	All committee members.
Specific Measurable	Balanced membership of Committee in terms of male/female and representation from all members of Institute (and continued attendance at Athena SWAN/Equality Working Group meetings).
Timeline	Under regular review . The group will meet at least three times a year after submission and review its membership and terms of reference annually.

2 Appraisals

Objective	Respond to findings in School of Biological Sciences (SBS) staff survey and Institute staff survey that showed more feedback was required, particularly by female respondents.
Actions to Date	The Institute Director spoke to Gurdon Institute Group Leaders (GLs) in mid-2013 and asked them to increase the numbers of appraisals significantly by 31st March 2014, including constructive feedback. They increased from 10% to around 60% by this date.
Actions Required	Check that the newly-embedded appraisals are still being carried out, and send further reminders – this is an ongoing action because not all appraisals are yet completed and because appraisals should be repeated at least every two years (preferably every year). The target is to achieve >95% appraisals by the end of the three-year period, ie by March 2017 and then to maintain this level. We will also check with repeat surveys whether the action is improving communication and satisfying the requirement for increased feedback.
Responsibility	The Director of the Institute and members of the Athena SWAN Committee and Equality Working Group (ASC/EWG) to continue to remind GLs about appraisals. Administrative staff to monitor reports on appraisals, and design and implement surveys in consultation with ASC.
Specific Measurable	Numbers of appraisals carried out (Cambridge HR Information Systems – CHRIS - report) and positive responses to survey questions on feedback and appraisals.
Timeline	Ongoing. Annual surveys and at least biennial appraisals .

3 Raising of Awareness

3 (a)	**Objective**	Increase awareness of Athena SWAN issues within the Institute generally.
	Actions to Date	Website set up and modified. Results of survey communicated via email.

	Actions Required	Put more useful information and links on website. Hold an open meeting to inform Institute members (provide food and drink to encourage attendance). Put regular information in Gurdon Institute News (GIN). Produce and circulate annual reviews of the action plan within the Institute.
	Responsibility	Institute Director to speak at the open meeting and feed back on School survey and on Institute survey, explain what the ASC/EWG are trying to achieve. Admin to set up meeting and put information in GIN.
	Specific Measurable	Positive responses to specific question on Athena SWAN in next year's survey - increase in awareness to at least 95% in that survey
	Timeline	Meeting to be held in first half of 2014. Further meetings to be held if first is successful – perhaps report at Institute retreat and retreats afterwards if that successful. Annual surveys.

3 (b)	**Objective**	Respond to the perception that many are still unaware of the University's family-friendly policies
	Actions to Date	In addition to greater promotion in internal communications and amongst GLs, the Institute has started promoting information in less obvious locations, such as washrooms, in order to raise awareness
	Actions Required	More detailed information to be prepared and delivered, initially at time of induction but to remain available to Institute members throughout their time here. Ensure that GLs are aware so that they can inform their groups. Message of congratulation to be sent to all new Institute fathers and mothers, with a link to family-friendly policies.
	Responsibility	Admin preparing the more lengthy document (Helpful Institute Information). This will be an organic document, responding to suggestions from all as to what to include. Admin will send messages. Director to brief GLs.
	Specific Measurable	Delivery of document, followed by knowledgeable responses to questions about such policies in next year's survey. We can also measure the number of messages of congratulation we send – we want 100% coverage of all those on maternity and paternity leave.
	Timeline	Document to be delivered initially in mid-2014 by email to all Institute members at that date, and it will also be placed online on the Gurdon Institute intranet but changes and revisions will be ongoing. There will be a formal date for annual review but amendments can be made at any time. Messages sent from now onwards.

3 (c)	**Objective**	Increase awareness of paternity leave.
	Actions to Date	Installed notices – see 3 (b) above
	Actions Required	More detailed material being prepared – see 3(b) above . In addition we will profile someone taking paternity leave in the Institute Newsletter and also ensure that all GLs are aware of paternity provision so they can prompt people in their group to take it.
	Responsibility	Admin preparing document. Admin will arrange profile in Newsletter. Director will brief GLs at their monthly meeting.
	Specific Measurable	Rise in positive responses to a planned specific question on paternity leave in next year's survey and in subsequent years
	Timeline	Document available mid-2014 but changes and revisions ongoing.

3 (d)	**Objective**	Increase awareness of University facilities (eg Counselling Service) and support mechanisms (eg Employment and Career Management Scheme for Researchers) available to many but not all Institute members, and online facilities available to all (eg Equality and Diversity Training Modules).
	Actions to Date	We send round emails and notices as they are sent to us. However we recognise that this is not always an effective mechanism as there is always more digital information available than people can process and individuals filter their emails.

	Actions Required	Include in Helpful Institute Information. Mention at induction - encourage all to do online equality training and all managers to do specific managing diversity training. Posters in washrooms etc as for family-friendly facilities? Alternate different aspects of information so there's always something different to look at? Raise awareness through GIPA
	Responsibility	Admin preparing document and will prepare and change notices.
	Specific Measurable	Rise in positive responses to specific questions on University facilities in next year's survey. Aim to persuade 75% of staff to undertake Equality and Diversity Training Module by January 2015, and at least 15 of the Institute's key recruiters to have completed the Equality and Diversity for Managers module by January 2015 (only 3 have completed it to date).
	Timeline	Document available mid-2014 but changes and revisions ongoing.

3 (e)	**Objective**	Increase awareness of Senior Research Associate (SRA) promotion system.
	Actions to Date	Scheme exists and Admin publicises it by sending around emails from the School to GLs. However, it may be something that will benefit female post-docs, particularly in obtaining a GL position, so we should try to get GLs to consider it for a wider number of people than are currently put forward.
	Actions Required	Further information to GLs – Director to brief them in particular. GIPA to raise awareness amongst post-docs.
	Responsibility	Director and GIPA in particular. All GLs to be made aware, and all to consider people in their groups, especially those who are long-term Institute members.
	Specific Measurable	Numbers of people put forward for SRA from the Gurdon Institute. Hope to increase from 5 people in 20 years to 5 in 3 years, ie hope to have 5 more SRA candidates put forward in the next 3 years.
	Timeline	2014 to 2017

3 (f)	**Objective**	Monitor additional increments system within research associate grade (grade 7) to ensure that a similar number of men and women are put forward for additional increments. This is currently the case but we want to maintain this. We also aim to increase the total number of applications.
	Actions to Date	Scheme exists and operates within Gurdon Institute. So far we have put forward an approximately equal number of men and women. We need to monitor who is put forward in future. At present only a few groups use the system on a regular basis. Others should be encouraged to do so.
	Actions Required	Director needs to brief GLs on the system and why they should be using it – inequities across the Institute if some use it and some do not. GLs need to study their own groups and work out who is eligible for additional increments each time that a call goes out. Could also be discussed at appraisal.
	Responsibility	Director for initial briefing and prompting of GLs. Admin to send round reminders of the system and provide useful information to GLs (eg who is on which point within the grade). GLs to implement system and request additional increments.
	Specific Measurable	Number of people put forward for additional increments should increase from present.
	Timeline	2014 to 2017

4   Increase the number of female applicants for posts, particularly post-doc and GL posts

Objective	Increase the number of female applicants for posts, particularly post-doc and GL posts.
Actions to Date	Include details of the University's family-friendly policies in adverts.
Actions Required	Ensure that there are equal numbers of male and female recruiters and that these recruiters attend suitable training courses developed by the University, specifically courses which demonstrate the negative value of unconscious bias and show how to counter this. Advert to include further particulars that are attractive to men and women and to be advertised in a variety of places, in particular admin to send adverts to ex-Gurdon Institute female GLs . ASC to discuss further possible measures.
Responsibility	Director and ASC. All GLs when advertising – Admin staff to remind.
Specific Measurable	Measured in number of female applicants for advertised posts.
Timeline	ASC first discussed in early 2014. Measure after one year and then discuss further at ASC/EWG.

5	**Support for Women Researchers**	
5 (a)	**Objective**	More support for women GLs and postdocs.
	Actions to Date	Mentoring of GLs by senior GLs and of postdocs by GLs.
	Actions Required	More regular meetings to find out how new GLs and postdocs are coping – looking at both positives and negatives. Specific help for GLs in their second funding period to advise on their possible promotion to SGL. Regular discussions at SGL and GL meetings to share positives and discuss negatives. Consider other tools to help postdocs as it seems this mentoring system alone is insufficient.
	Responsibility	Present mentors to take more responsibility and initiate more regular meetings. All SGLs to consider support for GLs in their second funding period
	Specific Measurable	Measured in results of annual Institute survey (aim to increase number of women who say they are provided with useful mentoring from 60% to at least 70% in 2015 and increase again beyond that) and in numbers of women GLs promoted to SGL and postdocs obtaining GL positions
	Timeline	Summer 2014 onwards.

5 (b)	**Objective**	Increase the number and quality of grant applications from women GLs by supportive measures.
	Actions to Date	Help in the preparation of grant applications, and practice talks are arranged when major grant presentations are coming up.
	Actions Required	Wider review by those who have made a successful application to that funding body or in that area of science, with one-to-one sessions for feedback. Help with identifying suitable grants for which to apply – Institute to increase local resource on intranet by asking for specific suggestions.

	Responsibility	Present mentors. Director to discuss with all GLs to find most appropriate people for each situation.
	Specific Measurable	Increased number of successful grant applications from women from the Gurdon Institute - present success rate is 33% but we want to at least equal and preferably exceed this whilst making an increased number of applications
	Timeline	Summer 2014 onwards.

5 (c)	**Objective**	Problems for group leaders (GLs) when they go on maternity leave and are reliant on grants. Grants can be extended to cover their own maternity leave but there is a real need for this to extend to members of their group as GLs cannot work in isolation. Problems also when group members go on maternity leave and funders make no provision for this
	Actions to Date	Issue raised at ASC meetings and discussed at Institute level and some specific funders - Wellcome Trust and MRC for GL problems. Small progress made in that they have considered this for individual cases
	Actions Required	Discuss with major funding bodies to raise their awareness further and challenge them to respond.
	Responsibility	Director to bring this issue to the attention of funding bodies.
	Specific Measurable	Response from funding bodies – an acknowledgement of the problem in the first instance and strategy for dealing with it consistently in the longer term.
	Timeline	Indeterminate, but hope to have effected some real changes within two or three years.

5 (d)	**Objective**	Try to discover why more male post-docs go straight to PI positions when they leave than female postdocs do.
	Actions to Date	Discovered in the course of compiling figures for the AS submission.
	Actions Required	Try to find out why women postdocs secure fewer PI positions. Are they less well-qualified, less ambitious or is this a case of unconcious bias?
	Responsibility	Make sure that next Institute survey has a question for current postdocs about their ambitions when they come to the Institute, and their ambitions when they leave. Ask questions at exit interviews to try to establish why this might be so (see **6.** below). Devise questions to put forward at induction (answered in writing not in person) and at point of leaving about ambitions and career plans.
	Specific Measurable	Data on whether the difference between male and female postdocs future careers plans changes during their time in the Institute.
	Timeline	Summer 2014 onwards.

5 (e)	**Objective**	Try to get all group meetings held at family-friendly times.
	Actions to Date	It was decided to move Institute seminars to 1pm and hold most meetings in the Institute between 9.30am and 3pm. However, there are still some exceptions.
	Actions Required	Encourage those who hold meetings outside these times to change them.
	Responsibility	Members of the ASC/EWG
	Specific Measurable	Target of all meetings held at family-friendly times by the end of 2015. Inform all those recruited subsequently of the policy by putting it into the Institute induction.
	Timeline	Begin now and put system in place by end of 2015.

5 (f)	**Objective**	Try to find out why some people were not so positive in response to the statement, "The Institute is a great place to work for women/men" in the Institute survey (17% men and 18% women)

Actions to Date	Survey elicited some responses but need to design next survey to look more deeply into these. Could also be asked at exit interviews.
Actions Required	Design new questions for next survey to probe this question, and also design questions for exit interviews to look for same thing.
Responsibility	ASC/EWG and Admin team.
Specific Measurable	Questions in exit interviews and survey that elicit responses that provide us with some clarification.
Timeline	Exit interviews late 2014 and survey early 2015.

6 Female seminar speakers

Objective	Increase the number of female speakers invited to give Institute Talks
Actions to Date	There is a regular Institute seminar series but the male/female balance of speakers recently has been very heavily weighted towards men.
Actions Required	Increase the number of female speakers in the 2015 series to at least 40% (2014 series already booked).
Responsibility	Group Leaders make recommendations for speakers, Admin staff implementing recommendations must ensure that target 40% is achieved.
Specific Measurable	40% of speakers from 2015 onwards.
Timeline	Booking for 2015 done in 2014.

7 Gathering information - exit interviews

Objective	Gather more information about what we are doing right and what we are not doing so well through exit interviews – ask more questions about family-friendly and career issues.
Actions to Date	Administrator currently conducts exit interviews – all are offered such an interview when they leave but not all take up the offer
Actions Required	Review exit interview questions and put more emphasis on people attending exit interviews. Develop online exit questionnaire to gather information and complement face to face interview.
Responsibility	ASC/EWG to review current questions and make suggestions for improvement both for a face-to-face interview and for written questions because we feel some people may respond better on paper than face-to-face.
Specific Measurable	Increase in number of staff who complete exit interviews - presently only 20% - want to increase to 40% at least in next year
Timeline	Have new exit interview in place for beginning of summer 2014 . Review responses and exit interview questions on an annual basis.

8 Mentoring

Objective	Improve mentoring scheme for those coming to the Institute, particularly postdocs.
Actions to Date	GIPA is operating a mentoring scheme for students at present – ASC discussed extending this to cover postdocs too so postdocs have not only a GL mentor but also a "buddy" mentor if they wish to do so.

Actions Required	Formal request from ASC to GIPA to extend their system. Advertising and monitoring of the scheme.
Responsibility	GIPA – via GIPA Chair in the first instance.
Specific Measurable	"Buddy" mentor scheme running alongside GL mentor scheme for postdocs.
Timeline	Summer 2014 onwards.

9 Training

Objective	Postdocs feel that they cannot always take time off for training, especially for career development activities, but they consider these important for their future. This was raised by some GIPA members through the Chair of GIPA.
Actions to Date	None.
Actions Required	Need to ensure that GLs are sympathetic and willing to support postdocs who could benefit from training and career development events.
Responsibility	Director to raise at GL meeting. Administrator could also try to ensure that some of these events are held at the Gurdon Institute.
Specific Measurable	Better attendance from Gurdon Institute members at postdoc careers events. Increase from 64 over past 3 years.
Timeline	Begin spring 2014 . Aim to increase attendance.

10 Wider availibility of University services

Objective	Eradicate differences between University employees and "self-employed" fellows as far as possible. This includes availability of various University services such as the counselling service
Actions to Date	None
Actions Required	Lobby the University to make the necessary changes
Responsibility	Director and ASC
Specific Measurable	Change in policy
Timeline	Indeterminate

11 Facilities for pregnant and nursing mothers

Objective	Somewhere for pregnant women and mothers returning to work to lie down or breast feed or express milk
Actions to Date	There is a small disabled toilet on level 3 that is supposed to be multifunctional but it is recognised that this woefully inadequate.
Actions Required	Put this on the agenda for the new building that is currently being planned. In the meantime allow women to use the small level 1 meeting room
Responsibility	Admin to liaise with the architects on this.
Specific Measurable	Specific place for pregnant and breastfeeding women.
Timeline	When new building is completed (2017/18)

12 Childcare information

Objective	Link to crèches in Cambridge to facilitate childcare.

Actions to Date	Individual women (and men) have so far found their own solution.	
Actions Required	Gather past experiences together to inform others.	
Responsibility	Admin team.	
Specific Measurable	Produce Institute document to supplement University childcare information.	
Timeline	Summer 2015.	

13   Athena SWAN on agendas

Objective	Athena SWAN as a standing item on various agenda, including GL Meeting agenda
Actions to Date	Suggested at ASC meeting.
Actions Required	Ask Director's PA to ensure that this happens.
Responsibility	Director as chair of GL meeting. Others at any other meeting they attend where they feel it is appropriate.
Specific Measurable	Times this item does appear on agenda, and ensuing discussions.
Timeline	March 2014.

14   Committees

14 (a)	**Objective**	Change the overall balance of male to female on the Management Committee of the Institute.
	Actions to Date	Present balance is particularly bad.
	Actions Required	Institute members need to influence those who appoint Management Committee members to include more women.
	Responsibility	ASC/EWG will write to Committee and Director will bring this up at the next meeting. Could suggest additional co-opted women as a start.
	Specific Measurable	Change in proportion of women members of the Management Committee.
	Timeline	Begin in 2014 with the aim of achieving at least one change by 2016 (as appointments usually for several years)

14 (b)	**Objective**	Continue to monitor the International Scientific Advisory Board membership to ensure it remains balanced, ie equal numbers of men and women.
	Actions to Date	Present situation is reasonable but we need to ensure that we do not replace women on the committee with men. We must be clear about our recommendations and the reasons for them.
	Actions Required	Monitoring and action when appropriate to maintain at least the number of women who are now on this committee.
	Responsibility	Institute Group Leaders.
	Specific Measurable	Equal numbers of men and women on the International Scientific Advisory Board.
	Timeline	Ongoing
14 (c)	**Objective**	Investigate why women are over-represented on the Institute's welfare committees, and redress the balance
	Actions to Date	In the course of our ASC inviestigations we have found that women are over-represented on welfare committees, ie committees dealing with social, environmental and equality issues.

Actions Required	Investigating why this is so and then trying to redress the balance by drawing attention to the issue and monitoring future new members of welfare committees.
Responsibility	ASC and welfare committees themselves
Specific Measurable	The composition of welfare committees
Timeline	Ongoing

15   Student numbers

Objective	Monitor student numbers and be prepared to lobby to maintain good male/female proportions in the Institute.
Actions to Date	Present situation is that number of male and female students is approximately equal.
Actions Required	Monitoring to ensure that this remains the case.
Responsibility	Admin team to provide statistics for ASC/EWG to scrutinise.
Specific Measurable	Numbers of male and female students each year.
Timeline	Ongoing.

16   Increase positive experiences of students

16 (a)	**Objective**	Introduce informal 2nd and 3rd year student reunion.
	Actions to Date	No such reunion has been held to date.
	Actions Required	Determine format and venue for reunion with present students and hold inaugural event.
	Responsibility	Responsibility to be assigned to representatives from each year group by GL charged with student affairs after 1st year pizza talks have been completed.
	Specific Measurable	Inaugural event should take place before the end of the 2014/15 University year. Other events then take place annually.
	Timeline	Initial event early 2015, others annually.

16 (b)	**Objective**	Introduce Annual Student Symposium.
	Actions to Date	No such event has been held to date.
	Actions Required	Determine format and venue for reunion with present students and hold inaugural event.
	Responsibility	Responsibility to be assigned to representatives from each year group by GL charged with student affairs after 1st year pizza talks have been completed.
	Specific Measurable	Inaugural event should take place before the end of the 2015/16 University year.
	Timeline	Initial event 2015/16 and success monitored by canvassing opinion before decision is made on the frequency of the event.

16 (c)	**Objective**	Establish Student Writing Group.
	Actions to Date	None.
	Actions Required	Contact people with experience in running writing groups and discuss establishing one at the Institute.

	Responsibility	Student representative
	Specific Measurable	Initial writing group session held in the Institute by summer 2015.
	Timeline	Begin investigation now to establish group by summer 2015

16 (e)	Objective	Career seminars and alumni database.
	Actions to Date	Career seminars are taking place, hosted by GIPA. The database does not exist to date, although we do have some alumni records
	Actions Required	Students have only recently been encouraged to go to the seminars, this needs to continue. Establishment of the database, using the data we have available at first but, once it is established we need to [a] Go out and try to find out even more about our existing alumni and [b] make sure that we are capturing the necessary information when people leave.
	Responsibility	Admin staff can help with alumni information and need to devise new leaving form to capture all the information we need. GIPA to continue to encourage attendance at seminars.
	Specific Measurable	Establishment of database – should be up and running by the end of 2015. New Admin system should be in place by the end of 2014. Obtaining information about past alumni is a larger task and will take until 2016.
	Timeline	See above.

16 (f)	Objective	Postdoc Mentors of Students
	Actions to Date	System introduced as a result of Athena SWAN meetings. Postdocs were invited to volunteer as mentors to students.
	Actions Required	We hope now to build on this and monitor its success.
	Responsibility	GIPA members and students.
	Specific Measurable	Number of student mentors – hope to see it rise gradually over the next few years.
	Timeline	Measure over the next three years.

17   Workload Allocation

	Objective	To investigate workload allocation, particularly to ensure that heavy burdens are not placed on a small number of women.
	Actions to Date	This is not an area that has been previously discussed at the Gurdon Institute.
	Actions Required	We need to discover if women at the Institute, particularly those at senior level, have an appropriate allocation of duties and are not overburdened simply because they are women at senior level.
	Responsibility	Discuss with the women involved. Include a new question in the Institute survey for 2015. If some women do feel overburdened we need to think of an appropriate mechanism to deal with this eg systems of rotation and deputisation, for example.
	Specific Measurable	Collect information from all SGLs and GLs. Come up with a summary of problems and possible solutions by 2016
	Timeline	Begin collecting information now. Have preliminary conclusions by the end of 2015, and confirm during 2016, then put into action.

18   Investigation of First Author Papers

Objective	Discover the ratio of male to female first author papers amongst students and postdocs
Actions to Date	Very preliminary data suggests that in the Gurdon Institute more female students than male students have first author papers but this is reversed for post-docs, ie more male postdocs than female postdocs have first author papers.
Actions Required	This is a subject that we would like to investigate in far more detail, both within the Institute and in the wider field of the biological sciences.
Responsibility	Some members of the ASC wish to carry out this investigation.
Specific Measurable	In the first place we need to assemble clear data, which we hope to do by the end of 2015. We will then draw conclusions from this data and, depending on the outcome, decide on what further action, if any, needs to be taken.
Timeline	Ongoing.