Athena SWAN Bronze department award application

Name of university: University of Cambridge

Department: The Sainsbury Laboratory

Date of application: November 2014

Date of university Silver SWAN award: September 2014

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Abbreviations

AHSS	Arts, Humanities and Social Sciences
CDF	Career Development Fellow
E&D	Equality and Diversity
GL	Group Leader
HEI	Higher Education Institution
MB	Management Board
PhDoc Association	Postdoc and PhD student Association
PI	Principal Investigator
PPD	Personal and Professional Development
RA	Research Associate
RSS	Research Support Staff
SAPS	Science and Plants for Schools
SAT	Self-Assessment Team
SBS	School of Biological Sciences
SLCU	The Sainsbury Laboratory at Cambridge University
SLOSH	The Sainsbury Laboratory Official Social Hour
SMART	Specific, Measurable, Attainable, Realistic and Timely
SRD	Staff Review and Development (Appraisal)
STEMM	Science, Technology, Engineering, Medicine and Mathematics
WiSETI	University's Women in Science, Engineering and Technology Initiative

1. Letter of endorsement from The Director

(498 words out of 500)

Athena Swan Charter
Equality Challenge Unit
7th Floor Queen's House
55/56 Lincoln's Inn Fields
London, WC2A 3LJ

November 26th 2014

Re: Athena Swan Application: Letter of Endorsement

Dear Athena SWAN Panel,

The Sainsbury Laboratory at Cambridge University (SLCU) is a recently established research institute generously funded by the Charitable Gatsby Foundation. Our goal is to elucidate the regulatory mechanisms underlying plant growth and development. This is ambitious but possible, because of extraordinary technological advances in areas such as genomics and imaging, combined with the computational tools necessary to make the most of the resulting data. Gatsby funding has allowed us to establish and maintain the necessary physical infrastructure, but establishing the right research ethos is key to realising our goal. Our priority is therefore to build a research environment where everyone feels free to share ideas, to take intellectual risks and to embrace interdisciplinary collaboration.

Building this sort of environment is difficult, particularly because it involves swimming against the tide. It requires a level of intellectual security often lacking in academia, where insecurity and fear are prevalent motivating forces, resulting in a competitive winner-takes-it-all ethos. This kind of environment is a major reason why women opt for alternative careers, and it is particularly prevalent at prestigious institutions where researchers feel under intense pressure to prove that they deserve to be there. It is a widely held assumption that SLCU will be like this, but this is antithetical to our research goals.

For SLCU our core scientific mission requires that diversity, inclusiveness and collaboration are valued and supported. This aligns exactly with the characteristics that support women's career progression in science. For us, equality is not only a laudable goal that would be nice to have, it's a necessity.

SLCU opened in 2011 as a completely new institute in a beautiful and inspirational building. We have a clean slate and the opportunity to work differently, which I am determined to realise. Our Athena SWAN submission describes some of the policies we have put in place to achieve this. A central theme is to create diverse formal and informal mechanisms for communication to give everyone a say, to encourage inclusive scientific discussion and debate, and to allow a free exchange of ideas and expertise. This includes everything from interspersing researchers' lab

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benches so that research groups are mixed, group size limits of 12 people, actively encouraging and supporting participation in outreach activities and funding a monthly social hour for researchers.

We have now been open for almost 4 years. We have had some notable successes in establishing the right culture and there is widespread enthusiasm and engagement among our staff. However, there are also concerns, such as the gender imbalance at both post-doctoral and group leader level. We need to find ways to generate more female applicants, who may currently be put off by assumptions about the way the institute works. We also need to maintain constant vigilance as we continue to grow. It is for these reasons that I am enthusiastic about our participation in the Athena SWAN process, which provides an excellent framework for us to consider these issues and to build and deliver a robust plan for action.

Yours Sincerely,

Professor Ottoline Leyser, Director

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UNIVERSITY OF CAMBRIDGE

2. The self-assessment process

(word count: 1,069 out of 1,000)

a) The self-assessment team

The SLCU Athena SWAN self-assessment team (SAT) includes members from all staff groups and grades. SAT membership was assembled to ensure a wide representation, a good gender balance and greater institutional reach. Current members are:

Firas Bou Daher, Research Associate (M). In addition to his own research project Firas has informal mentoring responsibilities for visiting students. He is a member of the Postdoc and PhD student (PhDoc) Association and a keen participator in outreach activities.

Amy Coussell, HR Coordinator (F). Amy is responsible for staff matters and liaises with all visitors, students and employees. Amy is working towards a Masters in HR, supported by SLCU, and has a specific interest in the work/life balance of today's world.

Anne Crozat, Administrator (F). Anne is responsible for administrative, financial and personnel management of the Institute including monitoring grant income of approximately £12.5 million per annum. She has a son at University.

Jemma Dama, Administrative Assistant (F). Jemma supports the administrative team and works two days per week. Jemma has two young daughters in primary school.

Douglas Griffith, Laboratory Technician (M). Douglas investigates gene expression dynamics at the single cell level using time-lapse fluorescence microscopy. He has two children.

Ottoline Leyser, Director and Professor of Plant Development (F). Ottoline, the first female Head of Department within the School of Biological Sciences (SBS), chairs the SAT. Ottoline is a long time champion of gender equality and the advancement of women in science. She plays an active role in numerous related committees, including the University of Cambridge Gender Equality Group and is Chair of the national Athena Forum. Ottoline has two children, born while she was a post-doc.

James Locke, Group Leader (M). James manages an interdisciplinary research group combining real-time imaging with mathematical modelling to understand the role of stochasticity in biological systems. He has a young daughter and uses flexible working to help balance childcare and his spouse's career.

Christian Schwall, PhD Student (M). Christian is a second year graduate student studying the environmental stress response of bacteria. Christian is a member of the PhDoc Association Committee.

The team is supported by **Vivien Hodges (F),** a member of the University's Equality and Diversity section and Athena SWAN Coordinator.

b) an account of the self-assessment process

Under the leadership of Ottoline Leyser, SLCU has established a culture of equality, openness and flexibility from its opening in 2011. Ottoline set up the principles for best practice in these areas and the level of staff satisfaction is a testimony to the Laboratory's accomplishments, as evidenced by the 2013 SBS staff survey results.

Numerous opportunities for consultation have been arranged with staff on both a formal and informal basis throughout the three and a half years of the Institute operating. Initially, the consultation method was mostly casual, with suggestions or ideas for improvement recorded for action on the weekly Senior Management Team meeting agenda.

Within the first year of opening the Inaugural Director, Elliot Meyerowitz, called a more formal open meeting for all SLCU members to stimulate and facilitate communication. The meeting, known as the 'All Hands' meeting, has since been conducted on an annual basis, with ongoing suggestions and feedback encouraged. The meeting aims to capture ideas and establish systems in a unified manner, where staff are encouraged to propose solutions to any issues they may raise. All points brought forward through these meetings have directly influenced standardisation of procedures and ensured maintenance of an inclusive and flexible culture.

The 'All Hands' meeting of 2013 reviewed and analysed SLCU results from the SBS staff survey carried out earlier that year. At this time, the Laboratory had been open for two years and so it was a constructive opportunity to probe the views of employees and review progress to date. Results of the survey showed that 100% of Research Associates (RAs) were positive about their work environment, communication and the Institute leadership. Four areas where employee engagement could be improved were also identified: induction, professional development, pay and benefits information and work life balance. These challenges have been integrated within our Athena SWAN review and submission process.

By 2014, 10 out of 14 Principal Investigators (PIs) had been appointed and the need for a more regular consultation setting arose. The PhDoc Association was created, providing a forum for discussions and suggestions. The Association organises a weekly internal seminar and a business section was added to this session, providing the opportunity for researchers to raise any issues they have with their working environment. A SAT was drawn from all staff groups and grades across SLCU. Starting in July, meetings were arranged on a monthly basis to develop an action plan for submission with this application.

A Coordinator for the project, specifically resourced by SLCU, was appointed and acted as both the gatherer of data and channel for communication. SAT members were encouraged to discuss the application with peers and ensure wider consultation. In between meetings, members communicate via email and share an electronic folder which contains a variety of supporting documents, including the application itself and an action plan for all to review and add ideas or suggestions.

c) Plans for the future of the self-assessment team

The SAT will continue to meet quarterly to monitor implementation of the action plan, based on specific, measurable, attainable, realistic and timely (SMART) measures of success. Additional ad-hoc meetings will be scheduled as needed (Actions 062 and 064).

A significant proportion of the research staff turns over on a 3-5 year basis, providing opportunities for renewal of the SAT with inclusion of new members and fresh ideas (Action 063). Continuity however will be provided by long-term staff members, including the Director and HR Coordinator.

The Coordinator will continue to collect data and staff feedback, which will be used by the SAT to develop and update the action plan (Action 067). Alongside the Director and Administrator, she will remain actively involved in the University Athena SWAN network and liaise between SLCU and other departments to share best practice.

Action plan milestones and improvements will be communicated and discussed with all staff through various routes, including the weekly newsletter, the weekly internal seminar and the annual 'All Hands' meeting (Actions 051, 065 and 066). Formal updates will be discussed in PI, Senior Management and support staff meetings as required, as well as to the University Athena SWAN Governance Panel.

In addition a report will be included in the material provided for consideration at the annual meeting of the SLCU Management Board (MB), which consists of senior members of the University and external advisors from around the world and the Gatsby Foundation (Actions 068 and 069).

3. A picture of the department

(word count: 1,461 out of 2,000)

a) Pen picture of the Department

SLCU is a research institute, funded by the Gatsby Charitable Foundation (Gatsby) within the School of Biological Sciences (SBS) at the University of Cambridge. Its aim is to elucidate the regulatory systems underlying plant development by combining a range of wet lab experimental approaches with computational modelling, which is essential for understanding the dynamic, self-organising properties of plants. In addition, SLCU intends to raise the profile of plant science by inspiring and training the next generation of interdisciplinary plant scientists.

> **"This is one of the most exciting projects with which my Charitable Foundation has been involved. It combines an inspirational research programme, an historic site in the Botanic Garden and a beautiful laboratory designed by Stanton Williams, and I believe it will become a world class centre of excellent plant science."**
>
> **Lord Sainsbury of Turville**

SLCU opened in 2011, bringing together world-leading scientists in a working environment of the highest quality. When full it will accommodate approximately 120 staff scientists in 14 research groups with a maximum group size of 12 members, plus visiting researchers and students. SLCU provides a collaborative research atmosphere where researchers can take risks in a supportive environment and prides itself on ensuring that all who come through the door are treated equally.

As a research institute, SLCU does not distinguish between academic and research staff. PIs represent a balance between senior established academics and mid-career and junior researchers. They hold 5-year Gatsby Fellowships including salary and generous unrestricted research support. PIs are encouraged to apply for funding from other sources, such as UK and European Research Councils. All PIs are members of the Faculty of Biology and are expected to seek affiliation with a University department, by mutual agreement with the relevant head of department. Such affiliations may include a small teaching commitment. PIs are also actively involved in the scientific management of SLCU (Figure 1).

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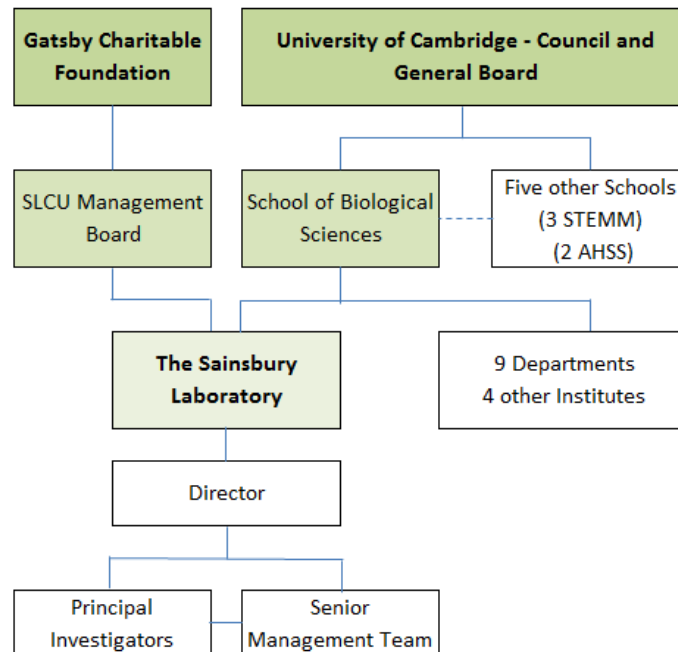
Figure 1. Management Structure of SLCU

The Institute is overseen by the SLCU MB who's Chair, in consultation with the Director, submits an Annual Report on the scientific progress of the Laboratory to the University General Board and the Gatsby Foundation. Further duties of the MB include:

a. Overseeing the scientific progress of the Laboratory;
b. Approving the distribution of funding from the Gatsby Foundation;
c. Overseeing the arrangements for the periodic review of the Laboratory;
d. Appointing, or reappointing, GLs;

Excellence is the primary and limiting determinant of PI recruitment, which has been supported by extensive networking across the international plant science community. As PIs progressively build their teams, recruitment of researchers at SLCU remains a major ongoing activity and priority.

SLCU currently has approximately 130 members including Professorial Group Leaders, Group Leaders (GLs), Career Development Fellows (CDFs), RAs, visiting researchers, postgraduate students, research support staff (RSSs) and administrative staff. As a research institute, it does not have any full-time undergraduate students.

The design of the building provides a collegial, stimulating environment for innovative research and collaboration. There is an open-plan feel where space is shared amongst groups, catalysing the flow of ideas and open discussion and debate between and amongst all research staff. The design goes hand-in-hand with the open culture, which has been carefully crafted within the Institute.

SLCU prides itself on an ingrained emphasis on collaboration, both internally and externally. In its most recent report, the MB commented that the degree of collaboration within the Institute is exceptional and importantly has grown organically rather than as a result of top-down management. There is a good *esprit de corps* that embraces the administration, support staff and researchers. SLCU has established many connections with other University Departments including Plant Sciences, Biochemistry, and Maths and is well networked in the wider research and

stakeholder communities, for example hosting regular Computational Biology Workshops and participating in the Cambridge Partnership for Plant Science and AgriTech East. SLCU is also engaged with the Centre for Science and Policy and has hosted visits from Members of Parliament, local government and other policy makers. There is also a very active public engagement effort.

b) Data for the past 3 years

Student data

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

The University does not run access or foundation courses.

(ii)   Undergraduate male and female numbers

SLCU is not a teaching department and therefore not involved in the recruitment or full-time teaching of undergraduate students. PIs are nevertheless engaged in formal and informal teaching on undergraduate programmes in their affiliated departments.

SLCU has become a popular destination for a wide range of student interns of various kinds. As well as UK and international summer students, and rotation/project students from diverse Cambridge undergraduate and post-graduate programmes, we have also hosted students from a range of international student exchange programmes. In this document, all students as described above are globally referred to as "visiting students".

Throughout the last three years the number of visiting students has significantly increased (Figure 2).
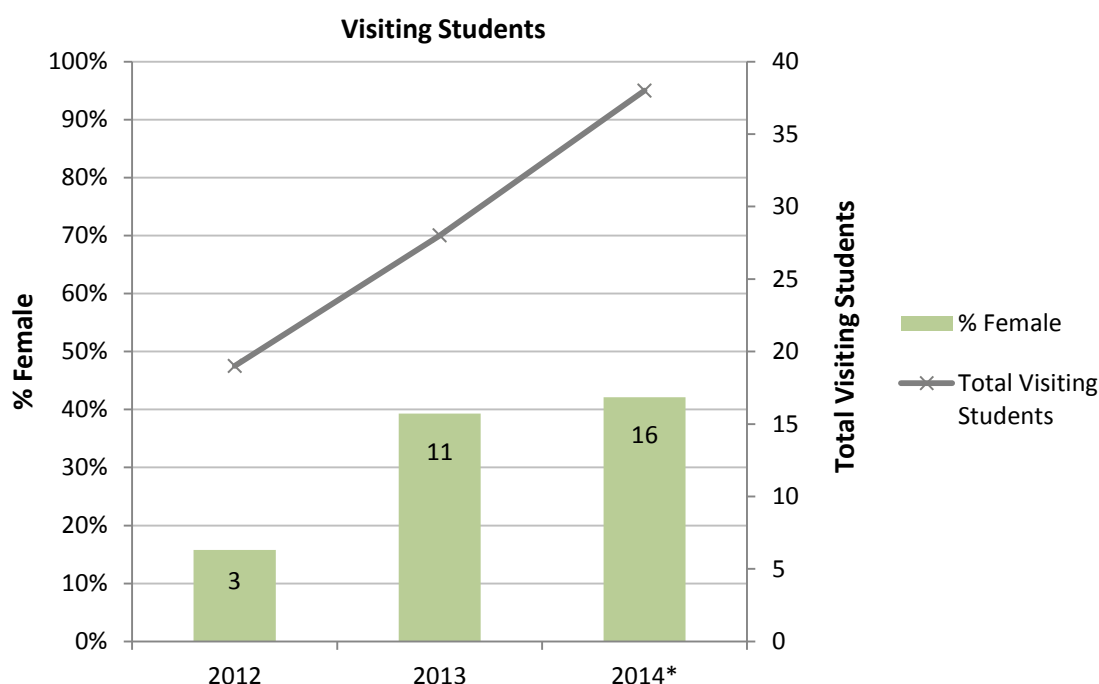
Figure 2. Gender split of visiting students over the past 3 academic years
*as at September 2014

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The overall number of visiting students is currently too small to provide a significant statistical trend. For the last two years approximately 40% of visiting students were female. We will continue to monitor the gender balance of visiting students (Action 015).

(iii)   Postgraduate male and female numbers completing taught courses

SLCU does not offer any postgraduate taught courses.

(iv)   Postgraduate male and female numbers on research degrees

SLCU has limited influence on the selection of PhD students who are selected by teaching departments. After rotating through a number of laboratories in the University, students can choose a SLCU PI as scientific supervisor for the remaining of their graduate studies. A small number of students are selected directly by SLCU PIs but they must still meet the admission criteria of the teaching department with which the PI is affiliated. They either obtain their own fellowships or are directly funded by the PI. Information for prospective postgraduate students will be provided on the website (Actions 018, 019 and 020).

SLCU currently hosts 13 PhD students, 5 of whom are female (Figure 3).
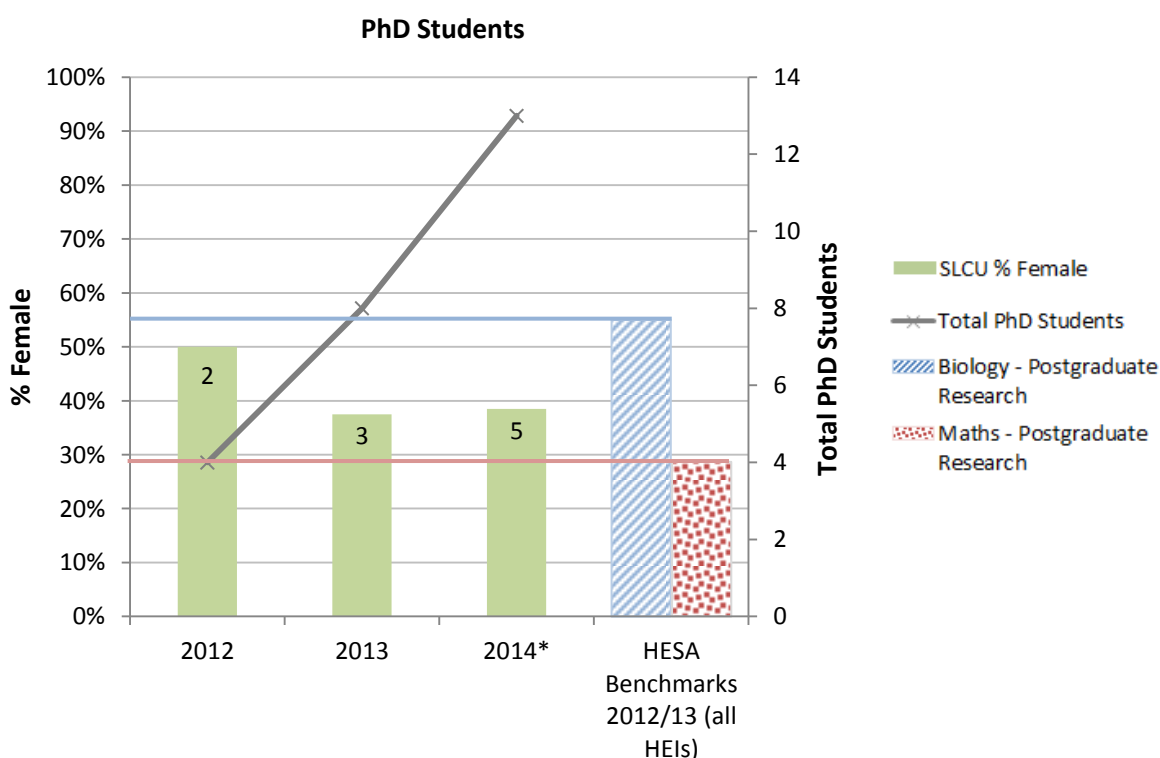
PhD Students

Figure 3. Gender split of PhD students over the past 3 years
*as at September 2014

The overall number of PhD students is still too low to provide a significant statistical trend but, on average, the number of female students is lower than the national benchmark for Biology. We will continue to mentor visiting students as a key stage in the pipeline to PhD research (Actions 011 and 012) and take actions under the Institute's control to correct any bias in the PhD student selection procedures (Action 017).

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

SLCU does not offer places for research degrees. Admission is managed by teaching departments and SLCU has limited influence on the process.

(vi)   Degree classification by gender

All current PhD students at SLCU are on course to complete their degree successfully. The first (female) PhD student to graduate will submit in the spring of 2015. We will monitor degree achievement and time to completion, to take action if necessary (Action 016).

Staff data

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

Apart from Professorial staff, all senior researchers hold 5 year fixed term research positions funded by the Gatsby Foundation. SLCU posts roughly map against traditional academic grades as shown in Table 1 below. In this document researchers have been categorised into three main groups: Principal Investigators (PIs) which incorporates Professors, GLs and CDFs, RAs and RSSs. RSSs play a central role in the success of the Institute as an integrated part of our research mission. We found that RSS posts are sometimes a stepping stone in the careers of female scientists (see section 3.viii). We are committed to supporting their professional development and take pride in their achievements.

	Professor	Senior GL	GL/CDF	Research Associate	Research Assistant & Technician
Academic Category	Professor	Reader	Lecturer	Researcher	Research Support
Grade	12	11	9	7	4 and 5
Athena SWAN	**PI**			**RA**	**RSS**

Table 1: SLCU Researchers by category
> GL: Group Leader
> CDF: Career Development Fellow
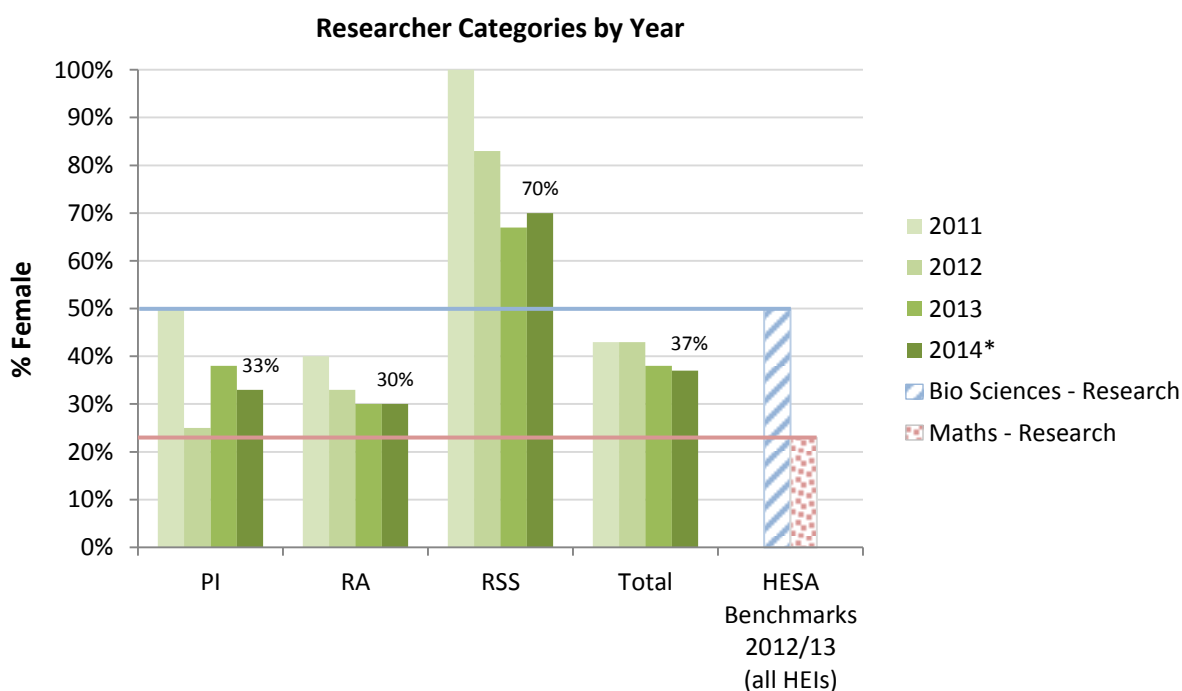
Figure 4: Researcher categories by year
*as at September 2014

The current overall balance of male and female researchers is skewed toward males (about 2:1) and is lower than the national average for Biosciences (50%). The numbers of PIs (n=10) and RSSs (n=10) are still too small for a trend to emerge clearly. Of special concern however is the percentage of female RAs (30%) in a staff group which is large enough (n=89) to provide meaningful statistical values.

About 16% of SLCU researchers are fully dedicated to computational modelling and the national HESA benchmarks for Computer Sciences and Maths are significantly lower (20% and 23% respectively). However, it is interesting that recruitment of women to computational positions has been quite strong (38%).

We will aim at improving the gender ratio of research staff by improving our recruitment practices (Actions 001 to 010).

(viii) Turnover by grade and gender

GLs are appointed for 5 year renewable contracts. Toward the end of this contract a rigorous review process will determine whether further funding is awarded for another 5 year cycle. The review process is initiated at the 4 year mark. None of the GLs has yet reached the end of their first contract (first contract ends in 2017).

CDFs have non-renewable posts and none of the current post holders have yet reached the end of their contract (first contract ends in 2018).

RAs: The average tenure of a RA is generally 3 to 5 years before they move to the next step in their career. Only three females and three males have left an RA post so far (Table 2). One female successfully applied for a higher position at SLCU, one left to complete a UK Postgraduate Certification in Education (PGCE) and the third went to another postdoctoral position.

RSSs: To date two female RSSs have left to start a PhD programme (Table 2). One female Technician successfully competed for a Research Assistant and later a Research Associate post at SLCU (Table 2).

Leaver	Gender	SLCU post	Destination post	Destination Institution	Country
1	F	RA	Senior Technical Officer	SLCU - University of Cambridge	UK
2	F	RA	PGCE	University of Cambridge	UK
3	F	RA	Postdoctoral Position	University of Guelph	Canada
4	M	RA	Research Scientist	Department of Environment and Primary Industries	Australia
5	M	RA	Research Scientist	Korean Intellectual Property Office	Korea
6	M	RA	Postdoctoral Position	CALTECH	USA
7	F	RSS	PhD programme	MIT	USA
8	F	RSS	PhD programme	Foundation for Science and Technology	Portugal
9	F	RSS	Research Assistant	SLCU - University of Cambridge	UK
9	F	RSS	Research Associate	SLCU - University of Cambridge	UK

Table 2: SLCU Leavers and destination

There is no discernible gender pattern in staff turnover and all leavers have moved for career advancement purposes. We will formalise a leaver process to measure satisfaction level and destinations of exiting staff (Actions 049 and 050).

4. Supporting and advancing women's careers:

(word count: 5,446 out of 5,000)

Key career transition points

a) Data for the past three years

(i) Job application and success rates by gender and grade

From its opening SLCU has kept a complete record of the 1,355 job applications it has received. The University's new Web Recruitment System will streamline the collection of these data.

PI Recruitment

Initially, we envisaged only two categories of PI; Professorial and GL. However, in response to the receipt of a number of high quality but premature applications for GL posts, in 2011 the CDF positions were created as a strategy for linking the best young scientists with SLCU at an early stage of their career. CDF positions provide an opportunity for promising junior investigators who are not yet ready for a GL post to develop their own research programme in a nurturing environment. The opportunity was extremely well received in the scientific community, especially by female researchers as evidenced by the large percentage of female applicants (47%). SLCU recruited two female CDFs in 2012. While it is disappointing that more women are not applying for GL posts, the healthy number of applications for CDFs provides an opportunity to support women across a key career transition and we are reviewing our mentoring procedures for CDFs to ensure that we make the most of this opportunity (Actions 026 and 027).

Recruitment data for PIs is shown in Figure 5 and Table 3.
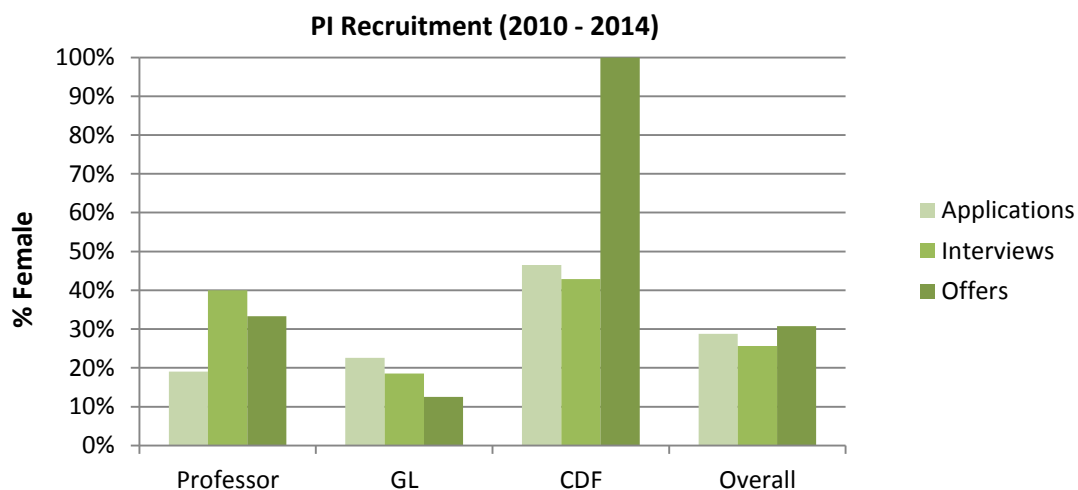
Figure 5: PI Recruitment

Category	Applications		Interviews		Offers	
	Total	% females	Total	% females	Total	% females
Professor	21	19%	5	40%	3	33%
GL	133	23%	27	19%	8	13%
CDF	58	47%	7	43%	2	100%
TOTAL	**212**	**29%**	**39**	**25%**	**13**	**31%**

Table 3: PI Recruitment

Professors are recruited centrally by the University. Four professors were appointed between 2010 and 2014, of which one is female (25%). The HESA benchmark for professors in Biosciences is 16% for all HEIs. In recent years the University guidelines for Professorial recruitment have been updated to ensure a diversity of candidates is considered. In addition, all those involved in recruitment must have completed the University online E&D training.

GLs - Over the last four years females were under-represented among applicants and only one out of eight job offers was to a female, which is an area of concern. We intend to recruit two additional GLs in the next year and will redouble efforts to increase the number of female interviewees by improving our recruitment process (Actions 001 to 010).

CDFs - On average over the last four years, 47% of applicants for CDF positions were females. We intend to recruit two additional CDFs in the next two years.

RA and RSS Recruitment

Recruitment data for RA and RSS is shown in Figure 6 and Table 4.

Research Staff Recruitment (2010 - 2014)
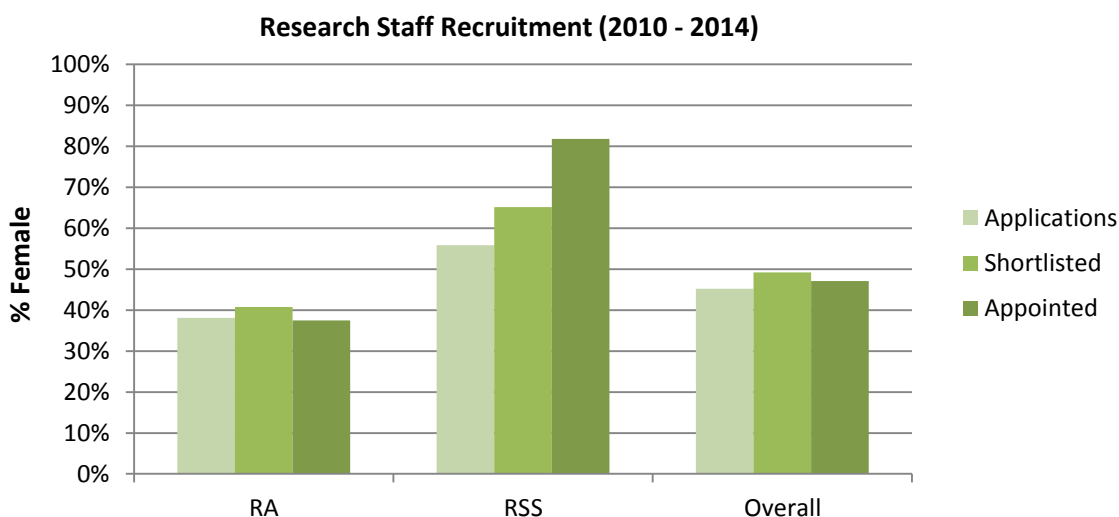
Figure 6: RA and RSS Recruitment

Category	Applications		Shortlisted		Appointed	
	Total	% females	Total	% females	Total	% females
RA	459	38%	81	41%	40	38%
RSS	308	43%	43	60%	11	82%
TOTAL	**767**	**40%**	**124**	**48%**	**51**	**47%**

Table 4: RA and RSS Recruitment

RAs - The lower ratio of female RAs does not seem to be a bias in the appointment process as it is on par with the percent of applications over the last four years (38%). We will seek feedback from female recruits to assess factors that led them to apply to SLCU in order to encourage female applications (Action 010).

RSSs - Females constitute the majority of RSS appointments which is frequent in the field.

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

GLs - Toward the end of a GL's Fellowship, a review process will determine whether further Gatsby funding is awarded for another 5-year cycle. If it is, GLs will be offered a permanent position within a University department, providing they meet the minimum standard for appointment to a University permanent post. A considerable amount of time and effort has gone into designing a process for renewal that is fair, transparent, and supportive and considers a wide range of criteria for success (see p.15).

GL's promotion to higher grades is unrelated to their Gatsby Fellowship renewal and follows the University Senior Researcher Promotions Process. The procedure follows standardised practices across the University using a clear framework for applications and the subsequent approvals process, considering criteria such as natural justice, fairness, equal opportunity and allowance for any relevant additional considerations.

At this time none of the GLs has reached the end of their fellowships or applied for promotion. The first Fellowship renewal will be considered in 2017.

CDFs - Fellowships are not renewable but individuals can apply for GL positions within SLCU.

RAs - RAs can apply for promotion to a higher grade using the University's researcher promotion procedure, but this is likely to be relevant for only a small number of researchers, with most RAs seeking career progression outside the University. RAs' career advancement is a priority at SLCU, where overall focus is to foster independence and development of individual careers, as further detailed in the career development section. RAs aiming for an academic career are encouraged and mentored to apply for Fellowships or other external awards (for instance we fostered 8 Marie Curie fellowship applications in the past two years - 38% from females) (Action 041). Many RAs do not wish to follow an academic path, aiming instead for diverse alternative STEMM-related careers. SLCU encourages professional development tailored to individual goals.

The few examples we have of internal promotion include one female RA internally promoted to Senior Technical Officer and one female Technician who successfully competed for a Research Assistant and later a Research Associate post within the Institute.

(i) Recruitment of staff

Recruitment of researchers at all grades and seniorities has been a major endeavour for the last four years. Beyond standard advertising procedures, SLCU actively promotes the Institute's recruitment programme and career opportunities at conferences, with targeted emails, word of mouth and via invited speakers and academic visitors.

SLCU organises several events to attract promising young scientists and promote its scientific remit, including a yearly early career researcher symposium where delegates are hand-picked upon recommendations of leaders in the field, for their scientific achievements. The gender balance of delegates has fluctuated each year with an average of 34% females over 3 years, which will be improved (Action 002).

Substantial guidance and training about recruitment is provided centrally by the University and, in response to the 2013 staff survey results, the SBS created "bitesize" training sessions for line managers. The session "Recruitment - Selection and Interview" will be held at SLCU in 2015 and all recruiters will be required to attend (Action 005).

SLCU keeps a central record of all training and PPD modules completed by staff and ensures that managers complete courses that are deemed necessary. PIs and recruitment managers for instance are required to complete the University's Equality and Diversity training and all staff are strongly encouraged to do so too. As at November 2014, 80% of all staff and 100% of PIs have completed the course.

SLCU ensures that all recruitment adheres to the University's equal opportunities policies and best practice. Job advertisements are reviewed by the HR Coordinator for unconscious bias/discrimination and gender neutrality and all include the phrase "The University values diversity and is committed to equality of opportunity". Our postings also include a downloadable document describing "Further Particulars" for each position. This document could be more explicit about University benefits such as flexible working options, annual leave entitlements, family leave policies and salary sacrifice scheme for childcare which would emphasise our commitment to these areas (Action 001).

The HR Coordinator liaises with recruiters to ensure best practice in shortlisting and personally reviews the shortlisting criteria. Where a visa is required (for international researchers) SLCU refunds the visa costs for the successful candidate, their partner and any dependent children. This will be noted in the new "Further Particular" document (Action 001).

(ii) Support for staff at key career transition points

Junior Researchers: In Biological Sciences the main attrition point for female researchers is at the transition from RA to an established academic position. The transition generally does not occur internally but when RAs apply for independent research positions at other HEIs. This overall attrition is noticeable in the applications we receive where, on average over the last 4 years, the percentage of female applicants is 38%, 47%, 23% and 19% for RA, CDFs, GLs and Professorial posts respectively.

SLCU is committed to supporting the training and career development of PhD students, RAs and early-career scientists and facilitating their next career move. Individuals are encouraged to take ownership and responsibility for their personal and professional development (PPD), actively supported by line-managers and backed by the Institute.

In 2014 the Director encouraged the creation of a Postdoc and PhD student Association (the 'PhDoc Association'). The Association took over the organisation of the internal seminar series, which provides all RAs with an opportunity to present their work, receive valuable feedback from peers and build their confidence. It also selects and hosts a variety of externally invited speakers with whom RAs have opportunities for networking.

The PhDoc Association plans to liaise with the Office of Postdoctoral Affairs, and more widely to deliver practical and relevant development opportunities to research staff and students. The Office coordinates a wealth of courses, programmes, PPD opportunities, career development resources and leadership training, and works closely with departments to provide tailored development activities (Action 035).

SLCU provides a budget for the PhDoc Association and ensures that PPD opportunities are well publicised. The Administrator makes sure that grant applications include travel funds for RAs to attend domestic or international conferences at least once a year.

Career Development Fellows: As described above CDF posts appear to be popular with women. Mentoring and PPD for CDFs is a particular priority. Support for CDFs is primarily provided through an assigned mentor who supports them in their development as independent researchers, providing advice on grant writing, research group management, time management and administrative responsibilities. CDFs participate fully in the weekly PI meetings and monthly PI lunches, where SLCU policy and science respectively are discussed. CDFs also have access to the full range of career development resources offered by the University and are encouraged to seek out wider training opportunities as appropriate (Action 27).

Although it is still too early to tell, we hope that the mentoring programme we have in place for CDFs will successfully support their career transition. We will seek feedback from CDFs about their experience and record their destination as an indicator of success (Actions 026 and 028).

Group Leaders: The primary responsibilities of GLs against which they will be assessed at their 5 year review are to:
    a. Conduct original high quality research with the potential for major scientific impact;
    b. Inspire and train the next generation of researchers;
    c. Provide high quality scientific management and leadership;
    d. Raise the profile of plant science in Cambridge, nationally and internationally;
    e. Contribute to the collegial and collaborative research environment of Sainsbury Laboratory.

As an integrated part of the Group Leader renewal process, GLs can seek advice about their career progression from several sources. A mentoring team, which comprises the Director, a senior lab member, a MB member, a Cambridge University senior scientist from their affiliated department and an external senior scientist with relevant expertise, is established by the Director and MB during the first half of their contract (Action 029) and careful consideration is given to its gender balance. The mentoring team provides GLs with both guidance towards achieving professional fulfilment and assessment of progress towards renewal of their Gatsby Fellowship. The mentors

may also provide broader guidance including work-life balance. GLs may have input into the composition of their mentoring team.

Day-to-day mentoring of GLs is primarily assured by the Director, or a senior colleague. The MB mentor meets with the GL during the annual MB meeting to discuss career goals and provide verbal feedback on objectives and performance (Action 030). A written report is issued and communicated to the GL.

During their fellowships GLs will have a mid-term review where they and their mentoring team will agree upon career goals and establish likely criteria for fellowship renewal at the end of the 5-year cycle (Action 031). At this time the external member of the mentoring team will normally visit the GL to discuss progress and provide advice. If needed, additional tailored support will be provided. A report of the mid-term review will be included in the yearly MB Report and communicated to the GL, who will have the opportunity to include comments if desired. The first mid-term review is currently in process.

Visiting Students: Cambridge students receive mentoring and career development support in their teaching departments and colleges. In addition we intend to provide all visiting students with opportunities for development and networking activities while they are at SLCU, to increase their confidence in making choices about future careers, for example in applying for PhD programmes. The PhDoc Association organised a poster session in August 2014 where summer visiting students discussed their projects with researchers from SLCU and the Department of Plant Sciences (Action 011). We will gather feedback from visiting students when they leave (Actions 013 and 014).

Poster session organised by the PhDoc Association
(Summer 2014)
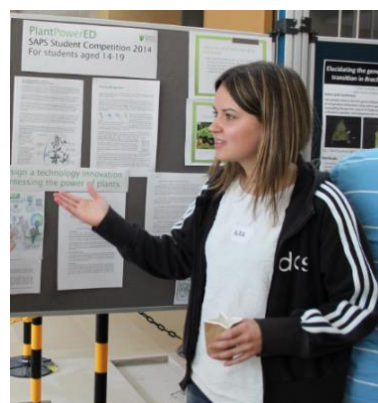
All Researchers: The University offers training courses and career advice centrally; a selection of which are aimed specifically at women, for example Springboard and Women's Staff Network events. Further support is also available through the University's Women in Science, Engineering and Technology Initiative, WiSETI. These opportunities may not always be noticed by SLCU junior researchers and we will promote them more widely through various communication channels, such as the HR Noticeboards, the newsletter and intranet (Actions 033 to 041).

Career development

a) Key issues

    (i)   **Promotion and career development**

The requirement for a better career development process was flagged by the 2013 staff survey. Identification of career development needs can be best conducted through Staff Review and

Development (SRD) meetings. SLCU therefore established and implemented an extensive SRD review process, based on the corresponding University framework.

The launch of the process included an on-site tailored SRD training course, aimed at both reviewers and reviewees. Attendance was deemed mandatory by the Director.

All SLCU researchers attend an annual SRD meeting with their line manager, which is reviewed and signed by the Director. Additional meetings are encouraged or scheduled as needed. SLCU currently has a 96% SRD completion rate. We will review the SRD process yearly, taking into consideration any improvements suggested by reviewees via the feedback form provided with their SRD documentation (Actions 043, 044 and 045).

(ii) Induction and training

Results from the 2013 staff survey indicated that only 72% of staff were happy with the induction they had received. In response SLCU established and implemented a comprehensive process for all new arrivals, including staff, visitors and students. Induction incorporates a tour of the building followed by an HR meeting. The on-boarding process is an important element of support for new arrivals to help them settle in.

The HR induction is usually a one-to-one meeting which covers basic information for new starters such as pay and benefits, IT information and general housekeeping, plus information on local policies and procedures. A basic run-through of the Laboratory set-up is discussed, alongside any specific requirements for the individual to attend additional inductions, for example safety matters when working in Labs, Glasshouse and Stores. A follow-up email provides links to training courses or documents that new staff must complete or read within the first three months of employment, including the University's Equality and Diversity online course, which all employees are now asked to complete.

An induction pack is provided as a hard-copy and is also available electronically. The pack contains screen shots and links to specific University websites including where to find information on pay and benefits (in response to the staff survey), PPD and the Office of Postdoctoral Affairs.

Photos of all SLCU affiliates are displayed on-line and posted in the newsletter on the week of their arrival, allowing everyone to identify new starters and contribute to the general welcoming objective.

The majority of new starters arrive on a Monday, which coincides with one of the bi-weekly Institute tea breaks, allowing an immediate opportunity for meeting new colleagues in an informal setting.

Feedback from incoming staff prompts an ongoing review of the induction process, which will be formally recorded to ensure continuity (Actions 021 to 025).

(iii) Support for female PhD students

All students are affiliated both to a teaching department and a College responsible for wider support and pastoral care. SLCU takes pride in supporting all its students and aims to provide them with the best possible research experience. The supervisory experience and ability in mentoring of all PIs who wish to train graduate students is ascertained by their Department before they can accept a student into their group. The University provides PPD workshops specially

aimed at new supervisors in Science and Technology subjects. In addition to the University's "Equal Opportunities and Diversity Essentials" course all PIs are strongly encouraged to also complete the more advanced course "Managing Diversity" (Actions 003 and 004).

SLCU graduate students are included in the PhDoc Association and have the same access as RAs to the development opportunities and support organised by the committee. The Association also provides a forum for researchers at both PhD and Post-doctoral level to exchange experiences and provide peer mentoring. This might be particularly important to widen the experience of female scientists, because preliminary evidence suggests that they tend to choose female PIs (four out of five female PhD students chose a female PI at SLCU).

Organisation and culture

a) Data for the past three years

(i)   **Male and female representation on committees**

Due to its small size and the Director's managerial style, SLCU has a flat hierarchy and Institutional matters are decided consensually by all staff of a given category. For instance, all PIs are involved in GL and CDF recruitment and in the scientific management of the Institute. All RSSs are included in the Technicians Group with control over matters related to the daily running of the laboratories, based on their expertise and inclination. The overall result is a better collaboration between researchers and wider engagement and participation (Table 5).

	Composition	Purpose	Total Members	% females
Recruitment Committee	All PIs	GL and CDF recruitment	9	33%
Group Leaders Group	All PIs	Scientific management	9	33%
Senior Management Team	Senior Administrators	Logistic management	3	66%
Support Services Monthly	All Support Staff	Information sharing	20	65%
Technicians Group	All RSSs	Technical organisation	16	56%
Horticulture Users Group	All Users	Horticulture issues	14	57%

Table 5: SLCU Groups - Membership is defined by role and a breakdown by gender is representative of the corresponding staff pool

SLCU currently only has three "true" committees where members are delegated to represent their colleagues (Table 6).

	Total Members	% females
Health and Safety Committee	17	52%
PhDoc Association Committee	11	45%
Athena SWAN Self-Assessment Committee	9	55%

Table 6: SLCU Committees

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

Except for Professorships, all SLCU posts are funded either by research grants or by Gatsby awards (5-year cycles) and therefore all are at risk of redundancy should the corresponding funding cease, irrespective of the terms of their contract. To date, we have had only one (male) RA leaving because their funding terminated and, with help from his line manager, he secured a position which will further his career, in another HEI. We will follow the University best practice to support individuals whose post is made redundant for lack of funding. This includes early consultancy with the researcher, support for redeployment within the University and career advice and assistance in preparing job applications, updating CVs, writing cover letters and interview preparation. We hope that the support provided to research staff during their tenure at SLCU will ensure they will all leave well-equipped to achieve their next career move. We will improve the leavers' exit questionnaire and keep records of their destinations as an indicator of the success of our career support programme (Actions 049 and 050).

b) Key issues

(i) **Representation on decision-making committees**

The small size of the Institute allows SLCU to adopt an alternative and more informal model of management than more traditional departments. The key decision-making group is the PIs' group chaired by the Director using a consensual model of governance. Input from RAs and RSS comes via the business session at the Monday internal seminar and the technicians' meetings. SLCU is overseen by a MB appointed according to the University's Statutes and Ordinances. Three senior PIs sit on the MB (two males and one female), including the Director.

The Director sits on several University committees, including the SBS Council and the University Gender Equality Group. She also sits on a number of committees outside the University, including chair of the Athena Forum.

(ii) **Workload model**

Overall 96% of the SLCU research staff indicated that they were comfortable with the amount of work they were expected to do (2013 staff survey) and we have not yet considered a formal workload model.

SLCU is not a teaching department, but almost all PIs give some lectures in other University departments. Where such teaching opportunities have arisen, PIs have discussed together how best to distribute the teaching to balance workloads. In all cases the workloads are light, amounting typically to between 3 and 6 lectures per year. Similarly, the small size of the Institute and the excellent and committed support staff make the tension between administrative and research activities less acute than in many departments. The two CDFs (both female) are only asked to take light administrative tasks to allow as much time as possible for the launch of their research programmes and academic careers. Most senior PIs serve on external committees, advisory and editorial boards.

The Director assesses the workload of PIs on an ongoing basis to ensure a reasonable balance of responsibilities and maintains an overview of each individual PI's workload. Once a year PIs provide a full picture of their workload through their annual report to the MB.

The Director assumes the heaviest workload of administrative responsibilities and represents SLCU in School and University-wide instances. To alleviate her burden in 2014, the Management Board approved her nomination of an Associate Director.

(iii)   Timing of departmental meetings and social gatherings

SLCU does not have strict core hours and individuals have considerable flexibility regarding their working hours, provided arrangements are discussed and approved by their line managers. In practice, SLCU members begin and finish work throughout the day at times suitable for them, as long as it is compatible with their line of research.

PIs are encouraged to hold lab meetings at times that suit their staff. Seminars, meetings and committees are held between 10:30 and 17:00.

Tea breaks, organised to promote informal interaction amongst staff, are held twice a week, on Monday morning at 10.30 and Wednesday afternoon at 15:30. This enables most part-time workers and staff with childcare commitments to attend at least one of the breaks.

As part of efforts to support a collegial and collaborative environment, we sponsor a number of social events through the year. Social gatherings centrally funded by the Institute, such as the Sainsbury Laboratory Official Social Hour (SLOSH), organised once a month by the PhDoc Association, do not start later than 16:00 allowing those with childcare responsibilities to attend before the end of their working day. In other instances (summer BBQ or Christmas party) events are scheduled after school hours when families are encouraged to attend and special attention is given to providing child-friendly activities.

SLCU Summer BBQ 2014
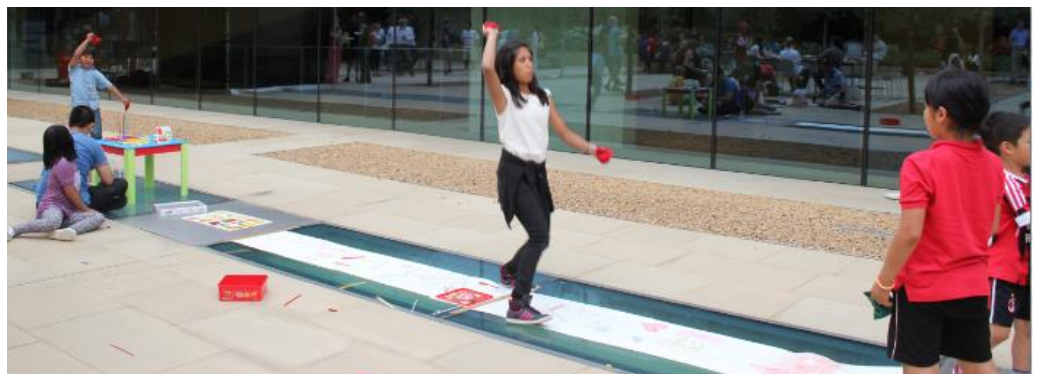
SLCU hosts a lively international community of young researchers, often without family commitments, who tend to socialise together both during the day and in the evenings. We therefore support out-of-hours social activities within the Institute to include the needs of this staff group. Later activities, such as the weekly "international movie night" and "game night" are organised by the PhDoc Association and generally start around 18:00, by agreement with association members.

(iv)   Culture

Engendering a collaborative and vibrant research culture in which all staff feel engaged and supported is a core priority for SLCU. We believe it will be a central pillar of our success in solving fundamental questions in plant developmental biology. We have therefore implemented a range of policies aimed at enabling this kind of working environment. The evidence we have so far, from various staff feedback including the 'All Hands' meeting and staff survey, suggests that these

policies are working, but of course there is still room for improvement and constant vigilance is needed, especially as we grow and take on new staff, new technologies and new ways of working.

In 2013 the SBS staff survey showed SLCU staff were generally engaged (91% response rate vs 78% for the entire SBS). 100% of research staff who responded were satisfied with their working environment, senior leadership, the respect and support they received from their line managers and felt overall they were treated with fairness and respect. 95% would recommend SLCU as a great place to work and 90% felt able to speak up and give their views on the way things are done. However, 13% of respondents also indicated that, if the need arose, they would not feel able to report bullying or harassment without worrying it would have a negative impact on them. The subsequent appointment of an HR Coordinator provided a setting for addressing various HR and personal issues in confidence. However, additional measures will be implemented to maximise the opportunities (Actions 046 to 048 and 072, 073).

SLCU operates a system of interspersed research groups, shared facilities and a maximum group size of 12 people, in order to promote a research culture characterised by collaboration and a free exchange of ideas and expertise. The open plan lab and desk space creates an environment of sharing and helps with integrating new people from different backgrounds. The open and inclusive environment is further supported by the internal seminar series, collaborative participation in outreach activities, and social events such as SLOSH organised by the PhDoc Association.

In addition to its obvious scientific purpose the external seminar series provides role models for SLCU junior researchers. The series hosted about 110 speakers over the last 3 years, 32% of whom were female. Whilst this is higher than the ratio of senior female academics in Biosciences (16% in 2012/13 for all HEIs) we will aim at inviting more female speakers (Action 060) to encourage networking with female RAs and students during lunches with the speaker.

To reinforce the atmosphere of collaboration and mutual respect, SLCU fosters an open door policy and encourages staff to discuss, ask questions, make suggestions and address problems or concerns with the Director, line managers and administrative staff.

The weekly newsletter, now very much embedded into SLCU culture, lists key notices for seminars, meetings or conferences of interest. It informs staff of incoming visitors, social and outreach events. It is a forum to introduce new starters, praises professional and personal achievements and reports on happy family matters. It also provides a medium to advertise and promote female-friendly events.

(v) Outreach activities

SLCU is committed to raising the profile of plant science among diverse audiences and dedicates significant time and resources to this effort, including two full-time (female) staff, whose role is to coordinate events, including outreach.

All PIs, a large number of RAs and RSSs and a significant number of administrative staff participate in outreach activities. We have not systematically recorded it, but the level of participation appears to be approximately proportional to the gender split in the Institute.

Outreach activities have the added benefit of providing an opportunity for SLCU researchers to develop communication skills important for successful science careers and we will include

outreach activities more explicitly in the SRD process (Action 042), allowing recognition and more robust data to be collected. In addition there is a specific section of the MB report paperwork where PIs can report such activities.

Outreach event at SLCU

(http://www.slcu.cam.ac.uk/outreach)

SLCU is also keen to inspire the next generation of plant scientists and several outreach events are targeted towards secondary school aged students (GCSE and A level) and their teachers. Activities are tailored towards the interests and abilities of each audience. As the number of SLCU researchers has grown, the repertoire of topics we can explore has increased. An increasing range of posters and leaflets explaining research at SLCU are also used.

SLCU ran 24 outreach events in 2013 and 17 in 2014 (as at September). A sample of 2014 outreach activities more specifically aimed at young people and their teachers includes:

- Workshops for the Admissions Office's 'Realise' programme for children in care;
- 'ABC of Flower Development' workshop for Sawtry Community College pupils;
- SAPS Summer discussion - a professional development course for teachers;
- Sutton Trust Summer School for A level students - SLCU researcher-led activities;
- The Gatsby "Plant Science Summer School";
- The Gatsby Funded "Science and Plants for Schools" (SAPS) Harvest the Curriculum workshop.

SAPS, co-directed by Professors Ottoline Leyser and Beverley Glover (Botanic Garden), is now an integral part of SLCU. Among other objectives the programme targets biology teachers at the early stage of their career and intends to strengthen the plant science components of Biology teaching. SLCU collaborates in various outreach events including 'Train the Trainer' which aims to give PGCE biology teachers new ideas, resources, confidence and practice in teaching plant science.

Plant Science Summer School

(http://www.slcu.cam.ac.uk/outreach/gatsbyplants)

Flexibility and managing career breaks

a) Data for the past three years

(i) Maternity return rate

SLCU has received only one maternity leave application to date and the individual returned to work under the flexible working policy, working two days per week.

Two female researchers (one RA and one CDF) were recruited whilst on maternity leave and their start dates were postponed by seven and eighteen months respectively, to allow them to return to work on their own terms.

(ii) Paternity, adoption and parental leave uptake

The University policy grants two weeks ordinary paternity leave, and up to twenty-six weeks additional paternity leave. SLCU has had only one ordinary paternity leave request to date, which was granted. No applications have been made for additional paternity leave, adoption or parental leave.

SLCU has become aware however of two instances where new fathers have used their vacation time for paternity leave. We will promote the scheme (Actions 052 and 053) and encourage everyone to inform the HR Coordinator of changing circumstances in their family lives to prompt discussions on the family leave options available (Actions 056 and 057).

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

To date SLCU has received three temporary and permanent flexible working requests from research staff, with a gender split of 1:2 male to female. All requests submitted were granted as requested.

b) Key issues

(i) Flexible working

Unless dictated by the operating requirements of a post (Receptionist for instance) SLCU has a casual flexible working hour policy, irrespective of the staff category, grade or gender. Working hours are often determined by the individual's personal commitments, for example to coincide with school or nursery timings, or lifestyle. At least three PIs share the care of young children with their partner and SLCU supports any arrangement that facilitates dual career families.

Flexible working is informally agreed between the employee and line manager. The number of staff working on this basis incorporates a balanced mix of female and male staff members, within support and research groups. We have never had an instance where the line manager challenged a flexible arrangement but, if it were to happen, individuals have the possibility to escalate the request to the HR Coordinator and/or the Director. When the need arises employees occasionally choose to work from home and can access data and information remotely.

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

In the one instance of maternity leave to date, SLCU followed the University maternity policy process which is comprehensive. In addition the HR Coordinator downloaded and explained the University's policies, the procedure for applying for leave and the return to work process with the individual. Important information was provided to the employee as part of a maternity pack which incorporated leaflets and contact details for the University's Childcare Office and the Health and Safety Officer carried out a risk assessment. A maternity cover role was recruited in time to allow a hand-over period (funded by the same European Research Council grant which funds the underlying maternity leave post).

Rachel (RSS who applied for the only maternity leave requested to date) took advantage of the full 52 weeks leave allowed, including 18 weeks full pay, 21 weeks statutory maternity pay and 13 weeks unpaid leave. Rachel used the 'Keeping-in-Touch' statutory paid days, to attend staff meetings and discuss her return plans. During her absence Rachel was informed of events occurring within the Institute, received the newsletter and was invited to all social events, including the Staff BBQ during the summer of 2014. Rachel returned to work under the flexible working policy, working two days per week. Her application was approved as requested and the maternity-cover post was extended to cover the workload.

After her maternity leave, taken at another HEI, another female employee (RA) successfully requested to start working at SLCU on flexible hours, 3 days per week. Soon however it became evident that her long commute was not compatible with her family commitments. Given that her research project is the computational modelling of plant development it was possible to allow her to work remotely most of the time. Her home internet connection was poor, so to provide full access to the SLCU network and to participate in lab meetings by Skype, we arranged for a work place in a local University where she has full access to internet, printer, phones, and is fully integrated in an academic department, taking advantage of the tea club, social events and seminars. SLCU pays a bench fee to the host department to cover her operating costs.

The examples above show that SLCU is fully committed to supporting female staff when taking maternity leave and providing support upon their return to achieve a suitable work-life balance. We intend to be creative in tailoring the best way to support maternity returns to personal circumstances and formalise a process (Action 055).

To understand how effective the above support was, we shall seek feedback from these two employees and will keep collecting comments from future returning parents and carers (Action 054). Notwithstanding the cases above, we noted some lack of awareness about family policies among research staff. Details of the benefits are already available on the HR noticeboards but will be more visibly promoted and addressed to fit individual circumstances (Actions 052 and 053).

Provision of childcare is a major problem at the University (a point brought up in the staff survey by many across the University). The University is currently reviewing its childcare provision, and we note there will be a new primary school and nursery as part of the new North West Cambridge development.   At SLCU we will collect and update information on various nursery/childcare arrangements made by SLCU parents to create a repository of potentially suitable options and share it with new and prospective parents (Actions 058 and 059).

5. Any other comments: maximum 500 words

From the outset SLCU and the SAT considered gender equality issues for all its staff members, including administrative support staff, who were included in the 2013 staff survey. Professional development of females in this staff group is strongly encouraged and reflected by the financial support provided by the Institute (Figure 7). Over the past 4 years SLCU funded and continue to support the tuition of 4 female staff studying respectively, CIPS level 5 (4 semesters, London Metropolitan University), CIPD in Human Resource Management level 7 (6 semesters, Anglia Ruskin University), NVQ level 3 and level 4 courses in Business Administration (2 semesters, Cambridge Regional College) and ACCA Fundamental Level (6 modules, First Intuition).
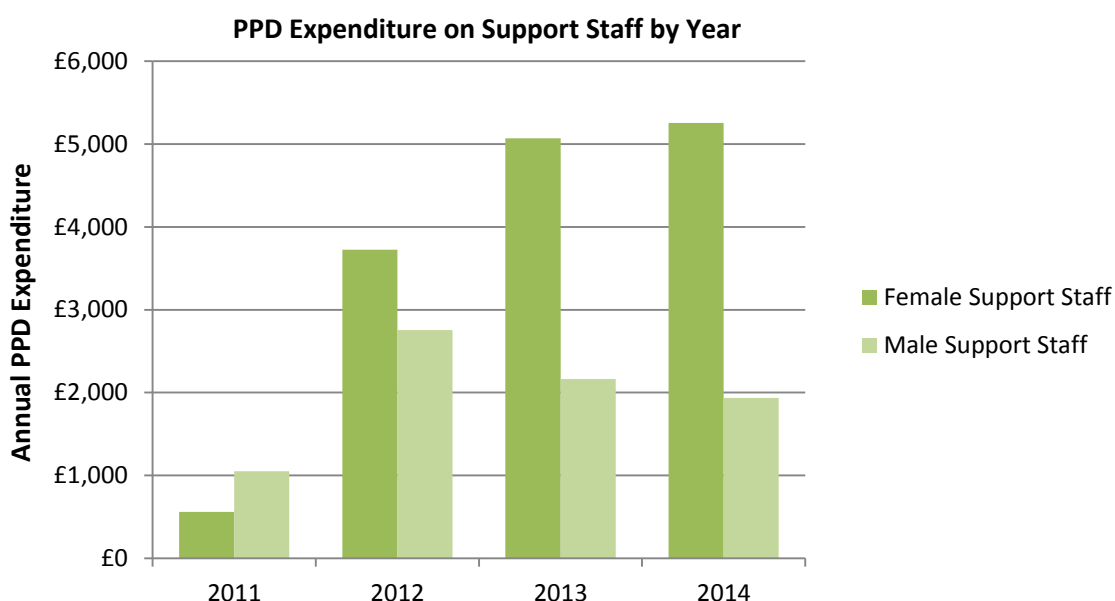
Figure 7: PPD Expenditure for support staff over the last 4 years

We also refund professional memberships and subscriptions and support training courses and attendance at conferences. Records are kept centrally by the Finance team and in individual staff SRD documentation.

SLCU will continue this policy in the next 5-year core funding cycle (Action 061).

One of the most important single elements that promotes good practice at SLCU since its opening is Ottoline Leyser's leadership. She is an indefatigable advocate of gender equality and promotion of women in STEMM, both in the University and on a national platform. She is an inspiration and role model for female researchers and her commitment sets the tone for the entire Institute. Ottoline is also a firm believer that female staff and students will benefit from policies, behaviour and a supportive environment that are fair for all.

In 2007 Ottoline Leyser received the Royal Society Rosalind Franklin Awards and used her award to publish a book entitled "Mothers in Sciences: 64 ways to have it all" where women in STEMM share their personal stories.

(http://www.york.ac.uk/res/chong/pdfs/MothersInScience_bk_finalWeb.pdf)

Ottoline is also featured in the 2014 Cambridge project 'The Meaning of Success: Insights from Women at Cambridge' www.cam.ac.uk/women-at-cambridge). The book includes interviews with twenty-six female role models at the University of Cambridge, and contributions from a hundred more, bring alive the achievements and challenges women experience and the effect gender has had on their careers.

Ottoline Leyser

Professor Ottoline Leyser CBE FRS is the Director of the Sainsbury Laboratory and a Fellow of Clare College. Among her honours are the Society of Experimental Biology's President's Medal (2000), the Royal Society Rosalind Franklin Award (2007) and the International Plant Growth Substance Association's Silver Medal (2010).

As a developmental biologist, the whole basis of my science is about seeing patterns. I am a 'connector-upper' of things. There's a kind of magpie collection of information and ideas, and then you stick them together in different ways and see what it looks like.

I've noticed myself doing the same thing when I'm sitting on committees. I can see the complex system and I can see the interactions going on which generate a pattern. If you want to change that pattern – perhaps because it's not supportive of women – then you have to find the levers that will shift it.

If the overall culture of an organisation is constructed by individual interactions at different levels, then everybody really does have power.

The Meaning of Success
www.cam.ac.uk/women-at-cambridge

6. Action plan

SLCU is still a growing and changing Institute. From its inception, there has been the opportunity to establish a different, model of working. Feedback on our culture has been very positive to date, however we still recognise we have a number of key challenges ahead, particularly in attracting women students and researchers. Our action plan also reflects the need to set up and validate processes, and to establish robust communication routes while preserving our inclusive and collaborative qualities. It needs to determine which actions are more effective to promote the inclusive values established when the Institute was started. Actions have been listed under eight themes, where topics are arranged following an intuitive flow of ideas:

1. Recruitment
2. Students
3. Initial year at SLCU
4. Mentoring and promotion
5. Career development and staff appraisal
6. HR processes
7. Culture and family friendly policies
8. Recognition of Athena SWAN principles and responsibilities

Implementation of the plan will be supervised by the Self-Assessment Team (SAT).

1. Recruitment

Objective	Action	Responsibility	Timescale	Success measures	Action #
Attract a wider diversity of applicants, particularly women	Revise "Further Particulars" document, using new University template, to highlight family-friendly policies and SLCU visa refund policy for dependants Refer to family-friendly benefits within the recruitment advert text	HR Coordinator Recruiting Managers	Jan 2015	- 100% usage of new University template in all research staff recruitment - Family-friendly benefits included within 100% advert text	**001**
	Continue active identification of potential women candidates at conferences, and for example via the "early career researcher" symposium Include a gender balance guidance when seeking nominations for the symposium	PIs Director	By Jan 2017	At least 43% overall female application rate (5% increase) [Current rate is 38%]	**002**
Ensure recruitment procedures are fair and transparent	All line managers to complete the University's online E&D basic training course. Completion rate as at November 2014 is 100%	Line Managers	Annual review (Jan)	100% completion rate by of all managers to sustain	**003**
	All line managers to complete the University's online "Managing Diversity" advanced training course.	Line Managers	Annual review (Jan)	100% completion rate for of all managers [Current rate is about 12%]	**004**
	All line managers to attend on-site "bitesize" training session on "Recruitment selection and Interview" (Feb 15)	Line Managers Director	Feb 2015	90% attendance by all line managers	**005**
	Increased gender diversity in all recruitment panels (shortlisting and interviews)	Line Managers	2016	75% panels with at least one man and one woman	**006**
	Seminar on unconscious bias	PhDoc Association	2015	- 90% attendance by all line managers - 60% attendance by other staff	**007**
Review recruitment data on a regular basis	Keep track of applications, shortlisting and appointment by gender for all research posts. Review trends annually	Admin Assistant HR Coordinator	Annually	Production of reliable data on trends to influence action plan as needed	**008**
	Keep track of gender composition of recruitment panels (shortlisting and interviews) and monitor trends	Admin Assistant	Jan 2017	75% panels with at least one man and one woman	**009**
	Survey successful female recruits to establish factors which led them to apply	Admin Assistant	Nov 2016	Maintain reliable data to determine action plan as needed	**010**

2. Students

Objective	Action	Responsibility	Timescale	Success measures	Action #
Further support female visiting students to identify and encourage potential PhD students	Continue to provide ongoing development opportunities for all visiting students such as poster sessions, attendance at in house seminars and participation in outreach activities	PIs PhDoc Association	Annual review (Aug)	75% satisfaction level of visiting students measured in exit interview	**011**
	Pair female visiting students with a "big sister" during their stay at SLCU	PhDoc Association	From summer 2015	Assess value, as measured in exit interview	**012**
	Include gender-specific questions to assess female student satisfaction (including answer choices with numeric values to quantify satisfaction and open-ended questions for	Athena SWAN Coordinator	Spring 2014	Production of revised exit interview	**013**

	suggestions)				
	Review exit interviews to monitor satisfaction level of visiting students and identify appropriate actions if required	SAT	Annually from summer 2015	75% satisfaction expressed at exit interview	**014**
Data collection	Continue monitoring gender balance of visiting students	Admin Assistant	Annually (Nov)	Reliable data to analyse trends and determine action plan as needed	**015**
	Monitor completion rate of PhD students (first student due to finish in early 2015)	Admin Assistant	From spring 2015	All PhD students to complete studies in 4 years with no gender difference	**016**
	Review selection processes for PhD students under the Institute's control Correct any bias in the selection procedures	Administrator	Jun 2015 2017	At least 45% female PhD students by 2017. [Currently: 38%]	**017**
Communicate information for current and prospective PhD students	Include information for students on the PhDoc Association web page	Outreach Team PhDoc Association	Jan 2016	Number of hits on web page monitored	**018**
	Provide better information about how to apply for SLCU research projects on web site	Outreach Team	Jan 2016	- Live web page - Increased number of women PhD students choosing to complete their research project at SLCU - (see action 017)	**019**
	Showcase examples of current and past students on web site	Outreach Team	Jan 2016	At least two showcases including one of a female student	**020**
3. Initial year at SLCU					
Objective	Action	Responsibility	Timescale	Success measures	Action #
Ensure effective and useful induction for all new staff	Continue induction practice for all new members and revise as appropriate. Current completion rate is 100%	HR Coordinator	Annual review (Aug)	Maintain 100% completion for employees, students and visitors	**021**
	Evaluate effectiveness of induction procedure and utility of induction package through staff questionnaire 6 months after arrival	Admin Assistant	Jul 2015	90% staff satisfaction in next SBS staff survey [Rate was 72% in 2013]	**022**
	Introduce all new SLCU members at the Monday internal seminar	PhDoc Association	Nov 2014	100% introduced	**023**
	Formalise the induction procedure with a written process	HR Coordinator	Dec 2016	Written procedure approved by Director	**024**
	Add the induction package and staff photos to the intranet, to assist new members during the on-boarding process with easily accessible information	Outreach Team	Summer 2015	Availability of photo list and induction package online	**025**
4. Mentoring and Promotion					
Objective	Action	Responsibility	Timescale	Success measures	Action #
Evaluate mentoring for Career Development Fellows (CDFs)	Get feedback from CDFs about efficiency of mentoring programme and ideas for additional or better support	Director Administrator	Annually at individual SRD meeting	- Positive feedback on scheme - Suggestions for support collated and reported to PI meeting	**026**
	Encourage CDFs to attend the EMBO "Laboratory Management	Director	Annually	- 50% attendance in 1st year of	**027**

	Course for GLs". All costs will be covered by SLCU			Fellowship - Positive feedback - Short written report	
	Record destination of CDFs when they have left SLCU [NB: all fellows currently still at SCLU]	Admin Assistant	End of CDF fellowships	% career move to PI posts or otherwise meeting their career aspirations	028
Implement mentoring for Group Leaders (GLs)	Establish a mentoring team for all GLs in a timely manner, taking gender representation into account [NB: 1 mentoring team already established]	Director and MB	2 years into each Gatsby Fellowship	Supportive mentoring team as assessed by GL in SRD documents	029
	Arrange yearly meeting with MB mentor to discuss career goals and receive feedback on performance	Director and MB	Annually from summer 2015	Satisfactory yearly report as assessed by MB	030
	GL mid-term review	Director	2.5 years into 5 year Gatsby Fellowship	Plan of action agreed for renewal of Fellowships and suitable career development	031
Raise awareness of promotion processes for all research staff	Promotion process information published on the Intranet	Outreach Team	Jan 2017	20% application rate for promotion	032
5. Ongoing Support – Career Development and Staff Appraisal					
<u>Objective</u>	<u>Action</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Success measures</u>	<u>Action #</u>
Promote PPD training opportunities to all staff	Continue to circulate information on PPD courses and other support events (newsletter, HR Board, emails)	Outreach Team Administrator HR Coordinator	Jan 2015	95% awareness of training opportunities as measured by next SBS staff survey [Awareness was 92% in 2013]	033
	Identify training needs, within and outside the University, to support SRD objectives and provide time for attendance	PIs and line managers	Annually with SRD	90% staff satisfaction with training opportunities as measured by next SBS staff survey [Satisfaction was 88% in 2013]	034
	Coordinate in-house PPD events for RAs and RSSs with the Office of Postdoctoral Affairs	PhDoc Association	Annually from Jan 2016	Hold at least one in-house event per year	035
Ensure completion of E&D training for all staff	E&D training for all existing and new members with targeted completion within the first three months of employment.	Admin Assistant	Spring 2015	90% completion rate at end of probation for all new staff [Current completion rate: 80%]	036
Promote School-led management training for line managers	Promote the bite-size management programme established to support staff with responsibilities for the performance, behaviour and development of others	HR Coordinator	Dec 2015	75% attendance rate across all line managers when training is not on site	037
	All line managers to attend on-site "bitesize" training session on "Proactively Managing Performance Issues" (Jun 15)	Line Managers Director	Jun 2015	90% attendance by all line managers	038
Support career development for RAs	Sponsor RAs to attend relevant research meetings	PIs	Annually	50% RAs attending one relevant research meeting per year as recorded in SRD documents	039

	Cover cost of childcare where conference provides facilities	PIs Administrator	Annually	100% childcare arrangements covered when provided by conference	**040**
	Support fellowship applications (for example Marie Curie)	PIs	Annually	50% Success rate monitored by gender	**041**
Implement effective and regular staff review and development (SRD) process	Include a record of outreach activities and meetings attendance in the SRD document	Admin Assistant	Mar 2015	Revised SRD form to include additional activities	**042**
	Assess process and documentation on a regular basis for improvements using suggestions in reviewees' feedback forms	HR Coordinator	Annually (Mar)	Revised SRD form as needed	**043**
	Continue to monitor SRD completion rate [Current completion rate: 96%]	HR Coordinator	Annually from Nov 2014	- Completion rate remaining above 90% - 90% satisfaction with process as measured in next staff survey [Satisfaction was 76% in 2013]	**044**
	Cross reference training objectives agreed at annual SRDs with University's training records	Admin Assistant	Nov 2014	- Sign off of cross-reference procedure by Administrator - Accurate record available	**045**

6. Ongoing Support – HR Processes					
Objective	Action	Responsibility	Timescale	Success measures	Action #
Introduce a forum for discussing personal matters or reporting HR issues in confidence	Introduce and widely publicise an 'HR Surgery' where the HR Coordinator is initially available for ½ day each week, to listen to and address staff queries or concerns in a confidential setting. Employees can either make an appointment or drop-in	Administrator HR Coordinator Line managers	Jan 2015	- 0.1 FTE dedicated to HR surgery - Number of staff visiting the HR surgery	**046**
	Review take up, effectiveness and frequency of surgery	SAT members	Every 6 months from Jul 2015	Identification of common issues which need to be addressed	**047**
	Develop further action plans from feedback provided and results from HR Surgery	SAT members	Annually (Nov)	Revised action plan	**048**
Actively track students and staff leaving SLCU and record destinations	Formalise a leaver process, including review of leaver questionnaire	HR Coordinator	Dec 2015	Leaver procedure written and approved by Director	**049**
	Customise and review the leaver questionnaire Continue to record leavers' destinations	Admin Assistant	Jun 2016	Revised questionnaire [Current: 100% destinations known]	**050**

7. Culture and Family Friendly Policies					
Objective	Action	Responsibility	Timescale	Success measures	Action #
Improve active staff participation and feedback in the running of the Institute	Continue holding the annual 'All Hands' meetings	Director	Annually (Apr/May)	- Annual meeting held - Staff participation - Level of feedback received	**051**
Enhance awareness of	Continue to promote benefits on the HR noticeboards	HR Coordinator	Ongoing	Staff awareness level in next SBS	**052**

	Issue regular newsletter notices summarising benefits available and where / whom to approach for further information			staff survey	
family friendly policies and benefits	Create a family leave policy overview document and include in the induction pack	HR Coordinator	Spring 2015	Leaflet in induction pack and online	053
Consolidate procedures for maternity leave	Interview staff member who recently returned to work after a period of maternity leave to gather suggestions of best practice to review and update the local procedure	HR Coordinator	Spring 2015	Feedback from 100% of returners from maternity	054
	Formalise the procedure for managing maternity leave with a written process	HR Coordinator	Dec 2015	- Leaflet in induction pack and online - Written procedure agreed with Director	055
Enhance awareness of Paternity leave entitlements	Promote paternity benefits, including additional paternity leave, on the HR noticeboards, newsletter and intranet	PIs HR Coordinator	Dec 2015	75% awareness as measured by next SBS staff survey	056
	Encourage soon-to-be fathers to inform the HR Coordinator	PIs HR Coordinator	Jan 2015	75% new fathers using paternity leave instead of vacation time	057
Create an information repository of childcare facilities and arrangements used by SLCU members	Collect information on childcare arrangements used by SLCU staff to distribute via a family leave leaflet, information on the intranet and in induction pack	Admin Assistant	Annually from Jan 2015	- Leaflet in induction pack and online - Positive feedback from induction questionnaire which shall include at least a question on childcare	058
	Continue distributing information about the University childcare facilities via the HR noticeboards, including updates on current review and details of new nursery opening in NW Cambridge	HR Coordinator	Jan 2015	Staff awareness of facilities	059
Ensure a more balanced gender ratio of seminar speakers	Conduct wider search for speakers, with a consideration for gender balance and raise awareness of unconscious bias in selection process	Seminar organiser (PI)	Spring 2017	50% female speakers in seminar series and SLCU organised conferences by 2017 [currently: 32% females since the series began]	060
Support administrative staff development	Continue generous core budget for professional training of administrative staff in next application for Gatsby Core funding	Administrator Finance Manager	(2016) Application	Satisfaction rate of admin staff regarding career development opportunities as measured in next SBS staff survey	061
8. Recognition of Athena SWAN Principles and Responsibilities					
Objective	Action	Responsibility	Timescale	Success measures	Action #
Embed Athena SWAN practices in SLCU culture	Hold SAT quarterly meetings to monitor action plan and review progress	SAT Chair	Quarterly from 2015	- Quarterly meetings - Meeting minutes - Progress against action plan - Reports to MB and University Athena SWAN Governance Panel	062
	Review SAT membership to consider workload of members. New posts to be advertised throughout SLCU via email,	SAT Chair	Annually from Jan	25% annual turnover of SAT membership	063

	newsletter and internal meetings (PIs, PhDoc Association, Technicians and Support Services)		2015		
	Open SAT meetings to observers and call for ideas	Athena SWAN Coordinator	Quarterly from 2015	- SAT meetings advertised by email and in newsletter - At least one observer per meeting (yearly average)	**064**
	Link to SAT meeting minutes in newsletter and intranet	Admin Assistant	Quarterly from 2015	- SAT meeting minutes available on intranet - Link published in newsletter	**065**
	Communicate action plan milestones and progress to all staff at the 'All Hands' meetings	Athena SWAN Coordinator	Annually (Apr/May)	Staff awareness of progress against Athena SWAN objectives	**066**
	Develop new actions in response to staff suggestions and feedback	SAT chair	Quarterly from 2015	- New action plan signed off by SAT chair and implemented in a timely manner	**067**
	Include an Athena SWAN activity report in the MB annual meeting papers	MB Secretary	Annually (July)	Awareness of MB members of Athena SWAN activities	**068**
	Include Athena SWAN progress statement in the annual MB report to the Gatsby Foundation	MB Chair	Annually (July)	MB review on progression of Athena SWAN principles	**069**
	Includes a statement about the ethos and setup of the lab in terms of culture on the SLCU web site Highlights University wide and internal family friendly initiatives and benefits	Outreach Team	Jan 2017	Live web page created including recruitment aims and diversity goals	**070**
	Include information on Athena SWAN in the induction package	Athena SWAN Coordinator	Jan 2016	Staff awareness of the Athena SWAN principles	**071**
Introduce additional methods for staff feedback	Provide a suggestion box for anonymous comments, complaints, feedback suggestions and solutions	Athena SWAN Coordinator	Spring 2015	Quarterly review of number and value of comments collected via the suggestion box	**072**
	Encourage an email communication for non-anonymous comments, complaints, feedback suggestions and solutions	Athena SWAN Coordinator	Spring 2015	Quarterly review of number and value of comments collected via email	**073**