Research Institute Application
Bronze and Silver Award

ATHENA SWAN BRONZE RESEARCH INSTITUTE AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institute, including quantitative (student and staff data) and qualitative (policies, practices, systems and arrangements) evidence, and identification of both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place, and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER RESEARCH INSTITUTE AWARDS

Recognise a significant record of activity and achievement by the institute in promoting gender equality. In addition to the future planning required for bronze recognition, silver research institute awards recognise that the institute has taken action in response to previously identified challenges, and can demonstrate the impact of the actions implemented.

COMPLETING THE FORM

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

This form should be used for applications for bronze and silver research institute awards.

You should complete each section of the application applicable to the award level you are applying for.

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Research institute application	Bronze	Silver
Word limit	**12,500**	**15,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the institute	1,000	1,000
3. Self-assessment process	1,000	1,000
4. Picture of the institute	2,500	3,500
5. Supporting and advancing careers	6,500	7,000
6. Supporting trans people	500	500
7. Case studies	n/a	1,000
8. Further information	500	500

Name of research institute	The Pirbright Institute
Date of application	27th April 2017
Award Level	**Bronze (new application)** **Submission on Post-May 2015 form**
Date joined Athena SWAN	1st April 2014
Current award	**01.04.14 : Bronze**
Contact for application	**Dr Lynda Moore**
Email	lynda.moore@pirbright.ac.uk
Telephone	01483 231343

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTE
Recommended word count: Bronze: 500 words

20th April 2017

Dear Athena SWAN Committee Members

The Pirbright Institute remains committed to equality and diversity; we believe that each and every staff member should be able to achieve their full potential, and we are continuing to put all possible measures in place to achieve this.

The Institute has a major responsibility to the UK government to respond to outbreaks of high consequence pathogens in farmed animals and to develop improved methods of disease control. Pirbright has been the hub of many international networks for decades and staff come from a wide range of different cultures and backgrounds. I believe that diversity makes our Institute strong and that we are a tolerant community.

My own career and role in our Athena SWAN self-assessment team have made me realise that the major issues in our Institute are: poorly understood promotion processes; lack of transparency in workload allocation; underrepresentation of female staff in the senior pay bands; patchy mentoring and career development support. Establishment of processes to take into account personal circumstances when evaluating performance, better recognition of the value of all staff contributions and provision of effective mentoring will help to remedy some of these factors.

I believe that career support while bringing up a family or supporting family members is one of the major areas that we need to focus on. I have personally encouraged staff to adopt flexible working patterns to fit with their personal lives, such as home-working, compressed hours, and flexible start/finish times. The Institute fellowship programme provides support for young scientists and the grant assessment panel enables them to move through the crucial stage of gaining their first grant and becoming independent investigators. Discussion of promotion is now mandatory in all annual appraisals.

I am acutely aware that female staff are underrepresented at senior levels at the Institute. I have discussed this with female Group Leaders and a lack of confidence appears to be a common reason that staff do not progress. I am therefore prioritising our plans to reinvigorate the Institute's mentoring scheme to help overcome this problem. Furthermore, I feel that for change to occur, women need to be more visible as role models and I have made it my personal mission to drive truly representative gender mix at all Institute committee levels. Our proposed leadership and management training, including one strand focussed purely on women, and our improved promotions process will further ensure that all our staff achieve positions consistent with their ability and ambition.

Engaging with the Athena SWAN Charter has provided us with guidance to maximise the potential of all our staff. Our aim is to attract, recruit and retain the best regardless of status or gender and I am committed to ensuring that everybody at The Pirbright Institute feels welcome, respected and valued.

I confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and a true representation of the Institute.

Yours sincerely

Dr Bryan Charleston MRCVS
CEO, The Pirbright Institute

SECTION 1 WORD COUNT: 487

2. DESCRIPTION OF THE RESEARCH INSTITUTE
Recommended word count: Bronze: 1000 words

Introduction
The Pirbright Institute delivers world-leading research on viral diseases of farm animals, including those that spread from animals to humans. Much of our work is conducted in high-containment laboratories because release of the viruses would be catastrophic to the UK farm animal population and cause enormous social and economic damage. The Institute also provides diagnostic services for ten viral diseases of livestock through its national and international Reference Laboratories.

Our requirement for high-containment (known as the "inside"), means we have almost equal numbers of Science and Operations staff (Tables 2.1a-2.1b). High-containment does run the risk of isolating people as well as the pathogens! The necessity to wear special clothing and "shower out" from the area means scientists are unable to move freely around the site. We work hard to be inclusive, including where and when we hold meetings, transmitting seminars to the "inside", and the "inside" and "outside" restaurants separated by a glass wall. Members of senior management and support services go "inside" regularly and communications are facilitated by electronic noticeboards.

We are a major provider of training for national and international organisations; in 2016 we hosted 34 visiting scientists (59% female) and we sent 15 scientists (47% female) to train others in Ethiopia, Tanzania, South Korea and Kazakhstan. Visiting scientists are included in all staff events, including surveys, and many present seminars during their visit.

A crucial element of Pirbright is our role in succession planning and training to ensure the UK has a resilient pool of talent in animal health science. We have a vibrant PhD programme (Table 2.1a); our students are registered with top UK universities, many linked with industry and international collaborators. We do not have taught courses but members of staff, both male and female, regularly lecture to undergraduates and MSc students at partner universities.

Table 2.2 demonstrates the diversity of staff at Pirbright.

Table 2.1a: All staff and students at The Pirbright Institute (Feb 2017)

Science staff			Operations staff			PhD students		
No. male	No. female	% female	No. male	No. female	% female	No. male	No. female	% female
68	81	54	82	63	43	25	35	58
Total: 149			Total: 145			Total: 60		

Table 2.1b: Operations staff details (Feb 2017)

Directorate								
Capability			Risk & Assurance			Finance & Corporate Development		
No. male	No. female	% female	No. male	No. female	% female	No. male	No. female	% female
53	26	33	8	9	53	21	28	57
Total: 79			Total: 17			Total: 49		

Table 2.2: Ethnicity of staff and students at The Pirbright Institute (Feb 2017)

	Male staff (n=150)		Female staff (n=144)		Male students (n=25)		Female students (n=35)	
	No.	%	No.	%	No.	%	No.	%
White British	67	44.7	69	47.9	17	68	19	54.3
White Irish	5	3.3	2	1.4	0	-	0	-
White Other	14	9.3	34	23.6	3	12	1	2.9
Black British	4	2.7	0	-	0	-	0	-
Black Other	0	-	0	-	0	-	1	2.9
Asian or Asian British	10	6.7	6	4.2	3	12	7	20
Chinese	3	2	6	4.2	0	0	1	2.9
Not specified	47	31.3	27	18.7	2	8	6	17

A period of change and development

Major changes to our governance, infrastructure and research activities over the last few years have unsettled everyone at the Institute. Redevelopment plans were in place from 2010, including closure of the sister site at Compton and consolidation at Pirbright in 2016. Severe financial constraints resulted in two calls for voluntary redundancies and Compton's closure was brought forward at short notice to 2015. The changes resulted in 60 (Science 9 male/7 female; Operations 19 male/25 female) voluntary redundancies spanning 2015-2016.

Dr Bryan Charleston, the Director of Science, was appointed as interim Institute Director in January 2016. We started separation from the Biotechnology and Biological Sciences Research Council (BBSRC) in 2015 and from this point onwards new staff were employed on Pirbright contracts rather than BBSRC contracts. We also left the Shared Services Centre to start an in-house HR database in 2016.

All this change, including the loss of many friends and colleagues, has been unsettling and impacted the Institute's range of activities. As a result, the Equality Challenge Unit (ECU) advised us to submit a completely new application rather than renewing our 2014 Athena SWAN (AS) bronze award.

As of January 2017, the BBSRC completed the transfer of all employees to the Institute and Dr Charleston became the new permanent Director in April. We are taking this opportunity to restructure the Science programme, providing us with the opportunity to support women into leadership roles. The Government has invested heavily in Pirbright throughout this period of change; the state-of-the-art, £135M high-containment BBSRC National Virology Centre opened in 2015 and the £20M low-containment BBSRC National Vaccinology Centre in 2016. A third capital-programme (£90M) will provide new animal facilities by 2020 to further enhance our capability. Moral is definitely improving at Pirbright!

BBSRC National Vaccinology Centre

Photography by Richard Chivers

Governance

The Institute is now an independent company, limited by guarantee and a registered charity, governed by a Board of non-executive Trustee Directors (22% female). An independent group of leading scientists, the Science Advisory Board (23% female), reviews our research and provides advice on science strategy. Staff are divided into four directorates (Science; Capability; Risk and Assurance; Finance and Corporate Development) and groups of equal standing (Figure 2.1). For comparison throughout this application, we have separated these into Science (1 directorate) and Operations (3 directorates).

The Senior Leadership Team (SLT), comprising the Director & CEO (also the Director of Science), Director of Capability, Director of Risk and Assurance and Head of Finance and Company Secretary, makes strategic decisions. This new Team (0% female) is driving cultural change to ensure responsibilities are delegated to staff, encouraging greater personal ownership within areas of responsibility. There is also a monthly Management Forum (42% female) for the heads of groups in each directorate to share cross-Institute issues and opportunities.

Funding sources

Major strengths of the Institute are our extensive network of national and international collaborators and our strong links with pharmaceutical and livestock industries. Approximately 45% of the annual budget is BBSRC core funding; our new 2017-2022 science strategy was approved and funded recently. From 2013 to 2016, we also won ≈£33M in competitive funding including £275K from industry; sources include the BBSRC, Wellcome Trust, Bill and Melinda Gates Foundation, Medical Research Council, EU and DEFRA.

BBSRC National Virology Centre

Figure 2.1: Current governance and organisation of The Pirbright Institute
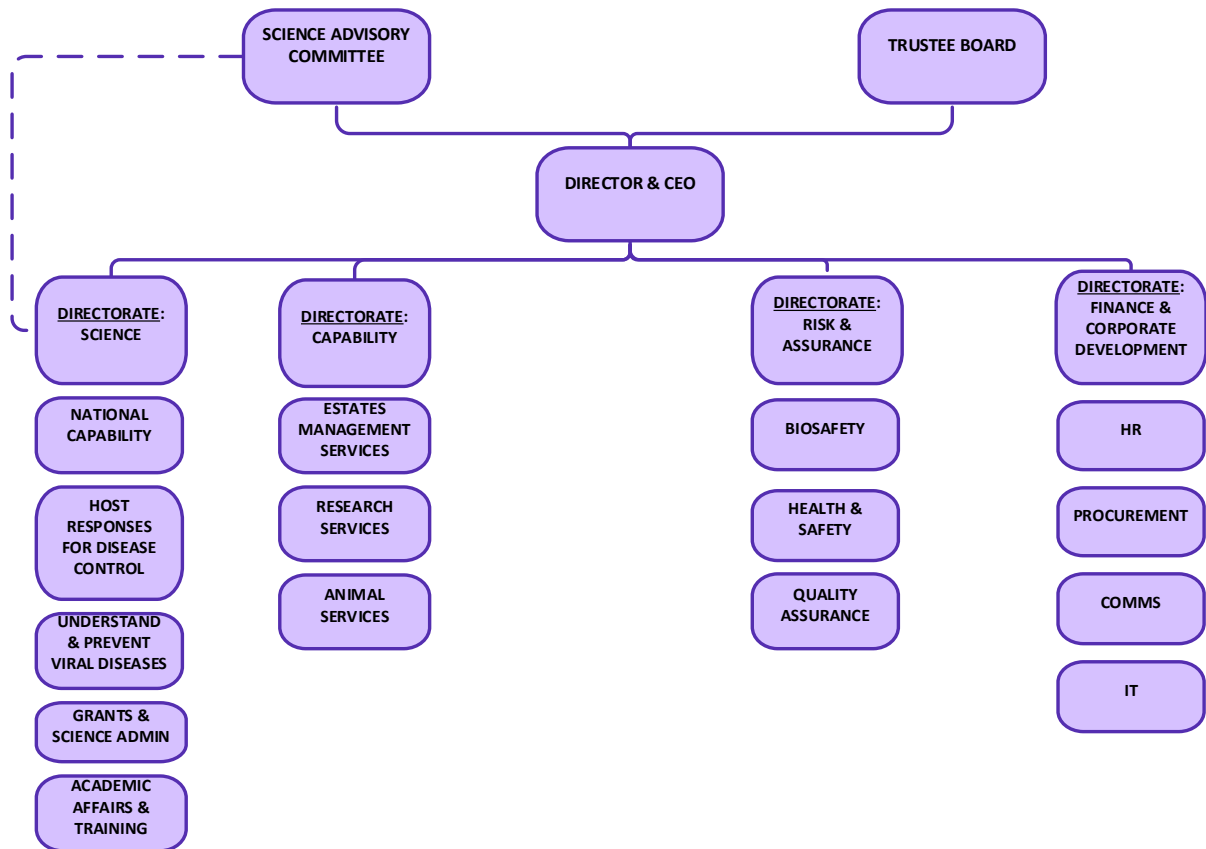
Training to promote excellence

The Health & Safety Executive classifies Pirbright as a Major Hazard Installation and our legal authority to operate derives from their licence, specifying a range of rigorous physical, procedural, operational, security and management requirements to control biorisk. There are also robust requirements specified by the World Organisation for Animal Health and the UN Food & Agriculture Organisation.

Staff recruitment therefore includes enhanced security clearance to comply with anti-terrorist legislation and there is a need for extensive training and competency structures for staff working with high risk pathogens. The Institute has developed a Training Team (2 female, 1 male) which coordinates all training activities for both internal staff and external scientists. Training records were revolutionised by the introduction of an electronic learning management system in 2014. We can now interrogate and consequently further improve our training programme whilst continuing to satisfy our regulators.

The social side of Pirbright

Despite all the necessary controls surrounding our research, Pirbright does have a lighter side with many activities organised through our social club (116 members; 53% female) and gym. The high-containment building has a wonderful restaurant with a balcony for the sun-seekers in summer! Social activities for staff and families include theatre trips, rounders tournaments, quiz nights, war-gaming and plenty more. Approximately 50% of our students live in Institute housing, forming a close-knit and active community supporting new and visiting students. We host a Christmas ball for staff and partners during which the Institute's annual awards are presented including: Institute Citizen: Above and Beyond: Making it Happen: and Unsung Hero.

SECTION 2 WORD COUNT: 1097

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words

(i)   A description of the self-assessment team

To reinvigorate the self-assessment process following all the changes at the Institute, the SAT was reconstituted in March 2016, expanding from 5 scientists (4 female) to 8 scientists and operations staff (7 female) in May. Internal applications were assessed by the SAT Chair, Elma Tchilian, based on personal statements of interest in and dedication to equality and diversity. Weekly meetings were chaired by members in rotation. This transitional SAT conducted a survey (May 2016) to assess staff feelings about equality and diversity at Pirbright. Using the results, an interim action plan was developed and a new broader group recruited to, renamed the Equality, Diversity and Inclusion Committee (EDIC). EDIC meets quarterly, addressing AS Charter issues alongside a broader remit, reporting directly to the SLT.

Members of EDIC (Table 3.1) were chosen from volunteers following advertisement to represent a broad spectrum of staff and students, covering gender balance, pay bands, Science and Operations, and a variety of work-life balance and other life experiences. A co-chair, Lynda Moore, was also appointed. The 12 EDIC members responsible for the AS application were named the AS Working Group and their roles are shown (Table 3.1); the Group was based on expertise and work-load availability to collect data, consult staff, conduct analyses and draft the application. Other members of EDIC also played a role in the development of the application, providing discussion and feedback on the data and narrative produced by the Working Group. A further 6 volunteers (all female) within EDIC act as AS Champions in their own work areas, meeting at least 4 times per year and supporting AS events.

The Institute recognises such input through the annual appraisal (Performance and Personal Development Review; PPDR) and, where applicable, uses it to support promotion or eligibility for a Performance Pay Award. This type of activity is also recognised in the Institute's other annual awards (Section 2).

Table 3.1: EDI Committee membership incorporating the Athena SWAN Working Group

Name	Position	Role for this application process
SCIENCE EDIC AND ATHENA SWAN WORKING GROUP MEMBERS		
EDIC & AS Co-chair: Dr Lynda Moore	Head Academic Affairs and Training	Data analysis Writing: student data Compile application
EDIC & AS Co-chair: Dr Elma Tchilian	Group Leader	AS panel observer Writing: self-assessment process
Sarita Sanchez-Gallagher	Administrator	Data analysis Writing: committees
Dr John Hammond	Group Leader	Data analysis Writing: promotion & appraisal
Dr Pippa Hawes	Group Leader	Focus groups Data analysis Writing: recruitment, induction/progression
Dr Helena Maier	Fellow	Staff survey/analysis Focus groups Data analysis Writing: grants
Dr Anthony Wilson	Group Leader	AS panellist Staff survey/analysis Focus groups Data analysis Writing: staff data
OPERATIONS EDIC AND ATHENA SWAN WORKING GROUP MEMBERS		
Matthew Eades	Head HR & Corporate Development	Focus groups Data analysis Writing: HR, policies, culture, trans
Teresa Maughan	Head Communications	Focus groups Data analysis Writing: role models & outreach
Anne Syrett	Administrator	Focus groups Data collection
Susan Williams	Finance Manager	Focus groups Data analysis
Miriam Windsor	Head Research Services	Focus groups Data analysis Writing: training
SCIENCE EDIC MEMBERS		
Dr Simon Carpenter	Group Leader	Reviewed the AS application and action plan throughout the process
Dr Bryan Charleston	Director & CEO. Director of Science	
Dr Linda Dixon	Group Leader	
Kate Dulwich	PhD Student	

Dr Mark Fife	Group Leader	
Dr Veronica Fowler	Senior Postdoc	
Professor Venu Nair	Group Leader	
Thomas Whitehead	PhD Student	
D W	Research Assistant	
Dr Adrian Zagrajek	Postdoc	
OPERATIONS EDIC MEMBERS		
David Shadwell	Capability Senior Manager	Reviewed the AS application and action plan throughout the process
Sharon Webster	Head Risk & Assurance	
SCIENCE EDIC MEMBERS and ATHENA SWAN CHAMPIONS		
Dr Pip Beard	Group Leader	Reviewed the AS application and action plan throughout the process
Dr Maria Montoya	Group Leader	
Dr Holly Shelton	Group Leader	
Dr Lesley Sakyi	Group Leader	
OPERATIONS EDIC MENBERS and ATHENA SWAN CHAMPIONS		
Dr Rebecca Rowlands	Science Advisor	Reviewed the AS application and action plan
Isabel Novas-Gonzales	HR Manager	

(ii)   An account of the self-assessment process

The transitional SAT met weekly from March 2016, then fortnightly from September; the remit was to organise data collection, monitor progress, conduct the preliminary data analysis and draft the application sections (Table 3.2). Minutes from meetings were placed on a shared drive. Major sources of information were the databases in HR, Finance, Learning & Development (L&D), Science Administration and Communications. We also chose to use the analysis from two recent surveys, the Civil Service People survey 2015 (CSS(2015); 210 responses; ≈61% of staff; 43% female) and the AS Staff survey conducted by the SAT in 2016 (ASS(2016); 171 responses; ≈60% of staff and students; 55% female). These response rates indicate people are keen to input into how the Institute operates.

Further input was solicited through open focus groups. Sessions were advertised to all staff and students via email and on electronic notice boards around site; they were held at a time of day to include those on flexible working hours and were linked to the high-containment area to provide access for all scientists. Attendance averaged 13 people (30-90% female) per session; attendees were often passionate about the topics and generated in-depth discussions. Comments were also collected via an AS email address and an anonymous intranet Suggestion Form.

The EDIC cascades information up to SLT, ensuring equality and diversity are considered at this strategic level, and down through Management Forum. The Director has EDI as a standing item on the quarterly staff briefing.

Table 3.2: Time-line & activities of the EDIC and AS Working Group

Date	Activity
March 2016	• Transitional SAT established
April 2016	• Meeting with ECU (Jess Cockell)
May 2016	• 2016 AS survey
June 2016	• Survey results analysis
July 2016	• Interim action plan • Expanded EDIC/AS Working Group
Sept 2016	• Hosted AS Regional Network meeting
Oct - Nov 2016	• AS Working Group - fortnightly meetings • Data collection – 4 subgroups • Shared drive / email contact
Nov - Dec 2016	• <u>Focus group sessions - AS Working Group:</u>
03.11.16	• *Student and staff training / career development* • 22 attendees (73% female)
03.11.16	• *Support for scientific funding applications* • 13 attendees (62% female)
04.11.16	• *PPDR, promotion and workload monitoring* • 12 attendees (75% female)
16.11.16	• *Management of EDI across policies, procedures and work processes* • Attendees 8 (50% female)
21.11.16	• *Developing skills, capabilities and behaviours of managers in addressing people related issues and opportunities* • 16 attendees (40% female)
23.11.16	• *Supporting our trans population* • 7 attendees (30% female)
24.11.16	• *A picture of the Institute: staff and student data* • 12 attendees (75% female)
07.12.16	• *Communications at Pirbright: role models* • 10 attendees (90% female)
Dec 2016 – Jan 2017	• AS Working Group - in-depth analysis • Shared drive / email contact
Feb – March 2017	<u>Application and Action Plan:</u> • Preparation - AS Working Group • Review - all EDIC members • Review - externals

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

We have built on the AS experience by setting up the EDIC with a remit to ensure that all aspects of EDI are embedded within the culture of the Institute. The combination of a large EDIC meeting quarterly, with smaller working groups (including the AS Working Group) addressing specific matters, works well and we will continue in this way. The EDIC will remain embedded in the Institute's management structure, reporting to the Directors through SLT, with information and updates made available to all through Management Forum, quarterly staff briefings, electronic noticeboards and the internal and external web pages.

Within the EDIC, the AS Working Group will meet monthly to drive and monitor the Action Plan, including measurement of impact. The Action Plan tasks many individuals and committees across the Institute with activities. Members of the AS Working Group will be allocated to support those tasked, informing, facilitating and keeping the actions alive on committee agendas. This will include assisting the development of a more in-depth risk register for each action to ensure timely and successful completion. Information will be collated at the monthly Working Group meetings and then fed to the quarterly EDIC meeting for further discussion and to inform future action. The AS Working Group will also be responsible for setting staff surveys and facilitating focus groups required to monitor and measure the outcomes of changes made.

A rolling membership of EDIC and AS Working Group will ensure continuity alongside fresh ideas, providing opportunities for everyone to become involved and further embedding EDI principles across the Institute. The Institute plans to develop a system to capture and facilitate monitoring of workloads (Section 5.4vii) and staff contributions to EDIC and the Action Plan will continue to be recognised within existing performance award structures (Section 3i).

Section 3 Action Plan:

EDIC will be central to how we move forward as an Institute, interacting with all directorates at all levels internally and with external bodies, including other research institutes, partner universities and national networks, to share good practice and influence our future decisions and actions.

1. EDI AWARENESS
1.1 Maintain a vibrant and effective EDIC (1.1A, 1.1B)
1.2 Collect and analyse data to inform future EDI strategy (1.2A, 1.2B, 1.2C)
1.3 Engage with external organisations on EDI matters (1.3A, 1.3B, 1.3C)
1.4 Provide EDI information for staff and students (1.4A, 1.4B,1.4C)

SECTION 3 WORD COUNT: 890

4. A PICTURE OF THE INSTITUTE
Recommended word count: Bronze: 2500 words

4.1. Student data

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

Pirbright is not a Higher Education Institution; our PhD students are registered through a partner university in the UK. We have increased the total number of students each year (Figure 4.1). The percentage of females fluctuates but our student population is relatively small and therefore even small changes in numbers are represented as large changes in percentages.

Figure 4.1: Full-time (FT) postgraduate research students studying at Pirbright
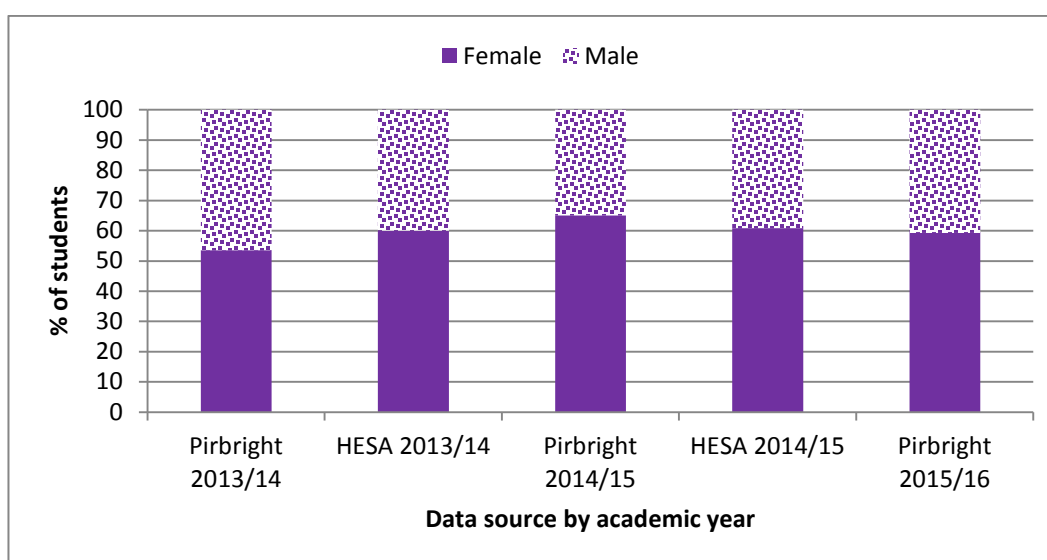
	Pirbright 2013/14		Pirbright 2014/15		Pirbright 2015/16
No. male	19 (46.3%)		15 (34.9%)		22 (40.7%)
No. female	22 (53.7%)		28 (65.1%)		32 (59.3%)
Total	41		43		54

The percentage of female students at Pirbright each year is in-line with HESA Student Records (*2013/14 60% female; 2014/15 60.9% female; full-time, doctoral research students in Biological Sciences at UK providers; HESA, August 2016*). We also compare well with the 2015-16 HESA results, broken down into JACS codes most relevant to our research areas (Table 4.1; *HESA, January 2017*).

Table 4.1: 2015-16 HESA data for full-time, postgraduate research students

Gender	JACS code and subject			Total
	(C500) Microbiology	(C540) Virology	(C550) Immunology	
Female	185 (54.9%)	30 (57.0%)	90 (60.6%)	**305 (56.7%)**
Male	150 (45.1%)	20 (43.0%)	60 (39.4%)	**230 (43.3%)**
Total	**335**	**50**	**150**	**535**

No students were returned as C360 (Pest Science) or C522 (Veterinary Microbiology)

Most of our studentship funding is from the BBSRC and is limited to UK (and some EU) citizens. However, our research on exotic diseases attracts students from many other countries and we accept self-funded students and those with international scholarships (pre-selected in their home countries). The international student cohort fluctuates (Figure 4.2), representing 19.5%, 16.3% and 16.6% of the total student population in each of the three academic years, respectively. The 13 students represented here are: 6 Indian (3 female), 2 African (male), 1 South African (female), 1 Chinese (female), 1 Canadian (male), 1 Nepalese (female) and 1 Malaysian (female). We cannot speculate or influence equal opportunities within overseas selection procedures but it is pleasing to see a trend towards increased numbers of female students.

Figure 4.2: FT pre-selected and self-funded international postgraduate research students studying at Pirbright

	2013/14		2014/15		2015/16	
No. male	5 (62.5%)		2 (28.6%)		3 (33.3%)	
No. female	3 (37.5%)		5 (71.4%)		6 (66.7%)	
Total	8		7		9	
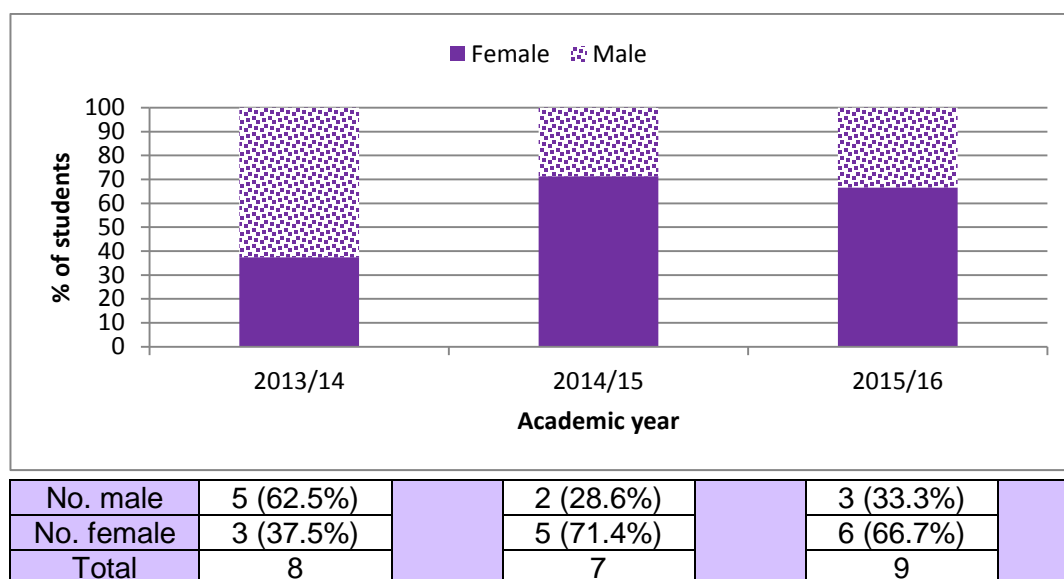
Pirbright has two female, part-time (PT) students (2012/13 and 2013/14 cohorts). Both commenced as FT students; changes were requested to accommodate work commitments and childcare. Both required considerable flexibility from the supervisors in order to accommodate the research because live virus work can be difficult to integrate successfully with PT study.

Our staff development policy also promotes the opportunity for current members of staff to study for a PT PhD in post; the last person (male) to do so finished in 2015 but 3 expressions of interest (all female) have been received in 2017

Home-funded studentships are advertised via the Institute and University websites, and FindaPhD.com. Only eligible applications are forwarded from the Head of Academic Affairs and Training to selection panels, thereby removing any problems around interpreting academic qualifications. Applications are shortlisted against the project's criteria, academic merit and the candidate's personal statement; candidates may also provide a CV. Interview panels are mixed gender, usually comprised of staff from the Institute and registering university; Institute staff have received EDI training (Section 5.1i). Feedback from current students suggests the process is *"fair and transparent to everyone"* with *"good communication between the Institute and students at all stages"*.

Interview statistics (Table 4.2) are available for most home-funded studentships but they are not available for studentships which are (i) self-funded or funded through international scholarship systems, (ii) transferred to Pirbright from another Institute, (iii) interviewed only by the registering university or (iv) PhDs in-post.

The data show no consistent trends in gender bias. A small number (both male and female) turn down interviews or offers; most cite having received another offer. Application:offer and offer:acceptance ratios fluctuate annually, but again differences in the small numbers we are dealing with appear as large difference in percentages. All students who accepted offers went on to complete university enrolment.

Equal opportunity forms are voluntary and low numbers are returned; the information remains confidential to Academic Affairs & Training.

Table 4.2: Interview data for FT postgraduate research students

	2013/14	2014/15	2015/16
Total no. of studentships offered	13	12	17
No. of studentships for which interview data are available	9	8	13
Total no. of eligible applications	57	63	74
No. (and %) female applications	29 (50.9%)	31 (49.2%)	38 (51.4%)
No. (and %) male applications	28 (49.1%)	32 (50.8%)	36 (48.6%)
Total no. called for interview (% female)	30 (66.7%)	34 (44.1%)	50 (50%)
Total no. attending interview (% female)	28 (64.3%)	32 (46.9%)	45 (48.9%)
Female No. (and as % of female applications) called for interview	20 (69.0%)	15 (48.4%)	25 (65.8%)
No. (and as % of female applications) attending interview	18 (62.1%)	15 (48.4%)	22 (57.9%)
No. of offers made (% success rate at interview	6 (33.3%)	5 (33.3%)	5 (22.7%)
Applications : Offers	4.8 : 1	6.2 : 1	7.6 : 1
Offers : Acceptances	1.2 : 1	1 : 1	1.7 : 1
Male No. (and as % of male applications) called for interview	10 (35.7%)	19 (59.4%)	25 (69.4%)
No. (and as % of male applications) attending interview	10 (35.7%)	17 (53.1%)	23 (63.9%)
No. of offers made (% success rate at interview)	3 (30%)	3 (17.6%)	8 (34.8%)
Applications : Offers	9.3 : 1	10.6 : 1	4.5 : 1
Offers : Acceptances	1 : 1	1 : 1	1.1 : 1

Most PhDs are 4 years, but a small number of international studentships are 3 years. The majority submit on time (Table 4.3) and we are flexible with regards to organising extensions for deserving cases. Extenuating circumstances include ill-health, maternity/paternity leave, caring for dependents and work delays outside of the student's control. Supervisors apply for the extension. All cases are dealt with on an individual basis by the Head of Academic Affairs & Training (female), involving the registering university.

Table 4.3: Timeliness of PhD submissions by gender

	Submissions			Reasons for extensions granted
	Male No. and % of total submitted	**Female** No. and % of total submitted	No. and % of total submitted on time	
2013/14	7 (70%)	3 (30%)	9 (90%)	1 female: 4 months (ill health)
2014/15	3 (50%)	3 (50%)	5 (83%)	1 female: 4 months (moved to Pirbright with supervisor)
2015/16	5 (42%)	7 (58%)	8 (67%)	1 male: 3 months (moved to Pirbright with supervisor) 1 female: 4 months (ill health) 1 female: 6 months (PT work) 1 female: 6 months (lab move)

(ii)   Numbers of visiting students by gender

Nineteen students (7 female; 37%) visited Pirbright for periods <6 months during the 3 academic years; 22 students came for 6-12 months (Table 4.4).

Table 4.4: Number of visiting students (>6 months) per academic year

	BSc placements No. and % per year		MSc placements No. and % per year		PhD students No. and % per year	
	Female	Male	Female	Male	Female	Male
2013/14	4 (31%)	3 (23%)	-	-	4 (31%)	2 (15%)
2014/15	3 (75%)	1 (25%)	-	-	-	-
2015/16	2 (40%)	2 (40%)	-	1 (20%)	-	-

The number of visiting PhD students (>6 months) is too small to allow a meaningful comparison with national data. BSc-placement (year-in-industry) students visit for 12-month projects, gaining experience of research between their second and third years at university. We advertise through universities, requesting a CV and covering letter. The interview data for BSc-placement students (Table 4.5) is difficult to compare across the years because (i) the number of universities participating increased from 11 (2013) to 17 (2014) and (ii) placements in 2013/14 were salaried whereas from 2014 onwards they have been self-funded through student loans. As with postgraduate students, the data show no consistent trends in gender bias. All such visits are facilitated by the provision of free accommodation within walking distance of the Institute and waiving bench fees.

<u>**Section 4.1 Action Plan:**</u>

The doctoral training programme is highly successful. However, we will collect more equal opportunity data for undergraduate and postgraduate students to enable ethnicity to be included in future analyses of the student population.

7.   Recruitment and leavers
7.1 Improve the collection of equal opportunity data (7.1A)

Table 4.5: Interview data for BSc-placement (year-in-industry) students

	2013/14	2014/15	2015/16
Total no. of placements offered	7	4	4
No. of placements for which interview data are available	7	4	4
Total no. of eligible applications	105	149	129
No. (and %) female applications	67 (63.8%)	89 (59.7%)	91 (70.5%)
No. (and %) male applications	38 (36.2%)	60 (40.3%)	38 (29.5%)
Total no. called for interview (% female)	39 (61.5%)	24 (79.2%)	33 (69.7%)
Total no. attending interview (% female)	39 (61.5%)	24 (79.2%)	21[1] (47.6%)
Female No. (and as % of female applications) called for interview	24 (35.8%)	19 (21.3%)	23 (25.3%)
No. (and as % of female applications) attending interview	24 (35.8%)	19 (21.3%)	12 (13.2%)
No. of offers made (% success rate at interview)	4 (16.7%)	3 (15.8%)	2 (16.7%)
Applications : Offers	16.75 : 1	29.7 : 1	45.5 : 1
Offers : Acceptances	1 : 1	1 : 1	1 : 1
Male No. (and as % of male applications) called for interview	15 (39.5%)	5 (8.3%)	10 (26.3%)
No. (and as % of male applications) attending interview	15 (39.5%)	5 (8.3%)	9 (23.7%)
No. of offers made (% success rate at interview)	3 (20%)	1 (20%)	2 (22.2%)
Applications : Offers	12.7 : 1	60 : 1	19 : 1
Offers : Acceptances	1 : 1	1 : 1	1 : 1

[1] *Interviews unavoidably delayed.*

4.2. Staff data
(i) Staff by grade and gender

The overview of staff (Table 4.6) shows the drop in numbers associated with closure of the Compton site, voluntary redundancies and other leavers spanning 2 years (Section 2).

Table 4.6: Staff numbers at Pirbright by directorate and year

Science	2013/14	2014/15	2015/16
Male	75 (46.6%)	77 (53.5%)	65 (47.1%)
Female	86 (53.4%)	67 (46.5%)	73 (52.9%)
Total	161	144	138
Operations	2013/14	2014/15	2015/16
Male	128 (53.6%)	115 (56.9%)	85 (57%)
Female	111 (46.4%)	87 (43.1%)	64 (43%)
Total	239	202	149

The career pipeline for Science staff at Pirbright is mostly linear, with some entry at each stage via external recruitment or internal promotion (Table 4.7).

Table 4.7: Science staff pipeline at Pirbright

Band	Pre-doctoral	Doctoral
PC1		Director
PC2		Programme Leader/ Senior Group Leader
G		Programme Leader/ Senior Group Leader
F		Group Leader
E		Senior postdoctoral scientist Institute Fellow
D	Senior technician	Postdoctoral scientist
C	Research assistant (+/- degree)	
B	Research assistant	
A	Research assistant	
Undergraduate BSc student	Placement (year-in-industry) student	

Senior technician and senior postdoctoral positions involve additional responsibilities, e.g. project or line management. The Institute Fellowship scheme is designed to attract and nurture young scientists with promise; appointees (internal or external) are offered mentoring support and are expected to meet targets in scientific publication and attracting external funding. Progress is reviewed regularly by Science Committee and our Science Advisory Board, with feedback. If successful over the 5-year period, Fellows are fast-tracked into Group Leader roles. Fellowships may be part-time or include career breaks, with targets and deadlines modified on an individual basis. We currently have ten Fellows (40% female). Five Fellows have previously been successful and are now Group Leaders (40% female), 2 were unsuccessful (0% female) and 2 left the Institute (50% female).

Science staff data (Figure 4.3) show our gender balance over the last three years (53.4%, 46.5% and 52,9% female, respectively) to be equitable with the national average for Biosciences (*Staff Record for Academic Research: 2013-14 50.5% female; 2014-15 50.5% female; 2015-16 50.4% female; HESA April2017*). However, there is a clear decline in the proportion of female scientists as grade increases; Band C/D (56-71%), E/F (25-45%), G and above (only 1-2 female Band G scientists in any given year and none at PC2 or PC1).

Figure 4.3: Science staff by gender and Band (snapshot: 30th Sept)

Bands with no members of staff are omitted for clarity. UK data = Annual HESA data
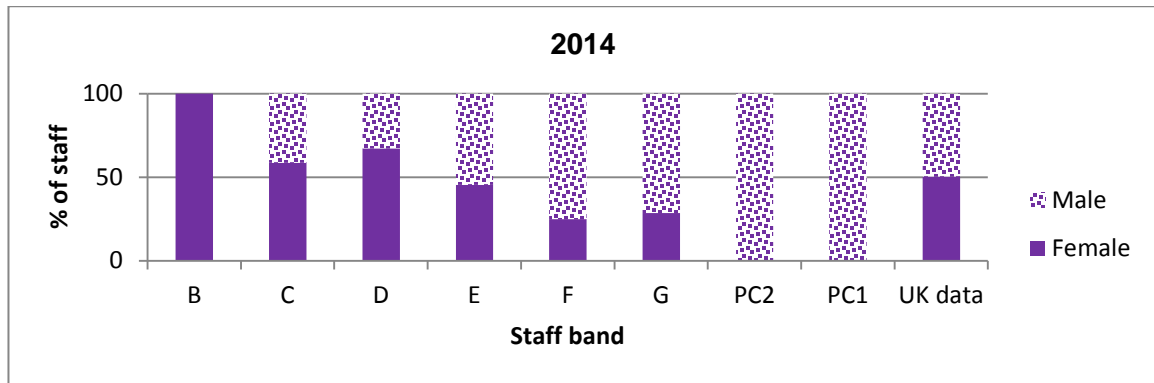
2014

2014	B	C	D	E	F	G	PC2	PC1	Total
No. & % male	0	12 41.4%	20 32.8%	24 54.5%	12 75%	5 71.4%	1 100%	1 100%	75
No. & % female	2 100%	17 58.6%	41 67.2%	20 45.5%	4 25%	2 28.6%	0	0	86
Total	2	29	61	44	16	7	1	1	161
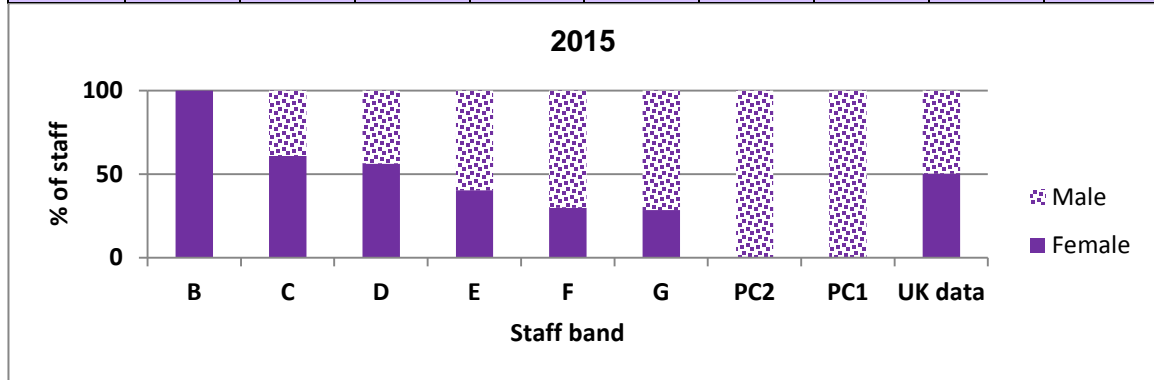
2015

2015	B	C	D	E	F	G	PC2	PC1	Total
No. & % male	0	9 39.1%	21 43.8%	25 59.5%	14 70%	5 71.4%	2 100%	1 100%	77
No. & % female	1 100%	14 60.9%	27 56.2%	17 40.5%	6 30%	2 28.6%	0	0	67
Total	1	23	48	42	20	7	2	1	144
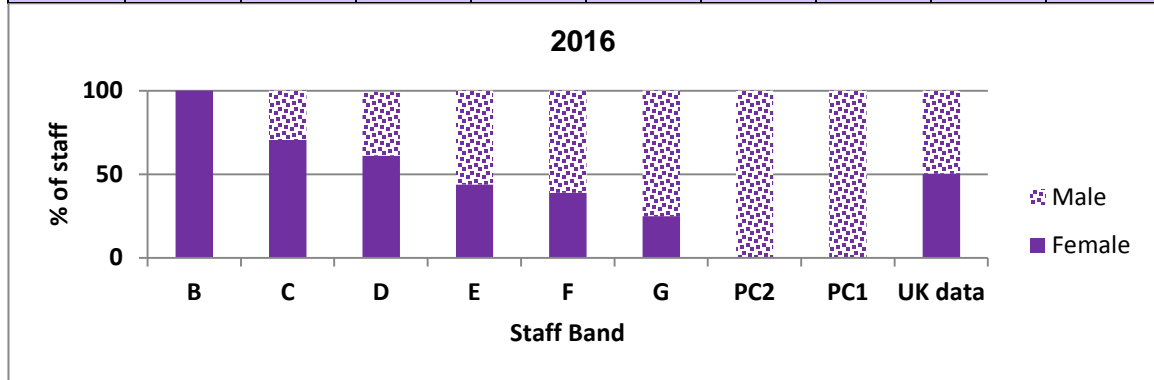
2016

2016	B	C	D	E	F	G	PC2	PC1	Total
No. & % male	0	5 29.4%	21 38.9%	23 56.1%	11 61.1%	3 75%	1 100%	1 100%	65
No. & % female	2 2.7%	12 70.6%	33 61.1%	18 43.9%	7 38.9%	1 25%	0	0	73
Total	2	17	54	41	18	4	1	1	138

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There appear to be two bottlenecks for female scientists: from D to E, and from F to senior management (G and above).

Focus group feedback confirmed that many recognised the existence of the first bottleneck. The bottleneck of females at Band D may be associated with recruitment (Table 4.8). Several women also indicated that after returning from maternity leave they actively sought a lower level of responsibility, preferring to remain at Band D. We acknowledge that working at Band E has more responsibilities and we support the individual's choice. However, we also respect their right to reverse this at any point as their work-life balance changes again, providing full support for that individual to progress.

The second bottleneck, from F to senior management, is more closely associated with promotion although application rates for posts may also be a contributory factor.

Table 4.8: Bottlenecks to progression in Science

	No. male	No. female	Reference
2013-2016 Promotion Band D to E	2	3	Section 5.1iii; Tables 5.7 and 5.8
2015/16 Leavers Band D	8	7	Section 4.2iv; Table 4.17
2013-16 Recruitment Band E	9	6	Section 5.1i; Table 5.3
2013-2016 Promotion Band F to G/PC2	4	0	Section 5.1iii; Tables 5.7 and 5.8
2015/16 Leavers Band F	2	2	Section 4.2iv; Table 4.17
2013-16 Recruitment Band G/PC2	1	0	Section 5.1i; Table 5.3

Unlike the Science directorate, the gender distribution in Operations (Figure 4.4) fails to show a consistent pattern other than a complete absence of females at Band PC2. This is linked to the varied nature of Operations which incorporates three directorates and 10 subgroups (Figure 2.1). The huge number of very different job roles (e.g. finance, HR, IT, cleaning staff, animal technicians, H&S officers, engineers, electricians, etc.) prevents a meaningful discussion of an Operations career pipeline. It was decided that dividing the data into job roles would result in many groups that were too small to analyse; unfortunately this also makes it impossible to obtain national data for benchmarking.

Figure 4.4: Operations staff by gender and Band (snapshot: 30th Sept)

Bands with no members of staff are omitted for clarity.
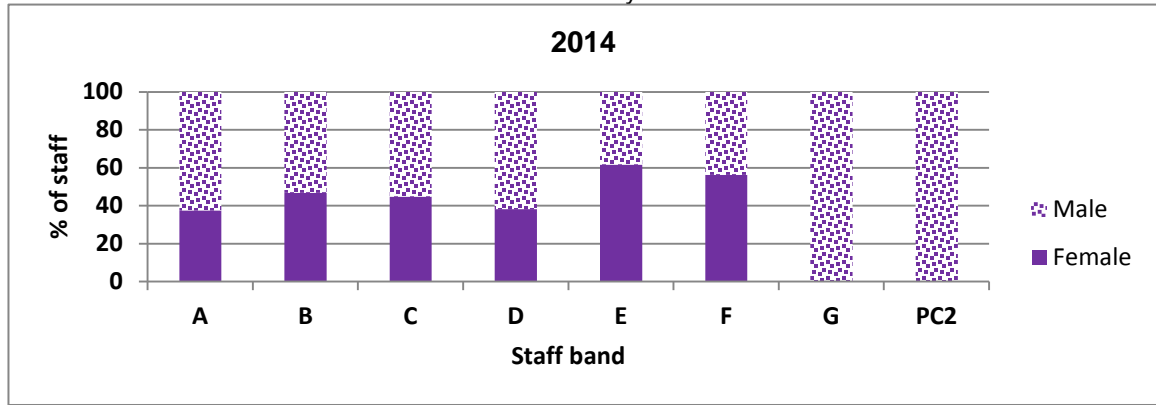
2014

2014	A	B	C	D	E	F	G	PC2	Total
No. & % male	10 62.5%	17 53.1%	48 55.2%	21 61.8%	18 38.3%	7 43.8%	4 100%	3 100%	128
No. & % female	6 37.5%	15 46.9%	39 44.8%	13 38.2%	29 61.7%	9 56.2%	0	0	111
Total	16	32	87	34	47	16	4	3	239
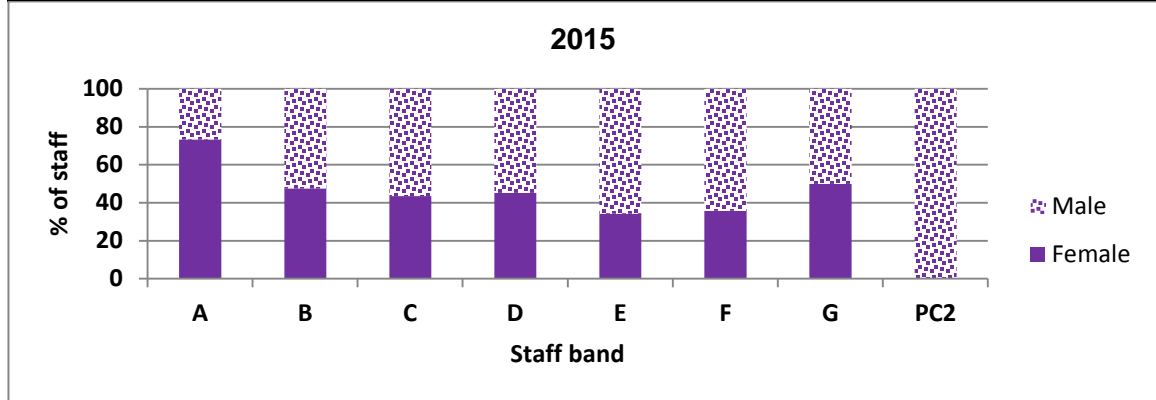
2015

2015	A	B	C	D	E	F	G	PC2	Total
No. & % male	4 26.7%	11 52.4%	44 56.4%	17 54.8%	23 65.7%	9 64.3%	1 50%	6 100%	115
No. & % female	11 73.3%	10 47.6%	34 43.6%	14 45.2%	12 34.3%	5 35.7%	1 50%	0	87
Total	15	21	78	31	35	14	2	6	202

2016
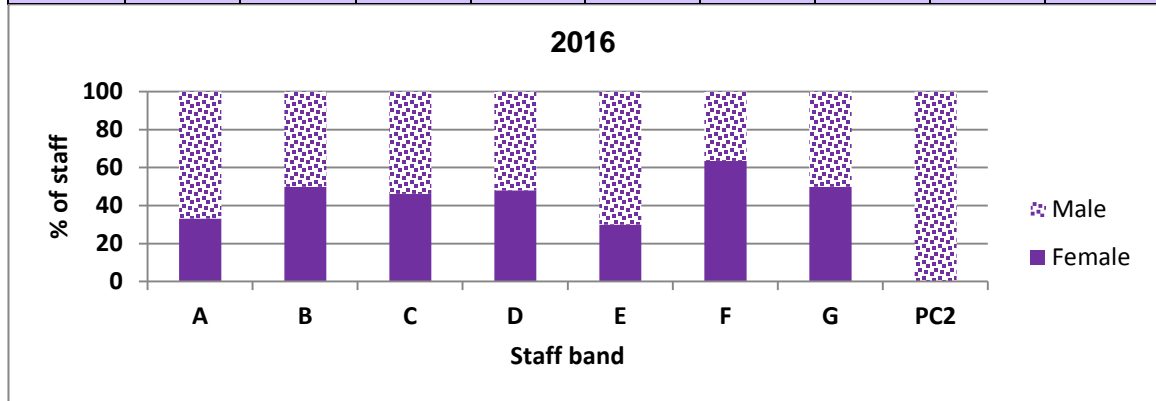
2015	A	B	C	D	E	F	G	PC2	Total
No. & % male	8 66.7%	6 50%	29 53.7%	13 52%	21 70%	4 36.4%	1 50%	3 100%	85
No. & % female	4 33.3%	6 50%	25 46.3%	12 48%	9 30%	7 63.6%	1 50%	0	64
Total	12	12	54	25	30	11	2	3	149

Staff ethnicity data (Tables 4.9-4.12) show that across all Bands, the proportion of white staff is 69-75% for male scientists, but substantially higher (78-87%) for female scientists. The corresponding proportion for Operations is 84-94% for male staff and 77-89% for female staff. There are no non-white, Operations staff above Grade E, although it should be noted that information has not been provided by all individuals.

<u>Table 4.9: Male scientists by ethnicity</u> (snapshot data: 30th Sept each year)

SCIENCE : MALE : 2014										
Band	**WB**	**WI**	**WO**	**BB**	**BO**	**AB**	**C**	**NS**	**Total**	**%**
A									0	0
B									0	0
C	8		2	1		1			12	16%
D	7	1	4	1	1	6			20	26.7%
E	13		8			1	1	1	24	32%
F	5		2			4	1		12	16%
G	5								5	6.7%
PC2						1			1	1.3%
PC1	1								1	1.3%
TOTAL	39	1	16	2	1	13	2	1	75	
%	52%	1.3%	21.3%	2.7%	1.3%	17.3%	2.7%	1.3%		

SCIENCE : MALE : 2015										
Band	**WB**	**WI**	**WO**	**BB**	**BO**	**AB**	**C**	**NS**	**Total**	**%**
A									0	0
B									0	0
C	6	1				1		1	9	11.7%
D	6	2	4	1		3	1	4	21	27.3%
E	15		6			2	1	1	25	32.4%
F	6		3			3		2	14	18.2%
G	5								5	6.5%
PC2						1		1	2	2.6%
PC1	1								1	1.3%
TOTAL	39	3	13	1	0	10	2	9	77	
%	50.6%	3.9%	16.9%	1.3%	0	13%	2.6%	11.7%		

SCIENCE : MALE : 2016										
Band	**WB**	**WI**	**WO**	**BB**	**BO**	**AB**	**C**	**NS**	**Total**	**%**
A									0	0
B									0	0
C	2		1			1		1	5	7.7%
D	10		3	2		5	1		21	32.3%
E	10	1	8			1	1	2	23	35.4%
F	4		2			3	1	1	11	16.9%
G	3								3	4.6%
PC2						1			1	1.5%
PC1	1								1	1.5%
TOTAL	30	1	14	2	0	11	3	4	65	
%	46.2%	1.5%	21.5%	3.1%	0	16.9%	4.6%	6.2%		

<u>Key</u>
WB – white British   WI – white Irish   WO – white other
BB – black British   BO – black other   AB – Asian British
C – Chinese   NS – not-specified

Table 4.10: Female scientists by ethnicity (snapshot data: 30th Sept each year)

SCIENCE : FEMALE : 2014

Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A									0	0
B	1		1						2	2.3%
C	13		1	1		2			17	19.8%
D	24		14	1		2			41	47.7%
E	8	2	6			3	1		20	23.3%
F	2		1			1			4	4.7%
G	1	1							2	2.3%
PC2									0	0
PC1									0	0
TOTAL	49	3	23	2	0	8	1	0	86	
%	57%	3.5%	26.7%	2.3%	0	9.3%	1.2%	0		

SCIENCE : FEMALE : 2015

Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A									0	0
B								1	1	1.5%
C	5					4		5	14	20.9%
D	17		8			2			27	40.3%
E	10		5			1		1	17	25.3%
F	4		1					1	6	9%
G	1	1							2	3%
PC2									0	0
PC1									0	0
TOTAL	37	1	14	0	0	7	0	8	67	
%	55.2%	1.5%	20.9%	0	0	10.4%	0	11.9%		

SCIENCE : FEMALE : 2016

Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A									0	0
B	1		1						2	2.7%
C	5		2			3	2		12	16.4%
D	19		10	1		2	1		33	45.2%
E	9	1	6			2			18	24.7%
F	4		3						7	9.6%
G		1							1	1.4%
PC2									0	0
PC1									0	0
TOTAL	38	2	22	1	0	7	3	0	73	
	52.1%	2.7%	30.1%	1.4%	0	9.6%	4.1%	0		

Key
WB – white British   WI – white Irish   WO – white other
BB – black British   BO – black other   AB – Asian British
C – Chinese   NS – not-specified

Table 4.11: Male operations staff by ethnicity (snapshot data: 30th Sept each year)

OPERATIONS : MALE : 2014

Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A	10								10	7.8%
B	17								17	13.3%
C	40	1	1	4			1	1	48	37.5%
D	14	1	4			2			21	16.4%
E	15	1	2						18	14.1%
F	7								7	5.5%
G								4	4	3.1%
PC2	3								3	2.3%
PC1									0	0
TOTAL	106	3	7	4	0	2	1	5	128	
%	82.8%	2.3%	5.5%	3.1%	0	1.6%	0.8%	3.9%		

OPERATIONS : MALE : 2015

Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A	4								4	3.5%
B	10							1	11	9.6%
C	37	1	1	3				2	44	38.3%
D	9	1	3			1		3	17	14.8%
E	20	1	2						23	20%
F	5							4	9	7.8%
G								1	1	0.9%
PC2	3							3	6	5.2%
PC1									0	0
TOTAL	88	3	6	3	0	1	0	14	115	
	76.5%	2.6%	5.2%	2.6%	0	0.9%	0	12.2%		

OPERATIONS : MALE : 2016

Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A	7		1						8	9.4%
B	6								6	7.1%
C	24	1		3		1			29	34.1%
D	10	1	2						13	15.3%
E	19	1	1						21	24.7%
F	4								4	4.7%
G	1								1	1.2%
PC2	2							1	3	3.5%
PC1									0	0
TOTAL	73	3	4	3	0	1	0	1	85	
%	85.9%	3.5%	4.7%	3.5%	0	1.2%	0	1.2%		

Key
WB – white British   WI – white Irish   WO – white other
BB – black British   BO – black other   AB – Asian British
C – Chinese   NS – not-specified

Table 4.12: Female operations staff by ethnicity (snapshot data: 30th Sept each year)

OPERATIONS : FEMALE : 2014									
Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A	4		1			1			6	5.4%
B	14		1						15	13.5%
C	34		2					3	39	35.1%
D	9		4						13	11.7%
E	13		2	1		1		12	29	26.1%
F	8		1						9	8.1%
G									0	0
PC2									0	0
PC1									0	0
TOTAL	82	0	11	1	0	2	0	15	111	
%	73.9%	0	9.9%	0.9%	0	1.8%	0	13.5%		

OPERATIONS : FEMALE : 2015									
Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A	3		1			1		6	11	12.6%
B	10								10	11.5%
C	24		1				1	8	34	39.1%
D	9		3					2	14	16.1%
E	9		2			1			12	13.8%
F	5								5	5.7%
G								1	1	1.1%
PC2									0	0
PC1									0	0
TOTAL	60	0	7	0	0	2	1	17	87	
%	69%	0	8%	0	0	2.3%	1.1%	19.5%		

OPERATIONS : FEMALE : 2016									
Band	WB	WI	WO	BB	BO	AB	C	NS	Total	%
A	4								4	6.2%
B	6								6	9.4%
C	20			2			1	2	25	39.1%
D	9		3						12	18.8%
E	8					1			9	14.1%
F	4		2					1	7	10.9%
G	1								1	1.6%
PC2									0	0
PC1									0	0
TOTAL	52	0	5	2	0	1	1	3	64	
%	81.3%	0	7.8%	3.1%	0	1.6%	1.6%	4.7%		

<u>Key</u>

WB – white British   WI – white Irish   WO – white other
BB – black British   BO – black other   AB – Asian British
C – Chinese   NS – not-specified

Section 4.2i Action Plan:

Changes to our annual appraisal system (mandatory discussion of promotion; Section 5.2ii) and promotion processes (using a wider range of work-based activities; Section 5.1iii) will facilitate the progression of female Science staff beyond Band D.

Bands A-C scientists will be offered the chance to register as Science Council Registered Science Technicians and Registered Scientists as part of their career development.

We acknowledge that a lower proportion of female scientists and operations staff are from non-white ethnic groups. We will investigate the recruitment and redundancy/redeployment pipelines to identify points at which we are currently failing to attract or retain staff from ethnic minorities.

4. Career development and promotion
4.6 Encourage professional registration of science support staff (4.6A)

7. Recruitment and leavers
7.1 Improve the collection of equal opportunity data (7.1B)

(ii) Transition between technical support and research roles

Individuals can transition between role types in both directions; six have done so between 2013/14 and 2015/16 (Table 4.13). Two men transitioned into Science and four women into Operations; one man has since taken up a PhD studentship at the Institute and one man and one woman have gained promotion.

Table 4.13: Staff transitioning between Science and Operations roles

From		To	
H&S	Male Band C graduate	**Science**	Band C Research Assistant
Research Services	Male Band B cleaner	**Science**	Band B Research Assistant
Science	Female Band E postdoc	**Estate Management Services**	Band E Redevelopment Science Advisor
Science	Female Band D postdoc	**Quality Assurance**	Band D QA advisor
Science	Female Band D postdoc	**Research Services**	Band D Laboratory Manager
Science	Female Band D postdoc	**Research Services**	Band D Laboratory Manager

Section 4.2ii Action Plan:

We will promote lateral moves as part of career development and provide support for those who wish to do so.

4. Career development and promotion
4.7 Facilitate transition between support and science roles (4.7A)

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

Some contract detail inconsistencies exist between the numbers of contracts and individuals within a Band, and the 2015-16 data for Operations staff is unavailable (Tables 4.14-4.17). This is associated with the closure of Compton (Section 2) resulting in redundancies and a mixture of BBSRC and Pirbright contracts. We also changed our HR database in 2016 from the Shared Service Centre to an in-house system and have subsequently experienced corruption of data brought across and difficulties interrogating the former. Moving forward, we will be in a much better position to collect and interrogate data.

Table 4.14: Number (and %) of male Science staff by contract type (data by number of individuals, not Full Time Equivalents)

OE – open ended ; FixT – fixed term ; ZH – zero hours

SCIENCE : MALE : 2014								
	Band (n=eligible pool)							
	C (n=12)	**D (n=20)**	**E (n=24)**	**F (n=12)**	**G (n=5)**	**PC2 (n=1)**	**PC1 (n=1)**	**Total (n=75)**
OE	8 (66.7%)	20 (100%)	15* (60%)	11 (91.7%)	5* (83.3%)	1 (100%)	1 (100%)	61 (79.2%)
FixT	4 (33.3%)	0	10 (40%)	1 (8.3%)				15 (19.5%)
ZH					1 (16.7%)			1 (1.3%)
								77*

SCIENCE : MALE : 2015								
	Band (n=eligible pool)							
	C (n=9)	**D (n=21)**	**E (n=25)**	**F (n=14)**	**G (n=5)**	**PC2 (n=2)**	**PC1 (n=1)**	**Total (n=77)**
OE	7 (77.8%)	18 (85.7%)	15 (60%)	13 (92.9%)	5* (83.3%)	2 (100%)	1 (100%)	61 (78.2%)
FixT	2 (22.2%)	3 14.3%)	10 (40%)	1 (7.1%)				16 (20.5%)
ZH					1 (16.7%)			1 (1.3%)
								78*

SCIENCE : MALE : 2016								
	Band (n=eligible pool)							
	C (n=5)	**D (n=21)**	**E (n=23)**	**F (n=11)**	**G (n=3)**	**PC2 (n=1)**	**PC1 (n=1)**	**Total (n=65)**
OE	4* (100%)	9 (42.9%)	19* (90.5%)	11 (100%)	3 (100%)	1 (100%)	1 (100%)	48 (76.2%)
FixT		12 (57.1%)	3 (9.5%)					15 (23.8%)
ZH								0
								63*

* Inconsistencies in data totals (see text for explanation)

Table 4.15: Number (and %) of female Science staff by contract type (data by number of individuals, not Full Time Equivalents)

OE – open ended ; FixT – fixed term ; ZH – zero hours

SCIENCE : FEMALE : 2014								
	Band (n=eligible pool)							
	C **(n=17)**	**D** **(n=41)**	**E** **(n=20)**	**F** **(n=4)**	**G** **(n=2)**	**PC2** **(n=0)**	**PC1** **(n=0)**	**Total** **(n=84)**
OE	15 (88.2%)	32 (78%)	19 (95%)	4 (100%)	2 (100%)			72 (85.7%)
FixT	2 (11.8%)	9 (22%)	1 (5%)	0	0			12 (14.3%)
ZH								0
								84

SCIENCE : FEMALE : 2015								
	Band (n=eligible pool)							
	C **(n=14)**	**D** **(n=27)**	**E** **(n=17)**	**F** **(n=6)**	**G** **(n=2)**	**PC2** **(n=0)**	**PC1** **(n=0)**	**Total** **(n=66)**
OE	10* (83.3%)	20 (74.1%)	14 (82.4%)	6 (100%)	2 (100%)			52 (78.8%)
FixT	2 (16.7%)	7 (25.9%)	3 (17.6%)					12 (21.2%)
ZH								0
								64*

SCIENCE : FEMALE : 2016								
	Band (n=eligible pool)							
	C **(n=12)**	**D** **(n=33)**	**E** **(n=18)**	**F** **(n=7)**	**G** **(n=1)**	**PC2** **(n=0)**	**PC1** **(n=0)**	**Total** **(n=71)**
OE	6* (85.7%)	26* (81.2%)	14 (77.8%)	7 (100%)	1 (100%)			54 (83.1%)
FixT	1 (14.3%)	6 (18.8%)	4 (22.2%)					11 (16.9%)
ZH								0
								65*

* Inconsistencies in data totals (see text for explanation)

Table 4.16: Number (and %) of male Operations staff by contract type (data by number of individuals, not Full Time Equivalents)
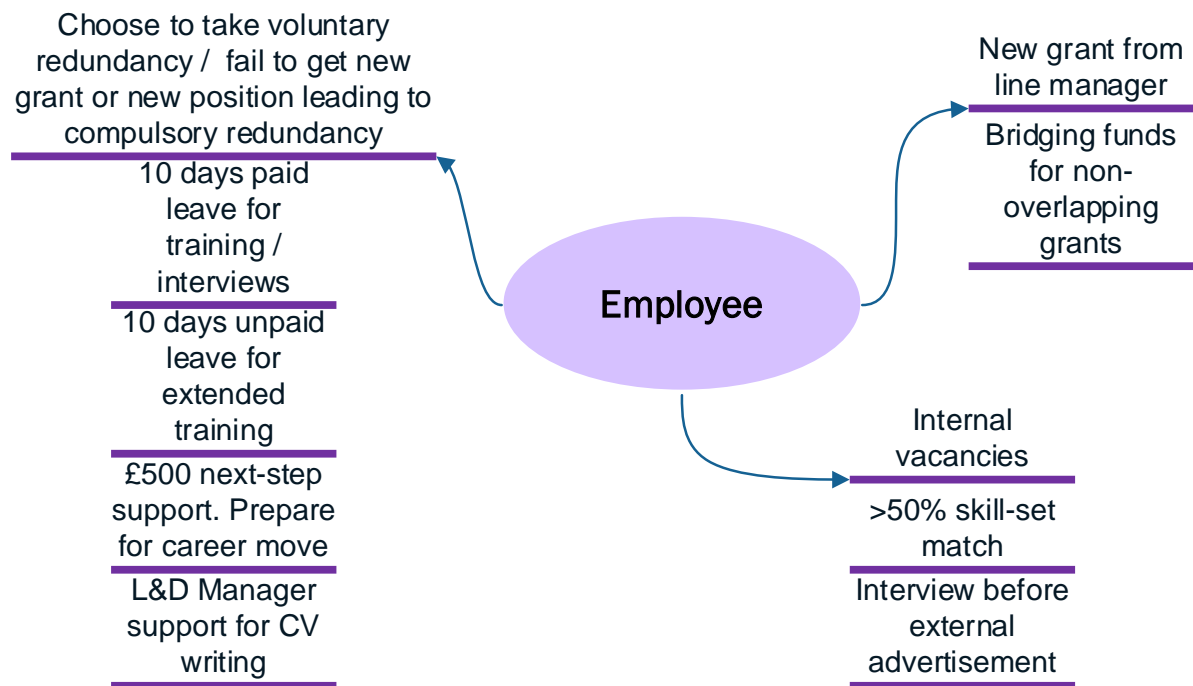
OE – open ended ; FixT – fixed term ; ZH – zero hours

OPERATIONS : MALE : 2014									
		Band (n=eligible pool)							
	A (n=10)	B (n=17)	C (n=48)	D (n=21)	E (n=18)	F (n=7)	G (n=4)	PC2 (n=3)	Total (n=128)
OE	4 (40%)	16 (94.1%)	44 (91.7%)	19 (90.5%)	18* (94.7%)	7 (100%)	3* (60%)	1 (33.3%)	112 (86.2%)
FixT	6 (60%)	1 (5.9%)	4 (8.3%)	2 (9.5%)	1 (5.3%)		1 (20%)	2 (66.7%)	17 (13.1%)
ZH							1 (20%)		1 (0.7%)
									130*
OPERATIONS : MALE : 2015									
		Band (n=eligible pool)							
	A (n=4)	B (n=11)	C (n=44)	D (n=17)	E (n=23)	F (n=9)	G (n=1)	PC2 (n=6)	Total (n=115)
OE	4* (80%)	10 (90.9%)	43 (97.7%)	15 (88.2%)	21* (84%)	5* (100%)		4 (66.7%)	102 (89.5%)
FixT	1 (20%)	1 (9.1%)	1 (2.3%)	2 (11.8%)	4 (16%)			2 (33.3%)	11 (9.6%)
ZH							1 (100%)		1 (0.9%)
									114*

* Discrepancies in data totals (see text for explanation)

Table 4.17: Number (and %) of female Operations staff by contract type (data by number of individuals, not Full Time Equivalents)

OE – open ended ; FixT – fixed term ; ZH – zero hours

OPERATIONS : FEMALE : 2014									
		Band (n=eligible pool)							
	A (n=6)	B (n=15)	C (n=39)	D (n=13)	E (n=29)	F (n=9)	G (n=0)	PC2 (n=0)	Total (n=111)
OE	6* (75%)	13* (76.5%)	34 (87.2%)	12 (92.3%)	23* (82.1%)	9 (100%)			97 (85.1%)
FixT	2 (25%)	4 (23.5%)	5 (12.8%)	1 (7.7%)	5 (17.9%)				17 (14.9%)
ZH									0
									114*
OPERATIONS :FEMALE : 2015									
		Band (n=eligible pool)							
	A (n=11)	B (n=10)	C (n=34)	D (n=14)	E (n=12)	F (n=5)	G (n=1)	PC2 (n=0)	Total (n=87)
OE	3* (75%)	9* (81.8%)	34* (94.4%)	13 (92.9%)	8 (66.7%)	9* (90%)	1 (10%)		77 (87.5%)
FixT	1 (25%)	2 (18.2%)	2 (5.6%)	1 (7.1%)	4 (33.3%)	1 (10%)			11 (12.5%)
ZH									0
									88*

* Discrepancies in data totals (see text for explanation)

Most staff at Pirbright are employed on open-ended contracts; this includes core-funded staff and research scientists on external grants of over 2 years. Anyone for whom ≥50% of their funding is ending within the next twelve months is monitored by the monthly Redeployment Committee; future opportunities are discussed between the employee, line manager and HR. We have a clear and robust process of support (Figure 4.5) with the aim of retaining employees and their skills through new grants or positions wherever possible.

Figure 4.5: Support for those on open-ended contracts but whose funding is ending

Choose to take voluntary redundancy / fail to get new grant or new position leading to compulsory redundancy

10 days paid leave for training / interviews

10 days unpaid leave for extended training

£500 next-step support. Prepare for career move

L&D Manager support for CV writing

Employee

New grant from line manager

Bridging funds for non-overlapping grants

Internal vacancies

>50% skill-set match

Interview before external advertisement

Fixed-term contracts are used for short periods of time (less than 22 months) in defined circumstances, e.g. to cover specific absences, secondments, where a short-term need exists for specialist expertise, or where external funding is available for an academic or research position for less than two years, as well as to re-engage staff following retirement or severance to complete outstanding activities or transfer knowledge.

Tables 4.14-4.17 show that 76-79% male scientists are on open-ended contracts, compared with 79-86% female scientists, 86-90% male operations staff and 85-88% female operations staff. In Science, a total of 26 people at grades C-E were employed on fixed-term contracts on the 30th of September 2016; given the relatively small size of this group (15 men and 11 women), we do not consider this to represent evidence of systematic gender bias in this area and therefore no action is required. Zero-hours contracts are no longer in use at the Institute.

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

Exit interviews for leavers are voluntary and, in the past, this has meant many leaving without providing the quantitative and qualitative information which is so useful to the Institute. Where we do have information, the most common reasons given are redundancy, retirement, unsuccessful probation review or resignation (excluding those leaving BBSRC contracts due to redeployment onto Pirbright contracts). Some leavers had personal reasons and one stated the "*relatively low pay at Pirbright compared with similar employers*"; our new contracts and flexibility to adjust pay scales should increase our competitiveness in the future (Section 5.1iii; Table 5.12)

Record keeping was severely disrupted during the period of this study (Section 4.2iii); the small amounts of data available (Tables 4.18-4.19) make it impossible to identify any differences by gender. Our new HR database will improve record keeping from 2016 onwards

Table 4.18: Science leavers by grade and gender during the reporting period

Grade	Gender	2013/14	2014/15	2015/16
A	Male	No data	No data	3
A	Female	No data	No data	2
B	Male	No data	No data	2
B	Female	No data	No data	2
C	Male	No data	No data	15
C	Female	No data	No data	10
D	Male	No data	No data	8
D	Female	No data	No data	7
E	Male	No data	No data	5
E	Female	No data	No data	6
F	Male	No data	No data	2
F	Female	No data	No data	2
G	Male	No data	No data	2
G	Female	No data	No data	0

Table 4.19: Operations leavers by grade and gender during the reporting period

Grade	Gender	2013/14	2014/15	2015/16
A	Male	1	1	3
A	Female	0	3	2
B	Male	5	9	No data
B	Female	3	8	No data
C	Male	12	6	No data
C	Female	11	20	No data
D	Male	1	12	No data
D	Female	3	5	No data
E	Male	4	8	No data
E	Female	0	6	No data
F	Male	1	4	No data
F	Female	1	2	No data
G	Male	0	1	No data
G	Female	0	0	No data

Section 4.2iv Action Plan:

We will improve how we capture exit interviews, allowing common issues to be identified and hence addressed.

7.   Recruitment and leavers
7.4 Improve the quality of the leaver experience (7.4A)

(v) **Equal pay audits/reviews**

Pirbright was part of the BBSRC until April 2016; previous equal pay audits were therefore BBSRC-led and covered all associated institutes. The most recent BBSRC-led audit (2013; Table 4.20) identified significant (>10%) salary imbalances at some grades with respect to gender (G and PC1), age (multiple grades) and disability (PC1), and significant imbalances in permanent responsibility allowances, retention and recruitment allowances, and starting salaries with respect to gender and age. The BBSRC also recorded more men than women being awarded deputising promotion and only employees ≥30years were awarded personal promotion

Table 4.20: BBSRC recommendations for all institutes following the BBSRC-led equal pay audit 2013

Requirement	Responsibility	Pirbright's action
Unconscious bias training	Line managers	Introduced Summer 2016 (Section 5.1i)
Equality of responsibility payment awards	Grading panels	Reviewed Autumn 2016 (Section 5.1iii; Table 5.12)
Fairness of retention and recruitment allowances	HR managers / line managers	Gender pay gap audit 2017 Equal pay audit 2017
Equal opportunities for special bonuses	Directors	
Fairness of performance awards	HR managers/ progression panels	

Section 4.2v Action Plan:

The first Pirbright equal pay audit will be conducted in 2017 and the results used to implement changes necessary for equality.

7.   Recruitment and leavers
7.5 Ensure equality of pay at the Institute (7.5A)

SECTION 4 WORD COUNT: 2093

5. SUPPORTING AND ADVANCING CAREERS
Recommended word count: Bronze: 6500 words

5.1. Key career transition points
(i) Recruitment

Staff recruitment at Pirbright is run by HR (Table 5.1) and a member of HR attends all interviews.

Table 5.1: Recruitment process

Responsibility	Action
Recruiting manager	• Job description • Person specification • Essential and desirable qualities
HR	• Prepare advert • State commitment to EDI
HR	• Advertise: Institute website, Facebook, Twitter, Indeed, LinkedIn, specialist websites as applicable
Applicants	• Submit on-line
Recruiting manager	• Short-list using template
HR	• Mixed gender interview panel
Interview panel	• Competency based questions
Panel members	• Interview using template

To ensure parity, applications ask for initial and surname, omitting date of birth. CVs, if included, are not anonymised prior to short-listing (we do not use long-listing) but unconscious bias training was made mandatory for all staff and students in 2016. Equality and diversity training is also mandatory, so interview panel members are aware of the advantages of gender equality and the benefits of a diverse work force. Interview training is open to all; all panel Chairs (the recruiting manager) and those who regularly interview must have been trained.

Recruitment data are shown in Tables 5.2a-5.2b; breakdown by Band is not included because the number of posts offered in some Bands was too small.
- More applications were received from females each year (Science 54-62%; Operations 52-60%) which may reflect eligible pools and/or female-friendly adverts.
- The ratios of male/female called for interview reflect the application rates, suggesting no bias during shortlisting, e.g. 2014/15 Science female application rate was 54.3% and interview attendance was 56.5%.

- In terms of the percentage of males and females attending interview (based on the number of applications from each gender) women have a very slight advantage over men in all but one case (2013/14 Science).
- The application:offer ratio and percentage success rate at interview vary from year to year in Science; in Operations, the former shows a slight advantage towards males but conversely women have a slight advantage in terms of success rate at interview. The mandatory unconscious bias training introduced recently may help to even out such minor discrepancies and this will be monitored by the EDIC.
- It is encouraging to see that of 231 positions offered, 230 were accepted by the first choice candidate, supporting the view of new employees at a focus group that our application and interview system is "*a fair and positive experience*".

Table 5.2a: Comparison of new posts in Science by gender over a 3 year period

	2013/14	2014/15	2015/16
Total no. of posts offered	25	26	35
Total no. of eligible applications	98	346	420
No. (and %) female applications	61 (62.2%)	188 (54.3%)	226 (53.8%)
No. (and %) male applications	37 (37.8%)	158 (45.7%)	194 (46.2%)
Total no. attending interview (% female)	48 (56.3%)	154 (56.5%)	120 (54.2%)
Female No. (and as % of female applications) attending interview	27 (44.3%)	87 (46.3%)	65 (28.8%)
No. of offers made (% success rate at interview)	13 (48.1%)	14 (16.1%)	21 (32.3%)
Applications : Offers	4.7 : 1	13.4 : 1	10.8 : 1
Offers : Acceptances	1 : 1	1 : 1	1.05 : 1
Male No. (and as % of male applications) attending interview	21 (56.8%)	67 (42.4%)	55 (28.4%)
No. of offers made (% success rate at interview)	12 (57.1%)	12 (17.9%)	14 (25.5%)
Applications : Offers	3.1 : 1	13.2 : 1	13.9 : 1
Offers : Acceptances	1 : 1	1 : 1	1 : 1

Table 5.2b: Comparison of new posts in Operations by gender over a 3 year period

	2013/14	2014/15	2015/16
Total no. of posts offered	45	67	33
Total no. of eligible applications	315	376	283
No. (and %) female applications	165 (52.4%)	197 (52.4%)	171 (60.4%)
No. (and %) male applications	150 (47.6%)	179 (47.6%)	112 (39.6%)
Total no. attending interview (% female)	132 (53.0%)	201 (53.7%)	111 (64.0%)
Female No. (and as % of female applications) attending interview	70 (42.4%)	108 (54.8%)	71 (41.5%)
No. of offers made (% success rate at interview)	21 (30%)	35 (32.4%)	19 (26.8%)
Applications : Offers	7.9 : 1	5.6 : 1	9 : 1
Offers : Acceptances	1 : 1	1 : 1	1 : 1
Male No. (and as % of male applications) attending interview	62 (41.3%)	93 (52.0%)	40 (35.7%)
No. of offers made (% success rate at interview)	24 (38.7%)	32 (34.4%)	14 (35%)
Applications : Offers	6.25 : 1	4.4 : 1	8 : 1
Offers : Acceptances	1 : 1	1 : 1	1 : 1

Applications for the combined 3 year period by Band (Table 5.3) show no stand-out trend, although female applications fell ≤50% in Science for Bands E-PC2 whereas in Operations this was true for Bands D-F and PC2. It should be noted however that where the number of positions available in a Band is low, the data are less robust.

Table 5.3: Applications by Band over a 3 year period (2013/14-2015/16)

Science					
Band	Total no. of positions advertised	No. of applications (% female)		No. of offers (% success per application)	
		Male	Female	Male	Female
A	0	-	-	-	-
B	4	32	53 (62.4%)	0 (0%)	4 (7.5%)
C	20	186	267 (58.9%)	5 (2.7%)	15 (5.6%)
D	39	114	120 (51.3%)	20 (17.5%)	19 (15.8%)
E	15	22	17 (43.6%)	9 (40.9%)	6 (35.3%)
F	7	17	17 (50%)	3 (17.6%)	4 (23.5%)
G	0	-	-	-	-
PC2	1	4	1 (20%)	1 (25%)	0 (0%)
Operations					
Band	Total no. of positions advertised	No. of applications (% female)		No. of offers (% success per application)	
		Male	Female	Male	Female
A	10	37	51 (58%)	5 (13.5%)	5 (9.8%)
B	29	52	103 (66.5%)	11 (21.2%)	18 (17.5%)
C	45	147	213 (59.2%)	18 (12.2%)	27 (12.7%)
D	33	78	58 (42.6%)	19 (24.4%)	14 (24.1%)
E	21	93	67 (41.9%)	13 (14%)	8 (11.9%)
F	3	9	8 (47.1%)	1 (11.1%)	2 (25%)
G	2	14	34 (70.8%)	1 (7.1%)	1 (2.9%)
PC2	2	11	0 (0%)	2 (18.2%)	0 (0%)

Section 5.1i Action Plan:

Of 49 free-text responses to ASS(2016) "how can equality and diversity be improved at Pirbright?", the most popular (15(68%) female; 7 male) was to address the gender imbalance at senior levels (Section 4.2i). Our data agree more women must be encouraged to apply for higher Band posts, in turn encouraging others to apply for promotion to senior roles in the future (Section 5.1iii). Similarly, more men could be encouraged to apply for the lower Band posts. We will review and improve the recruitment process, including checks for gender neutral and discriminatory language and advertising through WISE for senior scientific positions.

7.   Recruitment and leavers
7.2 Standardise the recruitment process to encourage diversity in the recruitment pool (7.2A)

(ii) Induction

Mandatory staff induction is run fortnightly by HR; no site access is allowed without attendance. New starters are sent a schedule for the day (outlining any documentation required) in advance. HR hosts new starters upon arrival, providing an induction pack comprising The Pirbright Institute Employee Handbook, key policies and information about social club and gym membership.

Site induction (Table 5.4) is the same for all starters, including a morning of general introductions given by relevant departments.

Table 5.4: Mandatory site induction for all staff

Introductory modules	Content
HR	• Policies • Support available
Information Technology	• Intranet • email
Quality Assurance	• Document control system
Health Safety & Biosafety (HSBS)	• Site regulations • Learning management system • Training records
On-line HSBS assessment	• Measure understanding of regulations
Security	• Site access cards

Each starter is allocated a buddy, providing pastoral support and a number of introductory activities within week one including a site tour and introduction to key people.

New starters are enrolled on the on-line curriculum of mandatory courses, for completion within 1-3 months (Table 5.5).

Table 5.5: Mandatory on-line modules (months 1-3)

Content	Timeline
Computer and Office Safety	1 month
Fire Safety	1 month
Health and Safety Essentials	1 month
Manual Handling	1 month
Equality and Diversity (including unconscious bias)	3 months
Data protection	3 months
The Institute's animal care and welfare standards and practices	3 months
Principles of HSBS risk assessment	3 months

Line managers are responsible for the 6-month probation process, setting objectives for their new starters within the first month. Failure to complete mandatory training or reach these objectives is a failure of probation.

Buddies are particularly important for new starters working in high-containment laboratories; they must be escorted and supported at all times until completion of further HSBS training. This structured program enables all staff to gain the appropriate familiarisation and competency to work independently in accordance with legislative requirements of our bio-containment regulators.

Section 5.1ii Action Plan:

A focus group survey of new starters showed the induction process runs smoothly but improvements could be made.

Of 132 respondents in the ASS(2016), 113 (49% female) were aware of the buddy scheme with 106 (59% female) of those recognising its importance. When asked for improvements, the most frequent answer given (16/31 responses; 69% female) was to provide support for the buddies through a "job description".

We will modify the induction process (including an organogram of the Institute structure and a feedback system) and upgrade buddies' information in the form of a check-list.

7. Recruitment and leavers
7.3 Provide a smooth joining process for new starters (7.3A, 7.3B)

(iii) Promotion

There are three routes for promotion at Pirbright, largely dictated by Civil Service Employee Policy (Table 5.6).

Table 5.6: Promotion routes

Route	Responsibility	Process
Vacant position (higher Band)	Applicant	Short-listing and panel interview (Section 5.1i)
Personal promotion	Line manager	Evaluate performance
	Pay & Grading Committee (33% female)	Agree / disagree
	Interview panel	Make decision
Job Evaluation and Grading Scheme (JEGS)	Line manager	Evaluate job role
	JEGS-trained staff (50% female)	Score application
	Pay & Grading Committee	Make decision

Career-break impact and the full range of work-related activities are taken into consideration at annual review and/or at committee and interview stages as appropriate. Details of all pathways, including criteria used and documentation to complete, are on the BBSRC website and Institute's intranet, with additional support from the L&D Manager (male) and HR. Based on BBSRC guidelines, there are two personal promotion pathways; one for senior science staff and one for everyone else. Until recently, the Institute only had criteria, based on publications and grant funding, for Science; there was no further differentiation for Operations.

Interview panel/committee feedback for unsuccessful candidates is usually through the line manager. Pay at each Band is standardised according to the harmonised Research Councils pay banding. Positions within a Band can be negotiated, dependent on experience, prior to contract but scope to do this is relatively limited. Information is not yet available regarding a gender pay-gap but an audit has been conducted and will be reported on internally in May 2017.

Numbers in each of the three promotion categories are very small and data have therefore been combined to show application and success rates (Tables 5.7-5.10); in all cases, the Band shown is that at the time of application. The low number of applications also prevents further meaningful division, e.g. by FT, PT or flexible working status.

Table 5.7: Male scientists: applications and success rates for promotion by Band

2013/14	A	B	C	D	E	F	G	PC2	PC1	Total
Eligible pool	0	0	12	20	24	12	5	1	1	75
Applications: no. & % of eligible pool				1 (5%)		2 (16.7%)	1 (20%)			4 (5.3%)
Success rate: no. & %				1 (100%)		1 (50%)	1 (100%)			3 (75%)
2014/15	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	0	0	9	21	25	14	5	2	1	77
Applications: no. & % of eligible pool			1 (11.1%)		1 (4%)		1 (20%)			3 (3.9%)
Success rate: no. & %			0		1 (100%)		1 (100%)			2 (66.7%)
2015/16	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	0	0	5	21	23	11	3	1	1	65
Applications: no. & % of eligible pool				1 (4.8%)	2 (8.7%)		1 (33.3%)	1 (100%)		5 (7.7%)
Success rate: no. & %				1 (100%)	1 (50%)		1 (100%)	1 (100%)		4 (80%)

Table 5.8: Female scientists: applications and success rates for promotion by Band

2013/14	A	B	C	D	E	F	G	PC2	PC1	Total
Eligible pool	0	2	17	41	20	4	2	0	0	86
Application: no. & % of eligible pool			2 (11.8%)	3 (7.3%)						5 (5.8%)
Success rate: no. & %			2 (100%)	3 (100%)						5 (100%)
2014/15	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	0	1	14	27	17	6	2	0	0	67
Application: no. & % of eligible pool		1 (100%)	2 (14.3%)	1 (3.7%)	1 (5.9%)					5 (7.5%)
Success rate: no. & %		0	0	0	0					0 (0%)
2015/16	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	0	2	12	33	18	7	1	0	0	73
Application: no. & % of eligible pool				1 (3%)	2 (11.1%)					3 (4.1%)
Success rate: no. & %				0	2 (100%)					2 (66.7%)

Table 5.9: Male operations staff: applications and success rates for promotion by Band

2013/14	A	B	C	D	E	F	G	PC2	PC1	Total
Eligible pool	10	17	48	21	18	7	4	3	0	128
Applications: no. & % of eligible pool	2 (20%)		1 (2.1%)	1 (4.8%)						4 (3.1%)
Success rate: no. & %	2 (100%)		1 (100%)	1 (100%)						4 (100%)
2014/15	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	4	11	44	17	23	9	1	6	0	115
Applications: no. & % of eligible pool			1 (2.3%)							1 (0.9%)
Success rate: no. & %			0							0 (0%)
2015/16	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	8	6	29	13	21	4	1	3	0	85
Applications: no. & % of eligible pool		1 (16.7%)	1 (3.4%)			1 (25%)				3 (3.5%)
Success rate: no. & %		1 (100%)	0			1 (100%)				2 (66.7%)

Table 5.10: Female operations staff: applications and success rates for promotion by Band

2013/14	A	B	C	D	E	F	G	PC2	PC1	Total
Eligible pool	6	15	39	13	29	9	0	0	0	111
Applications: no. & % of eligible pool		3 (20%)	1 (2.6%)	2 (15.4%)	4 (13.8%)					10 (9%)
Success rate: no. & %		3 (100%)	1 (100%)	2 (100%)	4 (100%)					10 (100%)
2014/15	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	11	10	34	14	12	5	1	0	0	87
Applications: no. & % of eligible pool					1 (8.3%)					1 (1.1%)
Success rate: no. & %					0					0 (0%)
2015/16	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**	**Total**
Eligible pool	4	6	25	12	9	7	1	0	0	64
Applications: no. & % of eligible pool			1 (4%)							1 (1.6%)
Success rate: no. & %			1 (100%)							1 (100%)

Considering all three years together, the total numbers of applications were:
- Science: male (12) and female (13)
- Operations: male (8) and female (12)

Considering all three years together, the mean of the application rates as a percentage of the eligible pool were:

- Science: male (5.6%) and female (5.8%)
- Operations: male (2.5%) and female (3.9%).

It is very disappointing that so few applications were received. Based on the data available, scientists appear more likely to apply for promotion than operations staff, and whilst the results as a whole suggest no gender-based disparity in Science, male Operations staff appear less likely to apply that their female colleagues. We do not have the data to inform us as to whether people self-selected or were recommended by their line managers; low application rates could therefore be associated with line managers failing to put individuals forward. However, focus groups also suggested that our complex process contributes to an overall feeling that "*promotion is opaque*", "*the guidelines are unclear*" and "*identification of the criteria required for each Band, of the many different roles at the Institute, is very difficult*". This was supported in the ASS(2016) (Figure 5.1). Focus groups also reported a lack of transparency for the process leading to responsibility and recruitment & retention allowances; to some, it appeared that "*allowances are given to reward staff whilst avoiding the torturous, formal promotion processes*".

Figure 5.1: ASS(2016) results: the promotion process

Do you think there is transparency in the promotion process?

Male respondents (n=52)
Female respondents (n=74)
Other/prefer not to say respondents (n=6)
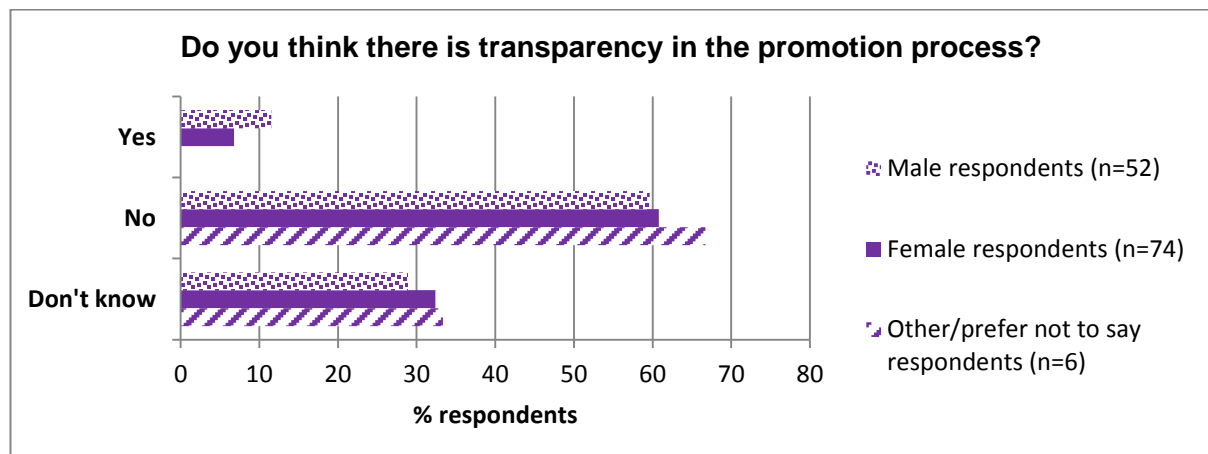
The ASS(2016) suggested that 52% of male respondents, compared with 34% female, felt all staff were given equal opportunities for career progression and development (Figure 5.2). This indication that women feel discriminated against is of great concern.

Figure 5.2: ASS(2016) results: career progression and promotion
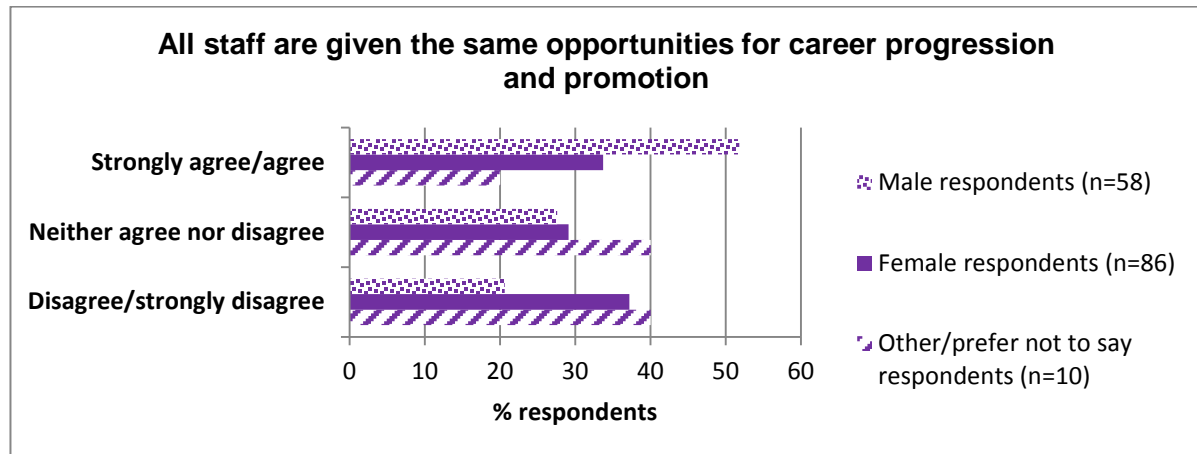
Male scientists applied across all Band levels whereas applications from female scientists and Operations staff (both male and female) were concentrated mainly in the lower Bands. Considering applications for promotion from Bands E to F, F to G and G to PC2 (Table 5.11), it is disappointing to see a total lack of women seeking the two higher-level promotions. With only 1 female Science and 1 female Operations at Band G, and none at Bands PC2 or PC1, this situation will only compound the lack of women in positions of leadership and management at Pirbright (Section 4.2i). We therefore recognise that promotion rates need to be increased through improvements to our promotion processes; in combination with changes to recruitment (Section 5.1i) we believe this will increase the number of women in senior roles at the Institute.

Table 5.11: Total applications for promotion from Band E to F, Band F to G and Band G to PC2 over the three year period (2013-2016)

	No. of Band E to F applications	No. of Band F to G applications	No. of Band G to PC2 applications
Male scientists	3	2	3
Female scientists	3	0	0
Male operations	0	1	0
Female operations	5	0	0

When considering success rates as a percentage of applications, the mean results for the three years were:
- Science: male (73.9%) and female (55.6%)
- Operations: male (55.6%) and female (66.7%)

The data suggest female scientists and male operations staff are least likely to be successful in terms of promotion and male scientists most likely. No reason can be offered for this disparity based on the data available but it does suggest that more support for the promotion process would be beneficial to all.

The Institute takes this situation very seriously because talent management is key to a happy workforce and the sustainability of Institute activities. We will use our recent change in governance as an opportunity to review the transparency, efficiency and objectivity of our processes around progression, promotion and reward, thereby facilitating and supporting career development for all. Recent progress (Table 5.12) includes:

Table 5.12: Recent progress (Autumn 2016) around promotion

Action	Outcome
Allowances reviewed	• Subsumed into salaries • Maintained under strict time limits
New salary bandings	• ⬆ flexibility to promote and reward
Improved Pirbright terms & conditions	• ⬆ appeal of promotion involving move to Pirbright contract
Career development booklets (Section 5.2iii)	• Illustrate expectations (Bands A-F) • Clarify requirements for progression/ promotion
New PPDR form (Section 5.2ii)	• Specific section on promotion/reward • Promote discussion • Objective-setting linked to talent management
New PPDR process (Section 5.2ii)	• Objective overview of promotion/reward • Committee-led, Institute-wide

Section 5.1iii Action Plan:

Acceptance of the changes made to our promotion processes, and an understanding of their effectiveness, will require time. We will also provide training (Leadership and Management Programme; LAMP) for line managers to reduce subjectivity within the appraisal system, providing them with the confidence to select and support team members through promotion. The Empowerment of Women module in this Programme will also boost confidence, thereby increasing female applications for promotion and success rates.

3.   Leadership
3.1 Improve leadership and accountability at senior levels (3.1A, 3.1B)

4.   Career development and promotion
4.2 Improve the line managers' understanding of career progression at the Institute (4.2A)
4.3 Improve the acceptance of Institute systems for supporting career development, reward and promotion (4.3A, 4.3B)

SECTION 5.1 WORD COUNT: 1612

5.2. Career development

(i) Training

Pirbright is committed to providing the L&D necessary to ensure all employees have the knowledge and skills required to fulfil their job roles effectively and to provide opportunities for future career development. Most of an individual's technical training is work-based vocational learning from peers and line managers. However, Pirbright also commits 1% of salary budget to provide training that is legally required of an employer for compliance, on-site training for staff development, and team/individual requests for external training courses; the budget is managed by the Training Team and HR.

Details of established training courses, both instructor-led and e-learning, are provided in the Institute Course Catalogue (Table 5.13), available to all staff as hard copy and on the intranet. Some courses run annually and are advertised via "all staff" emails and the intranet, with full details and booking via our learning management system, Absorb. Others are "on demand" and staff register their interest in such courses electronically. However, few such registrations are actually made (6 in 2015/16; 83% female) and a focus group suggested that whilst Absorb is "*user-friendly*", staff would appreciate "*more information on this particular use of the system*".

New training requirements are sought by the L&D Manager at the start of each financial year from senior managers/group leaders, thereby ensuring a "needs-based", equitable distribution of resources across all areas of the Institute. The need for additional technical training may also be identified at the individual level, e.g. during PPDR; applications via an on-line form are considered individually by the Training Team.

Table 5.13: The Institute Course Catalogue 2015/16

Induction/Probation courses (*with 3-year rolling renewal ; [IW] inclusive workplace related courses)				
	Mandatory	**Recommended**	**Open to**	**Course category; length; delivery mode**
Computer & Office Safety*	All staff & students	-	-	Core; 0.5 hour; e-learning
Data Protection*	All staff & students	-	-	Core; 0.5 hour; e-learning
Equality & Diversity/ Unconscious Bias*[IW]	All staff & students	-	-	Core; 1 hour; e-learning
Fire Safety*	All staff & students	-	-	Core; 0.5 hour; e-learning
Freedom of Information*	All staff & students	-	-	Core; 0.5 hour; e-learning
Health & Safety Essentials*	All staff & students	-	-	Core; 0.5 hour; e-learning

H&S and Biosafety Induction*	All staff & students	-	-	Core; 0.75 hour; Pirbright specialist
H&S and Biosafety Modules 1-3*	All in high containment	-	-	Core; 2 hours; Pirbright specialist
Human Resources	All staff & students	-	-	Core; 0.5 hour; Pirbright specialist
Information Technology	All staff & students	-	-	Core; 0.5 hour; Pirbright specialist
Introduction to Absorb	All staff & students	-	-	Core; 1 hour; Pirbright specialist
Manual Handling*	All staff & students	-	-	Core; 0.5 hour; e-learning
Quality Assurance & Q Pulse	All staff & students	-	-	Core; 1.5 hour; Pirbright specialist
Researcher skills				
	Mandatory	**Recommended**	**Open to**	**Course category; length; delivery mode**
Bioinformatics: Principles	Yr1 students	-	All scientists	Technical; 0.5 day; Pirbright specialist
Bioinformatics: Using Unix	-	-	All scientists	Technical; 0.5 day; Pirbright specialist
Bioinformatics: Intro to scripting	-	-	All scientists	Technical; 0.5 day; Pirbright specialist
Bioinformatics in practice	-	-	All scientists	Technical; 0.5 day; Pirbright specialist
Effective scientific writing	Yr1 students	-	-	Career progression; 1 day; Training for Universities (TforU)
EU funding opportunities	-	Band E postdocs and Fellows	All scientists	Career progression; 1 day; EURO
EU grants management	-	All EU grant holders	All prospective grant holders	Career progression; 0.5 day; Pirbright specialist
Grant writing (advanced)	-	Band D & E postdocs and Fellows	All scientists	Career progression; 0.5 day; Pirbright specialist
How to write a research paper	Final year students	Band D postdocs and above	-	Career progression; 1 day; TforU
Introduction to intellectual property	-	All scientists	-	Career progression; 0.5 day; Pirbright specialist
Planning & writing a PhD thesis	Yr3 students	-	-	Career progression; 0.5 day ; TforU
Planning your PhD	Yr1 students	-	-	Career progression; 0.5 day ; TforU
Practical immunofluorescence	-	-	All scientists	Technical; 1 day; Pirbright specialist
Proof reading	-	-	All staff	Career progression; 1 day; RCUK
Statistics: an introduction	Yr1 students	-	All scientists	Technical; 2 days; Pirbright specialist
The art of good grant proposal writing	-	Band D & E postdocs and Fellows	All scientists	Career progression; 0.5 day; Pirbright specialist
Writing grant applications	-	Band D & E postdocs and Fellows	All scientists	Career progression; 0.5 day ; BBSRC

Communication skills : public engagement				
	Mandatory	**Recommended**	**Open to**	**Course category; length; delivery mode**
Communicating science to the public	-	All scientists	-	Career progression; 1 day; RCUK
Media training	-	Band E postdocs and Fellows	All scientists	Career progression; 1 day ; BBSRC
Public engagement	-	-	All staff & students	Career progression; 1 day ; BBSRC
STEM ambassador induction	-	-	All staff & students	Career progression; 2 hours ; STEMnet
Train the trainer	-	-	All staff	Career progression; 2 days ; RCUK
Communication skills : impact				
	Mandatory	**Recommended**	**Open to**	**Course category; length; delivery mode**
Communication skills	-	All scientists	All staff	Career progression; 1 day; RCUK
Conference knowhow and presentation skills	Yr1 students	-	-	Career progression; 2 days ; TforU
Developing professional networks	Final year students	Band D & E postdocs and Fellows	All scientists	Career progression; 1 day ; TforU
Making meetings work	-	Final year students and Band D postdocs	All scientists	Career progression; 1 day ; RCUK
PowerPoint for posters	Yr1 students	-	-	Career progression; 0.5 day;Pirbright specialist
Viva workshop (basic)	Yr1 students	-	-	Career progression; 0.5 day ; TforU
Viva workshop (advanced)	Yr3 students	-	-	Career progression; 0.5 day ; TforU
Management skills				
	Mandatory	**Recommended**	**Open to**	**Course category; length; delivery mode**
Attendance management	-	All line managers	-	Management/leadership;1 day ; RCUK
Developing management skills	-	All line managers	All staff	Management/leadership;2 days : RCUK
EMBO Laboratory Management [IW]	-	-	Female leaders in science	Management/leadership;3 days ; EMBO
EMBO Laboratory Management	-	-	Group leaders	Management/leadership;4 days ; EMBO
EMBO Laboratory Management	-	-	Postdocs	Management/leadership;3 days ; EMBO
Examining doctoral candidates	All new principal supervisors	-	All new co-supervisors	Management/leadership;0 .5 day ; Univ of Surrey
Finance for non-finance staff	-	All line managers	All staff & students	Management/leadership; 1 day ; RCUK
Influencing skills	-	All line managers	All staff & students	Management/leadership;1 day ; RCUK
Introduction to management	-	All line managers	All staff & final Year students	Management/leadership;2 days ; RCUK
Intro to research management	Yr2 students	-	-	Management/leadership;1 day ; TforU

	Mandatory	Recommended	Open to	Course category; length; delivery mode
Negotiating skills	-	-	All staff & students	Management/leadership;1 day ; RCUK
Panel interviewing [IW]	Interview panel Chairs	All staff involved in interviewing	-	Management/leadership; 1 day ; RCUK
Performance management (annual appraisal)	-	All line managers	Staff with supervisory responsibilities	Management/leadership;1 day ; RCUK
Supervising PhD students	All new principal supervisors	-	All new co-supervisors	Management/leadership;2 days ; Univ of Surrey

Personal skills				
	Mandatory	**Recommended**	**Open to**	**Course category; length; delivery mode**
Assertiveness	-	-	All staff & students	Personal development; 1 day ; RCUK
Creative thinking & problem solving	-	-	All staff & students	Personal development; 1 day ; TforU
Dealing with challenging situations	-	All line managers	All staff & students	Personal development; 1 day ; RCUK
Managing pressure positively	-	-	All staff & students	Personal development; 1 day ; TforU
Secrets of successful CVs & interview skills	Yr3 students	-	-	Personal development; 1 day ; TforU
Springboard women's development programme [IW]	-	Female staff & students	-	Personal development; 4 x 1 day ; Syntagm
Making the most of your 1st postdoc	-	Newly appointed and Band D postdocs	-	Career development; 3 day residential course ; Imperial College
Managing your first research group	-	Aspiring PIs	-	Career development; 2 day residential course ; Imperial College
Planning for success beyond your postdoc	-	Experienced postdocs	-	Career development; 2 day residential course ; Imperial College
Time management	-	All line managers	All staff & students	Personal development; 1 day ; RCUK

Personal skills : computing				
	Mandatory	**Recommended**	**Open to**	**Course category; length; delivery mode**
Microsoft EndNote Basic	-	-	All staff & students	Technical; 0.5 day ; RCUK
Microsoft EndNote Advanced	-	-	All staff & students	Technical; 0.5 day ; RCUK
Microsoft Excel Basic	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft Excel Intermediate	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft Excel Advanced	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft Outlook Introduction	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft Outlook Advanced	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft PowerPoint Basic	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft	-	-	All staff &	Technical; 1 day ; RCUK

PowerPoint Intermed/Adv			students	
Microsoft Word Basic	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft Word Intermediate	-	-	All staff & students	Technical; 1 day ; RCUK
Microsoft Word Advanced	-	Final year students and Band D postdocs	All staff & students	Technical; 1 day ; RCUK

The training catalogue is updated annually to reflect changing needs within the workplace. In addition, "bite-size" and "drop-in" sessions are used as timely reminders of various topics, e.g. the PPDR system, change management prior to closure of our Compton site. All courses are organised, as far as possible, to accommodate those working flexible hours. Training records are maintained electronically; staff can use their transcript for progression, promotion and seeking new positions outside of the Institute.

The training courses attended differ from year to year, and cover the full range of skills. Data analysis (Figure 5.3a,b,c) is therefore based on the number of employees attending courses; each person was only counted once in a year, regardless of how many training opportunities they took. The results show no particular trend or gender bias. Junior (Band A) and senior individuals (PC2/PC1) have not engaged with the training programme, possibly reflecting the types of courses offered.

Figure 5.3a: Uptake of training by gender and Band (A-PC1) in 2013-14 based on the eligible pool

Bands with no eligible pool have been omitted from the graphs for clarity.
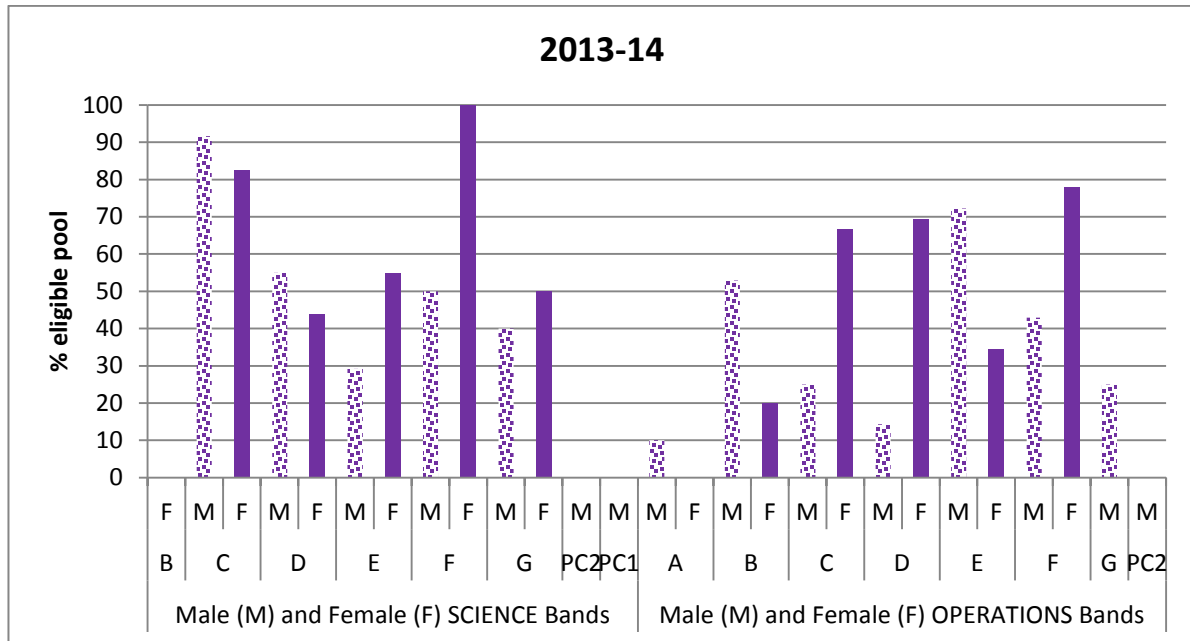
BAND									
Science	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**
Male eligible pool	0	0	12	20	24	12	5	1	1
Male uptake No.			11	11	7	6	2	0	0
Male uptake %			91.7%	55%	29.2%	50%	40%	0%	0%
Female eligible pool	0	2	17	41	20	4	2	0	0
Female uptake No.		0	14	18	11	4	1		
Female uptake %		0%	82.4%	43.9%	55%	100%	50%		
Operations	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**
Male eligible pool	10	17	48	21	18	7	4	3	0
Male uptake No.	1	9	12	3	13	3	1	0	
Male uptake %	10%	52.9%	25%	14.3%	72.2%	42.9%	25%	0%	
Female eligible pool	6	15	39	13	29	9	0	0	0
Female uptake No.	0	3	26	9	10	7			
Female uptake %	0%	20%	66.7%	69.2%	34.5%	77.8%			

Figure 5.3b: Uptake of training by gender and Band (A-PC1) in 2014-15 based on the eligible pool

Bands with no eligible pool have been omitted from the graphs for clarity.
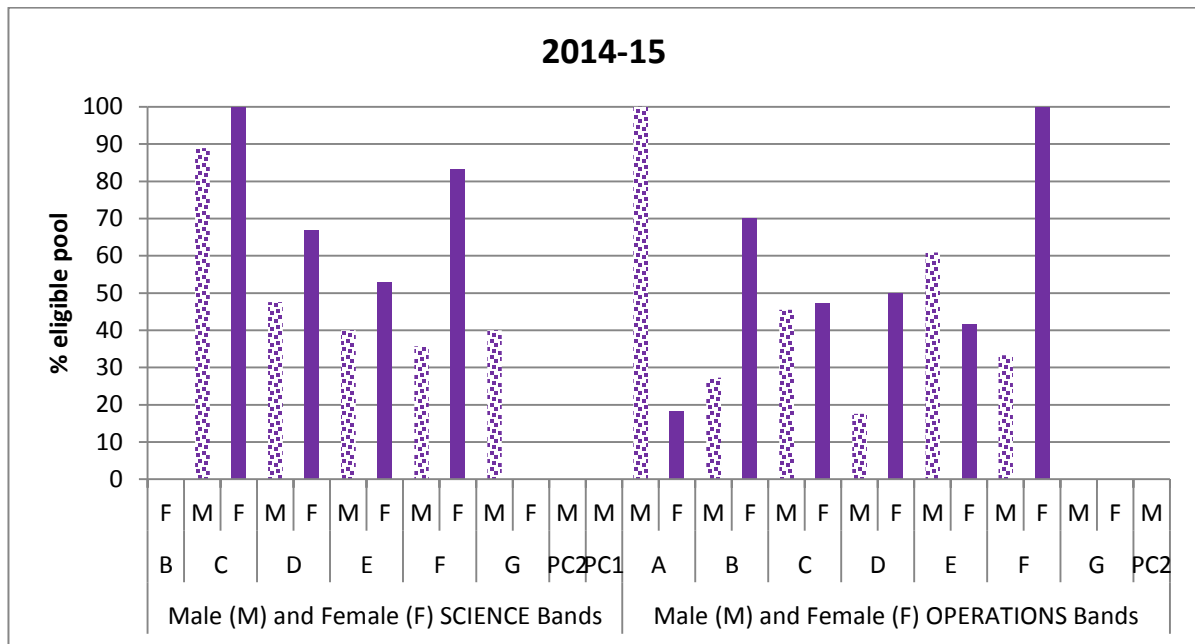
BAND									
Science	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**
Male eligible pool	0	0	9	21	25	14	5	2	1
Male uptake No.			8	10	10	5	2	0	0
Male uptake %			88.9%	47.6%	40%	35.7%	40%	0%	0%
Female eligible pool	0	1	14	27	17	6	2	0	0
Female uptake No.		0	14	18	9	5	0		
Female uptake %		0%	100%	66.7%	52.9%	83.3%	0%		
Operations	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**
Male eligible pool	4	11	44	17	23	9	1	6	0
Male uptake No.	4	3	20	3	14	3	0	0	
Male uptake %	100%	27.3%	45.4%	17.6%	60.9%	33.3%	0%	0%	
Female eligible pool	11	10	34	14	12	5	1	0	0
Female uptake No.	2	7	16	7	5	5	0		
Female uptake %	18.2%	70%	47.1%	50%	41.7%	100%	0%		

Figure 5.3c: Uptake of training by gender and Band (A-PC1) in 2015-16 based on the eligible pool

Bands with no eligible pool have been omitted from the graphs for clarity.
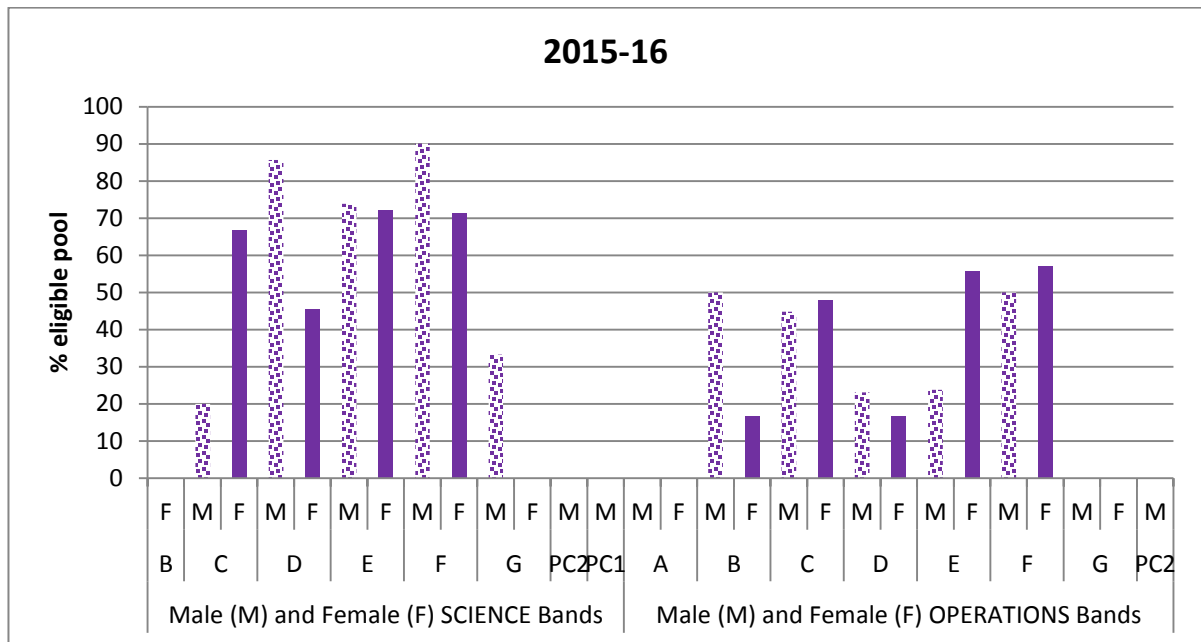
BAND									
Science	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**
Male eligible pool	0	0	5	21	23	11	3	1	1
Male uptake No.			1	18	17	10	1	0	0
Male uptake %			20%	85.7%	73.9%	90.1%	33.3%	0%	0%
Female eligible pool	0	2	12	33	18	7	1	0	0
Female uptake No.		0	8	15	13	5	0		
Female uptake %		0%	66.7%	45.5%	72.2%	71.4%	0%		
Operations	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**PC2**	**PC1**
Male eligible pool	8	6	29	13	21	4	1	3	0
Male uptake No.	0	3	13	3	5	2	0	0	
Male uptake %	0%	50%	44.8%	23.1%	23.8%	50%	0%	0%	
Female eligible pool	4	6	25	12	9	7	1	0	0
Female uptake No.	0	1	12	2	5	4	0		
Female uptake %	0%	16.7%	48%	16.7%	55.6%	57.1%	0%		

Table 5.14: Uptake of some key external and internal training courses

EXTERNAL	2013/14	2014/15	2015/16
Springboard women's development programme	Science 18 (20.9% of eligible pool) Operations 8 (7.2% of eligible pool)	n/a	n/a
Imperial College: Making the most of your 1st postdoc	2 male (Band D)		1 male (Band D) 1 female (Band D)
Imperial College: Managing your first research group	1 male (Band E)		3 female (Band E)
Imperial College: Planning for success beyond your postdoc			
EMBO Laboratory Management (Female scientists)			1 female (Band F)
EMBO Laboratory Management (Group Leaders)	1 male (Band E) 2 females (Band E)	1 female (Band D)	
EMBO Laboratory Management (Postdocs)			
INTERNAL	**2013/14**	**2014/15**	**2015/16**
Introduction to management	Science 1 male (Band D) 2 female (Band C) 3 female (Band D) 2 female (Band F) Operations 1 male (Band C) 1 male (Band E) 1 female (Band C) 1 female (Band E)	Science 1 female (Band C) 2 female (Band D) 1 female (Band E) Operations 2 male (Band A) 1 male (Band C)	Science 1 female (Band C) 1 female (Band E) Operations 2 male (Band B) 1 male (Band C) 1 female (Band B) 1 female (Band C) 1 female (Band D)
Developing further management skills	Science 2 female (Band D) 1 female (Band E) 3 female (Band F) Operations 2 male (Band E) 2 female (Band F)		Science 2 female (Band D) Operations 2 male (Band C) 1 male (Band E) 1 male (Band F) 1 female (Band C) 3 females (Band E)

Class-size at the 2013-14 Springboard course (Table 5.14) was limited by the instructor; attendance rates suggest we have the scope to run the course more frequently and the need to emphasise its value for all female staff. We supported one Band F female scientist to attend Women in STEMM Masterclass in 2016 and currently have another at the same level attending the Aurora women's leadership course. Imperial College allow for 2-3 Pirbright attendees per course per year. EMBO courses are popular although expensive. Overall attendance at internal management courses is fair although the lack of male scientist engagement is worrying given the numbers who are line managers. The proposed internal LAMP will be mandatory for all managers.

The ASS(2016) showed that the majority of responders (74% of women and 85% of men) felt all staff had the same opportunities for training and development (Figure 5.4). Similarly, the CSS(2015) indicated 61% of 102 respondents felt they were able to access the right L&D opportunities when needed (61% of male respondents; 66% of female respondents) although of 101 respondents only 49% felt the L&D they received at Pirbright had helped them in career development (51% of male respondents; 51% of female respondents).

Of 16 free-text responses to ASS(2016) "how can L&D be improved", the most popular (5(42%) female; 7 male) suggested better funding for external conferences/training courses would make the greatest difference. We have introduced an Attendance Support Grant for staff, covering additional costs associated with attending meetings, workshops and conferences which are incurred as a result of caring responsibilities. To date 3 women have used this for child-care; one stated "*I am so grateful for the attendance support grant …... Having a child should not be an impediment to being able to get fully involved with important work activities and in this case the funding has meant that I will be able to attend a meeting which would have been otherwise impossible.*"

Figure 5.4: ASS(2016) results: training and development

All staff are given the same opportunities for access to training and development

- male respondents (n=58)
- female respondents (n=87)
- other/prefer not to say respondents (n=10)
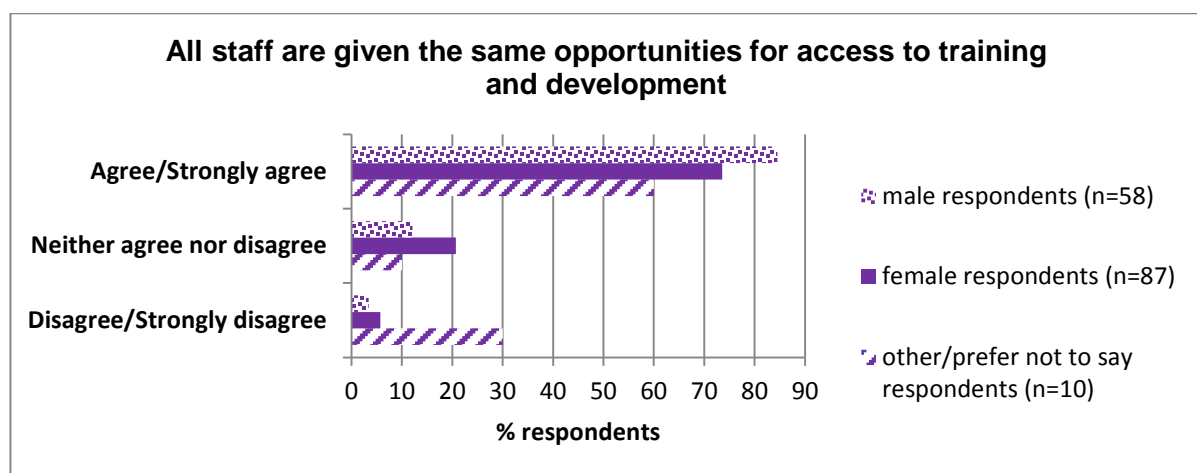
Focus groups also felt the training offered was very good but highlighted two important aspects: (i) management training courses should be mandatory and (ii) some staff may still be unaware of funding possibilities available for external training courses.

Training courses are evaluated via (i) a written or electronic form, or (ii) an individual meeting with the L&D Manager. Feedback is provided to the trainer for course development. The L&D Manager also uses the information to develop the suite of courses offered and the training providers used. Line managers are asked to assess the efficacy of training on their staff during the PPDR, although the focus group suggested that this rarely happens.

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Section 5.2i Action Plan:

Training at Pirbright is recognised as a strength but changes will be made to enhance the information available to staff and students regarding opportunities and funding availability. A gap-analysis will be used to highlight courses required by lower and higher Band staff. A mandatory LAMP will be introduced, with a 3-month post-training evaluation of each module to ensure that the information is being used to make a difference.

3. Leadership
3.1 Improve leadership and accountability at senior levels (3.1A)

6. Training support
6.1 Enhance the information available to all staff and students (6.1A, 6.1B, 6.1C, 6.1D)

</div>

(ii) Appraisal/development review

All staff (all directorates and Bands) are appraised through the same mandatory PPDR process. Objectives (covering work-related activities, public engagement, citizenship and training requirements, and taking into account any work-life balance arrangements including flexible working) are agreed between an individual and his/her line manager and then used as the basis for performance discussions at 6 and 12 months. The 12 month-assessment is signed by the line manager, a co-signatory and the individual, then submitted to HR. Failure to submit is a disciplinary matter and temporarily excludes individuals from consideration for performance awards and promotion. Timely submission rates are high at 94-95% (2013-16); 100% submission rates were achieved each year with a one-month extension for line manager or staff absence.

"Bite-size" sessions on how to conduct a PPDR review are offered annually; 76 attended (74% female) in 2013-14 and 41 (73% female) in 2014-15. The L&D Manager recalls those attending are primarily interested in how to complete their own forms to facilitate progression. The sessions were disrupted in 2015-16 because of all the change at the Institute; help was offered on an individual basis by the L&D Manager although records were not kept.

The CSS(2015) indicated 61% of 102 respondents felt their performance was evaluated fairly (66% of male respondents; 60% of female respondents), and 72% of 100 thought their line manager recognised when they had done their job well (75% of male respondents; 76% of female respondents). Focus groups recorded the PPDR process has the potential to be useful for appraisal and good people-management, but the outcomes vary depending on the line manager. Feedback on the process has not previously been recorded.

Section 5.2ii Action Plan:

To help address this we have streamlined PPDR paperwork to include new sections directing line managers to focus on performance (including the full range of work-related activities and wider contributions to the Institute) and the potential for promotion and reward, with a need to record that this has been discussed. Line managers and HR Business Partners will discuss individuals using the 9-box grid model to set stretching objectives and the support required for talent management.

The Pay and Grading committee previously dealt with recommendations for promotion as individual cases in isolation. The new Performance Review Committee will be cross-directorate with an equal gender split and representation of different Bands; it will provide a more objective Institute-wide overview of the process and allow for comparison of those individuals put forward for promotion or reward. Appraisal training will form part of the mandatory LAMP for line managers, with a view to improving objectivity and consistency of practice.

4.   Career development and promotion
4.2 Improve the line managers' understanding of career progression at the Institute (4.2A)
4.3 Improve the acceptance of Institute systems for supporting career development, reward and promotion (4.3A)

(iii)   Support given to staff for career progression

Support and advice has previously been available to all staff on an individual basis through the L&D Manager; no Institute-wide system has been in place. This is perhaps reflected in the ASS(2016) where of 118 respondents, only 29(49%) women and 30 men indicated they had a clear career development plan

When asked more specifically about the presence of a clear pathway for career development at departmental level, only 20.3% of 74 women and 43.5% of 51 men answered positively. Such low proportions and the gender disparity are of great concern. The focus group highlighted several individuals who felt the only way to progress was to leave the Institute.

In late 2016, the Institute joined Vitae and adopted the Researcher Development Framework (RDF) for Science staff, subsequently adapting this for Operations staff too. All staff have access to the on-line RDF material; scientists can also make use of the on-line modular course "Professional Development Planning for Researchers". Training was provided: 34 men (Bands D-G) and 19 women (Bands C-G) took part. Based on the RDF, the Training Team produced comprehensive "Career Development and Progression Criteria" booklets for all categories of staff between Bands A and F (to be expanded to include Band G in 2017). All staff were provided with a hard copy of this booklet to support the new PPDR process (Section 5.2ii) and it is now on the intranet and in the "new starter pack".

In 2016, the Institute subscribed to the online Nature Masterclass Training in Scientific Writing and Publication for all science staff and students. Eight women (5 students) and 3 men (2 students) are currently using the modules.

In the ASS(2016) 122 people (60% female) ranked 7 statements relating to career development in order of importance (1=most important, 7=least important); careers events and career development support scored an average of 2.9 and ranked 1st.

All Institute Fellows (currently 4 female, 6 male) are encouraged to select a mentor, either a senior member of Institute staff or an external role model, identified (based on scientific standing and management experience) in discussions between the Fellow, HR and Science Committee. The success of the mentoring scheme is not formally monitored although verbal feedback from the three Fellows (2 female) who use it is "*extremely positive in terms of career development*".

A voluntary mentoring scheme was introduced in 2013 for all roles at all levels but uptake was weak (Tables 5.15-5.16). Only 4 women and 10 men volunteered to be trained as mentors (feedback suggesting this was related to a lack of recognition for the additional workload) and only 6 women and 2 men asked to be mentored. Of 126 respondents in the

ASS(2016), only 37 (43% female) were aware of our mentoring schemes and 52 (52% female) suggested all staff would benefit from mentoring.

Table 5.15: Number (and % eligible pool based on 2013-14 staff numbers) of individuals trained to be mentors

Science	Band E	Band F	Band G	Total
Male	0	7 (58.3%)	0	7
Female	0	0	1 (50%)	1
Operations	**Band E**	**Band F**	**Band G**	**Total**
Male	1 (5.6%)	2 (28.6%)	0	3
Female	0	3 (33.3%)	0	3

Table 5.16: Number of established mentoring partnerships

	Mentee (Band)	Mentor (Band)
Science	Male (D)	Female (G)
	Female (D)	Male (F)
	Female (D)	Male (F)
	Female (D)	Male (F)
	Female (D)	Male (F)
	Female (E)	Male (F)
	Male (E)	Male (F)
Operations	**Mentee**	**Mentor**
	Female (E)	Female (F)

Section 5.2iii Action Plan:

We will make the Fellow's mentoring scheme compulsory and re-launch an Institute-wide scheme with full training, support and feedback systems. Further support for all staff will be provided through improved careers advice and the inclusion of a career development module in the new LAMP.

2.   Role models
2.4 Enhance the Institute's mentoring schemes (2.4A, 2.4B)

4.   Career development and promotion
4.1 Improve the availability of careers information (4.1A)
4.2 Improve the line managers' understanding of career progression at the Institute (4.2A)

(iv) <u>Support given to students for research career progression</u>

Table 5.17 outlines support provided for our students. Feedback is collected following all Institute training events but not on the uptake or usefulness of University resources. One final-year student has a job offer from her CASE industrial partner following her placement there; 3 students (2 female) reported their DTP placement was helpful when considering career direction. To facilitate transition into a research career, final-year student attendance might have been expected at Institute courses aimed at junior postdoctoral scientists; feedback suggests this is not the case because they prioritise their studies above other activities, indicating that we need to invite students to attend during their penultimate year of studies.

Table 5.17: Types of career development support available to students

Type of support	Responsibility	Comment
Discuss training requirements	Supervisor	• Within first month of PhD
Discuss career development	Supervisory team	• At 6-monthly intervals
	Head of Academic Affairs & Training	• Annually
Mandatory student training courses	Training Team	• Section 5.2i,Table 5.13
All other training courses	Training Team	• Technical and transferable skills courses
University facilities/support services	Student's registering university	• Training, career development / awareness events • We encourage participation and fund travel
Placement	Supervisor and CASE industrial partner	• In industry (≥ 3 months)
	Doctoral Training Partnership	• Professional Internship Placement (3 months)
Biotechnology YES	Head of Academic Affairs & Training	• Feedback from team(s) to all students
Vitae RDF	Student	• RDF training for career development • Uptake 5 female, 2 male
Academic Committee	Student representatives	• Student feedback as a standing item
	L&D Manager	• Student training is a standing item • Annual review of training, e.g. new topics, changes to schedule

Destination data is available for 23 of 29 leavers; 17 transitioned into postdoctoral research (9 within the Institute) and 6 transitioned into academia or industry-based roles within the sector (Figure 5.5). It is pleasing to note the progression of at least 79% of leavers into further scientific posts, with 48% of these being female.

Figure 5.5: Destinations of the 29 students graduating between 2014 and 2016
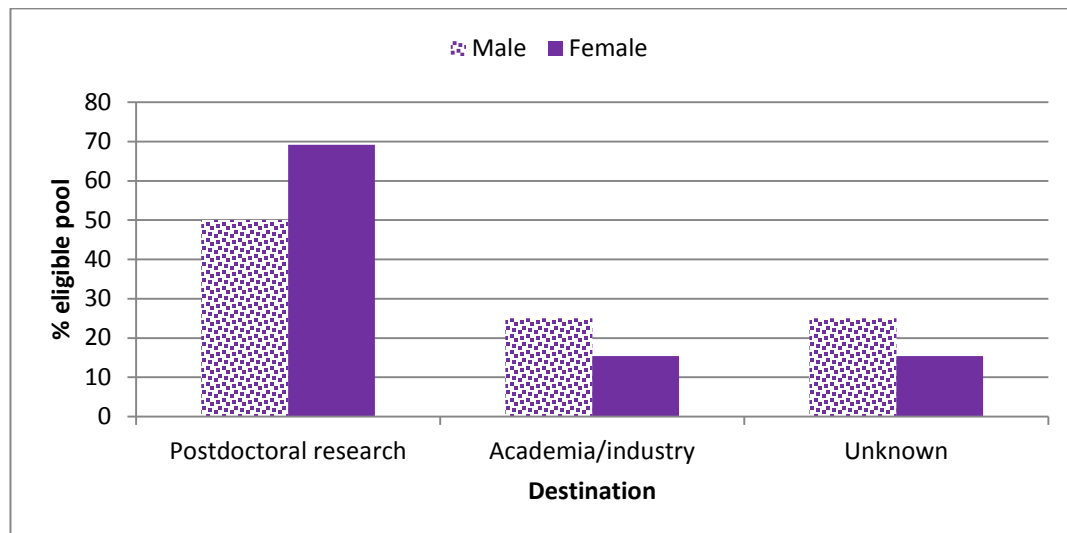
	Postdoctoral research		Academia/industry		Unknown	
No. male (% of male pool)	8 (50%)		4 (25%)		4 (25%)	
No. female (% of female pool)	9 (69.2%)		2 (15.4%)		2 (15.4%)	
Total	17		6		6	

Section 5.2iv Action Plan:

Careers-focussed events are not currently held at the Institute but they will be introduced. In addition, the possibility of offering valuable work placements to all students will be investigated.

4. Career development and promotion
4.1 Improve the availability of careers information (4.1A, 4.1B)
4.8 Increase knowledge of the uptake and value of university training courses (4.8A)

Research Grants

Tables 5.18-5.19 detail the support offered; uptake of grant writing courses is variable but realistic given some will have already received training and others will be experienced. No training courses ran in 2014-15 due to changes at the Institute.

Table 5.18: Institute support offered to those applying for research funding

Type of support	Comment
Annual training	• Grant writing courses (Table 5.19) • Open - all scientists • Recommended - Band D/E postdoctoral scientists • Highly recommended - Institute Fellows
Grant Advisory Submission Panel (GASP)	• Review panel of senior scientists • Assess all BBSRC applications • Discussion/feedback with applicant • Institute Fellows shadow GASP - valuable experience
Grant feedback	• Received at Institute level • No formal process to support applicant

Table 5.19: Attendance of scientists at grant writing courses

Band	D		E		F		G	
2013-14	No.	% eligible pool	No.	% eligible pool	No.	% eligible pool	No.	% eligible pool
Male	6	30	6	25	0	0	0	0
Female	6	14.6	4	20	2	50	0	0
Band	D		E		F		G	
2015-16	No.	% eligible pool	No.	% eligible pool	No.	% eligible pool	No.	% eligible pool
Male	8	38.1	11	47.8	8	72.7	1	33.3
Female	3	9.1	7	38.9	3	42.9	1	100

Figures 5.6a-5.6b show grant submission rates for small and large grants; in each category, each scientist was only counted once per year regardless of how many applications they submitted. This prevents small numbers of prolific grant-writers from masking inactive writers in the same

Band. The overall percentage of people applying for grants is quite low, particularly Bands E and F (small grants 0-42%; large grants 15-75%). The disruption within the Institute (Section 2) may be partially responsible. There are no discernible patterns other than to note the lack of female applications for small grants in 2015-16 for which no specific explanation can be offered.
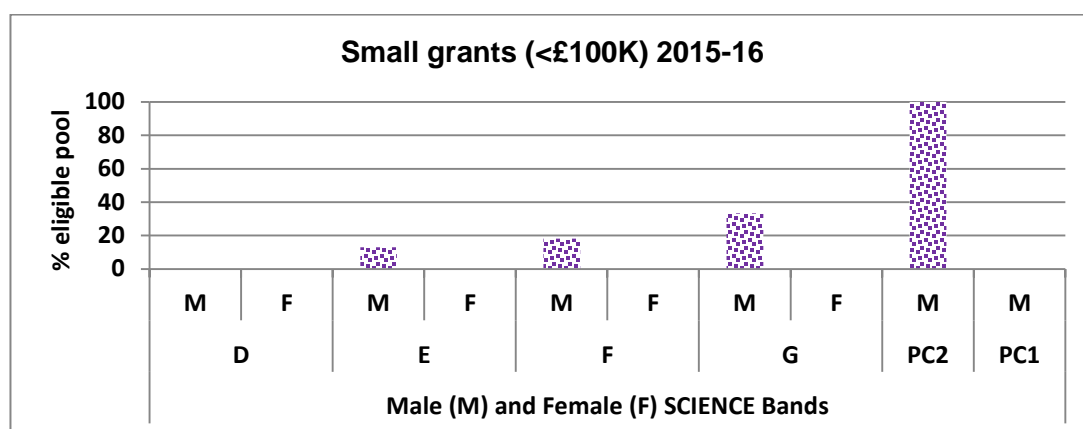
Figure 5.6a: Individual scientists submitting small grants as a % of the eligible pool Bands with no eligible pool are omitted for clarity

Small grants (<£100k) 2013-14
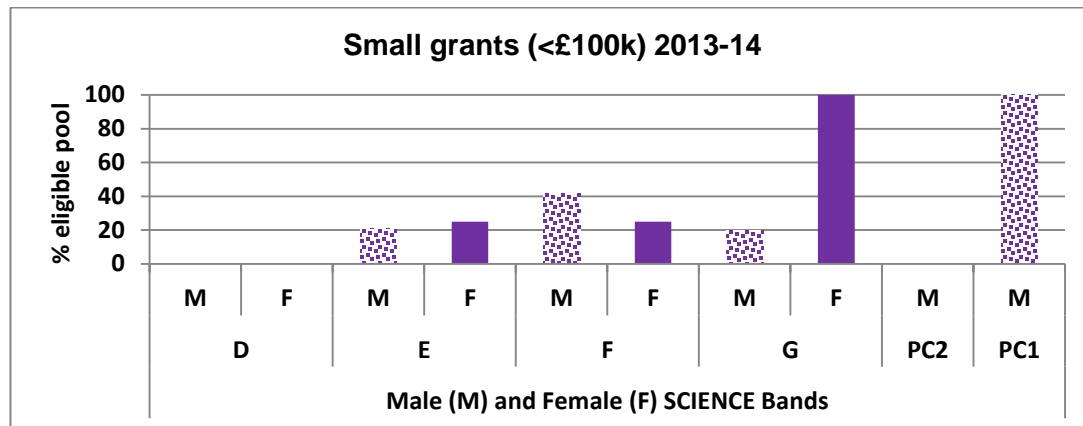
	M	F	M	F	M	F	M	F	M	M
	D		E		F		G		PC2	PC1
Eligible pool	20	41	24	20	12	4	5	2	1	1
No. scientists	0	0	5	5	5	1	1	2	0	1
% of pool	0%	0%	20.8%	25%	41.7%	25%	20%	100%	0%	100%

Small grants (<£100k) 2014-15
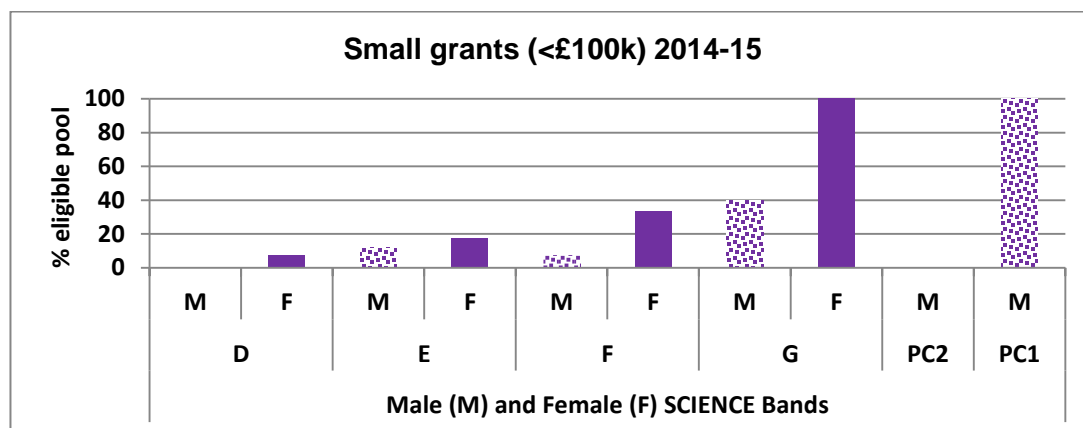
	M	F	M	F	M	F	M	F	M	M
	D		E		F		G		PC2	PC1
Eligible pool	21	27	25	17	14	6	5	2	2	1
No. scientists	0	2	3	3	1	2	2	2	0	1
% of pool	0%	7.4%	12%	17.6%	7.1%	33.3%	40%	100%	0%	100%

Small grants (<£100K) 2015-16

	M	F	M	F	M	F	M	F	M	M
	D		E		F		G		PC2	PC1
Eligible pool	21	33	23	18	11	7	3	1	1	1
No. scientists	0	0	3	0	2	0	1	0	1	0
% of pool	0%	0%	13%	0%	18.2%	0%	33.3%	0%	100%	0%

Figure 5.6b: Individual scientists submitting large grants as a % of the eligible pool   Bands with no eligible pool are omitted for clarity

Large grants (>£100k) 2013-14
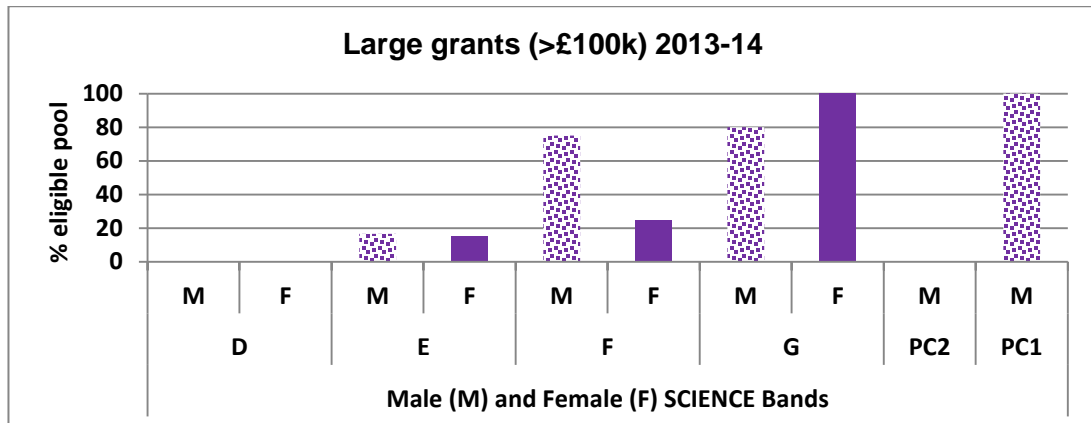
	M	F	M	F	M	F	M	F	M	M
	D		E		F		G		PC2	PC1
Eligible pool	20	41	24	20	12	4	5	2	1	1
No. scientists	0	2	4	3	9	1	4	2	0	1
% of pool	0%	0%	16.7%	15%	75%	25%	80%	100%	0%	100%

Large grants (>£100k) 2014-15
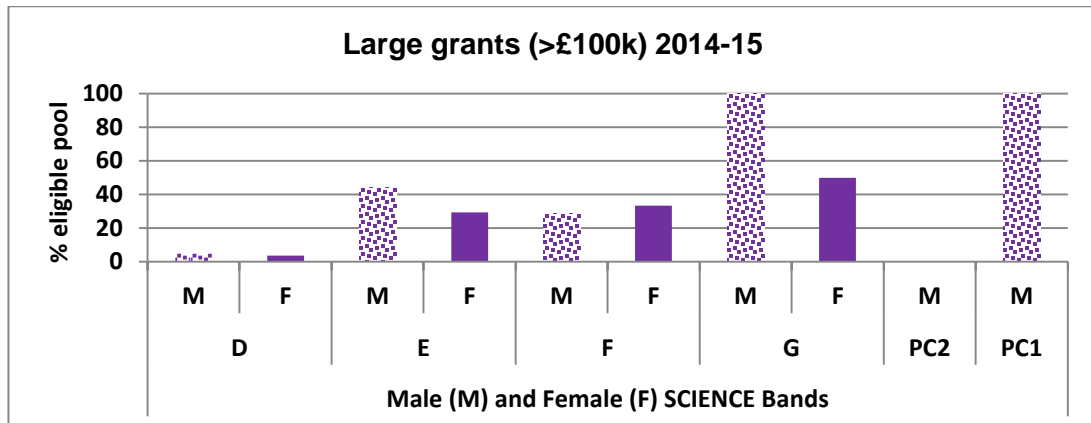
	M	F	M	F	M	F	M	F	M	M
	D		E		F		G		PC2	PC1
Eligible pool	21	27	25	17	14	6	5	2	2	1
No. scientists	1	1	11	5	4	2	5	1	0	1
% of pool	4.8%	3.7%	44%	29.4%	28.6%	33.3%	100%	50%	0%	100%

Large grants (>£100k) 2015-16
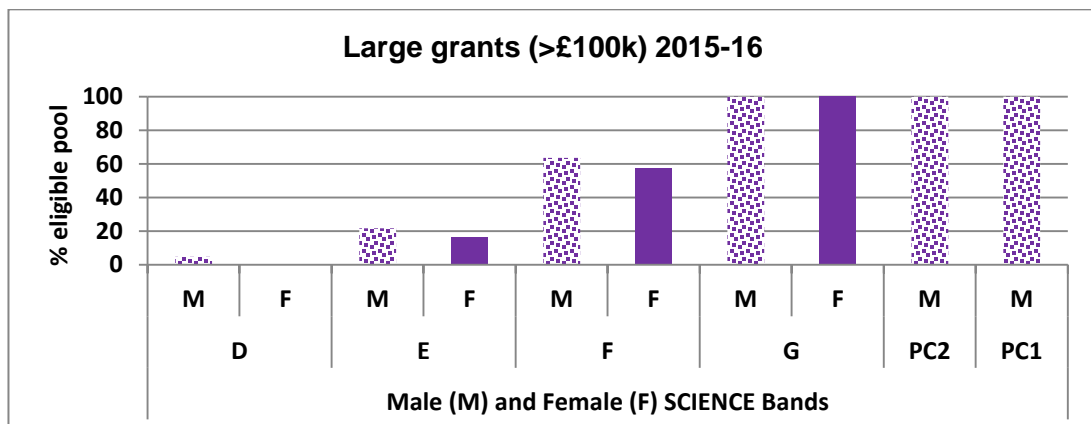
	M	F	M	F	M	F	M	F	M	M
	D		E		F		G		PC2	PC1
Eligible pool	21	33	23	18	11	7	3	1	1	1
No. scientists	1	0	5	3	7	4	3	1	1	1
% of pool	4.8%	0%	21.7%	16.7%	63.6%	57.1%	100%	100%	100%	100%

Figures 5.7a-5.7b show small and large grant success rates, ranging from 12.5-100% (small grants) and 0-100% (large grants). Tables 5.20-5.21 show the total values of grants applied for and won.

Figure 5.7a: Small grant (<£100K) success rate by gender and Band
Bands without applications are omitted for clarity
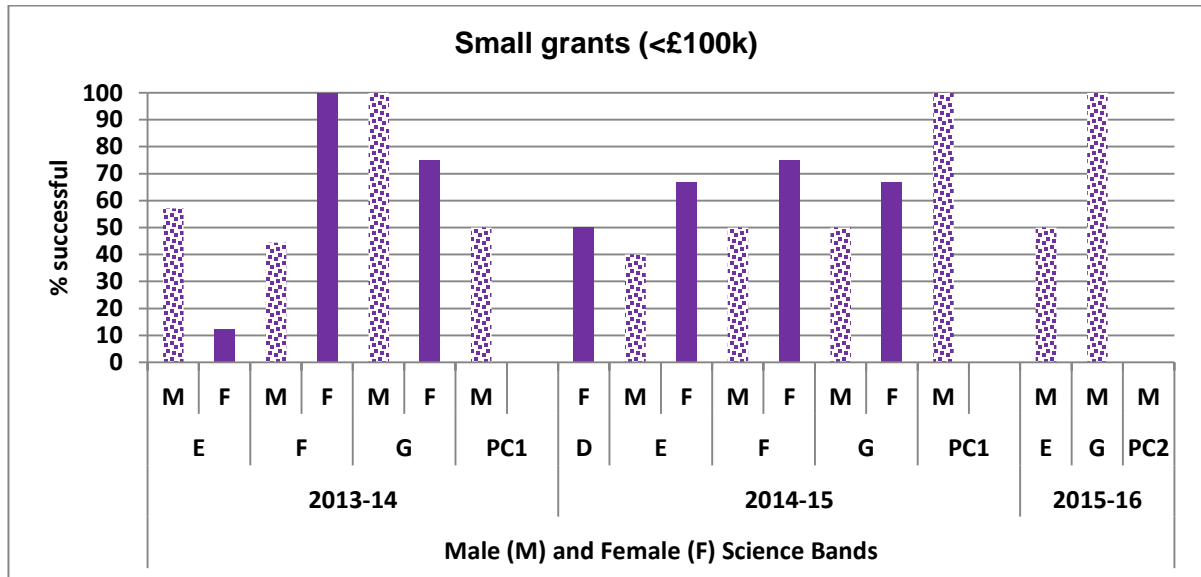
Band 2013-14	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
No. applications			7	8	9	1	1	4		2
No. successful			4	1	4	1	1	3		1
% successful			57.1%	12.5%	44.4%	100%	100%	75%		50%
Band 2014-15	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
No. applications		2	10	3	2	4	2	6		2
No. successful		1	4	2	1	3	1	4		2
% successful		50%	40%	66.7%	50%	75%	50%	66.7%		100%
Band 2015-16	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
No. applications			4				1		1	
No. successful			2				1		0	
% successful			50%				100%		0%	

Figure 5.7b: Large grant (>£100K) success rate by gender and Band
Bands without applications are omitted for clarity
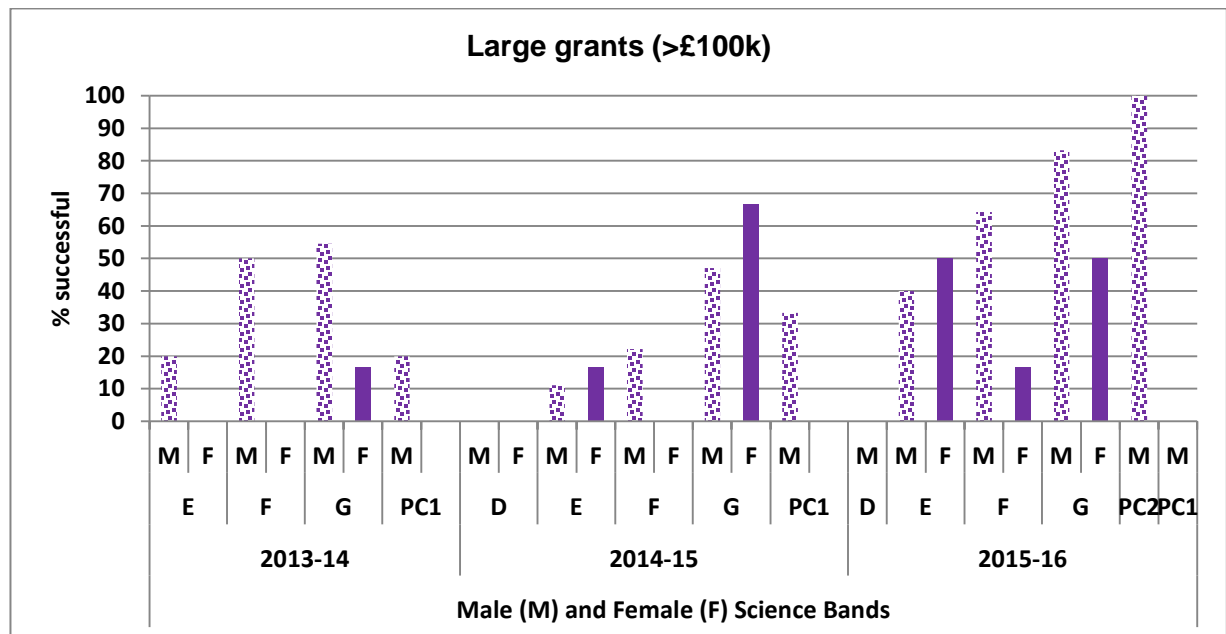
Band 2013-14	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
No. applications			5	3	16	1	11	6		5
No. successful			1	0	8	0	6	1		1
% successful			20%	0%	50%	0%	54.6%	16.7		20%
Band 2014-15	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
No. applications	2	1	18	6	9	2	17	3		3
No. successful	0	0	2	1	2	0	8	2		1
% successful	0%	0%	11.1%	16.7%	22.2%	0%	47.1%	66.7%		33.3%
Band 2015-16	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
No. applications	1		5	4	14	6	6	2	5	1
No. successful	0		2	2	9	1	5	1	5	0
% successful	0%		40%	50%	64.3%	16.7%	83.3%	50%	100%	0%

Table 5.20: Total value of grants applied for and awarded

		Small grants (<£100k)			Large grants (>£100K)		
		Total applied for (£)	Total awarded (£)	% granted	Total applied for (£)	Total awarded (£)	% granted
2013-14							
Band E	Male	226,320	138,705	61.3	1,372,952	174,965	12.7
	Female	226,051	42,689	18.9	1,732,374	0	0
Band F	Male	471,553	146,447	31.1	6,431,402	2,712,526	42.2
	Female	44,877	33,753	75.2	161,752	0	0
Band G	Male	94,126	94,126	100	11,462,307	6,514,699	56.8
	Female	140,292	105,179	75.0	2,749,426	550,630	20.0
PC1	Male	63,000	20,216	32.1	5,175,040	315,396	6.1
2014-15							
Band D	Male	0	0	0	879,837	0	0
	Female	22,000	5,000	22.7	275,263	0	0
Band E	Male	281,323	68,932	24.5	6,865,806	212,287	3.1
	Female	128,578	23,798	18.5	1,642,240	324,143	19.7
Band F	Male	43,050	32,000	74.3	4,036,672	889,393	22.0
	Female	185,512	135,399	73.0	738,731	0	0
Band G	Male	40,157	23,713	59.1	17,453,471	5,354,959	30.7
	Female	343,272	253,974	74.0	2,650.575	284,882	10.7
PC1	Male	110,000	110,715	101	1,005,046	500,000	49.7
2015-16							
Band D	Male	-	-	-	708,464	0	0
Band E	Male	178,752	14,000	7.8	2,338,841	741,934	31.7
	Female	-	-	-	1,790,886	832,730	46.5
Band F	Male	221,528	35,400	16.0	6,050,062	3,892,642	64.3
	Female	-	-	-	2,259,872	178,124	7.9
Band G	Male	44,000	44,000	100	5,834,347	5,189,044	88.9
	Female	-	-	-	531,863	212,000	39.9
PC2	Male	58,000	0	0	4,333,888	4,335,860	100.1
PC1	Male	-	-	-	1,633,126	0	0

Table 5.21: Amount of funding won by Bands E – PC1

Small grants	2013-14		2014-15		2015-16	
	Male	Female	Male	Female	Male	Female
Total funding (£) won	399,494	181,621	235,360	413,171	93,400	0
No. of applicants	12	8	7	7	7	0
Funding (£) per applicant	33,291	22,703	33,623	59,024	13,343	0
No. of applications	19	13	16	13	8	0
Funding (£) per application	21,026	13,971	14,710	31,782	11,675	0
No. in eligible pool	43	26	47	25	39	26
Funding (£) per person in eligible pool	9,291	6,985	5,008	16,527	2,395	0

Large grants	2013-14		2014-15		2015-16	
	Male	Female	Male	Female	Male	Female
Total funding (£) won	9,717,586	550,630	6,956,639	609,025	14,159,480	1,222,854
No. of applicants	18	6	21	8	17	8
Funding (£) per applicant	539,866	91,772	331,269	76,128	832,911	152,857
No. of applications	37	6	46	9	30	12
Funding (£) per application	262,638	91,772	151,231	67,669	471,983	101,905
No. in eligible pool	43	26	47	25	39	26
Funding (£) per person in eligible pool	225,990	21,178	148,014	24,361	363,064	47,033

Fluctuations make it difficult to see gender-related patterns with the data presented for individual years and Bands. However, it is clear that male scientists are bringing in considerably more funding than their female peers, particularly through large project (>£100K) grants; this is the same when interrogated as funding per applicant, per application and per person in the eligible pool.

Table 5.22 summarises the results for grant applications and success rates, combining the three years of this study. Men and women show similar success rates and amounts awarded for small grants. The gender gap is however obvious for large grants. Women are far less likely to apply for large grants, with a lower success rate and hence a much lower

amount of funding (£2.4M versus £30.8M). This is a very worrying trend which must be rectified at the Institute.

Table 5.22: Summary of grant application and success rates from scientists at Band E and above combined for the three year period (2013-2016)

Eligible pool	Male (129)	Female (77)
Number of scientists writing: small grants (% of eligible pool)	26 (20.2%)	15 (19.5%)
Success rate: number of small grant applications (% successful)	41 (51.2%)	28 (53.6%)
Total value: small grants awarded	£728,254	£594,792
Eligible pool	Male (129)	Female (77)
Number of scientists writing: large grants (% of eligible pool)	56 (43.3%)	22 (28.6%)
Success rate: number of large grant applications (% successful)	114 (43.9%)	27 (29.6%)
Total value: large grants awarded	£30,833,705	£2,382,509

Section 5.2v Action Plan:

Focus group discussions suggested many positive actions to address the situation. These include: a centralised source of information on potential funders and example grant applications to increase the range of applications; a list of senior scientists willing to act as (i) grant writing mentors and (ii) application reviewers to improve success rates; expanding GASP to cover all funding sources and allowing all Band E postdoctoral scientists the chance to experience the panel; formal support for unsuccessful applicants to boost confidence and encourage reapplication.

This targeted support will benefit men and women alike. A further focus group with female scientists will therefore be used to investigate other underlying issues and reasons for the gender gap. Large research grants are essential for career progression and promotion; without remedial action, the career prospects for our female scientists will be severely hampered and hurdles must be overcome.

6. Training support
6.2 Improve the support for scientists writing grants (6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.2F, 6.2G)

Studentship funding

Science staff (≥Band D) are eligible to apply for Institute-funded BSc placement and PhD students. Applications for the former were limited to Bands D-E from 2014-15 to enhance career development through experience of supervision. Funding calls are disseminated annually by email. The data suggest a trend towards fewer females applying for placement and PhD students, both in terms of overall numbers (Table 5.23) and as a percentage of the eligible pool per Band (Figures 5.8-5.9).

Table 5.23: Numbers of applications for Institute-funded BSc (year-in-industry) placement and PhD studentships

BSc placement studentships	2013-14	2014-15	2015-16
Male applicants	8	6	9
Female applicants	8	3	7
PhD studentships			
Male applicants	11	12	15
Female applicants	5	3	5

Figure 5.8. Individual scientists applying for BSc placement student funding as a % of the eligible pool
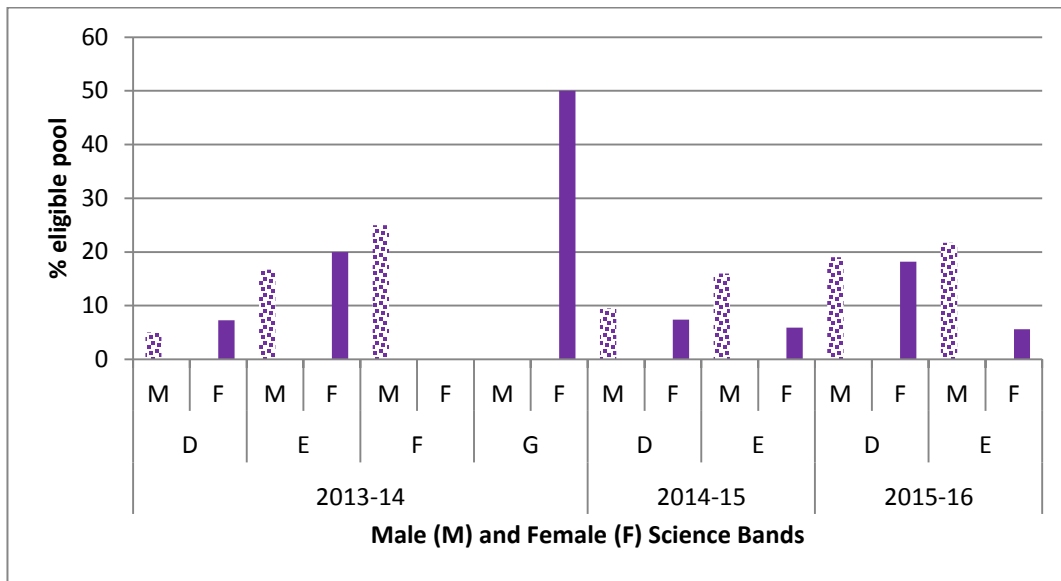
Band	D		E		F		G	
2013-14	M	F	M	F	M	F	M	F
Eligible pool	20	41	24	20	12	4	5	2
No. scientists	1	3	4	4	3	0	0	1
% of pool	5%	7.3%	16.7%	20%	25%	0%	0%	50%
Band	**D**		**E**		**F**		**G**	
2014-15	M	F	M	F	M	F	M	F
Eligible pool	21	27	25	17				
No. scientists	2	2	4	1				
% of pool	9.5%	7.4%	16%	5.9%				
Band	**D**		**E**		**F**		**G**	
2015-16	M	F	M	F	M	F	M	F
Eligible pool	21	33	23	18				
No. scientists	4	6	5	1				
% of pool	19%	18.2%	21.7%	5.6%				

Figure 5.9. Individual scientists applying for Institute funded PhD studentships as a % of the eligible pool
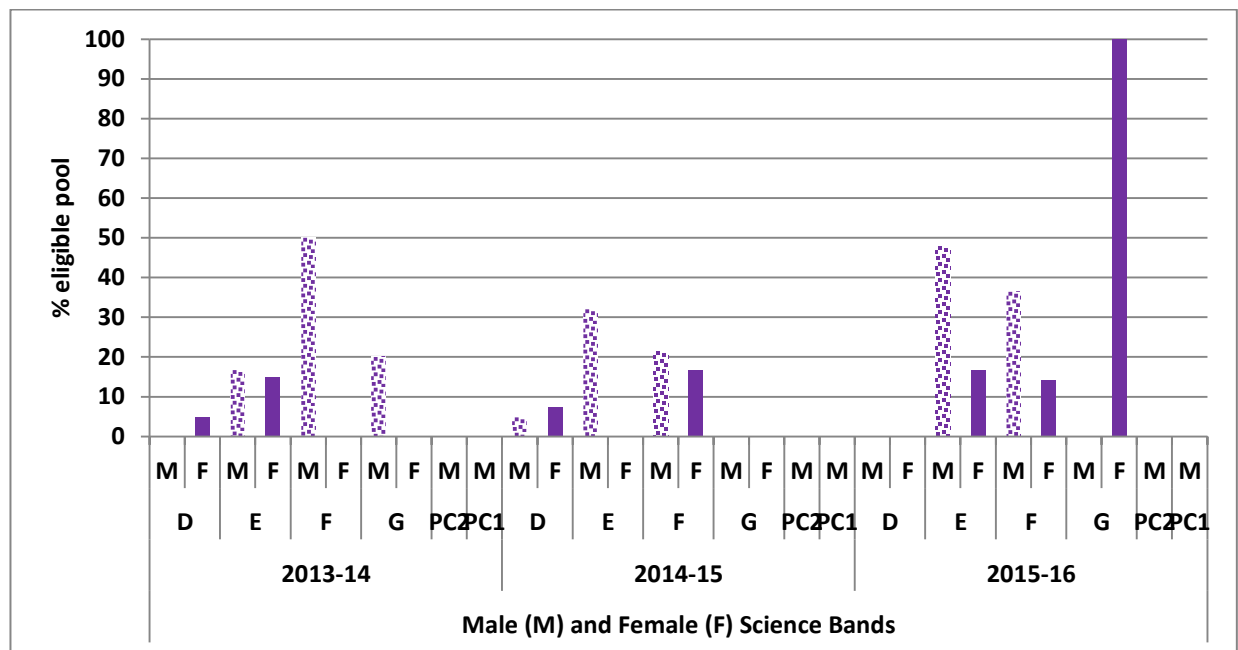
Band 2013-14	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
Eligible pool	20	41	24	20	12	4	5	2	1	1
No. scientists	0	2	4	3	6	0	1	0	0	0
% of pool	0%	4.9%	16.7%	15%	50%	0%	20%	0%	0%	0%
Band 2014-15	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
Eligible pool	21	27	25	17	14	6	5	2	2	1
No. scientists	1	2	8	0	3	1	0	0	0	0
% of pool	4.8%	7.4%	32%	0%	21.4%	16.7%	0%	0%	0%	0%
Band 2015-16	D		E		F		G		PC2	PC1
	M	F	M	F	M	F	M	F	M	M
Eligible pool	21	33	23	18	11	7	3	1	1	1
No. scientists	0	0	11	3	4	1	0	1	0	0
% of pool	0%	0%	47.9%	16.7%	36.4%	14.3%	0%	100%	0%	0%

Table 5.24 combines all three years to summarise the information, concentrating on Band D-E scientists applying for placement students, and Bands D-PC1 applying for PhD studentships. The application rate for men (14.9-19.9%) exceeds that for women (7.3-10.9%) suggesting that more encouragement and support is required for female staff.

Table 5.24: Studentship-funding application data for the three year period (2013-2016)

BSc placement studentships Band D - E scientists	Male	Female
No. applications (eligible pool)	20 (134)	17 (156)
Application rate	14.9%	10.9%
PhD studentships Band D – PC1 scientists	Male	Female
No. applications (eligible pool)	38 (191)	13 (178)
Application rate	19.9%	7.3%

Figures 5.10-5.11 show the success rates for applications. Males ranged from 0-67% for placements and 0-100% for PhD students; females from 0-100% in both categories.

Figure 5.10: BSc placement student funding: success rate by gender and Band Bands without applications are omitted for clarity
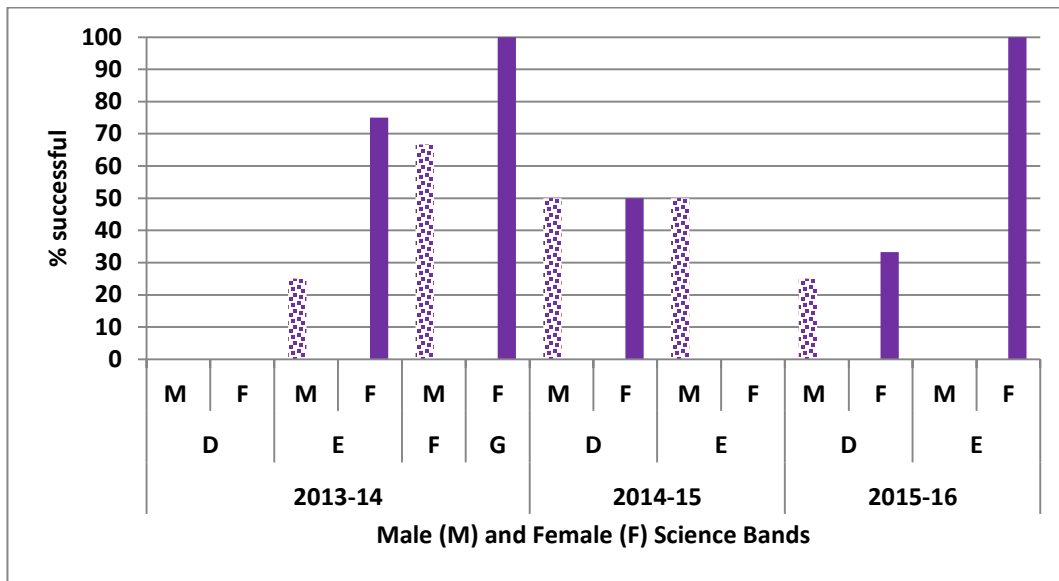
Band 2013-14	D		E		F			G
	M	F	M	F	M			F
No. applications	1	3	4	4	3			1
No. successful	0	0	1	3	2			1
% successful	0%	0%	25%	75%	66.7%			100%
Band 2014-15	**D**		**E**					
	M	F	M	F				
No. applications	2	2	4	1				
No. successful	1	1	2	0				
% successful	50%	50%	50%	0%				
Band 2015-16	**D**		**E**					
	M	F	M	F				
No. applications	4	6	5	1				
No. applications	1	2	0	1				
% successful	25%	33.3%	0%	100%				

Figure 5.11: Institute PhD studentship funding: success rate by gender and Band

Bands without applications are omitted for clarity
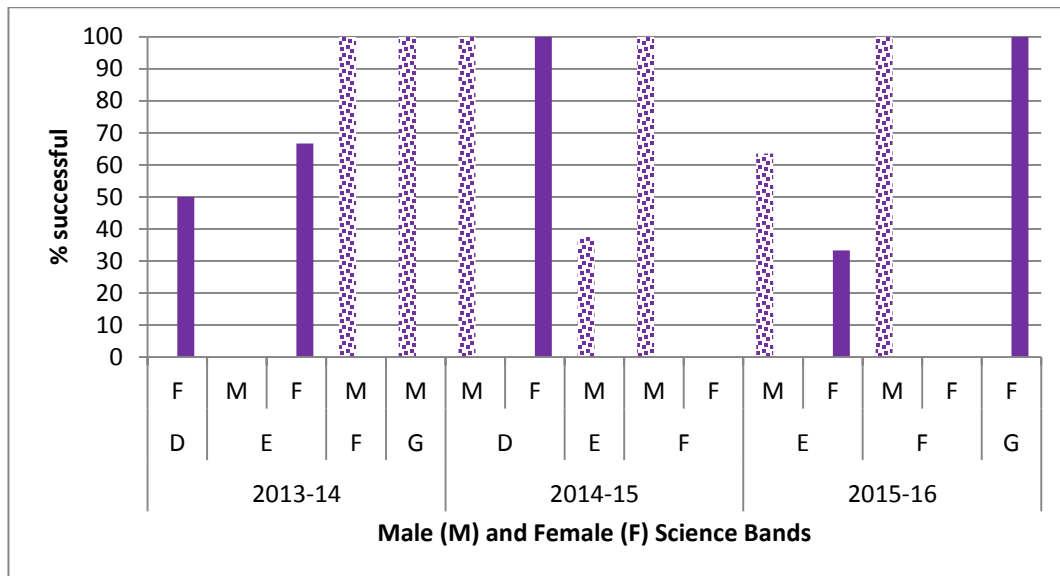
Band 2013-14	D		E		F		G	
		F	M	F	M		M	
No. successful		1	0	2	62		1	
% successful		50%	0%	66.7%	100%		100%	

Band 2014-15	D		E		F			
	M	F	M		M	F		
No. successful	1	2	3		3	0		
% successful	100%	100%	37.5%		100%	0%		

Band 2015-16			E		F		G	
			M	F	M	F		F
No. applications			6	1	4	0		1
% successful			54.4%	33.3%	100%	0%		100%

Table 5.25 summarises the data for the three years of the study. Women have a greater success rate for placement students and a slightly poorer success rate for PhD student applications than men.

Table 5.25: Studentship-funding success rate data for the three year period (2013-2016)

Band D - E scientists for placement studentships	Male	Female
Total no. applications (% successful)	20 (25%)	17 (41.2%)
Band D – PC1 scientists for PhD studentships	Male	Female
Total no. applications (% successful)	38 (63.2%)	13 (53.8%)

Section 5.2v Action Plan:

As with research grants, more female scientists need to be encouraged to apply for studentships to provide them with supervisory and project management experience, thereby enhancing their profile for career development. The focus group planned to discuss grant writing with female scientists will be inclusive of studentships to identify perceived hurdles.

6. Training support
6.3 Improve the support for scientists applying for studentships (6.3A, 6.3B)

SECTION 5.2 WORD COUNT:2710

5.3. Flexible working and managing career breaks

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

Maternity/adoption, paternity and parental policies (based on legal compliance and the 2015 Research Council policy) cover all employees, including part-time and fixed-term based on qualifying length of service. Support is shown in Table 5.26.

Table 5.26: Support for pregnant employees and those undergoing fertility treatment

Action	Responsibility	Outcome
Early notification of line manager	Employee	• Triggers support network • Extension from funding body (fixed term grants)
Confidential meeting	HR	• Information: leave, keeping-in-touch days, return to work.
Confidential meeting	HSBS	• Full risk assessment • Adjustment of working practices, e.g. physical activity; biological/ chemical/radiation hazards

A focus group suggested '*greater education, training and support for line managers on leave policy, process and return would be significantly beneficial'.* Simplified policies and a "how to" guide are now available on the intranet and family friendly policies will be included in the proposed LAMP.

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

Following the change in Institute governance (see Section 2), Pirbright adopted the generous BBSRC maternity benefits to ensure parity for all, including students. We provide an enhanced period of full pay for 26 weeks, compared with the statutory 13 weeks, and up to a year off.

For scientists on grants, the grant funding bodies pay the difference between statutory and Institute maternity pay. This additional money extends the contract so that the individual's science is not disadvantaged. If required, the line manager and HR will also organise cover to reduce workload burden and stress for those on leave or their colleagues.

The Institute allows 10 paid, keeping-in-touch days for use at any time during the leave for training/meetings/mentoring, facilitating integration back into work. Focus group discussions suggested these were "*invaluable*" and "*always used*".

(iii) <u>**Cover and support for maternity and adoption leave: returning to work**</u>

Pirbright's policies and risk assessments for adjustment of working practices for new mothers are in accordance with legal requirements. Childcare is covered in Section 5.3viii. Additional support is shown in Table 5.27.

Table 5.27: Support for those returning to work following maternity/adoption leave

Support	Details
HR	• Facilitate line manager-employee discussions • Implement phased returns • Implement new working patterns (flexible, part-time or job-share, Section 5.3vii) • On-going engagement whilst settling-in
Occupational Health	• Discussions as required
Special facilities	• Breast feeding / expressing facilities • Reasonable time allowance for new mothers

A recent new mother returning to work emailed "*I would just like to say how impressed I am at how seriously you have taken the requirements of a breastfeeding mother returning to work. I really appreciate everything the Institute and particularly HR have done to support me through my pregnancy and it's brilliant to see this support will continue*"

(iv) <u>**Maternity and adoption return rate**</u>

Tables 5.28-5.29 show uptake of maternity leave and return rates. No adoption leave was taken during this time. Our return rate (2013-15; 91%) is good and our policy supporting flexible and part-time working patterns is popular (2013-15; 70% returners). No staff contracts ended whilst on leave; those leaving did so through choice.

Table 5.28: Maternity leave uptake and return rates

	2013-14	2014-15	2015-16	Total
Maternity leave: staff	5	6	8*	19
Maternity leave: students	0	0	1*	1
Returners: same hours	2	1	0	3
Returners: different hours	3 (FT→0.55) (FT→0.81) (FT→0.88)	4 (FT→0.45) (FT→0.65) (FT→0.95) (FT→2 hrs home working per week)	1 (FT→0.6)	8
Leavers: Institute	0	1	1	2

7 of the 9 are still on maternity leave

Table 5.29: Maternity leave by Band

	2014 total	Band B	Band C	Band D	Band E	Band F
Maternity leave	5	1	1	2	1	0
	2015 total	**Band B**	**Band C**	**Band D**	**Band E**	**Band F**
Maternity leave	6	0	2	0	1	3
	2016 total	**Band B**	**Band C**	**Band D**	**Band E**	**Band F**
Maternity leave	8	0	2	3	2	1
Totals	19	1	5	5	4	4

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

The Institute has supported Shared Parental Leave since legislation (2015); our 2016 policy enables new parents, including same sex couples, to share the full-time care of their child in the first year. We provide up to 10 days paid leave in addition to contractual annual leave entitlement for all staff. Relatively few have taken up this opportunity (Table 5.30) although information is on the intranet and will be included in the staff handbook.

Table 5.30: Employees taking paternity leave by directorate and Band

	2013/14 total	Band B	Band C	Band D	Band E	Band F
Paternity leave	2	0	0	1 Science	0	1 Science
	2014/15 total	**Band B**	**Band C**	**Band D**	**Band E**	**Band F**
Paternity leave	3	1 Operations	0	1 Science	1 Science	0
	2015/16 total	**Band B**	**Band C**	**Band D**	**Band E**	**Band F**
Paternity leave	3	0	1 Operations	1 Operations	1 Operations	0
Totals	8	1	1	3	2	1

(vi)   Flexible working

Staff can apply to work on a flexible basis including part-time, compressed hours, job-share and term-time working. We have an array of family friendly policies and support guidance for managers and employees to reasonably address any such requests. Staff are also encouraged to achieve a work-life balance through home-working where feasible given operational requirements. We currently (April 2017) have 82 employees on flexible working patterns, equivalent to 28% of the work force (Science: 10 men and 24 women; Operations: 25 men and 23 women).

The ASS(2016) suggested further work was required in this area; only 8-29% of men and 22-24% of women were able to understand or locate the policies (Figure 5.12). Since then all people policies and "how to" guides have been refreshed and the intranet updated to increase accessibility.

Figure 5.12: ASS(2016) results: flexible working
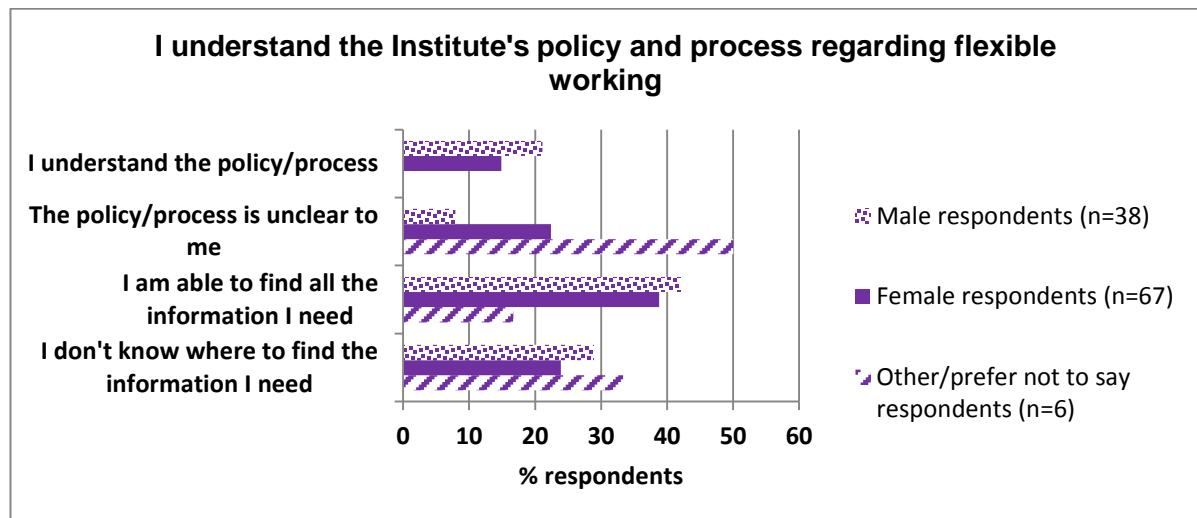
(vii) Flexibility in contracted hours after career breaks

All staff and students returning from career breaks may return to full-time work or apply for changes to their working pattern for a fixed or variable period of time. There is no formal policy; each case is dealt with on an individual basis through discussions between the individual, line manager and HR. Opportunities for home working or flexible working outside of core hours are agreed in this way.

Those who work flexibly/part-time and then choose to return/move to full-time work are offered the chance to do so gradually, either on reduced hours or reduced days per week. During this time, frequent meetings are held between the individual, line manager and HR (involving Occupational Health if necessary) to discuss progress and ensure well-being. One of the earliest meetings centres on setting objectives and arranging training to bring the individual up-to-date.

The Institute is currently reviewing a formal flexi-time scheme of work based on set core weekly hours.

(viii) Childcare

The Institute offers salary sacrifice childcare vouchers in accordance with legislation to support returning to work. We also offer childcare subsidy for one ≤3 year old per family worth £100 per month or 30% of childcare fees (whichever is the lower). This applies to all employees regardless of contract type. 33 employees (22 female) currently use vouchers and 10 (8

female) receive the subsidy; historical data is not available due to the change in our HR database.

The ASS(2016) suggested some (36% males, 48% females) were unaware of the support available (Figure 5.13) but recent policy improvements and availability via the intranet will help.

A noticeable gap in our support is the lack of on-site childcare facilities. There are 3 local crèches, with a 5% discount at one of them, but demand for places is high. Our Attendance Support Grant (Section 5.2i) is available to cover additional child-care required for attendance at meetings, workshops and conferences.

Figure 5.13: ASS(2016) results: childcare support
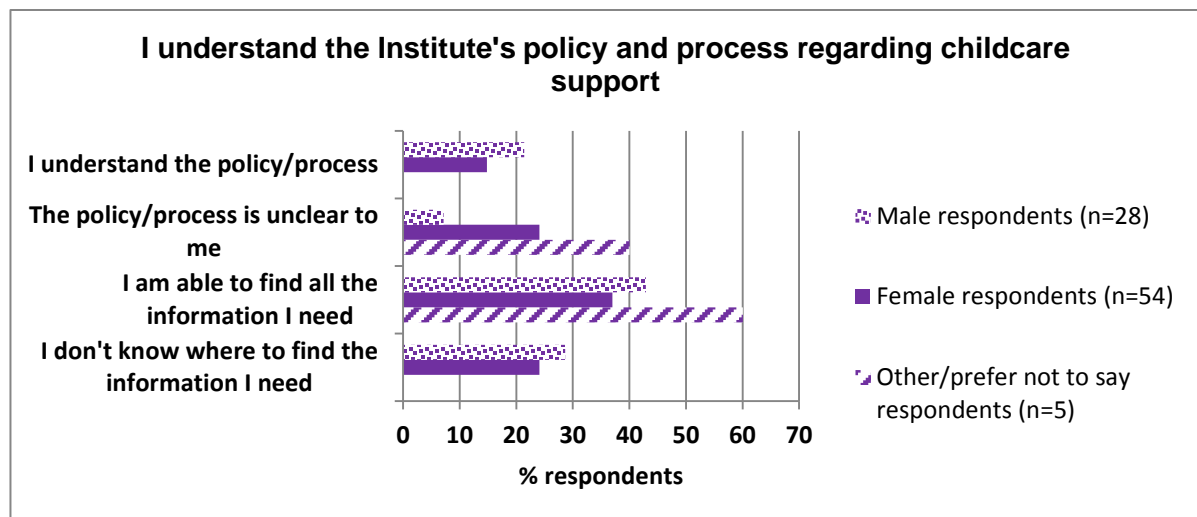
(ix)   Caring responsibilities

Our Carer's Policy, communicated via the intranet, helps those who need to combine work with caring responsibilities. Flexible working arrangements may be short-term or permanent dependent upon circumstances. Up to 10-days special leave are also available as crisis management support. Our Occupational Health service provides support and guidance if required. Historical data is not available; no one is currently listed as a carer although one female member of staff has recently used the special leave for crisis management for her elderly father. The new HR database will facilitate recording of such information in the future.

Section 5.3 Action Plan:

The Institute has a range of recently updated policies and processes in place, available to everyone through the intranet and handbooks. Further awareness will be promoted through an on-line bank of case studies, line-manager training and via the delivery of "bite-size" sessions. Increased awareness and uptake will be monitored through HR, surveys and focus groups.

Childcare provision through an Institute nursery and the childcare subsidy system will be reviewed in 2018.

2.   Role models
2.1 Increase the visibility of role models within the Institute (2.1C)

5.   Work-life balance
5.1 Improve the awareness of policies affecting work-life balance (5.1A; 5.1B)
5.2 Improve the Institute's childcare services (5.2A, 5.2B)

SECTION 5.3 WORD COUNT:1023

5.4. Organisation and culture
(i) Culture

EDI is part of Pirbright's governance, attracting commitment and action from our senior leaders. The EDIC and HR have worked, and will continue to work (Section 3iii), to embed AS Charter principles in our culture and working practices. Recent examples include:
- appropriate use of part-time, job share and fixed-term contracts, replacing all zero-hours contracts
- attainment of Living Wage employer status
- aligning maternity provision for PhD students with RCUK guidelines

Our social and health-orientated activities are open to all (Table 5.31).

Table 5.31: Aspects of Institute life affecting our culture

Activity	
Public engagement	• Activities – multiple/varied • Cross-directorate interaction (Section 5.4x)
Seminars	• Mainly science; some broader (Section 5.4viii) • Refreshments provided • Within Institute core hours
Social club	• Membership £2/month • Days out, theatre trips, quiz nights, on-site family activities • Annual rounders tournament/hog roast • 114 members (51% female)
Exercise at Pirbright	• Membership £3.50 /month • Gym; pilates; core circuit training • 86 members (45% female)
Wellbeing events	• Healthy Eating roadshow in association with the British Heart Foundation
Mental Health First Aid courses	• External trainers • 10 mental health first-aiders (60% female)
Institute training courses	• Managing pressure positively • Dealing with challenging situations
Vitae webinars	• "*Supporting researcher wellbeing*" • "*Coping with stress and anxiety: health and well-being for researchers*"
Prayer rooms	• In and out of containment areas • Flexible working to accommodate faith
Student housing	• Low rent for the area • No travelling required • Supportive community
Pride in Pirbright day October 2015	• Showcase fun day for all units/departments across the Institute

Whilst we have many positive aspects as shown above, survey results show we also have room for improvement (Tables 5.32-5.33). An improved culture is clearly required with only 57-61% looking forward to coming to work and a 22% difference between male and female perception of Pirbright's commitment to EDI. The CSS(2015) results show limited gender differences although men appear slightly more positive about leadership and less positive about pay than women. We are 4-14% below the BBSRC and 2-19% below the high performing units in terms of experiences at work which are known to shape employee engagement. All of these topics will be addressed through our AS Action Plan including the EDIC's role, LAMP, workload database and pay audits.

Table 5.32: ASS(2016) results pertaining to the culture of the Institute

	Positive responses	
	Female % and total no. of respondents	**Male % and total no. of respondents**
I am aware of the AS Charter	78.4% (n=88)	80% (n=59)
The Institute is committed to equality and diversity	61.4% (n=88)	83.1% (n=59)
I look forward to coming to work	57.3% (n=82)	61.1% (n=54)

Table 5.33: CSS(2015) "Drivers of Engagement"

Driver of employee engagement (no. questions in each section)	% of respondents answering positively			Overall theme score: % positive	Difference to:	
	Male	Female	Prefer not to say		BBSRC	High performing units
Engagement Index	61	60	38	57	-10%	-5%
Leadership and managing change (10)	37	31	12	31	-14%	-19%
Pay and benefits (3)	34	43	17	36	-5%	-2%
My work (5)	76	80	66	76	-5%	-5%
Organisational objectives and purpose (3)	78	77	62	75	-4%	-14%
My manager (10)	61	64	51	60	-8%	-15%
My team (3)	73	76	66	74	-6%	-14%
Learning and development (4)	53	53	35	51	-5%	-10%
Inclusion and fair treatment (4)	75	77	54	73	-6%	-9%
Resources and workload (7)	74	77	62	74	-4%	-5%

Section 5.4i Action Plan:

Many of the actions detailed throughout this document will affect the culture of the Institute and improve survey results. Most notable will be the development of the LAMP; a culture change within senior and middle management will cascade positively to all employees. Close monitoring of this will require surveys and data gathering/analysis through the new HR database.

1. **EDI Awareness**
1.1 **Maintain a vibrant and effective EDIC (1.1A, 1.1B)**
1.2 **Collect and analyse EDI data to inform future strategy (1.2A, 1.2B, 1.2C)**
1.3 **Engage with external organisations on EDI matters (1.3A, 1.3B, 1.3C)**
1.4 **Provide EDI information for employees (1.4A, 1.4B, 1.4C)**

3. **Leadership**
3.1 **Improve leadership and accountability at senior levels (3.1A)**

(ii)   Institutional policies, practices and procedures

The new Head of HR sits on strategic Institute committees and is pivotal in developing, implementing and reviewing policies, practices and procedures. Equality impact is considered for all major decisions and policy implementations within the Institute's Equality and Diversity assessment process. Cross-Institute working groups (staff and student), and strong relationships with Trade Union bodies through our Institute Negotiating and Consultative Committee, are used to review and validate new policies, practices and procedures and also to monitor and review those already existing. The anticipation of negative impact facilitates timely amendment. Recent issues identified include the need for female leadership development, Institute childcare arrangements, and a student maternity policy to match the staff policy.

Policies are held on our document management system, now easily accessible from the intranet. Notification of and feedback on new and amended information is made via email, focus groups, team briefings and staff meetings.

(iii)   HR policies

The CSS(2015) recorded 7% experienced discrimination at work within the previous year (4% of male respondents; 8% of female respondents), and 9% experienced bullying and harassment (7% of male respondents; 8% of female respondents). The ASS(2016) also showed female employees were most affected (Table 5.34).

Table 5.34: ASS(2016) results pertaining to equality, dignity at work, bullying and harassment

Survey question	Positive responses	
	Female % and total no. respondents	Male % and total no. respondents
Have you ever felt uncomfortable because of your gender whilst at the Institute?	15.1% (n=73)	7.5% (n=53)
Are you confident your line manager would deal effectively with any complaints about harassment, bullying or offensive behavior?	74.6% (n=63)	87% (n=46)
Have you ever experienced harassment or bullying at work?	31.9% (n=72)	19.6% (n=51)
If YES, did you raise it with your line manager or HR?	54.5% (n=11)	0% (n=4)
If YES, were you satisfied with how the situation was dealt with?	16.7% (n=6)	n/a

The Institute has a zero tolerance to such behaviour and the results are of great concern. Only 75-87% felt their line manager would be able to help them, and few raised issues. Only 1 of 6 women who involved their line manager felt the situation was dealt with effectively. Eight formal grievance procedures (25% female) have been raised through HR (2013-2016).

HR policies and grievance procedures, covering all aspects of dignity at work, have been reviewed, simplified and made available (Section 5.3ii).

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Section 5.4iii Action Plan:

Mandatory on-line training and assessment on EDI was introduced in 2016. Further work includes training (within the LAMP) on HR policies; issues will only be escalated to HR where agreement cannot be reached at line manager level. "How to" guides are under development and "dignity at work" master-classes are being scheduled (2017). Surveys and focus groups will provide feedback. An open approach to discussing such issues, combined with improved training and policies, will raise awareness and compliance, impacting positively on behavior across the Institute.

5. Work-life balance and culture
5.1 Improve the awareness of policies affecting work-life balance and culture (5.1A, 5.1B)

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(iv) Heads of units

Recruitment is described in Section 5.1i, advertising externally but encouraging internal candidates where appropriate. Some areas of leadership (Table 5.35) show an increase in female representation over the three years but not at Director level or "Heads of" in Science (where one female resigned and an external male was recruited).

In Science, Group Leader positions reflect the percentage female work force (Bands F-G) although women are under-represented at "Heads of" level.

In Operations, women are under-represented at Group Leader level but over-represented in recent years at "Head of" level.

Table 5.35a: Senior management / leadership roles: Director level (Bands PC2-PC1)

Role Type (Directorate)	% female (n=total male and female)		
	2013-14	2014-15	2015-16
Directors (Science & Operations)	0% (n=4)	0% (n=4)	0% (n=6)

Science work force (% female PC2-PC1)	0%	0%	0%
Operations work force (% female PC2-PC1)	0%	0%	0%

Table 5.35b: Science senior management / leadership roles: "Heads of" and Group Leader level (Bands F-G)

Role Type (Directorate)	% female (n=total male and female)		
	2013-14	2014-15	2015-16
Heads of (Science)	40% (n=5)	20% (n=5)	20% (n=5)
Group Leaders (Science incl. Fellows)	23.2% (n=30)	27.7% (n=36)	36.1% (n=36)

Science work force (% female Bands F-G)	26.1%	28.6%	36.4%

Table 5.35c: Operations senior management / leadership roles: "Heads of" and Group Leader level (Bands F-G)

Role Type (Directorate)	% female (n=total male and female)		
	2013-14	2014-15	2015-16
Heads of (Operations)	40% (n=10)	40% (n=10)	62.5% (n=8)
Group Leaders (Operations)	0% (n=4)	20% (n=6)	33.3% (n=6)

Operations work force (% female Bands F-G)	45%	33.3%	57.1%

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Section 5.4iv Action Plan:

Our goal is to encourage people into leadership roles through talent management and individual development. Our redevelopment of mentoring for all will support this. The LAMP will harness and nurture leadership and management potential at an early stage; the women's strand of the programme is particularly significant in the identification and support of women as emerging leaders for senior and middle management positions.

2. Role models
2.4 Enhance the Institute's mentoring schemes (2.4A, 2.4B)

3. Leadership
3.1 Improve leadership and accountability at senior levels (3.1A, 3.1B)

4. Career development and promotion
4.5 Increase the transparency of the Institute's career pathways (4.5A)

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(v) Representation of men and women on committees

Committee data is a snap-shot (February 2017); previous information is not available. Board and Management committees (Table 5.36) are the main influential/decision making bodies. Women currently form 50.6% of the total workforce including students and 49% excluding students (Table 2.1a); women are well represented on Management, Science and Working Group committees in terms of overall membership (43-50%). Only 30% Board level members are female but this cannot be compared with the workforce because 78% of Board members are external to the Institute.

By Directorate, Operations staff represent 49.3% of the workforce (Table 2.1b) and 44.4-47.4% of committee membership.

Table 5.36: Committee membership (including staff and students)

	Committee type				
	Board	**Management**	**Science**	**Working group**	**Total**
No. committees	6	15	5	12	39
Membership by gender					
No. male	35	135	82	59	311
No. female	15* (30%)	106 (44%)	67 (45%)	60 (50.4%)	248 (44.4%)
Membership by gender excluding students					
No. male	35	132	68	59	294
No. female	15 (30%)	101 (43.3%)	55 (44.7%)	58 (49.6%)	229 (43.8%)
Membership by directorate					
No. Science	19	129	112	51	311
No. Operations	31	112	37	68	248 (44.4%)
Membership by directorate excluding students					
No. Science	19	121	86	49	275
No. Operations	31	112	37	68	248 (47.4%)

* Includes 1 female BBSRC observer on the Trustee Board and 1 on Science Advisory Board.

Tables 5.37-5.38 show details for committee Chairs and membership distribution by gender. The current female workforce (49%) suggests women are reasonably well-represented as Chairs other than at Board level. However, with only two exceptions, committee Chairs are all Band E and above. At this level, the female workforce is 29.2%; women are therefore under-represented as Chairs at Board level but over-represented in the other categories.

Table 5.37: Gender balance on all committees (staff and students) highlighting where females form at least 50% of membership &/or the Chair

Committees 2016/2017	Committee name	Members total no.	Membership % female	Chair M/F	Chair Band	Chair OPS/SC
Board	**Development Programme 2 Project Board**	10	**50%**	M	External	OPS
	Risk & Assurance Committee	4	**50%**	F	External	OPS
	Finance & General Purpose	4	25%	M	External	OPS
	Science Advisory Board	13	23%	M	External	SCI
	Trustee Board	9	22%	M	External	SCI
	Development Programme Board	10	20%	M	PC2	OPS
Management Committee	**Risk & Assurance Directorate Committee**	17	**65%**	M	PC2	OPS
	Animal Welfare & Ethical Review Body	18	**61%**	F	G	SCI
	Equality, Diversity and Inclusion (previously AS SAT)	24	**54%**	F	F	SCI
	Health Safety BioSafety Group Committee	13	**54%**	F	G	OPS
	Academic Committee	18	44%	F	F	SCI
	Redeployment Committee	7	43%	F	E	OPS
	Management Forum	38	42%	M*	PC1/PC2	SCI
	Energy & Environment Committee	10	40%	M	PC2	OPS
	Group Leaders	39	38%	M/F*	G	SCI
	Institute Negotiating and Consultative Committee	8	38%	M	PC1	SCI
	H&S Operational Risk Committee	11	36%	M	PC2	OPS
	Capability Directorate Senior Team Committee	12	33%	M	PC2	OPS
	Pay & Grading	9	33%	M	F	OPS
	Science Committee	9	33%	F	F	SCI
	E&M Risk & Assurance	4	25%	M	E	SCI
	Senior Leadership Team	4	0%	M	PC1	SCI
Science	**SAPO4 users group**	21	**62%**	M	E	SCI
	Avian Diseases Programme	55	45%	M	PC2	SCI
	Poultry Users Group	44	45%	F	E	SCI
	Grant Advisory Submission Panel	11	36%	F	F	SCI
	Biological Agents & Genetic Modification Safety Committee	18	28%	M	PC2	SCI
Working Group	**Athena SWAN Champions**	6	**100%**	n/a	n/a	n/a
	Athena SWAN Working Group	13	**85%**	F	F	SCI
	Social Club	11	**64%**	F	C	SCI
	CL3 working Group Members	11	**55%**	F	F	SCI
	EM3 Innovation Hub Process Safety Team	11	45%	M	D	OPS
	Library Committee	9	44%	M	F	SCI
	Compliance Working Group	14	43%	F	G	OPS
	Jenner Process Safety Team	7	43%	F	F	OPS
	Poultry Experimental Facility Working Group	18	39%	F	E	OPS
	Plowright Process Safety Team	6	33%	F	F	OPS
	Capital Projects Team	8	25%	M	E	OPS
	ISO Process Safety Team	5	20%	M	E	OPS

* The Chair of Group Leaders rotates between committee members. The Chair of Management Forum rotates between members of the Senior Leadership Team.

Table 5.38: Distribution of committee Chairs by gender

	Type of committee			
	Board	Management	Science	Working group
No. committees	6	16	5	12
No. (%) female Chairs	1 (16.7%)	7 (43.8%)	2 (40%)	7 (58.3%)

Some committee membership is role associated. Alternatively, membership is based on expertise and availability; people may volunteer, be suggested by their line manager or "head hunted" by the committee. Awareness of AS has made a difference in the way those committees recruiting in the last year have considered rolling membership, workloads and gender balance.

When considering the Bands of people active on committees, Figure 5.14 shows the same pattern of activity based on gender or directorate.

Figure 5.14: Employees active on committees by Band, gender and directorate
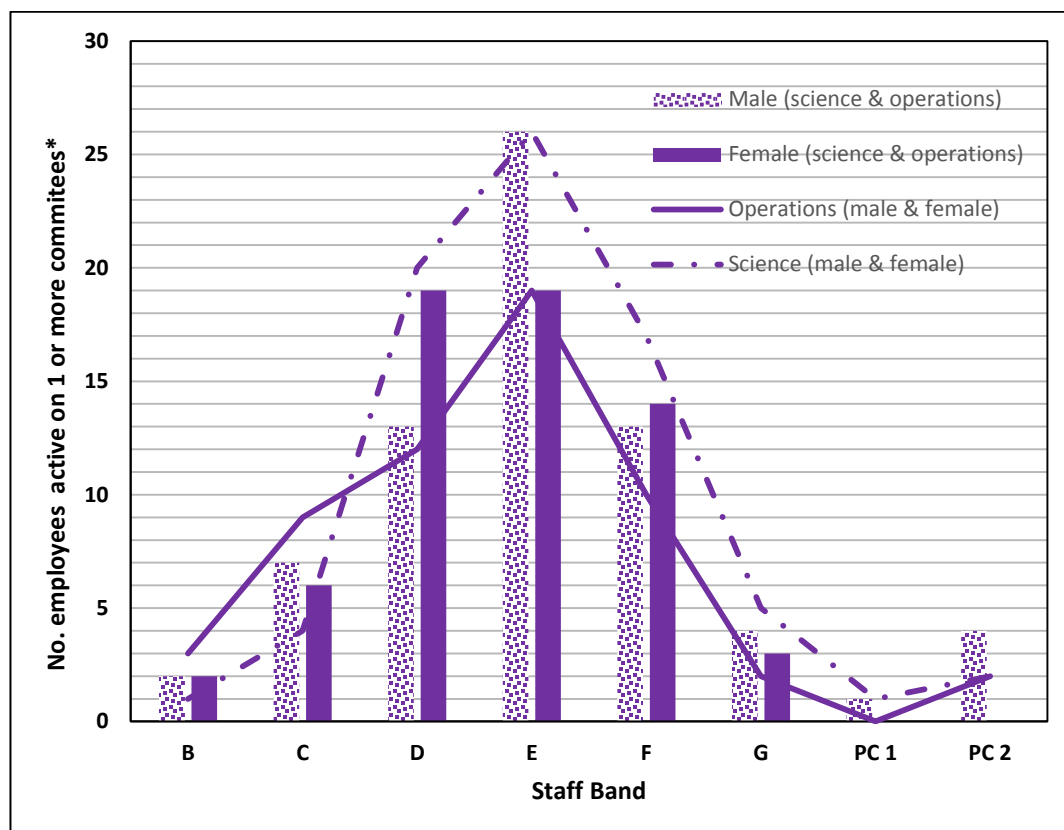
* Each person active on a committee was only counted once, regardless of the number of committees they are on.

Committee overload (Tables 5.39-5.40) may show at an individual's PPDR or when senior management are discussing the allocation of new tasks. A Fellow was recently asked to relinquish committee membership to devote more time grant writing. The proposed workload database will help overcome such problems (Section 5.4vii).

Table 5.39: Members of staff serving on multiple committees

No. of Committees	No. of individuals	No. of males	No. of females	% females
1-2	124	66	58	47%
3-4	40	20	20	50%
5-6	20	10	10	50%
> 6	17	11	6	35%
	201	107	94	

Table 5.40: Band details for members of staff each serving on ≥6 committees

Band	No. of males	No. of females
E	3	2
F	3	2
G	1	2
PC 2	3	0
PC 1	1	0
Total	11	6

Section 5.4v Action Plan:

Tackling gender inequality at senior levels has been reported on above (Section 5.1i). In terms of committees, this refers to the SLT which is comprised of the three Directors and the Head of Finance, who are at present all male. However, two further members of staff are now invited to attend, the Head of Science Administration (female) and the Head of HR and Corporate Development (male).

Tighter regulation of all committees will be introduced to ensure consistent consideration of gender equality and enhanced opportunities through membership/Chair rotation and shadowing.

2. Role models
2.1 Increase the visibility of role models within the Institute (2.1A, 2.1B)
2.2 Increase the visibility of external role models (2.2C)
2.3 Increase the visibility of female role models in senior management (2.3A)

(vi)   Participation on influential external committees

External activities provide "Institute ambassadors" and are valuable for career development. Encouragement to participate may come from self-awareness, peers, line managers, mentors, senior management and external collaborators. Full details have not previously been captured centrally; an email poll provided 30 Band E-PC1 responses (36.7% female) and examples of activities are shown (Table 5.41).

Table 5.41: Examples of external committee membership and activity

Activity	Examples
Charity	• Member of Trustee Board, Houghton Trust • Secretary of Houghton Trust • Member of BEMB Research and Education Trust
Designated HSBS expert	• National and EU levels • Chair of Biosafety Steering Group (Institute of Safety in Technology and Research) • Member of Industrial Injuries Advisory Council
Designated scientific expert	• National, EU and World levels
Grant review panel:	• BBSRC • British Council • Institute Pasteur • Postdoctoral fellowships, Irish Research council
International committee	• Executive Committee of the International Committee for the Taxonomy of Viruses • Scientific Director, Global Alliance for Research on African swine fever virus • Member of European Food Safety Authority • Member of managerial board H2020 project
Journal editorial board	• Editors, associate editors, academic editors
National committee	• Member of Royal Society of Biology Genome Editing Advisory Group • Member of Council of the Royal Microscopical Society
Visiting professorship	• Numerous universities; UK, EU and international

Section 5.4vi Action Plan:

We cannot comment on gender representation on external committees because we lack full data. This information will be captured through the new PPDR and workload database (Section 5.4vii) and support provided for any under-represented groups.

(vii) Workloads

Pirbright has no formal workload monitoring system; distribution sits with line managers and unit Heads. Tasks, allocated on expertise and availability, are not monitored for gender bias or equality of distribution. A focus group suggested workloads within each Band are unequal and workload discussions within the PPDR process (and use of such information for promotion and reward) are subjective. The ASS(2016) agreed, with 60.8% of 74 women and 52% of 50 men reporting the award of performance pay lacked transparency.

Over half of both male and female survey respondents indicated they have an acceptable workload and are able to achieve a good work-life balance (Figures 5.15-5.16). However, staff do not always feel recognised for their work activities, with female staff being less satisfied than their male colleagues (Figures 5.17-19).

Figure 5.15: ASS(2016) results: acceptable workloads

I have an acceptable workload

Response	% respondents
Strongly agree/agree	~56
Neither agree nor disagree	~22
Disagree/strongly disagree	~21

- Male respondents (n=54)
- Female respondents (n=81)
- Other/prefer not to say respondents (n=8)
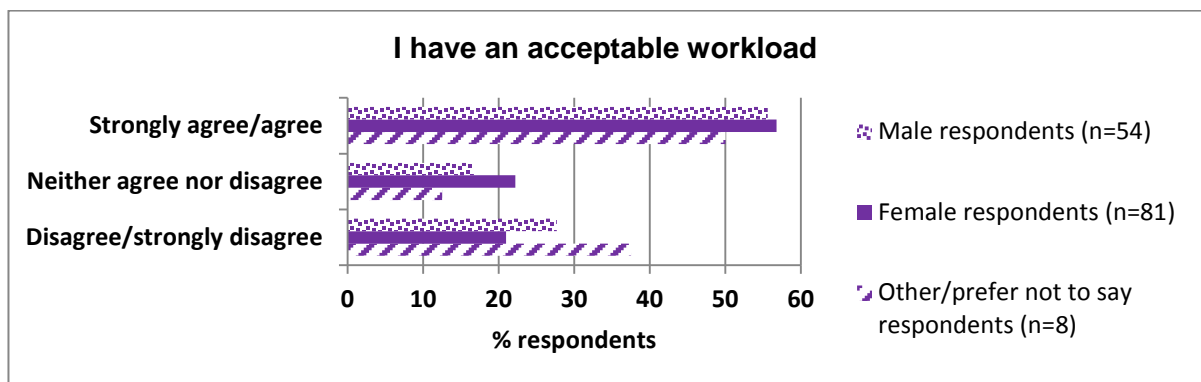
Figure 5.16: ASS(2016) results: work-life balance

I am able to achieve a good balance between my work and home life

Response	% respondents
Strongly agree/agree	~68
Neither agree nor disagree	~15
Disagree/strongly disagree	~25

- Male respondents (n=54)
- Female respondents (n=82)
- Other/prefer not to say respondents (n=8)

Figure 5.17: ASS(2016) results: recognition of my contributions (a)

Pirbright values and recognises my contributions towards supporting others in the Institute, i.e. mentoring, lab management, fire warden, 1st aid

Male respondents (n=53)

Female respondents (n=74)

Other/prefer not to say respondents (n=6)
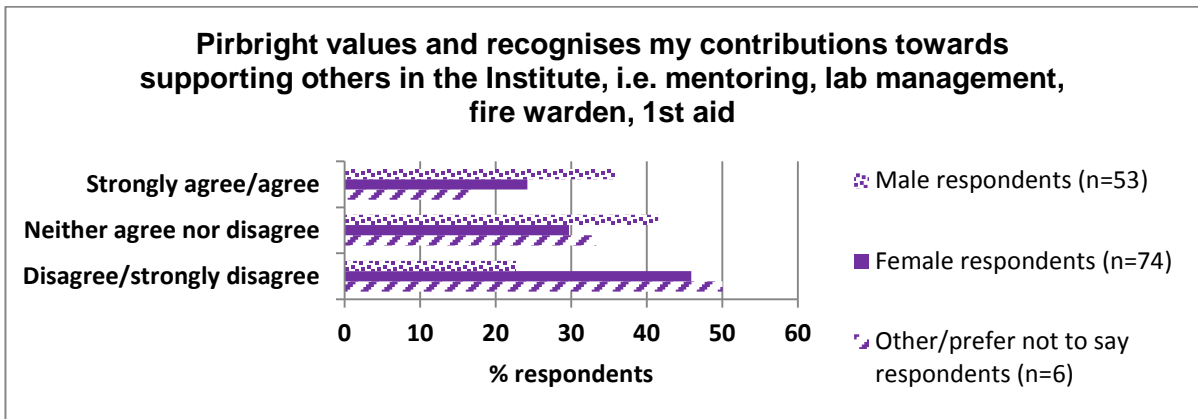
Figure 5.18: ASS(2016) results: recognition of my contributions (b)

Pirbright values and recognises my contributions towards supervising/managing staff and students

Male respondents (n=53)

Female respondents (n=74)

Other/prefer not to say respondents (n=6)
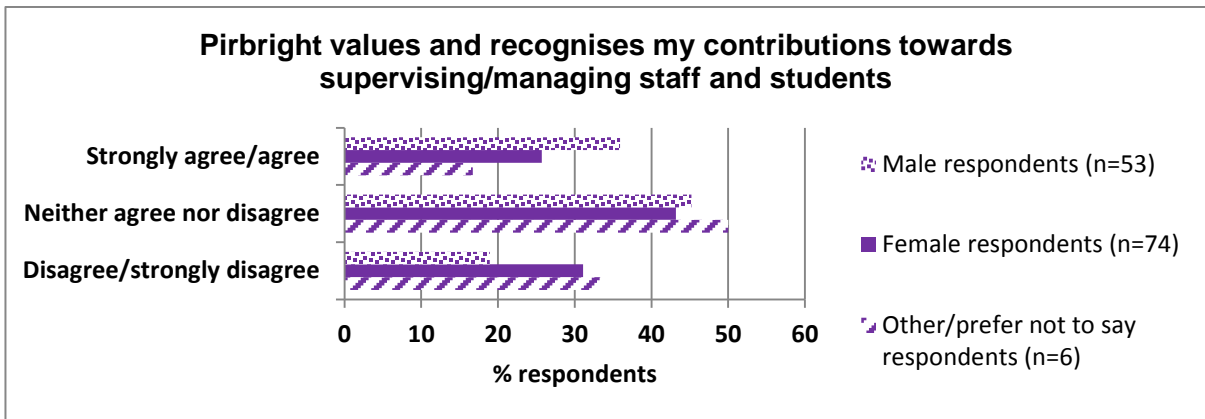
Figure 5.19: ASS(2016) results: recognition of my contributions (c)
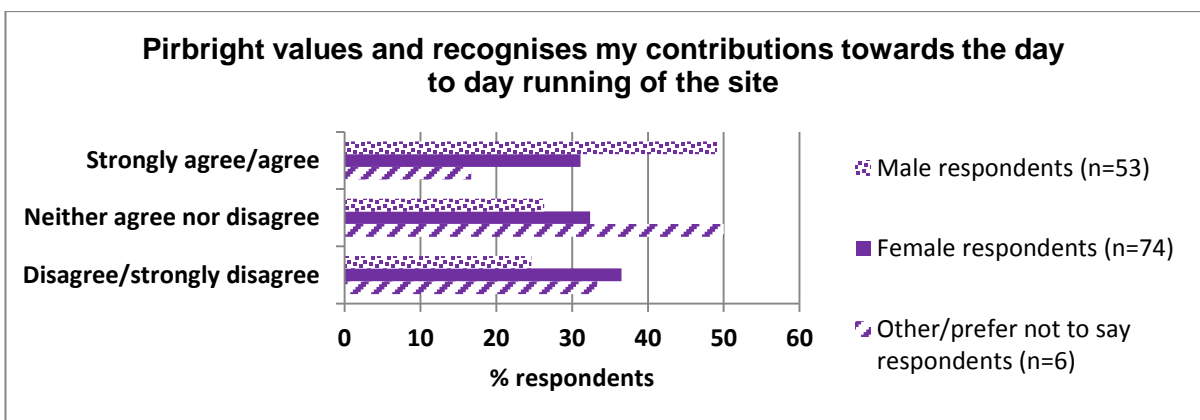
Pirbright values and recognises my contributions towards the day to day running of the site

Male respondents (n=53)

Female respondents (n=74)

Other/prefer not to say respondents (n=6)

(viii) Timing of meetings and social gatherings

The Institute's core hours are 8.45am to 5.15pm Monday to Thursday and 8.30am to 4.30pm Friday. Committees meet between 9am and 4pm, avoiding school holidays where possible, giving the best possible chance of being quorate. Management committees meet on a regular basis, defined well in advance to facilitate attendance. Working groups are more flexible and use doodle polls to find the best time. Quarterly staff briefings are scheduled for different days between 10am and 4pm to enable part-time and flexi-time staff to attend.

Staff feedback (early 2015) resulted in weekly seminars being advanced by 30 minutes to 4pm, thereby enabling those with caring duties to attend. Other times were discussed but this was the best compromise between being family friendly and eating into research time. All seminars are streamed live to the "inside" for those who cannot "shower-out"; they are also recorded and made available through the intranet for those unable to attend. Social Club activities include some popular evening activities for staff and students as well as family friendly events at weekends.

(ix)   Visibility of role models

All Institute literature is considered for EDI by our Head of Communications and is representative of our multicultural workforce. Current website images (n=116) are gender balanced (Figure 5.20). In the ASS(2016), 55.7% of 88 women and 67.8% of 59 men agreed/strongly agreed that staff are given the same opportunities for public visibility. In contrast, website profile images are gender biased in favour of males; only 50 (48%) women currently choose to display their picture compared with 91 (65%) men. The focus group suggested this is "*simply personal choice*" with women being less accepting of having their photographs on display.

Figure 5.20: Institute website images by featured gender

No. images	15	19	70	12
% images	12.9%	16.4%	60.3%	10.3%
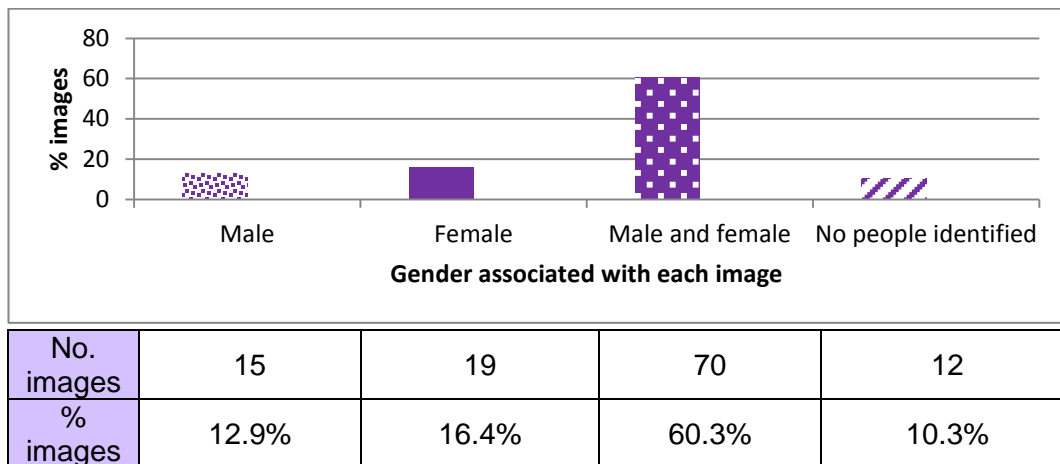
Figure 5.21 indicates a gender bias towards men being featured in web-based news stories. The focus group perceived this to reflect the higher numbers of senior (Bands E/F) male scientists compared with female scientists since they are the ones most likely to be publishing material on the website. The results in Figure 5.21 support this, showing an improvement and a correlation between the percentage of Band E and F female scientists and the male:female ratio of news stories in more recent years.

Figure 5.21: Institute website press releases each year by featured gender
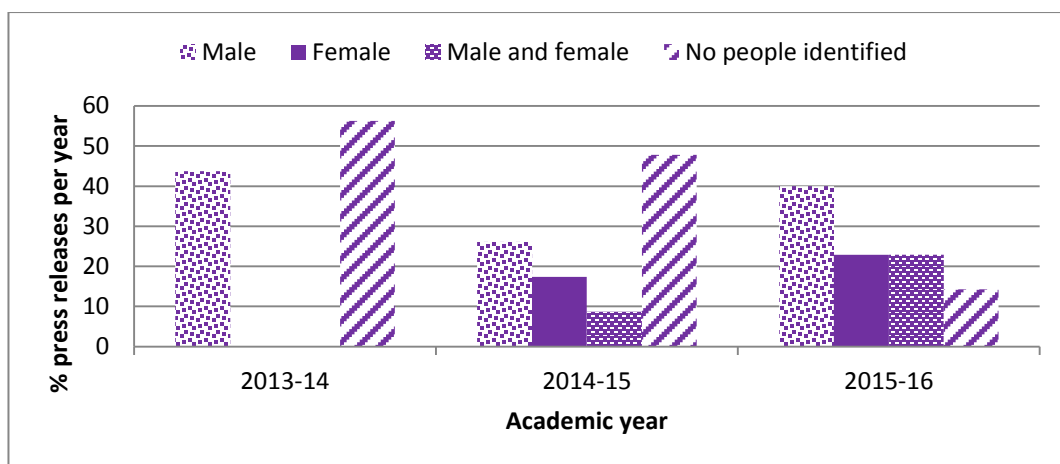
	2013-14	2014-15	2015-16
No. of news stories	16	23	35
Featured gender: male	7	6	14
Featured gender: female	0	4	8
Featured gender: both male and female	0	2	8
Featured gender: no people identified	9	11	5
% news stories. male : female	100 : 0	60 : 40	64 : 36
% Band E & F female scientists	40	37	42

External seminar speakers are suggested by scientists; gender balance is important and we have hosted many prominent female speakers including Dame Jocelyn Bell Brunell and Professor Mala Maini, both of whom spoke about their experience as women in science. We run a student-only session with the speaker after each seminar; two speakers have recently complimented us on this system and said they would be "*discussing a similar forum for the seminar programme*" at their own university/institute. Despite these plus-points, Table 5.42 shows a consistent gender bias towards male speakers. Seminars are chaired by the scientist hosting the speaker; data are only available for 2017 with 40% of hosts being female compared with 54% of the scientific workforce (Table 2.1a).

Table 5.42: External seminar speakers by gender

External seminar speaker	2013/2014 No. (%)	2014/2015 No. (%)	2015/2016 No. (%)	2016/2017 No. (%)
Female	11 (28%)	18 (39%)	18 (36%)	14 (36%)
Male	28 (72%)	28 (61%)	32 (64%)	25 (64%)

Section 5.4ix action plan:

The support detailed elsewhere in this document (e.g. mentoring, grant writing, LAMP, promotion) will increase the confidence of female scientists, leading to greater scientific output and hence visibility on the website. Increased female role models at Pirbright seminars and conferences will be achieved through steering groups considering gender balance. The steering groups will be 50% female.

2. Role models
2.2 Increase the visibility of external role models (2.2A; 2.2B)

(x)   Outreach activities

Outreach activities are celebrated on the intranet and electronic noticeboards, recorded through the PPDR and will be captured via the new workload monitoring system (Section 5.4vii) to facilitate recognition through staff awards.

Events are grouped into three categories – STEM and careers; science festivals/events; schools and colleges. Most are local but off-site because of the nature of the Institute; high profile events are supported nationally. We do not record gender data on or feedback from the public.

Outreach is organised by the Communications Team and advertised via "all staff" emails and the intranet. Training is offered to all; 17 new STEM ambassadors (53% female) were trained recently. The timing of events varies to provide opportunity for all. In the ASS(2016), 72.4% of 87 women and 86.4% of 59 men agreed/strongly agreed that all staff are given the same opportunities for public engagement.

Table 5.43 indicates that women are approximately twice as likely to volunteer than their male colleagues.

Table 5.43: Volunteering for Outreach/PE opportunities by gender and year

Year	2013-14	2014-15	2015-16
Total no. of times people volunteered for Outreach/PE opportunities*	241	177	199
Total no. of times males volunteered for Outreach/PE opportunities*	85 (35%)	57 (32%)	75 (38%)
Total no. of times females volunteered for Outreach/PE opportunities*	156 (65%)	120 (68%)	124 (62%)

These are total numbers of activity and do not take into account any one person volunteering for multiple events in any one year.

Data collected from 2015 onwards allows analysis for unique individuals (i.e. counting a person only once regardless of how many times they volunteered during the year) and also by directorate and Band (Figure 5.42). 71 women volunteered (42% of eligible pool) and 43 men (24.7%). Band activity is considered reasonable although the percentage of students volunteering is disappointing. The male-female divide is more noticeable in Operations than Science; this may reflect an emphasis on science-orientated events. A focus group suggested two barriers to outreach; workload and lack of personal benefit.

Figure 5.22: Participation in Outreach/PE opportunities in 2015-16 by gender, Band and directorate
Bands with no eligible pool are omitted for clarity. STU=students
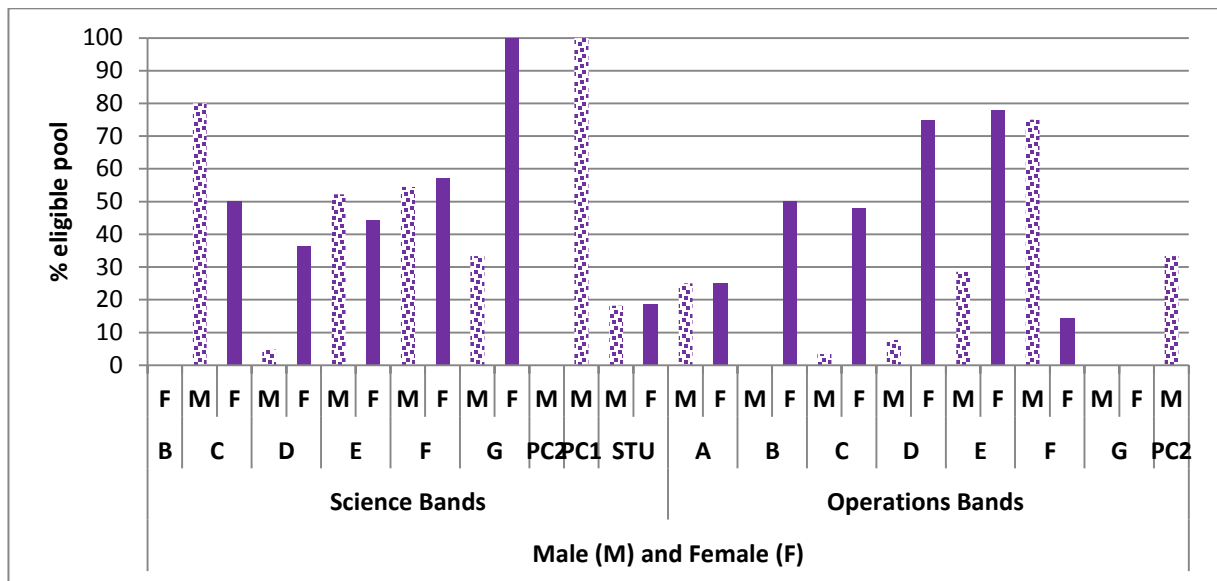
Science: male	A	B	C	D	E	F	G	PC2	PC1	STU
Eligible pool			5	21	23	11	3	1	1	22
No. volunteers			4	1	12	6	1	0	1	4
% eligible pool			80	4.8	52.2	54.5	33.3	0	100	18.2
Science: female	A	B	C	D	E	F	G	PC2	PC1	STU
Eligible pool		2	12	33	18	7	1			32
No. volunteers		0	6	12	8	4	1			6
% eligible pool		0	50	36.4	44.4	57.1	100			18.8
Operations: male	A	B	C	D	E	F	G	PC2	PC1	STU
Eligible pool	8	6	29	13	21	4	1	3		
No. volunteers	2	0	1	1	6	3	0	1		
% eligible pool	25	0	3.4	7.7	28.6	75	0	33.3		
Operations: female	A	B	C	D	E	F	G	PC2	PC1	STU
Eligible pool	4	6	25	12	9	7	1			
No. volunteers	1	3	12	8	7	1	0			
% eligible pool	25	50	48	75	77.8	14.3	0			

Section 5.4x Action Plan:

We are developing an Engagement Strategy to include targeting outreach to certain under-represented groups including women in science and adult education. We will also make more events available to staff in Operations. The inclusion of outreach in the workload database (Section 5.4vii) will demonstrate its value and increase appeal; a more direct approach will be used for students.

2.   Role models
2.5 Act as role models for others: increase staff and student participation in Public Engagements events (2.5A; 2.5B)

SECTION 5.4 WORD COUNT: 2208

6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words

(i) Current policy and practice

Our Transgender Policy provides a comprehensive framework covering: confidentiality, name and gender changes, time off for medical reasons, and provision (as reasonable) of gender neutral facilities, accommodation and managing transition.

In 2014/15 the Institute supported an employee through transition and involved him in drafting the new Trans policy. He has provided advice and guidance to HR and the wider Institute on transgender reassignment and is a member of the EDIC. Our policies include provision for Trans people, where applicable, such as adjustments for leave for reasons relating to gender assignment. Trans employees may select Mx as a title and choose between male/female/other for gender identification.

In addition to Trans, there is a wider LGBT membership of the EDIC, allowing impact on this community to be monitored.

(ii) Monitoring

All policies are reviewed and the impact (positive and negative) managed through the Institute's normal procedures (Section 5.4ii).

(iii) Further work

It was noticeable that the focus group "supporting our trans population" was attended by fewer individuals than any of the other discussion held as part of this application process. Members of LGBT community present felt strongly that the Institute is proactive and progressive in its approach towards gender identity, but that perhaps not everyone feels comfortable discussing such issues for fear of saying or asking something offensive through lack of understanding.

Section 6 Action Plan:

Future work around this area requires a greater degree of openness, and it is believed that the inclusive wording of our new policies and inclusion of information in the Employee Handbook will support this.

1. EDI Awareness
1.2 Collect and analyse EDI data to inform future strategy (1.2C)
1.4 Provide EDI information for staff and students (1.4B; 1.4C)

SECTION 6 WORD COUNT: 252

7. FURTHER INFORMATION

SECTION 7 WORD COUNT: 0

List of Abbreviations

AS	Athena SWAN
ASS	Athena SWAN Survey
BBSRC	Biotechnology and Biological Sciences Research Council
BEMB	British Egg Marketing Board
CASE	Collaborative Awards in Science and Engineering
CEO	Chief Executive Officer
CL3	Containment Level 3
CSS	Civil Service Survey
CV	Curriculum vitae
DEFRA	Department for Environment, Food and Rural Affairs
DTP	Doctoral Training Partnership
ECU	Equality Challenge Unit
EDIC	Equality, Diversity and Inclusion Committee
EMBO	European Molecular Biology Organisation
EU	European Union
FixT	Fixed-term
FT	Full-time
GASP	Grant Advisory Submission Panel
HESA	Higher Education Statistics Agency
HR	Human Resources
HSBS	Health, Safety and Biosafety
ISO	International Organisation for Standardisation
IT	Information Technology
JEGS	Job Evaluation and Grading System
L&D	Learning and Development
LAMP	Leadership and Management Programme
LGBT	Lesbian, Gay, Bisexual and Transgender
OE	Open-ended
PC1/PC2	Personal Contract (levels 1 and 2)
PE	Public Engagement
PPDR	Performance and Personal Development Review
PT	Part-time
QA	Quality Assurance
RCUK	Research Councils UK
RDF	Researcher Development Framework
RIAG	Research Institute Advisory Group
SAPO4	Specified Animal Pathogens Order containment level 4
SAT	Self-Assessment Team
SLT	Senior Leadership Team
STEM	Science, Technology, Engineering and Mathematics
STEMM	Science, Technology, Engineering, Medicine and Mathematics
UN	United Nations
WISE	Women Into Science and Engineering
ZH	Zero-hours

8. ACTION PLAN

See next 26 pages (landscape format)

Objective	Action	Responsibility	Timeline	Success Measure / Outcome
1. EDI Awareness				
1.1 Maintain a vibrant and effective EDIC	**1.1A** Quarterly meetings of the EDIC cascading information up to the monthly SLT meeting and down through the monthly Management Forum, a dedicated intranet page, electronic noticeboards and quarterly staff briefings by the Director. In addition, the EDIC will provide an annual written report to the SLT and Trustees.	EDIC Chair EDIC intranet representative	Quarterly meetings of the EDIC	Enhanced staff awareness of EDI issues will be demonstrable, both qualitatively and quantitatively, via focus groups and staff surveys. The next 2 EDI surveys (Q4 2017 and Q2 2019; 1.2A below) will record an increase in the awareness of the AS Charter from 78% to 90%, and recognition of the Institute's commitment to equality and diversity from 61% to 90%.
	1.1B Rotation of EDIC membership and Chair, providing both continuity and fresh ideas.	EDIC Chair	First membership rotation Q3 2018	Normal membership is set at 2 years; staggered rotation will allow for knowledge transfer. Proportionate numbers of volunteers will maintain a cross-Institute representation based on gender, pay Bands, and directorates.
1.2 Collect and analyse data to inform future EDI strategy	**1.2A** Conduct and monitor EDI surveys (internally every 18 months; Civil Service People Survey annually).	AS Working Group HR	First EDI survey Q4 2017	The next 2 EDI surveys (Q4 2017 and Q2 2019) and the next 3 Civil Service surveys (2017-2019) will record an increased response rate from ≈60% to 75% and gender parity.

			Data analysis will provide the evidence to monitor progress at the Institute and to inform future EDI action planning.
1.2B Organise focus groups to discuss topics of interest or concern arising from the surveys or other sources.	AS Working Group	First focus group Q1 2018 (following Q4 2017 survey) *Ad hoc focus groups as required*	Focus groups will be held within 3 months of each staff survey. *Ad hoc* focus groups will be held to discuss topical issues. Focus group findings and subsequent actions will be analysed and used by the EDIC, reporting as in 1.1A above. SLT will use the information to strengthen EDI strategy. Input into solving problems raised through surveys will engage employees and ensure the culture of the Institute is inclusive regardless of directorate or Band. This will be measurable as in 1.1A and 1.2A above, with enhanced awareness and participation in surveys.
1.2C All HR policies to be reviewed annually for equality impact and additional EDI information to be recorded through the Institute's new HR data base, SelectHR.	HR Institute Negotiating & Consultative Committee (INCC)	Quarterly meetings of the INCC SelectHR to be fully operational by Q3 2017	HR policies will be updated as required based on the equality impact analysis conducted by the INCC. Information generated will be provided to the EDIC for discussion and reporting. SelectHR will hold employee data including gender, pay equality, diversity

				split, sexual preference, religion, absence types (maternity, parental and paternity etc.). This will be accessible through a series of simplified and visual People Dashboards that will aid in Institute decision making from the SLT through the management levels of the organisation.
1.3 Engage with external organisations on EDI matters	1.3A Active engagement with the ECU through the South East Athena SWAN regional network, the Research Institute Advisory Group (RIAG) and the Athena SWAN panellist activities.	EDIC Chair HR	ECU annual conference RIAG quarterly meetings Regional network meetings (3 per year)	EDIC Chair to attend the ECU annual conference (first November 2017) EDIC members to attend South East Athena SWAN regional network meetings (first July 2017). Pirbright to host one meeting every 18 months. Pirbright is on the waiting list to be included in the rotating membership of the RIAG. EDIC Chair to be on the RIAG and ECU Athena SWAN mailing lists, and to share information with the EDIC. We will maintain at least 2 members of the EDIC with Athena SWAN panellist training experience and encourage them to be active as panellists at least once per annum. The knowledge gained through these mechanisms will feed into the Institute through the EDIC, with examples of

				good practice enhancing policies, activities, the evolving action plan and future AS applications.
	1.3B Organise a biennial EDI meeting involving a series of talks, posters and opportunities for networking to build on Pirbright's good relationships with other research Institutes and the neighbouring universities of Oxford, Surrey and Reading.	AS Champions Communications Team	First meeting Q3 2018	Our new conferencing facility will host up to 100 people for such events. Sharing good practice and building networks is beneficial to all; information gained will be used to enhance the culture at the Institute and it will be rewarding to help others in the same way.
	1.3C Invite individuals from Athena SWAN silver-award Institutes to deliver seminars.	Seminar steering group	First seminar Q2 2018	Invite an annual seminar speaker, providing information which will inspire culture change, measurable through the surveys and focus groups (as in 1.2A and 1.2B above) and the Institute's pledge to work towards a Silver award in 2020.
1.4 Provide EDI information for staff and students	1.4A Include a "Celebrating Difference" module in the new Leadership and Management Programme (LAMP).	L&D Manager HR	First LAMP modules delivered Q3 2017	The module (3.1A below) will inform managers and leaders at all levels about the effective management of difference, recognising inclusion and equality in our behaviours, culture and day-to-day operations. Attendance will be mandatory and success monitored through post-learning review forms.

	1.4B Update the Employee Handbook to include information on EDI.	HR	Q4 2017	All employees receive a copy of the handbook at their induction; in addition to indicating that the Institute takes EDI seriously, the provision of EDI information (e.g. details of the EDIC, dates of meetings and links to relevant intranet sites), at this time will help new members of staff and students to settle in to their new environment. New starters will be provided with a feedback form and outputs will be reviewed monthly by HR and used to inform process (7.4A below).
	1.4C Organise events to celebrate key dates such as the Ada Lovelace Day and International Women's Day.	AS Champions Communications Team	Ada Lovelace Day (2nd Tuesday of October) International Women's Day (8th March)	First events will be 10th October 2017 and 8th March 2018. Good attendance rates and general interest in such events will be a measure of their success, helping to change culture at the Institute measurable through surveys and focus groups (as in 1.2A and 1.2B above).
2. Role models				
2.1 Increase the visibility of role models within the Institute	2.1A Develop a formal register of committees and regulate committee structure more closely. Produce guidelines on (i) how to consider gender balance when recruiting	EDIC intranet representative All committee Chairs	Intranet site complete Q4 2017 Annual	Committees at all levels, including Board level, will publish their remit, membership and open minutes on the intranet, alongside a diagram showing how all the committees interlink and

			reviews and updates of on-line material	report. Such transparency will allow all staff and students to identify opportunities for career development through awareness of their peers and colleagues acting as role models; the information will also enhance understanding of the Institute's governance structure which will be measurable through surveys and focus groups (as in 1.2A and 1.2B above).
	2.1B Provide members of staff/students with the opportunity to shadow on committees.	EDIC EDIC intranet representative All committee Chairs	Commence Q2 2017 Monitor quarterly	The EDIC will coordinate this project from Q2 2017, working with committees to make shadowing of open sessions possible, advertising opportunities to staff via the intranet, and monitoring progress at its quarterly meeting. All committees will be offering shadowing opportunities by Q2 2018. We aim for 50% of committees to have hosted non-members by Q3 2018 and 75% as a steady-state thereafter. Shadowing will expose people to role models and encourage them to take on these new roles and responsibilities as part of their career development and progression. A record of those taking up such opportunities will be maintained by EDIC and used by individuals to inform the

new members and committee Chairs (ii) the requirement for rotation of members and, where possible, the Chair (iii) standards for the committee remit including how it is recruited to, how often and when it meets, reporting routes and current membership.

				revised annual appraisal (PPDR) process (4.3A below) and the new workload database (4.4A below).
	2.1C Publish a series of voluntary case studies on the intranet from those at the Institute, covering topics such as taking maternity / adoption / paternity leave, flexible working, the work-life balance, child-care and carers.	AS Champions EDIC intranet representative	Q2 2018 Updated / added to annually	AS Champions will identify volunteers from Q3 2017 and work with them to build up a series of case studies for the intranet by Q2 2018. Role models will then be identifiable by staff and students based on personal need at any given point in time, e.g. someone thinking about taking paternity leave could identify a role model from the list of case studies, read the information provided and/or approach the person directly. The uptake will be measurable through a simple on-line tool asking "did you find this information useful" and by logging visits to the site automatically. Those contributing case studies will be asked to indicate to EDIC how many individuals have discussed the content with them.
2.2 Increase the visibility of external role models	2.2A Continue to encourage the invitation of eminent females to present seminars at the Institute.	Seminar steering group (50% female)	Q2 2018	Screening of seminar suggestions for gender balance will occur at the nomination stage. Having a higher number of women presenting seminars of their work and careers will encourage

| | | | | our female employees to consider their own development.

An increase in the percentage of female speakers from 36% to 50% by Q2 2018 will demonstrate gender equality. |
|---|---|---|---|---|
| | 2.2B
Consider the gender balance for speakers and session Chairs at the next Pirbright scientific conference. | Conference working group (to be 50% female) | Conference Q2/Q3 2018 | The conference working group will consider gender balance of speakers using the ten rules described in 10.1371/journal.pcbi.1003903.

An increase in the percentage of female role models from 10% at the 2014 conference to 50% at the 2018 conference will promote gender equality. |
| | 2.2C
Demonstrate consideration of gender balance on Board level committees. | SLT

EDIC | Q2 2020 | Two of our 6 Board level committees have 50% female membership; 4 range from 20-25%. Only 1 of the 6 committees has a female Chair.

Such committees are comprised largely of eminent, external people based on expertise and willingness to offer their time. Recruitment of committee positions at this level is therefore a senior management task. The SLT will however be required to provide evidence to the EDIC regarding how gender balance was considered for each post.

We aim to have a minimum female |

				representation on each committee of 25-30% by 2020, including 2 female Chairs.
2.3 Increase the visibility of female role models in senior management	2.3A Demonstrate consideration of gender balance on internal management committees	EDIC All committee Chairs	Q2 2020	Of the 16 internal, management level committees, 8 have 40% or more female members; the others range from 0% (SLT) through to 38%. Six of the 16 committees have a female Chair. Each committee will report to the EDIC demonstrating how gender balance was considered for recruitment to committee positions. We aim to have a minimum female representation on each committee of 40% by 2020, including 7 female Chairs. The strategic level SLT has to be considered as a separate issue because membership is designed around 4 key positions, all of which are currently held by men. Female representation on SLT has however recently been increased by the Head of Science Administration being invited to attend. Succession planning at the Institute will also target female members of staff for these senior management roles.
2.4 Enhance the Institute's mentoring schemes	2.4A Implement compulsory mentoring for all Institute Research Fellows.	Head of Science Administration	All Fellows to have a mentor by Q4 2017	Only 3 of the 10 Institute Research Fellows currently have mentors. The Head of Science Administration and

		Science Committee		Science Committee will facilitate the recruitment of mentors for the remaining 7 Fellows. All Fellows will be required to complete an annual report for Science Committee including a section on the value of the mentoring received. The Committee will use this information to adjust the process as required in order to provide the best possible career development support, helping our Fellows progress to Group Leader positions either within the Institute or in other research posts.
	2.4B Conduct an analysis of mentoring schemes currently in use at other institutions and use this information to reinvigorate the voluntary Pirbright scheme for all staff, including training for mentors and mentees.	L&D Manager HR	Analysis to be complete by Q1 2018 Training to be available from Q2 2018 On-line feedback system to be developed by Q2 2018	As part of the new scheme, we will implement an on-line feedback system for mentors and mentees. This will aid their reflection of the process and enable the L&D Manager to monitor frequency of meetings and effectiveness for individuals. Involvement in the scheme as a mentor will be recognised and recorded in the new workload database (4.4A below). Benchmarking of mentoring uptake at other institutions will be used to set expectations; current trends indicate an uptake in the region of 35% by 2020 would be acceptable.

2.5 Act as role models for others: increase staff and student participation in Public Engagement events	2.5A Introduce one Public Engagement (PE) activity per year to be mandatory for all students at the Institute. A prize for contributions to PE will be awarded at our annual Students' Day alongside the prizes for talks and poster presentations.	Academic Affairs & Training Officer	Requirement to be active from Q3 2017	Increased engagement of the students in PE events will increase the visibility of science role models to school and college students. This will form part of the students' mandatory transferable skills training, as well as being an act of good citizenship. Student issues and training are standing items on the Academic Committee agenda. Feedback will be through the student representatives on this committee.
	2.5B Use the Communication Team's database to record enhanced data including attendance at PE events by gender, directorate, Band and event type.	Communications Officer	The database is live now. Comms. Strategy due for completion Q4 2017	The enhanced data will facilitate a more in-depth analysis of activities and participation. Alongside the Institute's Communication Strategy, this will enable us to target certain types of PE and offer a greater variety of event types suitable for both Science and Operations staff. This, combined with a record of activity in the workload database allowing for individual recognition (4.4A below), will encourage more staff and students to volunteer. We aim to have a 20% increase in PE activity by 2020.

3. Leadership				
3.1 Improve leadership and accountability at senior levels	3.1A Introduce a new, modular Leadership and Management Programme (LAMP) to replace the current voluntary training courses. This will be mandatory for all those at the Institute with leadership roles and line management responsibilities.	L&D Manager HR	First modules will commence Q3 2017	The scheme has been endorsed by SLT and the Trustee Board and is currently out for tender. There will be 3 mandatory programmes aimed at different levels. Modules in the programmes are: Aspiring Managers 21st century management Great goal setting Inspiring appraisals Mentoring support Welcome to People Management 21st century management Great goal setting Inspiring appraisals Optimising your time Improving communication Better meetings, better results Understanding our customer Creating a stand-out team Developing me, developing my team Managing up Presenting with presence Strategic leadership Executive Leadership Development Constructive collaboration A culture of innovation Driving institute change Energising people for performance Celebrating difference

				Leading high impact teams
				Leading into the future
				From insight to action
				Negotiating strategies
				The soul of leadership
				The sphere of leadership
				Unleashing the power of influence
				Due to the delegate size at each programme level, the executive programme will be delivered as one cohort whereas the management levels will be multiple cohorts on a rolling basis.
				Staff will complete a review questionnaire at the end of each module. Further evaluation will be through a post-learning review form sent to the individual's Line Manager approximately 2-3 months after the module. This will encourage a discussion on the usefulness of the module, the skills learnt, adaptation to the work place and ongoing support. Key performance indicators will form a part of the conceptual design of this programme and used to measure a change in culture and management and leadership performance; these will be evaluated annually in conjunction with the external training providers.

	3.1B Introduce an annual voluntary module within the LAMP for women at all levels entitled The Empowerment of Women.	L&D Manager HR	First modules will commence Q3 2017	This module will boost women's confidence in their own ability, resulting in an increase in the number of women applying for promotion, particularly at the more senior levels (4.3A below).
4. Career development and promotion				
4.1 Improve the availability of careers information	4.1A Hold a career-focussed event every other year at which inspirational speakers are invited to discuss their career pathways. These may be internal or external to the Institute, including Alumni, covering all areas of the work in Science and Operations.	Academic Affairs & Training Communications	First event Q2 2018	Inclusion of all types and levels of career pathways at the event will provide staff and students with the chance to increase their knowledge of future opportunities and requirements for personal development. Feedback from the events and survey questions will be designed to measure the success of this initiative.
	4.1B Conduct a feasibility study into the provision of in-work placements (up to 3 months either externally or internally in different areas of the Institute, e.g. Grants, IP) for all PhD students, regardless of their funding source.	Academic Committee	Commence scheme in Q3 2018	Information will be provided to new PhD students at induction and through on-line case studies to raise awareness of the scheme. An uptake rate of 20% would be acceptable in the first year of running the scheme, increasing to 50% by 2020. Focus groups will be used to monitor the value of the scheme to individuals.

4.2 Improve the line managers' understanding of career progression at the Institute	4.2A Include a career development module in the new LAMP (see 3.1A above).	L&D Manager HR	First modules will commence Q3 2017	A module entitled "Developing Me, Developing My Team" will provide information for the individual's own career development as well as for those who report to that individual. Success will be measured through the post-learning review forms as described in 3.1A above.
4.3 Improve the acceptance of Institute systems for supporting career development, reward and promotion	4.3A Promote and embed the new processes for annual appraisal (PPDR), JEGS, promotion and reward. The new PPDR forms and career development booklets will be used for the first time in April 2017. The new Performance Review Committee (cross-directorate with an equal gender split and representatives at different Bands) will meet in the Spring/Summer to take an objective overview of the process and a comparison of those individuals put forward for promotion or reward. The Heads of Science Programmes will actively target and support female scientists for promotion above Band E. The Director will deliver a seminar for all women on promotion at the Institute.	HR Performance Review Committee	Preliminary analysis complete Q3 2017 Increased acceptance in survey results 2019/2020. Enhanced rate of applications for promotion 2019	HR feedback to the EDIC will facilitate monitoring of the new systems in terms of gender. A subsequent staff focus group and surveys will provide information on whether there is enhanced acceptance of the new system as being fair and supportive. All feedback gained will help to evolve the processes as well as to develop any additional training or support mechanisms identified. We aim to increase the percentage who feel that the promotion process is transparent from approximately 30% to 80% by 2019, and the percentage of those who feel that all staff are given the same opportunities for career progression and promotion from 32% (female) and 50% (male) to 80% for both genders. We expect the simplified process and the enhanced LAMP training for

				managers to lead to increased applications for personal promotion; recent rates of 10-12 per year will be increased to 16 per year by 2019. In particular, we will increase the proportion of female scientists above Band E applying for promotion from 0 to at least 1 per year.
	4.3B Celebrate successful promotions and rewards.	HR	Annually	People will see that the systems are fair and transparent, enabling them to benchmark the quality and criteria applied, thereby allowing them to gauge their own suitability. Staff focus groups will be used to measure acceptance as in 4.3A above
4.4 Introduce a system to facilitate monitoring of workload	4.4A Design a system using the SelectHR data base and the intranet to enable individuals to record all good-citizenship activities, both internal and external to the Institute, which fall outside of the main job role (e.g. committee membership, public engagement, mentoring).	HR All staff	Establish by Q2 2018 Monitor annually	An overview of workload will be available to senior management enabling them to distribute duties more fairly across the Institute, avoiding overload and providing individuals with the opportunities required for development and progression. The information gathered in the database will also be made available for committees considering promotion and reward for individuals. A staff forum and the staff survey will measure the success of the scheme.

				The 2016 values for recognition of contributions to the Institute will increase from 25-30% (female) and 35-50% (male) to 80% for both genders by 2019. Information from the scheme will be available to the EDIC on an annual basis to monitor (i) gender bias between different types of role, e.g. leadership v. administrative; (ii) comparative workloads between roles at the same Band level. Any trends will be used to inform future action planning in these areas.
4.5 Increase the transparency of the Institute's career pathways	4.5A Conduct a review of the Institute's career pathways and job families.	HR	Summer 2018	A more transparent structure will facilitate career development and promotion, including the promotion of women to higher level roles to improve the gender imbalance currently recorded (4.3A above).
4.6 Encourage professional registration of science support staff	4.6A Advertise details for the Science Council's Registered Science Technician and Registered Scientist on the intranet and electronic information boards. Support staff wishing to apply for registration. http://sciencecouncil.org/scientists-science-technicians/	L&D Manager	Advertise from Q3 2017	We do not currently have any junior scientists registered with the Science Council but following advertisement and discussions with targeted individuals (male and female), we aim to register 4 Band A/B scientists in Q4 2017, supporting them to complete the award by Q4 2018. Future increases in the number of Registered Science Technicians/

				Scientists at Pirbright will provide an additional element of career development which dovetails in to our Vitae RDF-focussed new annual appraisal process.
4.7 Facilitate transition between support and science roles	4.7A Include information and specific examples on the intranet and in the careers event (4.1A above). Record and monitor this type of activity through the HR database.	HR L&D Manager	Advertise from Q4 2017	Monitor expressions of interest and actual lateral transitions between role types at the Institute using the SelectHR database. The information generated will be used to inform and improve the support provided. We do not have much historical data to act as a baseline but we expect to receive small numbers (possibly 2-3) expressions of interest per year. All requests will be supported where possible, making lateral transition a viable career pathway both from Science to Operations and *vice versa.*
4.8 Increase knowledge of the uptake and value of university training courses	4.8A Collect data showing student attendance at events and uptake of training at their registering university.	Academic Affairs & Training Officer	Commence data collection Q3 2017	Uptake will be used to indicate whether some have a better student experience than others, perhaps due to the geographical location of their university. This will be used to direct policies governing funds for additional travel and subsistence.

5. Work-Life Balance and Culture				
5.1 Improve the awareness of policies affecting work-life balance and culture	5.1A Include information on a wide range of policies and processes in the "Welcome to People Management" module within the new LAMP (3.1A above).	L&D Manager HR	First modules will commence Q3 2017	A wider awareness amongst managers of the support provided by the Institute and available for them and their team members. Measurable through staff surveys and focus groups (as in 1.2A and 1.2B above). Ability to find policies and to understand them will increase from the 2016 survey rates of 15-40% to 80% by 2019.
	5.1B Run a series of bite-size sessions on a range of topics, policies and processes including: maternity / adoption / paternity; childcare schemes; well-being; flexible working; flexible benefits packages including financial opportunities, dignity at work including transgender. Reinforce the sessions with information readily available on the intranet.	HR HR Reward Specialist	First sessions timetabled for Q3 2017	A wider awareness amongst staff and students of key policies and of the support available to them. Measurable through session attendance rates, feedback forms following events, and staff surveys. Information gathered will facilitate continual monitoring and development of policies and their application.
5.2 Improve the Institute's childcare services	5.2A Review the childcare subsidy provided by the Institute.	SLT HR	Review to be completed by Q3 2018	A fair and transparent system for all employees regardless of contract type.
	5.2B Conduct a feasibility study into the provision of childcare services on or near	SLT HR	Feasibility study to be completed by	Provide feedback to staff and students through staff briefings and on the intranet. If it is considered to be possible,

			Q3 2018	the Institute will engage with appropriate external providers.

6. Training support

6.1 Enhance the information available to all staff and students	**6.1A** Update the training catalogue to include further information on the "expression of interest" function of the learning management system, Absorb. Provide catalogues as hardcopy as well as on the intranet.	L&D Manager	Q3 2017	The L&D Manager will monitor "expression of interest" in courses and provide timely feedback to the individuals (within one week) explaining when the courses will be running. The number of people submitting an "expression of interest" will rise from 6 to 20 per year by 2020.
	6.1B Update the training catalogue to include further information on the process for applying for external training courses and the funding available, including the Attendance Support Grant for those with caring responsibilities.	L&D Manager EDIC	Q3 2017	The L&D Manager will monitor applications for, and attendance at, external training courses, and update personal training records on Absorb. The EDIC will monitor uptake of the Attendance Support Grant.
	6.1C Provide emails and updates on the intranet and electronic noticeboards around site to remind staff of the training opportunities, both internally and external, available to them.	L&D Manager	Quarterly bulletins by email commencing Q3 2017 Regular updates on-line	An increased awareness of opportunities will lead to increased uptake of training across all Bands and directorates. This will be monitored through course activity reports and personal transcripts on Absorb. Surveys will show an increase in the belief that all staff have the right training opportunities for career development

				from 50-60% to 80% by 2019.
	6.1D Conduct a gap analysis of training required by the lower Bands and target with courses of relevance to them, both for their day-to-day operation and in terms of career development.	L&D Manager Line managers	Gap analysis Q1 2018	Attendance of staff at the lower Bands, e.g. Band A Operations staff, at training events will increase from 0% in 2015/16 to 50% by 2019.
6.2 Improve the support for scientists writing grants	6.2A Compile a list of potential funders and publish a regular newsletter on the intranet detailing opportunities.	Head of Science Administration	Q1 2018	All Band D and above scientists will have advanced notice of funding opportunities, including large and small projects and travel funds. The information will be updated regularly and support and guidance made available to encourage applications to a wide range of funders. The uptake will be measurable through an on-line tool asking "did you find this information useful" and by logging site visits automatically.
	6.2B Investigate the financial feasibility of subscribing to research professional or similar databases.	Science Committee	Q4 2017	Access to such a database would overcome the need for 6.2A above. However, membership of such databases is very expensive and a cost-benefit analysis may prove to be inhibitory.
	6.2C Compile and maintain a selection of grant	Head of Science Administration	Q3 2018	Sharing good practice will assist scientists to prepare grant applications

	applications (to a variety of funders) available on the intranet			which will be measurable through an increase in the numbers of applications and the percentage that are successful.
	6.2D Compile and maintain a list of senior scientists with experience of applying to different funders who are willing to mentor Research Fellows and junior Group Leaders by reading applications and providing advice.	Head of Science Administration	Q2 2018	We aim to enrol 8 scientists at Band F or above to act as grant mentors. Application and success rates for small grants are comparable for men and women. We will concentrate on female scientists applying for large grants (>£100K), aiming to increase the application and success rate from 29-30% to 43% in line with their male colleagues by 2020. In turn, funds brought in by female scientists will improve, reducing the current divide between women (£2M) and men (£30M).
	6.2E Establish a mechanism to (i) expand the current Grant Advisory Submission Panel from just BBSRC funding to include the review of applications to other funding sources; (ii) interrogate whether it would be possible to invite all eligible Band E scientists to shadow the panel as Institute Fellows currently do.	Head of Science Administration	Q2 2018	Application and success rates to funders such as the MRC, Wellcome Trust and ERC/EU will increase. From 2013-2016, the Institute won £15.8M from the BBSRC in open calls, £5.6M from DEFRA and £11.6M from other sources. We aim to increase income from all sources. The effect of Brexit will have to be monitored over the next 2 years since the EU contributed £2M of the £11.6M won.
	6.2F Establish a mechanism to review and	Head of Science Administration	Q3 2018	Feedback to those writing unsuccessful

	discuss unsuccessful grant applications.	Chair of the Grant Advisory Submission Panel		grants will help with subsequent applications, thereby helping to improve future success rates.
	6.2G Conduct a focus group to identify any underlying issues for female scientists when applying for grants.	Head of Science Administration Head of Academic Affairs & Training	Q3 2017	Identification of any gender specific issues will underpin future decisions on training and line manager support for female scientists, especially when applying for the larger grants. Grant application rates will increase as in 6.2C/D above.
6.3 Improve the support for scientists applying for studentships	6.3A Make information more readily available in advance on the intranet including opportunities and timescales for PhD and BSc/MSc placement studentships. The Head of Academic Affairs & Training will provide additional support on an individual basis but particularly targeting female scientists at Band D and above when the calls for studentships are released each autumn.	Head of Academic Affairs & Training	Intranet update Q3 2017	Individuals will have the information required in a timely manner, enabling them to take it into account and discuss it with their line manager as part of the annual appraisal system. The Head of Academic Affairs & Training will provide additional support on an individual basis. We will increase female applications (as a % of the eligible pool) from 11% for BSc (year-in-industry) placement students and 7% for PhD students to match the male rates of 15% and 20%, respectively.
	6.3B Conduct a focus group (combined with 6.2G above) to identify any gender	Head of Science Administration	Q3 2017	Support for issues identified will be as in 6.2G above, with an increase in the

	related issues relating to studentships and student supervision.	Head of Academic Affairs & Training		number of studentship / placement student applications from female scientists (6.3A above).
7. Recruitment and leavers				
7.1 Improve the collection of equal opportunity data	**7.1A** Continue to collect PhD student information at the point of on-line application and expand this to include BSc placement students.	Academic Affairs & Training Officer	SelectHR to be fully operational by Q3 2017	The SelectHR system will hold employee and student data (as in 1.2C above) plus recruitment data including demographic split, geographical attraction, educational levels - feeder universities (red brick, prestige), and numbers of applicants from privileged or deprived areas.. More complete data will enable HR and the EDIC to monitor the culture of the Institute. In addition, we will be able to identify points in the recruitment and leavers' pipelines at which we are seeing imbalances in, e.g. ethnicity, providing insight and support into future recruitment campaigns including website such as http://www.ethnicjobsite.co.uk/
	7.1B The new HR database will allow for the more efficient collection of equal opportunity information for job applicants, new members of staff and leavers.	HR		
7.2 Standardise the recruitment process to encourage diversity in the recruitment pool	**7.2A** Introduce a template for all advertisements, to be assessed by HR for gender neutral language and any discrimination, e.g. against those wishing to work part-time, job-share or return to work following a career break.	HR	Q3 2017	A standardised template will assist recruiting managers to complete the required information, with HR as a check before publication. The template will include direct links to Institute policies to ensure that potential applicants are able to view our career development and working practices and

				our family friendly benefits. Advertising sites will be those deemed most appropriate to the post, including WISE for the more senior scientific positions (Bands E and above).
7.3 Provide a smooth joining process for new starters	7.3A Induction has been greatly improved and simplified since the consolidation of the Institute on one site. Further modifications will include a paperless induction pack, using the intranet to provide all information including links to family friendly policies, an Institute organogram, photographs of key members of staff, the relevant Career Development booklet and the Training Catalogue. A feedback form will be included and completion requested after passing probation.	HR	Q4 2017	On-going feedback following probation will be used to streamline the induction process and improve the new-starter experience. We do not have baseline data as we have not previously collected feedback. A satisfaction rate of 90% is expected by Q4 2018.
	7.3B Buddies to be provided with more information regarding their role in induction.	HR HSBS Officer	Q4 2017	A buddy checklist will ensure that buddies are aware of the expectations and better equipped to support the new member of staff or student. Feedback will be collected from buddies and new starters and satisfaction rates of 90% are expected by Q4 2018.
7.4 Improve the quality of the leaver experience	7.4A Redesign the form used to capture exit interview data and be proactive in	HR	Q1 2018	The quantitative and qualitative data available will be more in-depth and allow

	"selling" the value of exit interviews to the Institute, explaining that information will be anonymised before use.			interpretation in such a way as to demonstrate common trends and key themes. This information will be used to inform decisions regarding retention and recruitment. The percentage of leavers taking up the offer of an exit interview will be ≥80%.
7.5 Ensure equality of pay at the Institute	7.5A Conduct an equal pay audit for all staff (comparing the Institute by sector and location); analyse the data from this and the recent Gender Pay Gap audit.	HR Head of Finance	Q2 2018	Information gained will be used by SLT to implement fair pay for new starters and established staff at the Institute. The percentage of staff reporting the award of performance pay lacks transparency in surveys will drop from 52-60% to 25% by Q2 2019.