



**ROTHAMSTED
RESEARCH**

Athena SWAN Silver Award Submission

30th November 2017

Name of research institute	Rothamsted Research	
Date of application	30th November 2017	
Award Level	Silver	
Date joined Athena SWAN	01/04/2014	
Current award	Date: 25/09/2014	Level: Bronze
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1 Letter of endorsement from the Head of Institute

Rothamsted Research is the oldest agricultural research institute in the world and, throughout its history, has had many distinguished female scientists amongst its staff. For example, Dr Winifred Brenchley (1883-1953) was the first woman to break into the then male-dominated field of agricultural science. We are proud to have received a Bronze award (2014) in recognition of our commitment to diversity. The Charter is important to us. Firstly, it provides a framework, **with external validation**, that helps us develop and deliver initiatives that promote our equality and diversity agenda. Secondly, the action plan provides goals against which we can measure success and drive culture change. Thirdly, being able to use the Athena SWAN brand demonstrates publicly that we are an employer committed to achieving equality of opportunity for **all** staff. We have welcomed the expanded evaluation criteria to include Professional and Technical staff.

I have been closely involved with the Athena SWAN Committee and strongly support their activities.

When I joined Rothamsted in 2014, my objective was to improve the opportunities available to women; one of my first actions was to overhaul the structure and composition of Institute Committees to increase representation by women and staff from different job groups. I initiated and oversaw the development of a new Career Development Framework which was launched in December 2016. We have also invested in new research fellowships and strategic recruitment initiatives that have increased the number of women in mid-career and senior positions, who will be role models and mentors for our younger scientists. We will continue to expand these efforts, including tackling the challenge of providing support for female researchers as they transition from post-doctoral roles to tenure-track and leadership positions. For our Professional and



Technical staff, we need to improve gender balance and diversity. For the benefit of all staff, we aim to be recognised as an employer that values diversity of all kinds.

Since receiving our Bronze award we have worked hard towards achieving Silver, through raising awareness and culture change. A good example has been ensuring that our major Scientific Seminars now have equal numbers of female and male speakers. This approach has now been widely adopted by other meetings organisers in the institute. We also hold an annual International Women's Day event involving inspiring women leaders from science, business and public service.

Preparing this submission has been a major project, but it has been an integral part of major structural and cultural changes within Rothamsted. It has also helped us realise the scale and importance of the task ahead to capture and monitor organisational data that will underpin our ability to continue improving our approaches to inclusiveness and diversity.

I am pleased to fully support the work of our Athena SWAN committee and am personally committed to the aims and objectives in the Athena SWAN Charter. I can also confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and a true representation of the institute.

Achim Dobermann

Achim Dobermann
Director and Chief Executive

(497 words)

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Glossary

ACAS:	The Advisory Conciliation and Arbitration Service
AGEC:	Agro Ecology Department
AHDB:	Agriculture and Horticulture Development Board
AS:	Athena SWAN
ASSET:	Athena Survey of Science, Engineering and Technology
ATS:	Applicant Tracking System
BME:	Black and Minority Ethnicity
BBSRC:	Biotechnology and Biological Sciences Research Council
BCCP:	Biological Chemistry and Crop Protection Department
CDF:	Career Development Framework
CDT:	Centres for Doctoral Training
CIMA:	Chartered Institute of Management Accountants
CSPS:	Civil Service People Survey
CSYS:	Computational and Systems Biology Department
CV:	Curriculum Vitae
Defra:	Department for Environment and Rural Affairs
DTP:	Doctoral Training Partnership
EC:	Executive Committee
ECU:	Equality Challenge Unit
E&D:	Equality and Diversity training
EMBO:	European Molecular Biology Organisation
EU:	European Union
G&I:	Grants and International Programmes Office
HEFCE:	Higher Education Funding Council for England
HESA:	Higher Education Statistics Agency
HoDs:	Heads of Departments
HR:	Human Resources
HRBP:	Human Resources Business Partner
iCASE:	BBSRC-funded Industrial Case Partnership
IEB:	Individual Excellence Board
ISP:	Institute Strategic Programme
IT:	Information Technology
IWD:	International Women's Day
JEGS:	Job Evaluation Grading Scheme
KEC:	Knowledge Exchange and Commercialisation unit
KIT:	Keeping-in-Touch Days
LAT:	Lawes Agricultural Trust
LGBT:	Lesbian Gay Bisexual and Transgender
MC:	Institute Management Committee
MRC:	Medical Research Council
NERC:	Natural Environment Research Council
NIAB-EMR:	National Institute of Agricultural Botany-East Malling Research (in relation to a DTP)
NW:	North Wyke
OFSTED:	Office for Standards in Education

PBCS:	Plant Biology and Crop Sciences Department
PC:	Personal Contract (with BBSRC)
PGEC:	Post-Graduate Education Committee
PGTC:	Post-Graduate Training Committee
PIPS:	Professional Internships for PhD students
POST:	Parliamentary Office of Science and Technology
PPDR:	Personal Performance Development Review
PP:	Personal Promotion
PPE:	Public Policy Exchange
RCUK:	Research Councils UK
RoCRE:	Rothamsted Centre for Research and Enterprise
RRes:	Rothamsted Research
RSB:	Royal Society of Biology
RSC:	Research Strategy Committee
RSSC:	Rothamsted Sports and Social Club
SAT:	Self-Assessment Team
SMP:	Statutory Maternity Pay
SPL:	Shared Parental Leave
SPLIT:	Shared Parental Leave In-Touch Days
SPP:	Statutory Paternity Pay
SSGS:	Sustainable Soils and Grassland Systems Department
SSPP:	Statutory Shared Parental Pay
STEM:	Science, Technology, Engineering and Medicine
SW DTP:	South West Doctoral Training Programme
T&Cs:	Terms and Conditions
TUPE;	Transfer of Undertakings (Protection of Employment) Regulation
UEA:	University of East Anglia
VW:	Visiting Worker
WISE:	Women in Science and Engineering

2 Description of the Research institute

Profile: Rothamsted Research (RRes) is the longest-running agricultural research station in the world. Our mission is to perform world-class, innovative research that will promote the sustainable intensification of agricultural systems both in the UK and worldwide. The culture of our institute is underpinned by four core values:

- *we pursue excellence*
- *we embrace innovation and change*
- *we act with integrity*
- *we work collaboratively.*

RRes was awarded the Athena SWAN (AS) Bronze award in 2014. Where we have achieved actions from our bronze award we will reference them e.g. (**Bronze 1.1.1**). This submission covers the period from 1 January 2014 to 31 December 2016.

At December 2016, RRes had 570 employees and 46 PhD students (Table 2.1) across two sites: the main campus (Harpenden, Hertfordshire), and the North Wyke (NW) campus (Okehampton, Devon) (Figure 2.1; 2.2). RRes operates four experimental farms: Rothamsted, Broom's Barn (Suffolk), NW and Woburn (Bedfordshire) (Figure 2.3).

Table 2.1: Total number of staff (Research, Professional, Technical), students, and visiting workers at RRes (December 2016), broken down by gender. The numbers in parenthesis represent the percentage of that job group of the indicated gender

	Research Staff (%)	Professional Staff (%)	Technical Staff (%)	PhD Students	Visiting workers
Female	170 (46%)	69 (59%)	24 (30%)	23 (50%)	37 (34%)
Male	202 (54%)	48 (41%)	57 (70%)	23 (50%)	70 (65%)
Total	372	117	81	46	107

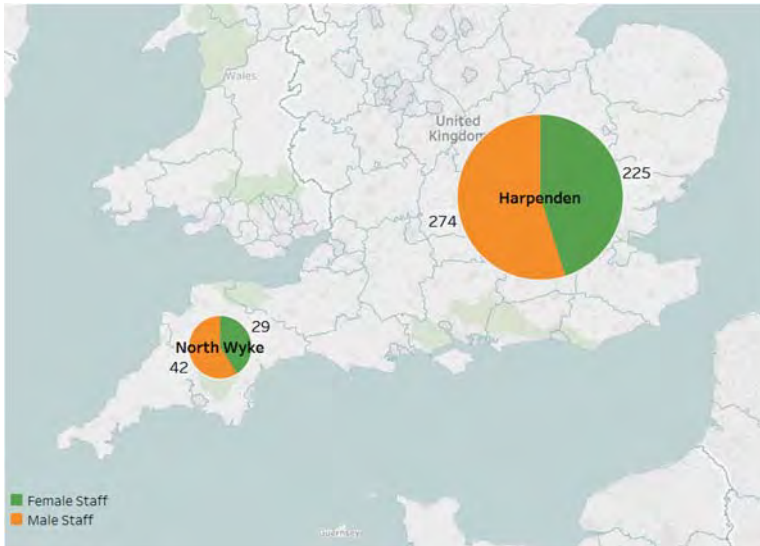


Figure 2.1: Split in staff numbers employed at the Harpenden and North Wyke sites (December 2016) broken down by gender



Figure 2.2: Aerial view the Harpenden site (left) and the North Wyke site (right)

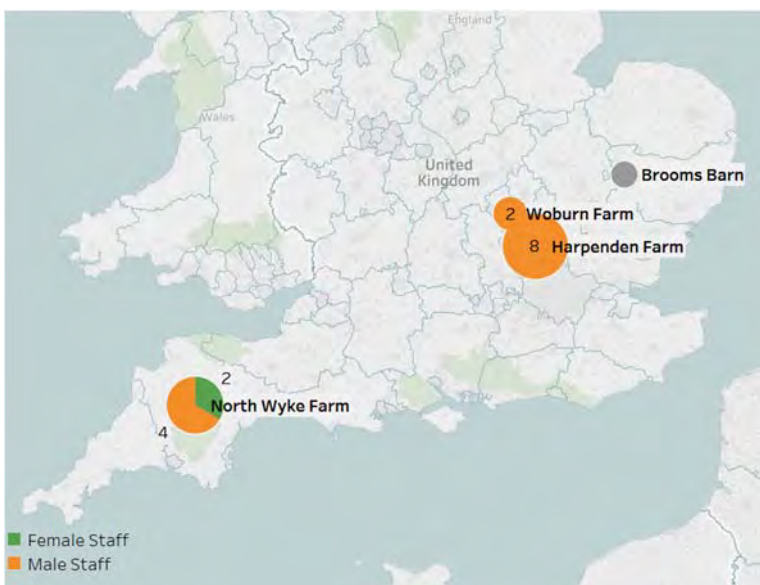


Figure 2.3 Split in numbers of staff based at farms (December 2016; included in Table 2.1), broken down by gender. Note: Staff are no longer based at Brooms Barn

Funding: RRes is one of eight institutes funded by BBSRC who provide ~70% of the annual £30m operating budget, which is a mixture of strategic support (~50%) and research funding (~20%) won in open competition as project grants. RRes is also supported by the Lawes Agricultural Trust (LAT), a charity that owns the land and buildings occupied by the institute and also makes available reduced-cost housing for students and some staff. RRes uses additional funding from diverse national and international funding bodies and industry to cover the institute’s expenditures.

RRes staff were historically employed by the BBSRC. However, for financial sustainability governance arrangements were revised in 2011. Since then new staff are no longer employed under BBSRC T&Cs, which were no longer economically realistic, but on RRes contracts with different, but still competitive (with industry and the locality), T&Cs (Table 2.2).

Table 2.2 Number (and percentage) of staff employed under the three different T&Cs available (December 2016)

BBSRC T&Cs	RRes T&Cs	RRes Casual / Zero hours T&Cs
205	292	73
36%	51%	13%

However, this makes for a more complex organisation where staff receive different benefits and pay and are subject to different policies and processes (Table 2.3).

Table 2.3 Itemised differences in the T&Cs for BBSRC and RRes contracts. Note: Zero hours and casual staff receive holiday pay in line with RRes contracts but no other benefits apply to these short-term contracts. SMP = Statutory Maternity Pay

Item	BBSRC	RRes
Pension	Defined benefit: guaranteed	Defined contribution: Aviva
Salary	As contract or latest pay notification Annual review	As contract or latest pay notification Annual review
Holiday Benefits	30 days’ p.a. 10 days carry over	25 days’ p.a. 7 days’ carry over Can purchase additional 5 days (result of Bronze 3.4.2)
Sickness Benefits	6 months’ full pay + 6 months’ half pay; 12 months rolling period One period of payment per 4 years	During probation months 1-3: no paid entitlement. Months 4-6: 1 week paid. First 12 months: 3 weeks paid Per 12-month period: 3 months’ full pay + 3 months 50% pay

		One period of payment per 2 years
Maternity/ Adoption (including shared leave entitlement)	Qualifying for enhanced payment = 26 weeks Enhanced payments: 26 weeks' full pay; 13 weeks' SMP; 13 weeks' unpaid	Qualifying for enhanced payment = 52 weeks Enhanced payments: 13 weeks' full pay; 26 weeks' SMP; 13 weeks' unpaid
Paternity/ Maternity support	2 weeks' full pay	2 weeks' full pay
Redundancy Terms	Enhanced terms - See Civil Service Compensation Scheme tariff	As statutory
Bonus Payments	Based on merit payments	As contract – merit payments
Special Leave	5 days p.a.: unforeseen illness/ injury to dependents	5 days p.a.: unforeseen illness/ injury to dependents
Holiday Purchase	Not available	Up to 5 days p.a.

RRes-contracted employees receive fewer benefits than BBSRC-contracted staff although they are not subject to the constraints of the civil service salary structure and receive larger salary increases and more favourable rates of pay. BBSRC-contracted staff are able to transfer to RRes T&Cs and receive a 10% salary increment as an incentive. Should a BBSRC-contracted employee apply for a vacant internal role they will be transferred to RRes T&Cs if offered the role.

This is not an ideal situation, and can cause negativity amongst employees from both sides; we have to remind staff that BBSRC T&Cs are not sustainable long-term and that RRes-contracted staff are better rewarded financially; in the last 3 years RRes-contracted staff have had a 2% salary increase each year versus 1% for BBSRC-contracted staff. Section 4.2(v) describes how RRES-contracted staff have consistently higher hourly rates than BBSRC-contracted staff.

Structure: Over the reporting period, RRes's research strategy was organised into four strategic multi-disciplinary research programmes (Figure 2.4). This organisational matrix separates responsibility for research excellence, which lies with the leaders of the strategic programmes and the responsibility for staff (including recruitment, performance and career development) which lies within the line management/ reporting structures in the departments (Figure 2.5).

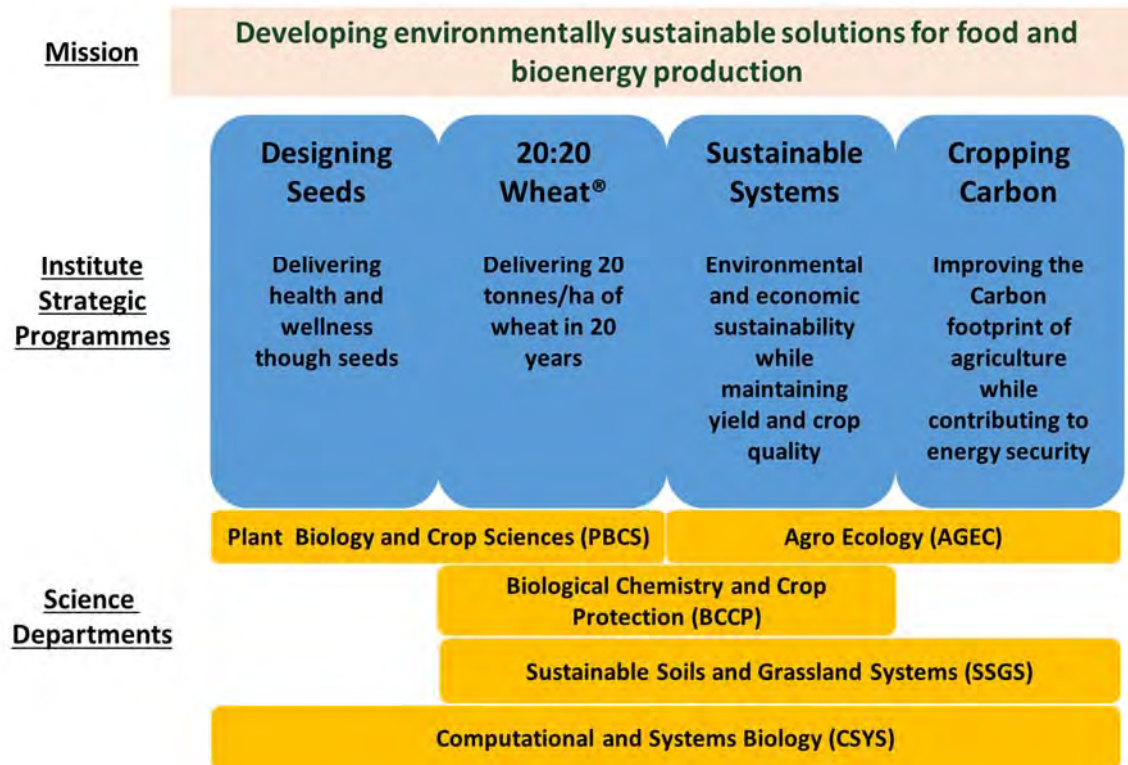


Figure 2.4: RRes science programmes and departments for period 2012-2016

The RRes science strategy is supported by a layered management structure. The Board of Trustee Directors (11 members; 4-year unremunerated, renewable appointments) supervise the institute’s activities; they receive reports from the Executive Committee (EC), which manages the daily functions of the institute (Figure 2.5). The Management Committee (MC) meets fortnightly, oversees decisions on institute strategy and management, and consists of EC members and Heads of Science Departments (HoDs). The Research Strategy Committee (RSC) meets monthly to oversee scientific strategy and resource mobilisation, and was composed of: The Director, HoDs, institute scientific programme leaders and the Head of Grants & International (G&I).

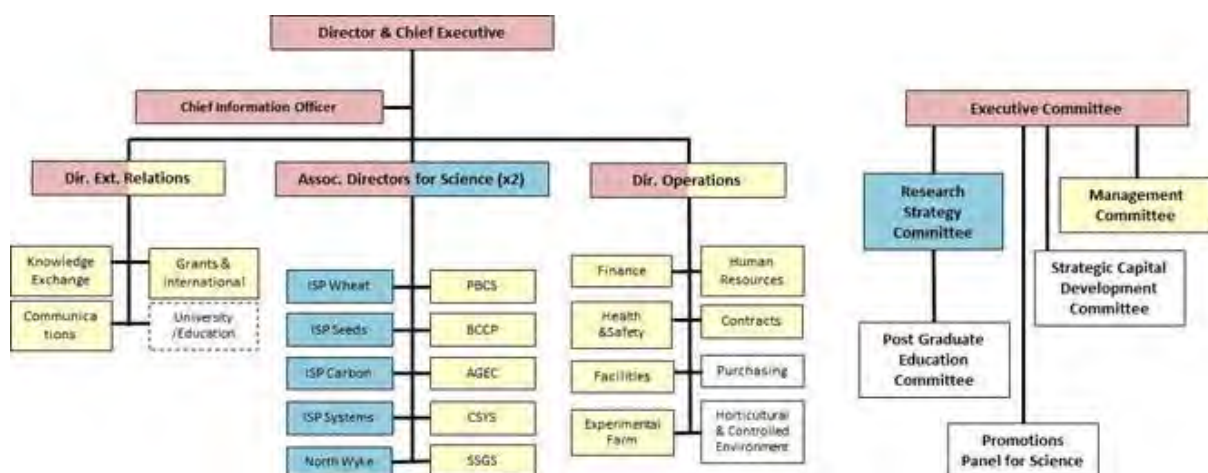


Figure 2.5: RRes reporting structure during 2014 – 16. The colour coding reflects participation by different individuals and groups in respective committees. Pink represents individuals on the Executive Committee; blue represents

Research Strategy Committee members; yellow represents department heads reporting to the Management Committee; white represents other committee members

The non-scientific functions of RRes (e.g. Finance, Human Resources (HR), Facilities, Farm, Information Technology Services) that provide support and infrastructure were managed through a single Operations Department.

At the end of 2016, the institute launched its employee Career Development Framework (CDF) which provides standardised job profiles and clearly defined career progression opportunities in each job family, as planned in our previous AS submission (**Bronze 3.1.4**). Whilst this will not impact on this submission it will feature in our forward action plan. All staff now belong to one of four job families: Science, Science Capabilities, Business Support and Operational Services (Table 2.4).

For this submission, we have allocated our staff families to the Athena SWAN (AS) groups (Table 2.4):

- Science and Science Capability staff = AS Research
- Business Support staff = AS Professional
- Operational Services staff – AS Technical.

We have combined Science and Science Capability staff (support staff) into one category as placing Science Capability staff into the AS Technical group (typically facilities and farm staff) would be incorrect and would prevent direct comparison with our 2014 submission where Science and Science Capability staff were considered together. Where Science and Science Capability staff are affected differently in processes the distinction will be made in the relevant section.

Table 2.4: RRes Job families and corresponding grades and job titles and how these correspond with Athena SWAN groups. PC = Personal Contract (with BBSRC)

Athena SWAN groups for submission	Research		Professional	Technical
Rothamsted Job Family	SCIENCE	SCIENCE CAPABILITIES	BUSINESS SUPPORT	OPERATIONAL SERVICES
Band PC1			RRes Director	
Band H/PC2	Science Director		Business Director	
Band G	Principal Research Scientist		Business Leader	

Band F	Senior Research Scientist	Senior Scientific Manager	Senior Business Manager	Senior Operations Manager
Band E	Research Scientist	Senior Scientific Specialist	Business Manager	Operations Manager
Band D	Postdoctoral Research Scientist	Scientific Specialist	Business Specialist/Advisor	Operations Specialist/Supervisor
Band C		Scientific Technician	Senior Business Assistant	Operations Technician
Band B & (Apprentice)		Scientific Assistant II	Business Assistant	Operations Assistant II
Band A		Scientific Assistant I		Operations Assistant I

Partnerships: Partnerships are a key component of our scientific strategy. Joint virtual centres (with allocated resources but no fixed location) have been created with partners in China and India. International partnerships contribute significantly to our research culture as they usually involve personnel exchanges (Visiting Workers [VW]) that contribute to ethnic and cultural diversity (Figure 2.6). Links with industry and other stakeholders (e.g. local farming communities) are crucial for delivering research outputs to end-users. We also participate in several Doctoral Training Partnerships (DTP) with UK universities that support the training and career development of postgraduate students.

The Rothamsted Centre for Research and Enterprise (RoCRE) is an innovation hub at the Harpenden site. RoCRE houses several agricultural businesses including two 'Centres for Agricultural Innovation' that link agribusiness and government: Agrimetrics and the Centre for Crop Health and Protection. Staff employed by RoCRE (after 2015) and Agrimetrics are paid by RRes payroll but not included in our employee data.



Figure 2.6: Cultural diversity at RRes: A selection of RRes staff and Visiting Workers holding up the flags of their home countries

(952 words)

3 The self-assessment process

(i) A description of the self-assessment team

We are a highly motivated team delivering change that improves equality of opportunity

The self-assessment team (SAT; Figure 3.1.1) are diverse in terms of gender, grade (students to PC1) and job families; care was taken to include members who, together, have first-hand knowledge of the full range of experiences faced by RRes staff, with less focus on proportional representation. They have either volunteered or were approached to join, as in the case of the Chair, because of their experience and personal enthusiasm for equality, diversity and inclusivity issues (Table 3.1.1). Line managers of potential SAT members were consulted; they all approved involvement with full knowledge of the likely impact on workloads.

Silver Actions 3.1.1: Due to the change in criteria for the AS charter we need to seek better representation from the Technical group in the future and better address the gender balance of our committee (currently nine female: four male).



Figure 3.1.1: A selection of the RRes Athena SWANN self-assessment team

Table 3.1.1: The RRes SAT in alphabetical order. **SSGS** = Sustainable Soils and Grassland Systems Department; **CSYS** = Computational and Systems Biology Department; **PBCS** = Plant Biology and Crop Sciences Department; **AGEC** = Agro Ecology Department; **BCCP** = Biological Chemistry and Crop Protection Department; **NW** = North Wyke; **PC** = Personal Contract (with BBSRC); **MC** = Institute Management Committee; **RSC** = Research Strategy Committee; **RSB** = Royal Society of Biology; **IWD** = International Women’s Day; **E&D** = Equality and Diversity; **LGBT** = Lesbian Gay Bisexual and Transgender; **CDF** = Career Development Framework; **WISE** = Women in Science and Engineering; **RSSC** = Rothamsted Sports and Social Club; **STEM** = Science, Technology, Engineering and Medicine; **CIMA** = Chartered Institute of Management Accountants; **HRBP** = Human Resources Business Partner

Member	Job Title	Job Group and SAT Team Role	Involvement in SAT sub-groups	AS-Related Experience	SAT member since 2014 (i.e. for Bronze submission)
Dr Laura Cardenas	Senior Research Scientist, SSGS, (NW)	Research; submission writer; provided case study	IWD subgroup March 2016	Team management; promoted 2014; has young children; [REDACTED]	✓
Dr Kevin Carolan	Postdoctoral Research Scientist, CSYS	Research; survey development/ analysis; data for submission	Survey subgroup September 2016	Actively engaged in social issues & E&D campaigns; [REDACTED]	
Dr Kate Le Cocq	Postdoctoral Research Scientist, SSGS, (NW)	Research; submission writer, knowledgeable voice on E&D issues	IWD subgroup March 2016	Job regrading, 2015; student supervision. leads NW student and Early Research Careers seminar group; chair NW social club	
Prof. Achim Dobermann	Institute Director	Professional; submission writer		Institute management; MC; senior recruitment; established CDF	

Mrs Karen Ferguson	HRBP, Operations HR	Professional; principal submission writer; member AS West London group	Organised information for Town Hall meeting Dec 2016; Mingles for awareness days survey design; Sept. 2016	Passionate about E&D; role re-evaluated, 2016; mother; was part-carer for her mother with dementia	
Dr Jacqueline Freeman	Postdoctoral Research Scientist, PBCS	Research; organized IWD events; submission writer	Lead IWD subgroup 2017	Member of WISE; children used play-scheme; ██████ benefitted from flexible working, RSSC Secretary	
Dr Andy Gregory	Research Scientist, SSGS	Research; submission writer	Research Day subgroup 2017	Understands work-life balance issues; ██████ ████████████████████	✓
Ms Helen Jenkins	Personal Assistant, PBCS	Professional; takes meeting minutes	Town Hall subgroup 2016	Ensures diversity balance in seminar speaker programme	✓
Ms Anne Leverton	Projects Team Leader, Operations Finance	Professional; submission writer; advises on issues around equal opportunities for girls		Team management; worked part-time when son at school; benefited from study leave; interest in education, equality & opportunities for girls	
Ms Claudia Lowe	PhD Student, AGECE	Student; knowledgeable voice on E&D issues, organises awareness events, submission writer	Disability Awareness huddle 2016	Passionate about workplace E&D; member of WISE; volunteer RSB	

Dr Adelia de Paula	Sustainable Intensification Network Coordinator, SSGS	Professional; submission writer	Town Hall subgroup Dec 2016; Research Day subgroup 2016	██████████ STEM Ambassador since 2007; benefited from nursery and play-scheme strong appreciation of equality challenges in the workplace	✓
Prof. Chris Rawlings	Head of CSYS	Research; SAT Chair; survey development/ analysis; submission writer		Father, departmental management; recruitment; career development; promotion boards; MC; RSC member; Chair RSSC and Housing Committees	
Ms Amma Simon	PhD Student, BCCP	Student; Employee Forum representative; knowledgeable voice on E&D issues, submission writer	LGBT huddle 2017	Ethnic minority student; passionate about E&D issues; organized events on equality and intersectionality	

(ii) An account of the self-assessment process

The SAT run regular events that raise awareness of equality issues that affect us all

The SAT was established in 2013 and holds formal bi-monthly meetings for 2-3 hours at the Harpenden site, with NW members joining by video link (Table 3.2.1). Agendas are distributed in advance and minutes recorded (**Bronze 1.1.1**). *Ad hoc* subgroup meetings are arranged when required (e.g. to plan events/ analyse data; Table 3.2.1). In response to our 2014 submission (**Bronze 1.1.10**), SAT members regularly attend local AS network meetings and external meetings run by the wider AS network to gain and share expertise and best practice (Table 3.2.1). Progress against the 2014 AS Bronze Action Plan has been used to develop this submission and we have benefited from the advice of critical friends in our network including Tamara Szucs (AS Coordinator Brunel) and Rob Bell (AS Coordinator Imperial).

SAT-organised Equality and Diversity (E&D) events and the staff surveys are planned during SAT meetings (Table 3.2.1); members communicate with each other via: a dedicated e-mail address (October 2013); a shared network drive (May 2016); and an internal Microsoft Yammer group (social-networking platform; November 2015).

Silver Actions 3.2.1: Continue to increase awareness of equality and inclusivity by increasing the number of events run by SAT.

The 2016 IWD conference and the AS Bronze award were both celebrated in the institute's Annual Review (2014 and 2015–2016), which is distributed widely to stakeholders and partners. At both sites SAT host 'midweek mingles' (weekly informal get-togethers with refreshments provided) that coincide with 'awareness' days (Table 3.2.1). The SAT chair presented recent AS activities and the intention to apply for a Silver award in 2017 at the quarterly Director's 'Town Hall' meeting (December 2016) attended by all staff and students. The SAT chair presents AS news in a standing agenda item at the MC meetings (Figure 3.2.1). MC is the principal management decision-making body of the Institute (chaired by the Director who is a SAT member), (**Bronze 1.1.5**). Feedback is cascaded to staff and students at monthly departmental meetings.

Table 3.2.1: Activities of the AS SAT at the Harpenden site and replicated at NW on the same day: 2013–end 2016 **IWD** = International Women’s Day; **HoDs** = Heads of Science Departments; **MC** = Institute Management Committee; **ECU** = Equality Challenge Unit; **PPE** = Public Policy Exchange; **RCUK** = Research Councils UK; **WISE** = Women in Science and Engineering

	Details	Those Involved
SAT Meetings	<ul style="list-style-type: none"> • Bimonthly • Monthly prior to submission (12 months) 	SAT all
SAT Subgroup Meetings	<ul style="list-style-type: none"> • Two planning meetings: IWD event 2016 / 2017 • Five development/ analysis meetings: survey • Eight analysis/ interpretation meetings: Silver Award Submission 	SAT subgroups (Table 3.1.1)
Other Institute Meetings	<ul style="list-style-type: none"> • Monthly MC Meetings (AS = standing agenda item) 	SAT Chair and/ or Director (SAT member); RRes senior staff
AS London-West Regional Network Meetings	<ul style="list-style-type: none"> • Two meetings (2016-2017) • RRes hosted Feb 2017 meeting 	SAT HR representative
Wider AS Network Meetings attended	<ul style="list-style-type: none"> • ECU re-launch of criteria for Institutes (July 2016) • AS for Research Institutions Meeting (ECU run; July 2016) • RCUK Equality and Diversity Launch (Nov 2016) • Towards Gender Equality – Supporting Women in the Workplace (PPE run; Nov 2016) • Transgender Awareness Workshop (PPE run; Feb 2017) • WISE Reducing Bias in the Recruitment Process – Webinar (Feb 2017) 	Different SAT individuals
AS Staff survey Family survey	<ul style="list-style-type: none"> • Open to all for participation Sept-Oct 2016 • Launched at Midweek mingle (19/10/2016) • Feedback report to institute May 2017 	SAT all (led by two members); RRes staff (289 responses)
Events	<p>IWD Conference (2016) focus on supporting women in their career development.</p> <ul style="list-style-type: none"> • three external speakers (work life balance / returning from career breaks) • Panel discussion including internal speakers from research and professional roles • Q & A lunch discussion • Feedback post-it boards – communicated back to institute via a newsletter • Intranet feedback 	SAT all; RRes staff; External people (i.e. speakers; leaflet provision)
	<p>Director’s ‘Town Hall’ Meeting (16/12/2016)</p> <ul style="list-style-type: none"> • SAT Chair presented on AS activity • Poster session advertising AS and family survey 	

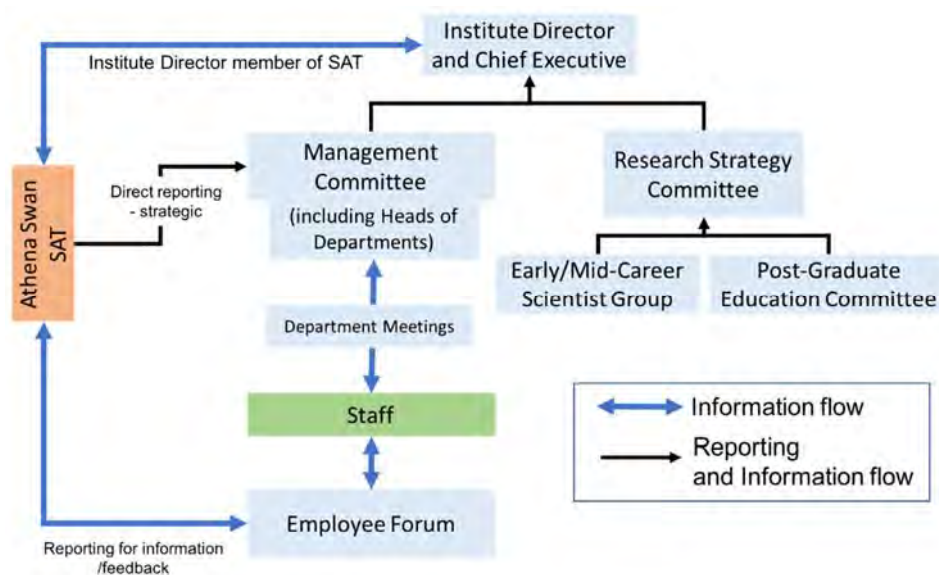


Figure 3.2.1: Organisational diagram of the Institute and how SAT communicates with committees and staff to implement change:

In Autumn 2016 the SAT team ran two staff surveys (**Bronze 1.1.8**) to gauge changes in employee perceptions since our last survey (2013) and levels of satisfaction with processes that had been improved in response to our Bronze Action Plans. The first was the large and comprehensive AS survey covering numerous areas (Table 3.2.2), followed by a smaller family survey limited to family leave-related issues (Table 3.2.2). Previously (2013) RRes took part in the Civil Service People Survey (CSP Survey) but made the decision not to participate in 2015 due to large-scale organisational changes that made the timing inappropriate. Moving forward RRes will continue to run its own staff survey every other year.

Silver Action 3.2.2: Improve the staff survey by combining it with the family survey for 2018 and ensure all areas that affect equality, diversity and inclusivity are covered, monitored and updated.

Table 3.2.2: Main subject areas on which questions were asked in the 2016 surveys. PPDR = Personal Performance Development Review.

Survey Type	Subject area
AS Survey	Recruitment and awareness of equality in the process
	Perception of workload
	Recognition
	Work-life balance being met
	Understanding of how the PPDR supports career development
	Development opportunities taken
	Pay and benefits
	Support to apply for funding
	Perception of fair treatment regardless of gender

	Awareness of policies that support family and leave
	Promotion/ progression opportunities and perception of equality
Family Survey	Awareness perception of different types of leave
	Support during leave
	Communication available during leave

Response rates for both surveys were similar in the Research and Professional groups but Technical staff were not as engaged even though we provided paper copies; as this does not ensure anonymity we need to look at providing personal computer access in future (Figure 3.2.2). Students were strongly invested with high response rates (Figure 3.2.2). Engagement with the survey did not show any strong gender bias (Figure 3.2.3) but there was a relatively low response rate from Asian staff (Figure 3.2.4).

Silver Action 3.2.3: Increase participation by Technical staff in staff surveys by providing greater access to personal computers for anonymous input and encouraging targeted participation at Department meetings prior to survey.

Silver Action 3.2.4: Ensure BME staff understand the value of participating in the Staff Survey

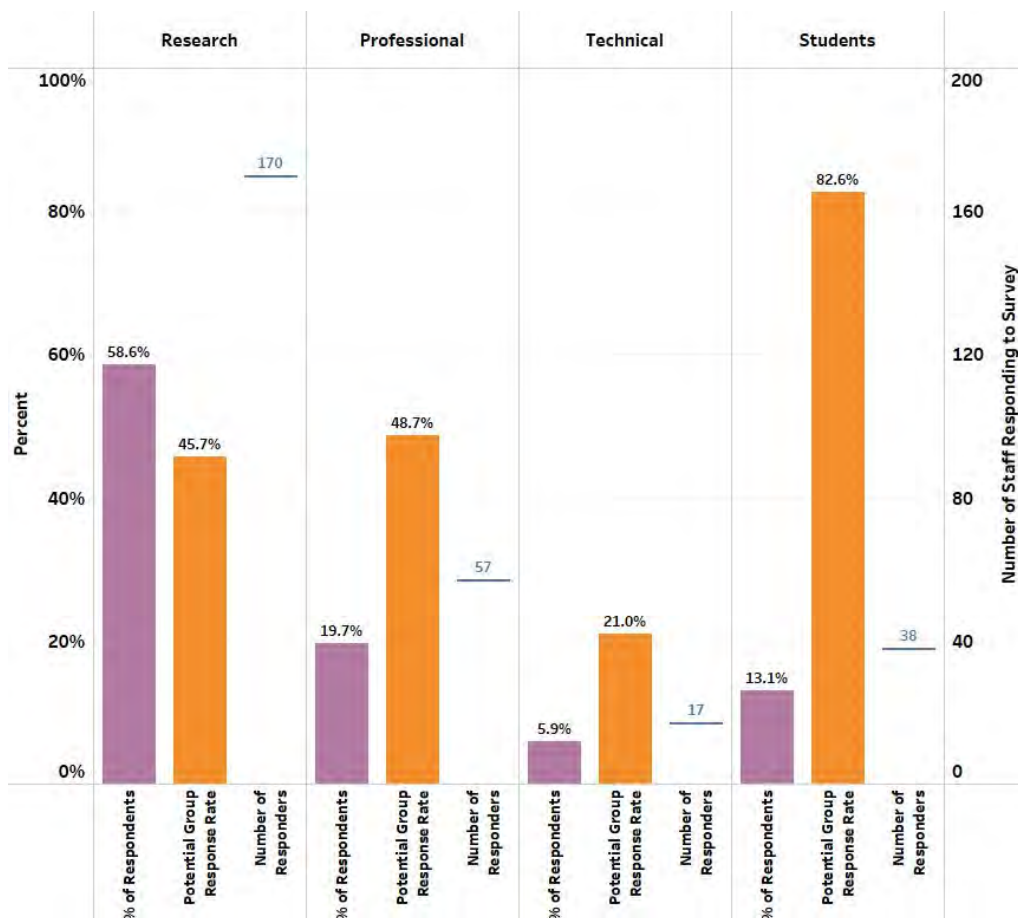


Figure 3.2.2: Breakdown of respondents to main AS survey in 2016 by job group: The data are presented as percentage response rates compared to the total number of respondents and to the number of staff/ students in that group who could have responded. The actual number of respondents is provided for completeness.

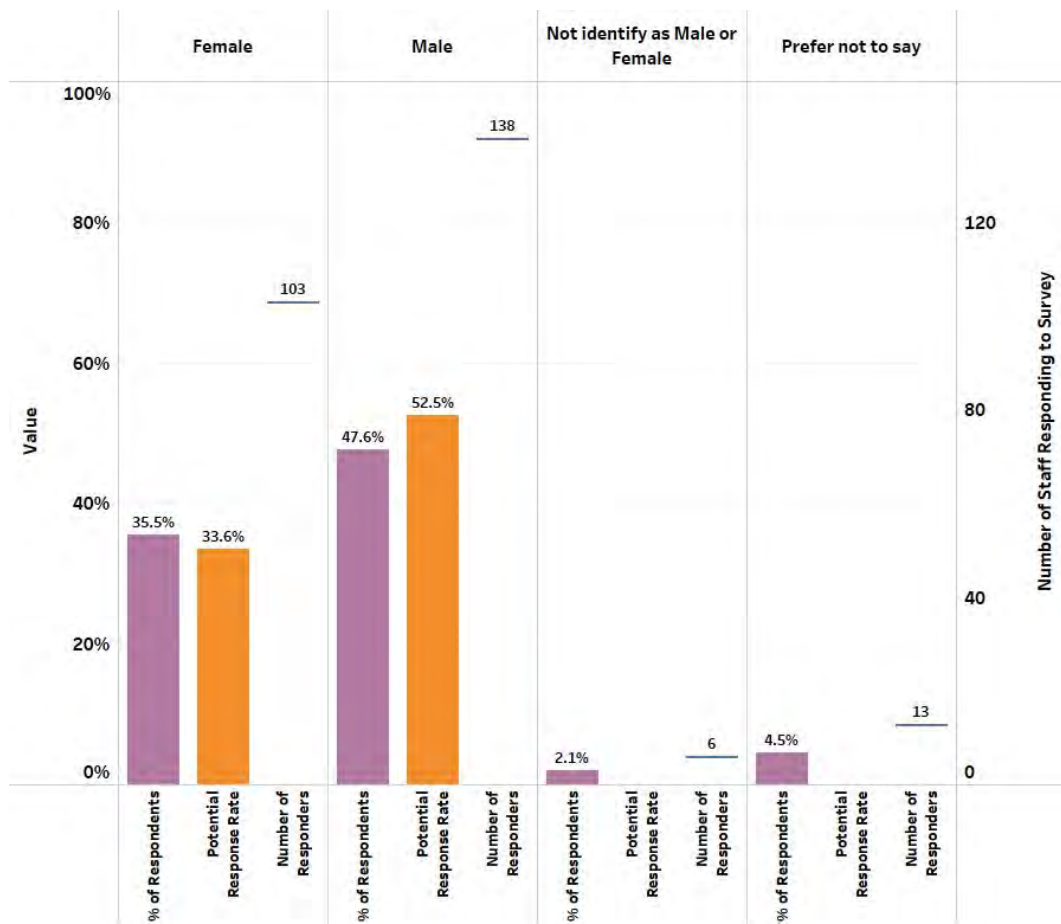


Figure 3.2.3: Breakdown of respondents to main AS survey in 2016 by gender. The data are presented as percentage response rates compared to the total number of respondents and to the number of staff in that group who could have responded. The actual number of respondents is provided for completeness.

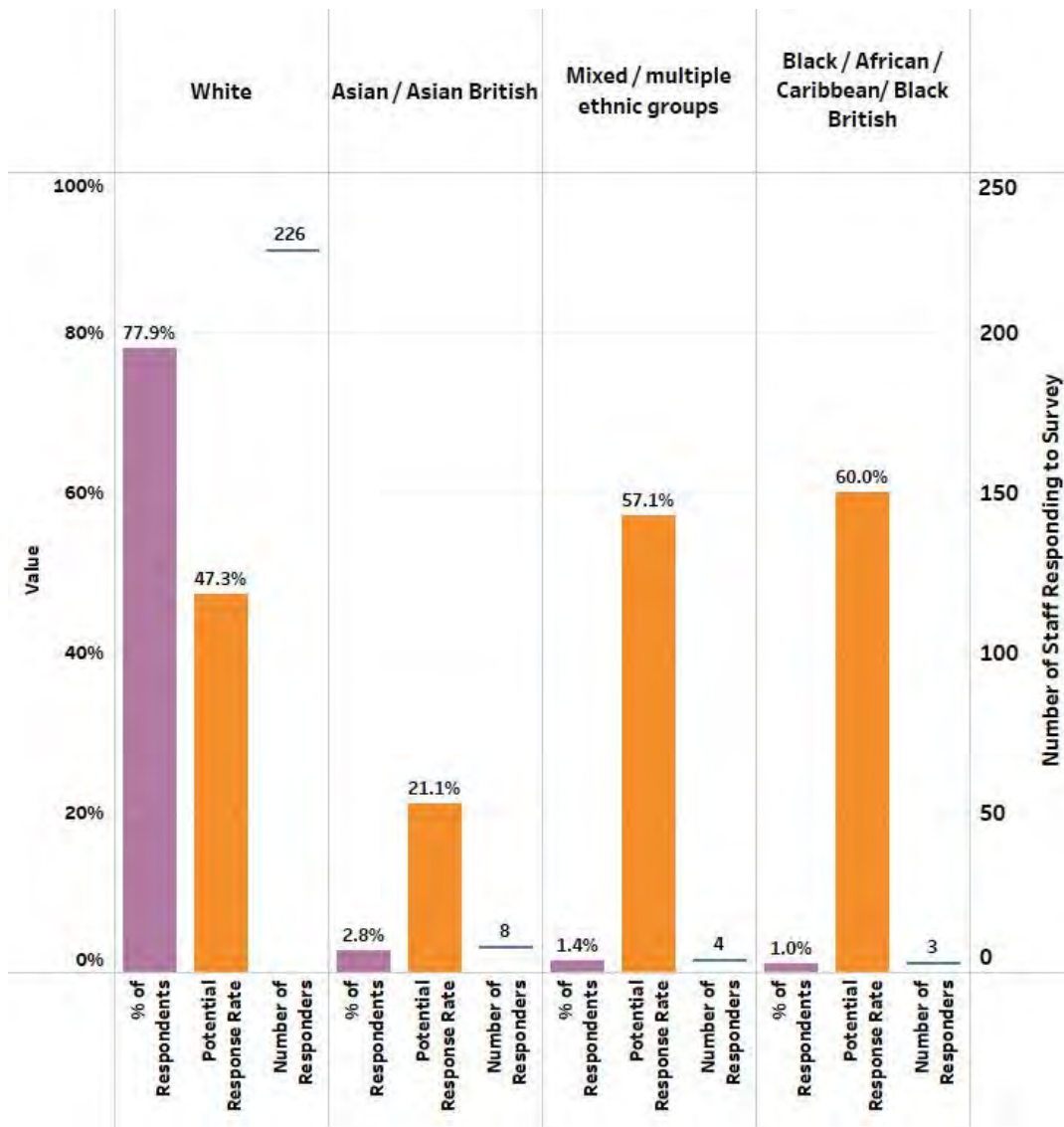


Figure 3.2.4: Breakdown of respondents to main AS survey in 2016 by ethnic identity. The data are presented as percentage response rates compared to the total number of respondents and to the number of staff in that group who could have responded. The actual number of respondents is provided for completeness.

In general, we were pleased with the uptake and results of both surveys (Table 3.2.3) although they did highlight areas that require further action to effect improvements.

Table 3.2.3: Summary of important AS survey results that require further action. F = female; M = male; * = overwhelming

	Yes	No
Fair treatment regardless of gender?	76% (49% F)	10% (6% F)
Appropriate workload?	68% (57% F)	*29% (45% F)
Understand Personal Performance and Development Review's role in career progression?	61% (63% F)	31% (69% F)
Career development influenced by gender, race, age or sexual orientation?	21% (37% F)	62% (17% F)
Pay decisions fair?	49% (12% F)	17% (43% F)

See Silver Action 3.2.2 and Section 5 actions.

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

Key SAT processes and activity will remain the same; the SAT action plan is reviewed at every meeting; progress is monitored and any issues or wider implications discussed before action is taken (Table 3.3.1). However, awareness activities will increase with the aim of further embedding the culture of E&D (Table 3.2.1).

SAT will continue to report upwards at MC meetings via our Chair and make greater use of cross-representation on the newly-formed Employee Forum (Jan 2017) which gives staff a formal voice.

Silver action 3.3.1 Increase drive for culture change by working with the Employee Forum to consult / raise awareness, particularly in support of new policies and embedding equality and diversity in RRes culture

Careful invitation of new members and rotation will ensure we continue to represent the variety of job families, disciplines and bands, whilst improving the gender balance to 50:50 of staff and students. Currently 70% of SAT are new since the 2014 submission, including the chair and HR representative. We will ensure strong representation from management committees (responding to re-organisation) and HR. The SAT will use the AS network to gain and share expertise and best practice for development of future activities.

(944 words)

4 A picture of the institute

4.1 Student data

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

We have consistently achieved gender parity in student intake since 2014

RRes postgraduates are PhD students supported mainly via Doctoral Training Partnerships (DTPs) and Centres for Doctoral Training (CDT) (Tables 4.1.1.1; 4.1.1.2). Students are registered at partner universities, since RRes is not accredited to award degrees. For this submission, only students that spend most of their time at RRes and less than 6 months at their university, are included in our data. Although all current students are full-time, we have provision for part-time registration.

Student intake increased by 67% between 2013/14 and 2016/17, since the introduction of further DTP and CDT partnerships, and new LAT-funded studentships (Figures 4.1.1.1; 4.1.1.1).

Although the sample size is small, the gender-balance of students at RRes is 5-6% closer to parity than national and EU trends (Figure 4.1.1.1). Annual variations are not significant and there are no strong trends. We will continue to use our strong cohort of STEM Ambassadors (40 staff/ students; 68% female) to develop our outreach programme to schools and local universities to promote career opportunities in science.

Table 4.1.1.1: Total number of students (December 2016) and their funding

Funding Source	Students
DTP and CDT	28
Industrial Funding	9
International Funding	4
Research Council Grant	2
LAT Funding	3

Recruitment Processes: For RRes-managed studentship schemes (Table 4.1.1.3), we advertise: on institute/ university websites; in printed/ on-line media (e.g. www.findaphd.com); and supplement with social media campaigns directing potential candidates to projects on the application website. We use CVs, personal statements and references (Notts DTP only) to shortlist, and interview to select the best candidates.

Other DTPs and CDTs use their own recruiting procedures; all applicant and interview outcome data are held by the lead university; we have no access to data on applications for 22/27 (81%) of incoming students. RRes influences recruitment processes through the DTP Management Committees and we insist there is at least one female on interview panels in line with RRes recruitment policy. Since November 2015, RRes has led on recruitment for several new studentship schemes, ensuring panels are gender-equal and trained to conduct unbiased interviews (Table 4.1.1.3).

Table 4.1.1.2: Full details of RRes Partnerships for the provision of postgraduate training. * = where RRes has/will lead recruitment

<p>BBSRC Special Initiative Competitive Funded Studentships</p> <ul style="list-style-type: none"> • specific focus area • single/ limited calls
<p>Industry-funded studentships *</p> <ul style="list-style-type: none"> • <i>Ad hoc</i> basis
<p>BBSRC-funded Industrial Case Partnership (iCASE) Studentships *</p> <ul style="list-style-type: none"> • Industry partner coordinator • industry closely involved in topic and student selection
<p>BBSRC-funded Nottingham–RRes DTP (Nottingham DTP)</p> <ul style="list-style-type: none"> • includes Diamond Light Source & NIAB-EMR DTP (2012 onwards) • 1 CASE studentship a year *
<p>BBSRC-funded University of Reading DTP (Reading DTP)</p> <ul style="list-style-type: none"> • includes Universities of Surrey, Lancaster & Southampton (2012-2018)
<p>BBSRC-funded South West DTP (SW DTP) (2012 onwards) *</p> <ul style="list-style-type: none"> • University of Bristol lead • includes universities of Exeter, Bath & Cardiff • 1 iCASE studentship a year
<p>International programme: Brazilian ‘Science Without Borders’ scheme (2014 onwards)</p> <ul style="list-style-type: none"> • Brazilian funding • UK registration
<p>NERC-funded ENVISION DTP (2015 onwards)</p> <ul style="list-style-type: none"> • Lancaster University co-ordinator • includes universities of Bangor & Nottingham, British Geological Survey (BGS), Centre for Ecology and Hydrology (CEH) • 1 iCASE studentship a year
<p>NERC/BBSRC-funded STARS Centre for Doctoral Training (CDT) (2016 onwards)</p> <ul style="list-style-type: none"> • Lancaster University co-ordinator • includes the universities of Bangor, Nottingham & Cranfield, BGS, CEH, The James Hutton Institute
<p>Graduate School for the Environment CDT (2016 onwards)</p> <ul style="list-style-type: none"> • with Lancaster University & CEH
<p>Lawes & Gilbert studentships (2016 onwards) *</p> <ul style="list-style-type: none"> • funded by Lawes Agricultural Trust
<p>PhD Studentships in Soil Technology Innovation (2017 onwards)</p> <ul style="list-style-type: none"> • with Cranfield University

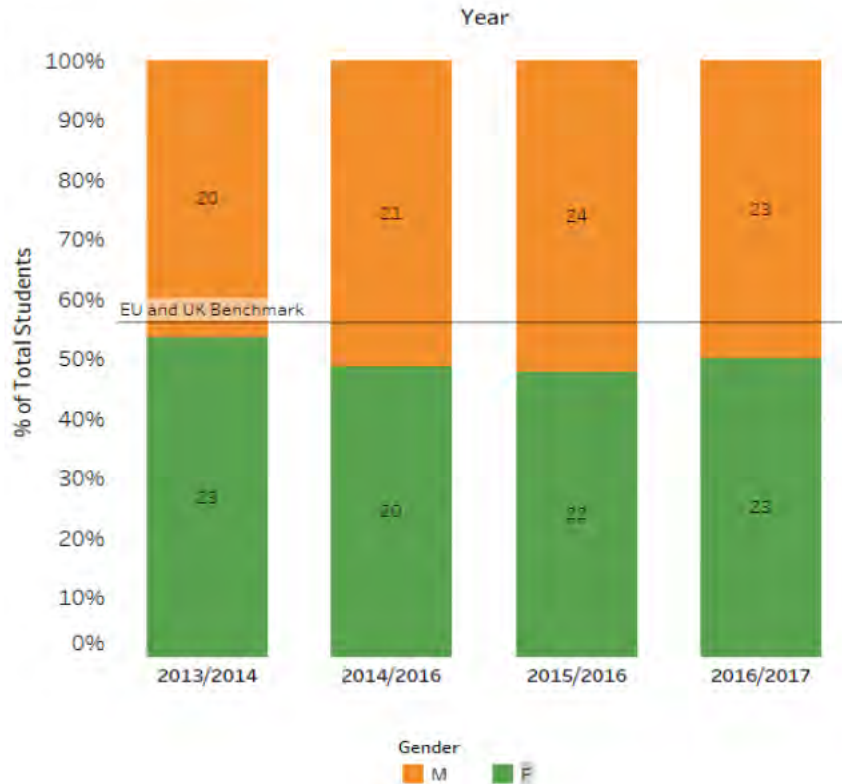


Figure 4.1.1.1: Gender balance of postgraduate research students showing percentage and numbers of male and female students for each year reported. The benchmark 56% female students are from HESA¹ and SHE²

Table 4.1.1.3: Applications (App), interviews (Int) and offers (Offr) by gender for RRes-led recruitment (SW DTP, SW DTP iCASE and Nottingham DTP iCASE) for PhD projects that either started in 2016 or will start in 2017

Year	Gender	SW DTP			SW DTP iCASE			Nottingham DTP iCASE ¹			Total (% of applicants receiving offers)		
		App	Int	Offr	App	Int	Offr	App	Int	Offr	App	Int	Offr
2016	M	1	0	0	2	0	0	5	2	1	8	2	1 (10%)
	F	7	4	2	3	1	1	6	1	0	16	6	3 (18%)
2017	M	1	1	0	1	0	0	n/a	n/a	n/a	2	1	0
	F	2	2	1	2	1	0	n/a	n/a	n/a	4	3	1 (25%)

¹ Nottingham recruitment not complete at time of writing

¹ National HESA Figures for PG research in Agricultural and Related subjects in 2013/14: Equality Challenge Unit: Equality in Higher Education: Statistical Report 2015: Part 2: Students: <http://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2015/> (gender: page 174) 56.4% Female Research Post Grad students in Agriculture

² Proportion of female PhD (UK) graduates in the Agriculture and Veterinary area from European Commission SHE Report 2015: https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf (page 27) 56% Female

To date, one of 10 (10%) male, and four of 20 (20%) female applicants were offered PhD positions since 2016 (Table 4.1.1.3). Restrictions in data availability unfortunately limit interpretation. In future, we will work with CDT/DTP partners to improve recruitment data collection.

Silver Action 4.1.1: Improve recruitment recording with CDT/DTP partners.

Silver Action 4.1.2: Improve records on ethnicity and other protected characteristics to monitor processes of CDT/DTP partner.

Completion Rates: PhD students are expected to submit their theses within four years of their start date. Of 49 PhD students (2013/14 – 2016/17), only five females (10% of cohort) and three males (6% of cohort) did not submit on time (Table 4.1.1.4); all of these ultimately submitted and graduated. Similar proportions of female and male students submitted on time (84% of females: 88% of males) which is better than national HEFCE figures (80%)³. (**Bronze 2.1.1**)

Table 4.1.1.4: PhD submission data by gender

Submission by gender	Academic year of intended submission			
	2013/14	2014/15	2015/16	2016/17
Female: on time	5	8	4	5
Female: late	3	1	0	1
% Females submitting on time	63%	89%	100%	83%
Males: on time	6	4	6	3
Males: late	2	0	0	1
% Males submitting on time	75%	100%	100%	75%

Female PhD students are permitted up to a year extension in the case of pregnancy at the discretion of their awarding university to which they must apply. RRes proudly funds 6-month stipends for these students, even though there is no statutory requirement. Since 2013, three students have taken advantage of this scheme, accounting for most of our delayed submissions. One student had two sets of maternity leave during her PhD. Male students are granted 2 weeks paternity leave (consistent with full-time staff).

(ii) Number of visiting students by gender

We have little data on PhD students that do not spend most of their time at RRes. We have begun recording the number and gender of students visiting for < 6 months. These ‘Guest Students’ are not formally recruited but generally referred by a collaborator of the student’s supervisor. There is no obvious gender-bias in this informal process (Table 4.1.2.1). However, action is required to collect

³ HEFCE Report 26/07/2013 Postgraduate research degree qualification rates improving
http://www.hefce.ac.uk/news/newsarchive/2013/Name_93938_en.html

more data on all visiting students regardless of how long they stay.

Table 4.1.2.1: Number of Guest Students by gender and percentage of students in that year.

Intake Year	Female	Male
2013/14	5 (18%)	6 (23%)
2014/15	7 (26%)	6 (22%)
2015/16	10 (31%)	10 (30%)
2016/17	10 (30%)	5 (18%)

Silver Action 4.1.3: Collect protected characteristics data from visiting students and record

4.2 Staff data

(i) Staff by grade and gender

Overall our female staff numbers have increased to 46%, most significantly in the Research group.

45-46% of RRes staff are female (Table 4.2.1.1), comparable with BBSRC figures⁴ (48% female). The proportion of females is highest for Professional staff (59-60%; Table 4.2.1.1) similar to BBSRC figures⁴ (63%).

Silver Action 4.2.1: Report gender representation by staff group to MC annually

Table 4.2.1.1: Breakdown of staff numbers by gender, year and staff group (Research [Res], Professional [Prof] and Technical [Tech]). Numbers in parenthesis refer to the percentage of the total

	2014			2015			2016		
	Res (%)	Prof (%)	Tech (%)	Res (%)	Prof (%)	Tech (%)	Res (%)	Prof (%)	Tech (%)
Female	130 (42%)	58 (60%)	29 (40%)	164 (43%)	66 (60%)	39 (40%)	170 (46%)	69 (59%)	24 (30%)
Male	183 (58%)	38 (40%)	44 (60%)	214 (57%)	45 (40%)	59 (60%)	202 (54%)	48 (41%)	57 (70%)
Total	313	96	73	378	111	98	372	117	81
Total staff (% female)	482 (45%)			587 (46%)			570 (46%)		

Research staff: Strategic investment in recruitment of support staff increased numbers at bands A-C, predominantly band C (Table 5.1.1.2); female numbers (31 [60%]) grew more than males (5 [10%]) (Figure 4.2.1.1) even though application rates were similar (429 female: 434 male). In general, female representation for Laboratory Technicians has grown by 8% (2001 – 2010) to 53.6% according to Labour Force Survey reported by the BBC (2012).

Entry to band A–B roles requires skills/ experience, but progression to band C requires a degree/ professional qualification. Thus, progression from band B to C can be limited; see 4.2(ii).

⁴ BBSRC Annual Equality and Inclusivity Report 2014-15: <http://www.bbsrc.ac.uk/search-results/?keywords=annual+equality+and+inclusion+report&siteid=bbsrc>
<http://www.bbsrc.ac.uk/documents/annual-equality-inclusion-report-2015-2017/>

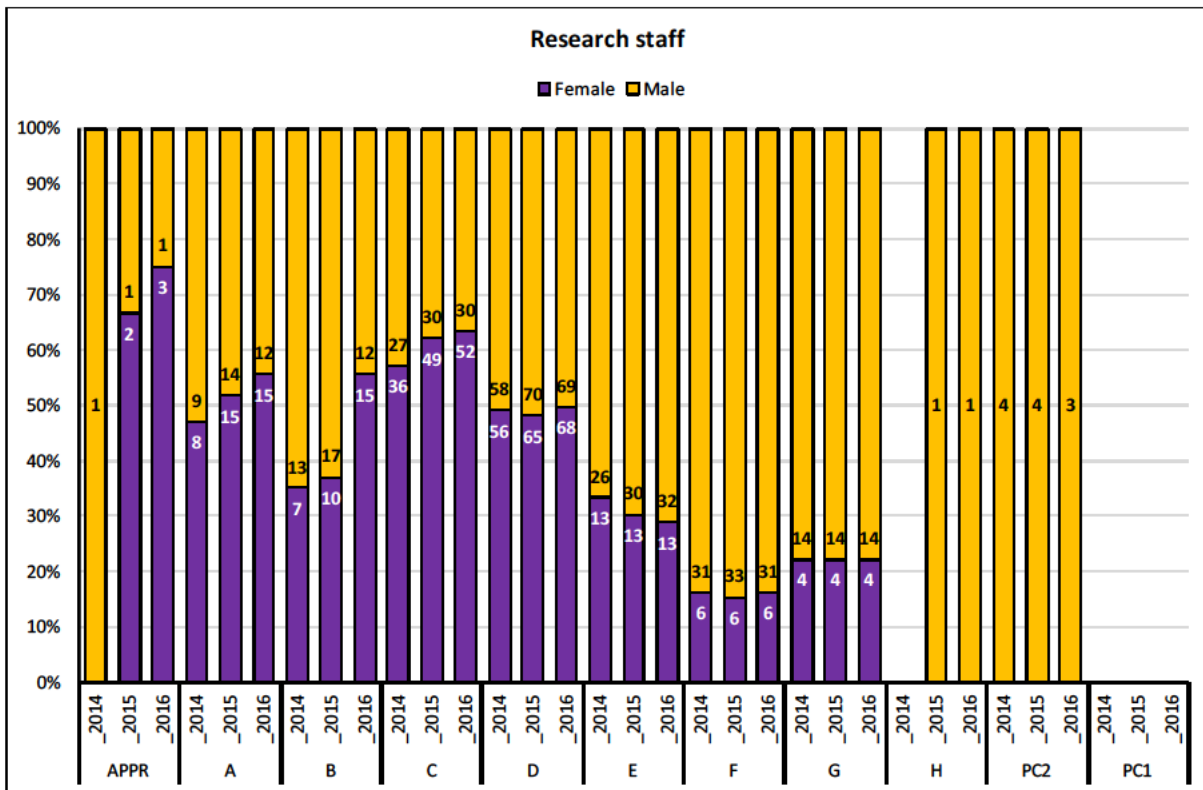


Figure 4.2.1.1: Proportions (and total headcount as written on the bars) of Research staff by gender, band (A-PC1 and APPR [apprentices]) and year

Research staff at Band D (post-doctoral) have increased by similar numbers for both genders, remaining at gender parity. Since 2011 post-doctoral staff have been recruited on fixed-term contracts and, since the Director’s initiative of 2014, are expected to subsequently move on to other institutions to expand their experience and progress their careers. Exceptional post-docs can progress by building independent research careers at RRes through tenure-track fellowship awards or apply competitively for roles at the next level.

Whilst the overall increase in numbers of female Research staff is positive, senior female leadership (E-H) remains under-represented; in 2016 only 22% of all Research staff at bands E+ were female. While typical of the sector (HE Statistics⁵ report only 20.4% of staff in the most senior roles are female) we will address this in our action plan. Only 1 new Band E role in this group was advertised during 2014-2016, demonstrating the lack of mobility opportunities at this level (Table 5.1.1.2; **Bronze 3.1.2**). Progression at bands E-H is challenging but can be achieved by personal merit promotion or progression although limited by low staff turnover. (Section 5.1. iii).

Silver Action 4.2.2: Continue to focus on gender and ethnic balance at bands E+ in research group in particular with recruitment / promotion processes

Silver Action 4.2.3: Define Tenure-track progression for Science family to enable the most talented Scientists to secure career pathway at RRes

⁵ Equality Challenge Unit: Equality in higher education: statistical report 2015: <http://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2015/>

Professional Staff: Females are over-represented in this group (58% in 2016) (Table 4.2.1.1) This is comparable with national figures² for Professional and Support staff: 62.7% female.

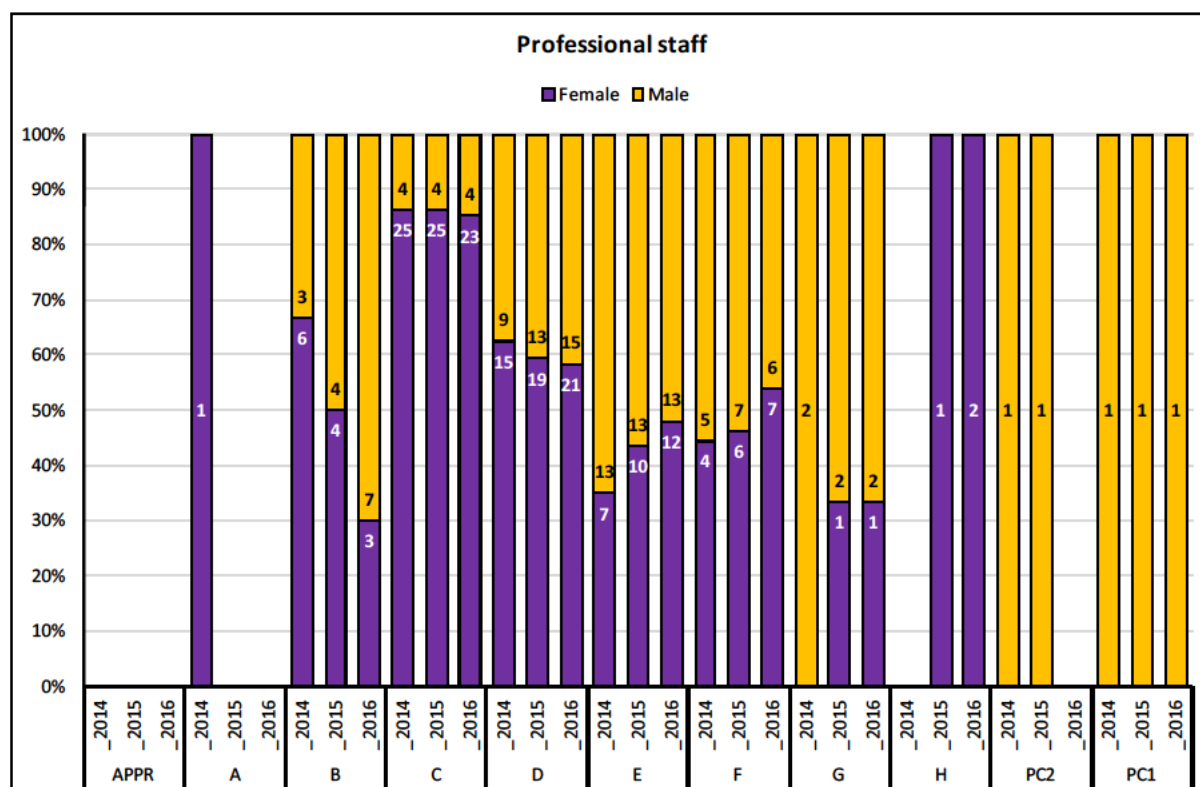


Figure 4.2.1.2: Proportions (and total numbers) of Professional staff by gender, band (A-PC1 and APPR [apprentices]) and year

Staff at Bands C and D (54-55%) are predominantly female (Figure 4.2.1.2), particularly Band C (85-86%). This is not unusual as they are administrators and correlates with national figures⁶ where highest proportions of female staff were administrative and secretarial (81%). The number of females at bands F+ grew from 31-47% during 2014-2016 as a result of positive recruitment to address gender imbalance on the MC. By 2016 females had achieved parity with males (i.e. 50%) in leadership grades (E-PC1) (Figure 4.2.1.2); this is in contrast with female Research staff (Figure 4.2.1.1).

Progression in this group is easier; skills are more transferable to other industries and while qualifications are required at band D+ they are generally not PhD level. At band D, staff have tenure of contract unlike Research staff where band Ds are expected to move on. Progression in this group is possible by regrading/ staff turnover. Mobility enables gender balance in senior roles in contrast to Research staff where external opportunities are low.

Technical Staff: This group are predominantly male (60-70%) reflecting the available pool of qualified applicants (see 5.1. [i]) (Table 4.2.1.1). In 2016 70% of Technical staff were in facilities and operational roles / farm staff of which 66% were male; this is below national figures(9), where males held 81% of skilled trade occupations.

Silver action 4.2.4: Continue to focus on improving the gender balance in the Technical group

⁶ Equality Challenge Unit: Equality in higher education: statistical report 2015: <http://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2015/>

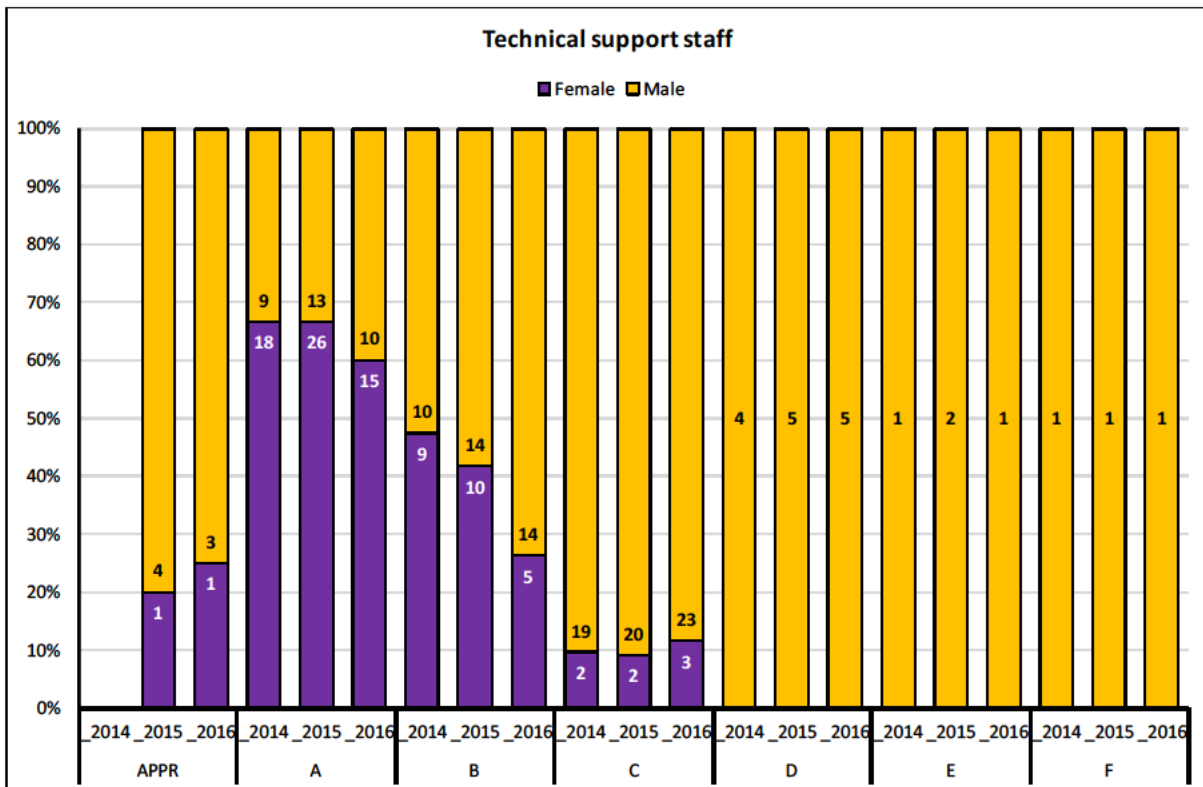


Figure 4.2.1.3: Proportions (and total numbers) of Technical staff by gender, band and year

Female representation decreased between 2014 and 2016 (Figure 4.2.1.3). This was due to transfer of 19 females to RoCRE. Having no female staff at Band D+ is of concern. Turnover is low at bands D+ but we have an ageing workforce which will provide opportunities to try to address the gender balance.

RRes offers specialist training to meet specific science-related requirements and most Technical staff begin their careers as apprentices. As an employer-of-choice in the local community RRes committed to five apprenticeships in 2015 (5% of all Technical staff), of which one was female

Silver action 4.2.5: Continued focus on developing staff for succession in Technical group with more equal gender balance in mind. Re-visit options of structured apprenticeship opportunities in this group.

Intersectionality:

Of those providing ethnicity information, there is low (but increasing) ethnic diversity (10.3% BME 2016; Tables 4.2.1.2; Figure 4.2.1.4). This is slightly lower than HESA¹ (11.7% BME [2015/16]) and Office for National Statistics figures for St Albans (12.3%)⁷.

We requested ethnicity information in our AS survey (BME female [7%] and male [3%]; white female [50%] and male [40%]), but did not ask BME staff whether they felt they had equality of opportunity. We will continue to evaluate all RRes processes to ensure equality in relation to ethnicity including more questions in our 2018 survey. Depending on survey feedback further actions may be required to address any issues raised.

See Silver Action 3.2.4

⁷ <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity>

Silver action 4.2.6: In future staff surveys to ask staff what barriers BME staff face at RRES. Collect BME data in survey. At bands F+ (Tables 4.2.1.2; Figure 4.2.1.4) only 25% of BME staff are female. This has improved since 2014 but needs addressing to improve gender equality amongst BME staff as well as ethnic equality throughout all institute processes.

Silver Action 4.2.7: Address the overall imbalance of ethnicity at bands F and above either by positive recruitment or progression

Whilst we do not currently record the ethnicity of our Visiting Workers (17% of population 2016) this group is predominantly BME and has a significant positive effect on the institute's culture making it feel more diverse than our data suggests.

Table 4.2.1.2: Ethnicity of RRes staff by gender, grade and job group 2014-16

		Year / Ethnic Group / Gender											
		2014				2015				2016			
Job Group	Grades	White		BME		White		BME		White		BME	
		F	M	F	M	F	M	F	M	F	M	F	M
Research	A & APPR	7 (1.6%)	8 (1.9%)			16 (3.0%)	12 (2.2%)			18 (3.4%)	12 (2.3%)		
	B	6 (1.4%)	11 (2.6%)			9 (1.7%)	15 (2.8%)			9 (1.7%)	9 (1.7%)		
	C	21 (4.9%)	24 (5.6%)	4 (0.9%)		38 (7.1%)	26 (4.8%)	10 (1.9%)		42 (7.9%)	28 (5.3%)	9 (1.7%)	
	D	44 (10.3%)	48 (11.2%)	5 (1.2%)	6 (1.4%)	49 (9.1%)	59 (11.0%)	7 (1.3%)	6 (1.1%)	51 (9.6%)	57 (10.7%)	11 (2.1%)	8 (1.5%)
	E	13 (3.0%)	21 (4.9%)		3 (0.7%)	13 (2.4%)	24 (4.5%)		4 (0.7%)	13 (2.4%)	25 (4.7%)		4 (0.8%)
	F	4 (0.9%)	28 (6.5%)			4 (0.7%)	29 (5.4%)		2 (0.4%)	4 (0.8%)	27 (5.1%)		2 (0.4%)
	G	4 (0.9%)	12 (2.8%)			4 (0.7%)	12 (2.2%)			3 (0.6%)	12 (2.3%)		
	H+		4 (0.9%)				5 (0.9%)				4 (0.8%)		
	Professional	A & APPR	1 (0.2%)										
B		6 (1.4%)	3 (0.7%)			4 (0.7%)	4 (0.7%)			3 (0.6%)	5 (0.9%)		2 (0.4%)
C		24 (5.6%)	3 (0.7%)			24 (4.5%)	3 (0.6%)			22 (4.1%)	3 (0.6%)		
D		15 (3.5%)	8 (1.9%)			18 (3.3%)	10 (1.9%)		3 (0.6%)	21 (3.9%)	11 (2.1%)		4 (0.8%)
E		7 (1.6%)	11 (2.6%)			10 (1.9%)	10 (1.9%)		3 (0.6%)	11 (2.1%)	10 (1.9%)		3 (0.6%)
F		4 (0.9%)	5 (1.2%)			6 (1.1%)	7 (1.3%)			7 (1.3%)	6 (1.1%)		
G			1 (0.2%)			1 (0.2%)	1 (0.2%)			1 (0.2%)	1 (0.2%)		
H+			2 (0.5%)				2 (0.4%)				1 (0.2%)		
Technical	A & APPR	16 (3.7%)	3 (0.7%)			27 (5.0%)	11 (2.0%)			14 (2.6%)	7 (1.3%)		
	B	5 (1.2%)	7 (1.6%)			5 (0.9%)	9 (1.7%)			4 (0.8%)	10 (1.9%)		
	C	2 (0.5%)	16 (3.7%)			2 (0.4%)	17 (3.2%)			3 (0.6%)	19 (3.6%)		
	D		3 (0.7%)				3 (0.6%)				3 (0.6%)		
	E		1 (0.2%)				2 (0.4%)				1 (0.2%)		
	F		1 (0.2%)				1 (0.2%)				1 (0.2%)		
Grand Total		179 (41.8%)	220 (51.4%)	12 (2.8%)	17 (4.0%)	230 (42.8%)	262 (48.7%)	20 (3.7%)	26 (4.8%)	226 (42.4%)	252 (47.3%)	24 (4.5%)	31 (5.8%)

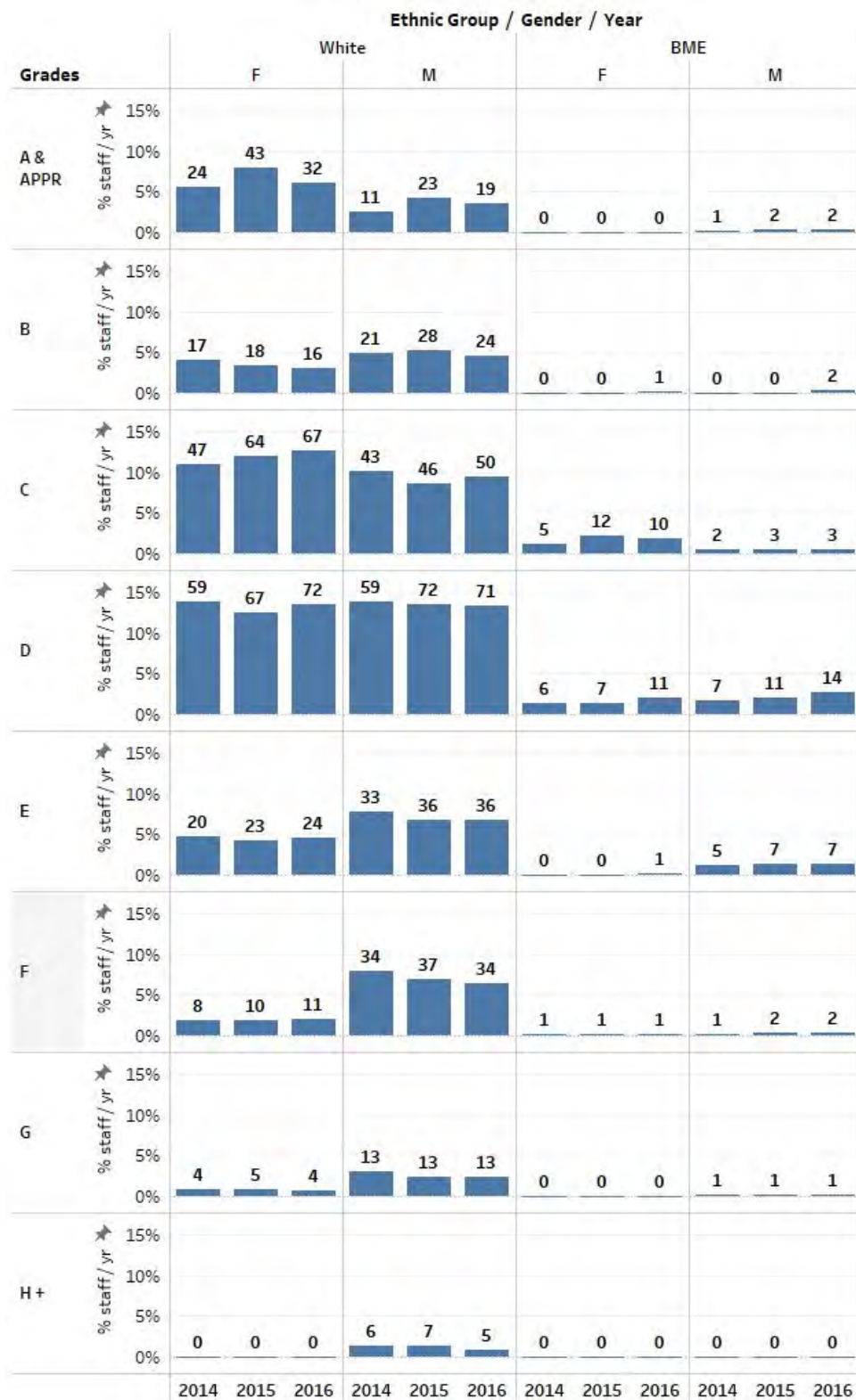


Figure 4.2.1.4: Overall ethnicity of RRes staff by gender and grade 2014-16

Research Staff: This group has the highest BME staff representation, increasing from 8- 11% between 2014-2016 (Table 4.2.1.2), though this still compares poorly with HESA figures(8) or academic staff (13%; 2015/16). The largest representation is at bands C-D which has the most movement. BME females at band D only represent 18% of all females at that band (and only 12% for males).

Whilst BME candidates are offered 25% of available posts (Table 5.1.1.1, pp 50), which is positive, the key issue for all females is lack of opportunity for progression other than by promotion due to lack of movement at band E+. During 2014-2016 12.5% of successful merit promotions were BME females (Table 5.1.3.2; pp 55).

See Silver Actions 4.2.2, 4.2.6, 4.2.7.

Professional Staff: 10% of all staff in this group are BME (2016) (Table 4.2.1.2), which compares with HESA figures for non-academic staff⁸ (10%) and has increased from 5% in 2014. However, BME females are poorly represented (only 18% of all Professional BME staff are female) and we need to address this. We also need to include representation at band F+ where we have no female BME but a greater opportunity to address this due to mobility in this group.

See Silver Actions 4.2.2, 4.2.6, 4.2.7.

Technical Staff: Whilst BME staff have increased from 5% to 9% during 2014-2016 [REDACTED] (Table 4.2.1.2). The prominence of men in this group make female and BME female representation harder to address; particular action is required to address recruitment here.

See Silver action 4.2.4: Address the imbalance of ethnicity in Technical group by inviting applications from ethnic minorities on the advert where the opportunity presents

(ii) Transition between technical support and research roles

Transition between families and grades is transparent due to the Career Development Framework

Transition between Technical and Research roles and between Professional and Research roles is unlikely as qualifications and expertise do not overlap; we have no examples from 2014-2016. Staff do transition internally within and between other job groups, often to gain progression. Discussing opportunities for internal vertical and horizontal mobility is a key part of the Personal Performance Development Review (PPDR). From 2014-2016, 20 staff transitioned in this way (Table 4.2.2.1).

Movement between our Science and Science Capability families (both = Research group) is possible via competitive recruitment; these two families were only fully defined in the CDF (**Bronze 3.3.2**) so we have no transition data yet.

Twenty staff transitioned from Research to Professional roles between 2014-16, often Science Communication, as their experience is well suited. Also, from 2014-2016 three male Science Capability staff successfully applied for PhD studentships and eight of our graduating PhD students successfully applied for Research roles (Table 4.2.2.1).

Introduction of the CDF and clarification around role outputs will facilitate reporting of future role transitions and monitoring for gender equality.

⁸ <https://www.hesa.ac.uk/data-and-analysis/staff>

Table 4.2.2.1: Staff achieving mobility by applying internally for a job opportunity

Transition	2014		2015		2016		Total for transition	
	F	M	F	M	F	M	F	M
PhD ► Res C					1		1	
PhD ► Res D	1	3		1	1		2	4
PhD ► Prof D						1		1
Res B ► Res C					1	1	1	1
Res C ► PhD		2				1		3
Res C ► Res D			1				1	
Res C ► Prof D		1						1
Res D ► Prof D		1						1
Res G ► Prof H					1		1	
Prof C ► Prof D				1	1		1	1
Prof E ► Prof F				1				1
Total for year	1	7	1	3	5	3	7	13

Any individual wishing to change direction is encouraged and supported to achieve this, even if it means moving to another organisation; progression does not necessarily mean within RRes and this is communicated to staff at the PPDR and at Career Development workshops (Bronze 3.1.15). New job families and criteria for progression and mobility are now clearly defined in the CDF (Bronze 3.1.4). All new vacant roles are advertised widely internally to give RRes staff every opportunity to achieve mobility.

Silver Action 4.2.8: Collect and record data on staff who move between different groups by gender and publish this data.

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

All staff at RRes are on full or part-time contracts; either fixed-term or indefinite. Casual staff are generally employed on zero-hour contracts. To simplify analysis, we have pooled data from staff on BBSRC and RRes contracts (see Section 2). Historical contract types (Temporary and Casual) are combined into the zero-hour data. The overall gender distribution for the three job groups is shown in Figure 4.2.3.1.

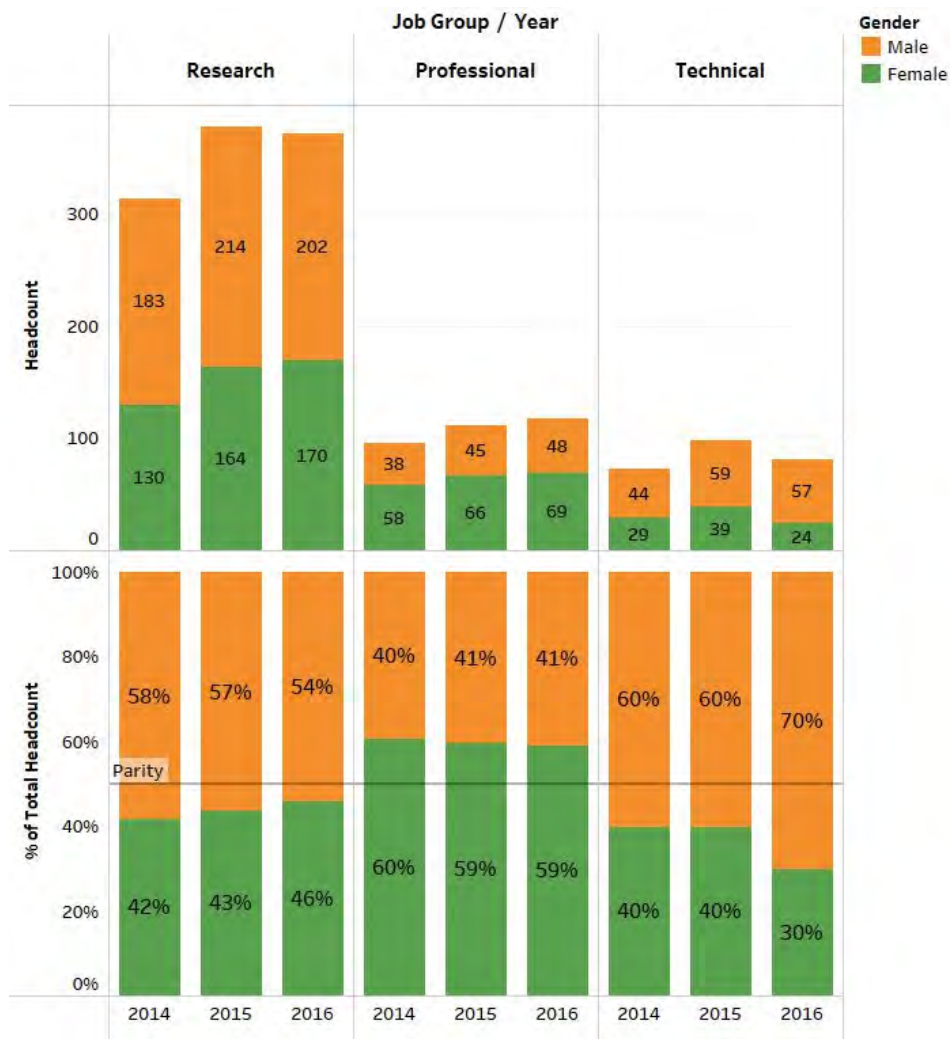


Figure 4.2.3.1: The distribution of staff numbers by gender and job group presented as whole numbers and percentages.

Research Staff: Numbers on indefinite contracts have decreased (see governance changes; Section 2); the proportion of females remained constant at 37% (Figures 4.2.3.2, 4.2.3.3). Numbers on fixed-term contracts (average duration 3 years) increased; the proportion of females remaining approximately at parity (49-52%) (Figures 4.2.3.2, 4.2.3.3). Seasonal requirements associated with field-based research ensures a demand for casual staff on zero-hours contracts at all bands, including D. The number of zero hour staff remained constant (12-13%) between 2014 (41% female) and 2016 (53% female) (Figures 4.2.3.2, 4.2.3.3). Interpreting this is difficult because zero-hour contracts (for all job groups) remain 'live' for 2 years on the system although the employee may work for as little as 2 weeks during the period.

Silver action 4.2.9: Report zero hour staff who have a live period of work rather than active contracts who lie 'dormant' for the 2-year period.

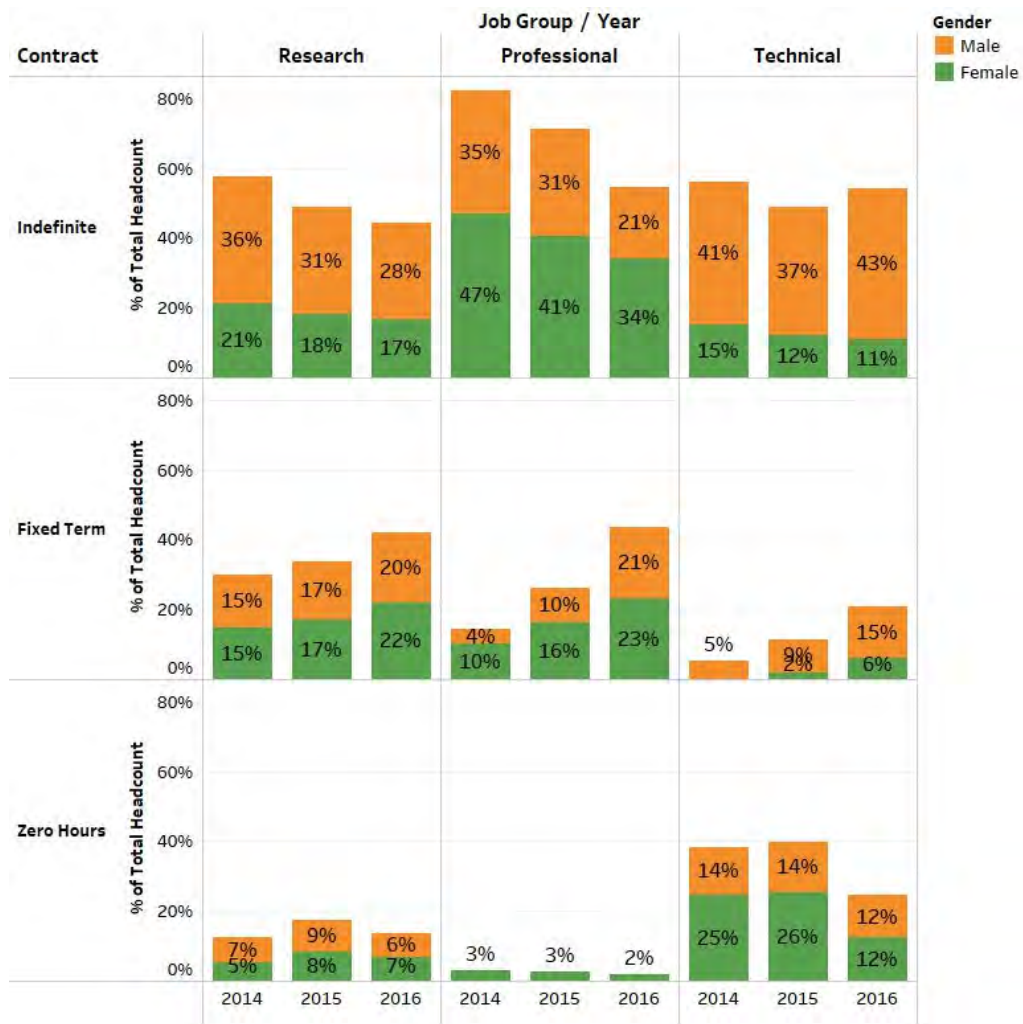


Figure 4.2.3.2: The gender distribution of staff on different contract types by job group contract type. Percentages calculated across each year.

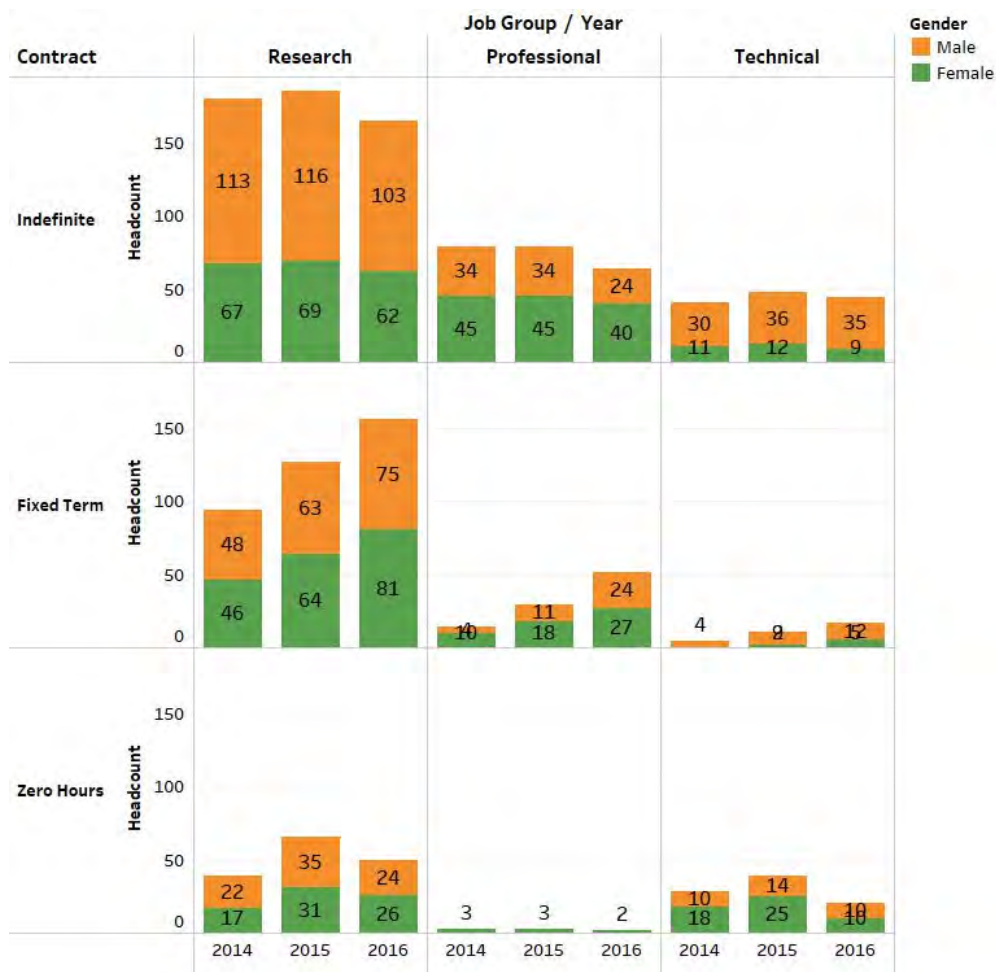


Figure 4.2.3.3: The gender distribution of total number of staff (by headcount) on different contract types by job group.

Professional Staff: The same decrease in indefinite contracts and increase in fixed-term contracts is evident for Professional staff; there is no noticeable gender bias (Figures 4.2.3.2, 4.2.3.3).

Technical Staff: The numbers and proportions on indefinite contracts has fluctuated, but generally remained constant; as with the other job groups fixed-term contracts have increased (Figure 4.2.3.2, 4.2.3.3). This job group are predominantly male due to the nature of the roles and there is lower staff turnover than the other job groups; many staff have served a long time and are therefore still on BBSRC indefinite contracts.

Overall female representation has decreased by 10% (Figure 4.2.3.1). With low staff turnover, the opportunity to recruit females into this group is a challenge as women comprise only about 1% of the workforce in the manual trades⁹.

See Silver action 4.2.4

39% of Technical staff were on zero hour contracts in 2014 (64% female) which is high. This reflects numbers in our catering/ hospitality team which fell to 24% (50% female) following transfer to RoCRE (see Section 2).

⁹Meg Munn, The Smith Institute (2014) <http://www.smith-institute.org.uk/wp-content/uploads/2015/09/280214-Women-in-construction-v3.pdf>

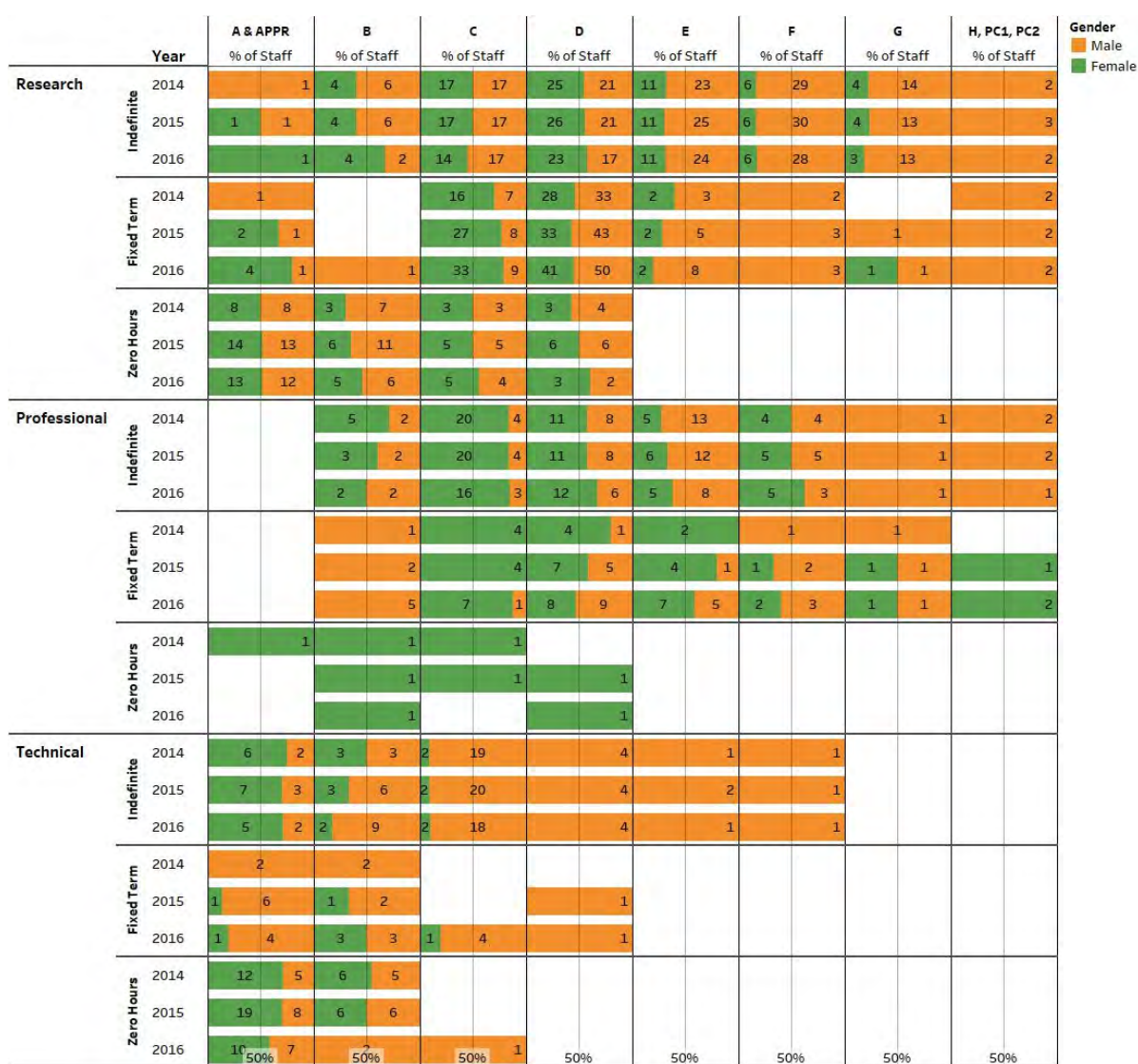


Figure 4.2.3.4: Changes in gender distribution of staff over time by contract and grade. Headcount numbers are presented in each bar. Low numbers of staff at the lowest (A and Apprentices) and highest grades (H, PC1, PC2) meant we have grouped these together.

Research staff over time: grades: While we near gender parity with D (post-doc) indefinite and fixed-term staff, the number and proportion of females above this band (Figure 4.2.3.4) reduces for all contract types. This is consistent with international trends in the STEM sector¹⁰ and a key motivation for Athena SWAN. A trend towards over-representation of females in the fixed-term junior scientist roles (Band C) is apparent, which returns to parity at Band D. Increasing Band C staff numbers results from an initiative to recruit Science Capability staff in 2014. These posts provided opportunities for part-time working which tends to attract females, which is supported by our data.

Professional staff over time: grades: Caution is needed when interpreting these data due to the major restructuring in this staff group. However, over-representation of female staff on fixed-term contracts

¹⁰ The Global Gender Gap Report 2017, World Economic Forum, <https://www.weforum.org/reports/the-global-gender-gap-report-2017>

at Band C in 2014 is decreasing. By 2016 gender parity was achieved at Band D for both Indefinite and fixed-term staff.

Silver action 4.2.10: Monitor recruitment of staff at band C in Research and Professional job groups to ensure that there is no unconscious bias towards women in this group

Technical staff over time: grades: Technical staff numbers are too low for robust interpretation. However, the very low representation of women in Band C and above is a concern despite recent recruitment of females at bands A-C (fixed-term).

See Silver action 4.2.5.

Continuity of Employment: Extension of all fixed-term contracts is possible but subject to performance, business need and funding availability.

Fixed-term contracts for band D post-doctoral Research staff were introduced as good practice to promote post-doc career progression. Exit interviews and feedback from the newly formed Post-doc Working Group suggests differences in opinion regarding this policy. Positive reinforcement and support from RRes leaders is required to communicate the benefits more clearly (See Section 5.2.iii).

Band D post-docs are ineligible to apply for grants although, for exceptional post-docs RRes can provide temporary promotion to enable them to secure their own funding or a fellowship.

Continuity of employment for mid-career Research staff (Band D+) depends on available funding and the individual's ability to secure their own grants. Support is provided for these staff by the line manager, HoD and grants office, who alert them to funding opportunities and provide training (including courses) and support grant writing.

Tenure track appointments (5 years c.f. typical 3 year contracts) to support succession planning and excellence in science leadership are made occasionally to outstanding Research staff (band E+). In 2016 RRes recruited externally five such positions (Table 4.2.3.2).

Table 4.2.3.2: Number of staff on Tenure Track contracts by gender in 2016. These individuals are included in Table 4.2.3.9

Staff Group	Band	Tenure Track	
		F	M
Research	E	1	1
	F		2
	G	1	

Professional and Technical staff with critical roles on fixed-term contracts may have this contract extended dependent on business needs. Fixed-term contracts in these groups can be a barrier to recruitment. At the time of writing this policy has been changed to allow critical Professional and Technical roles to be recruited on indefinite contracts as required.

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

Our high turnover especially at band D keeps our research fresh and energised

133 staff (24%) left RRes during 2014-2016; 45% were female, in line with RRes’s staff gender ratio. The majority were in the Research group. Primary reasons for leaving vary between job group (Figure 4.2.4.1; Table 4.2.4.1). Compared with 2009-2013 (Research staff only), the percentage of leavers has decreased from 47% females to 45%.

24% is high compared with a similar organisation (19%: Norwich Biosciences Institute [2016-2017]), but is attributable to significant science strategy changes affecting the Research group, and restructuring and investment in the Professional group which affected turnover. More fixed-term contracts also increased leaver rates. Significant reductions in public funding and increased pressure to secure alternative funding also contribute.

Silver Action 4.2.11: Reduce unexpected resignations to under 20% of all leavers by 2020.

Silver Action 4.2.12: Improve our leaver destinations data for both staff and students

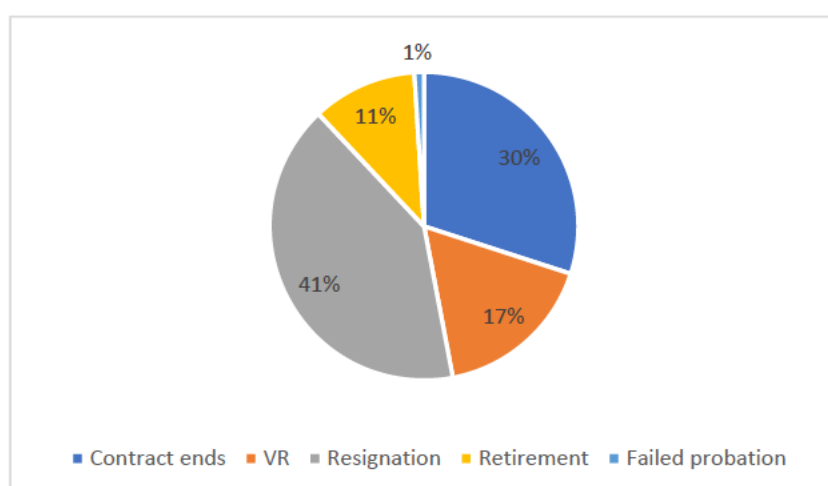


Figure 4.2.4.1: Reasons for leaving RRes 2014-2016

Table 4.2.4.1: Main reasons for leaving RRes (2014-2016) by staff group, excluding redundancy and retirement

	Research	Professional	Technical
No. leavers (% of total leavers)	66 (49%) (51% M / 49% F)	41 (31%) (49% M / 51% F)	26 (20%) (65% M / 35% F)
Reasons for Leaving			
Contract ends	31 (47% of leavers in this job group)	2 (5% of leavers in this job group)	7 (27% of leavers in this job group)
Male (%)	16 (52%)	2 (100%)	4 (57%)
Female (%)	15 (48%)	Nil	3 (42%)

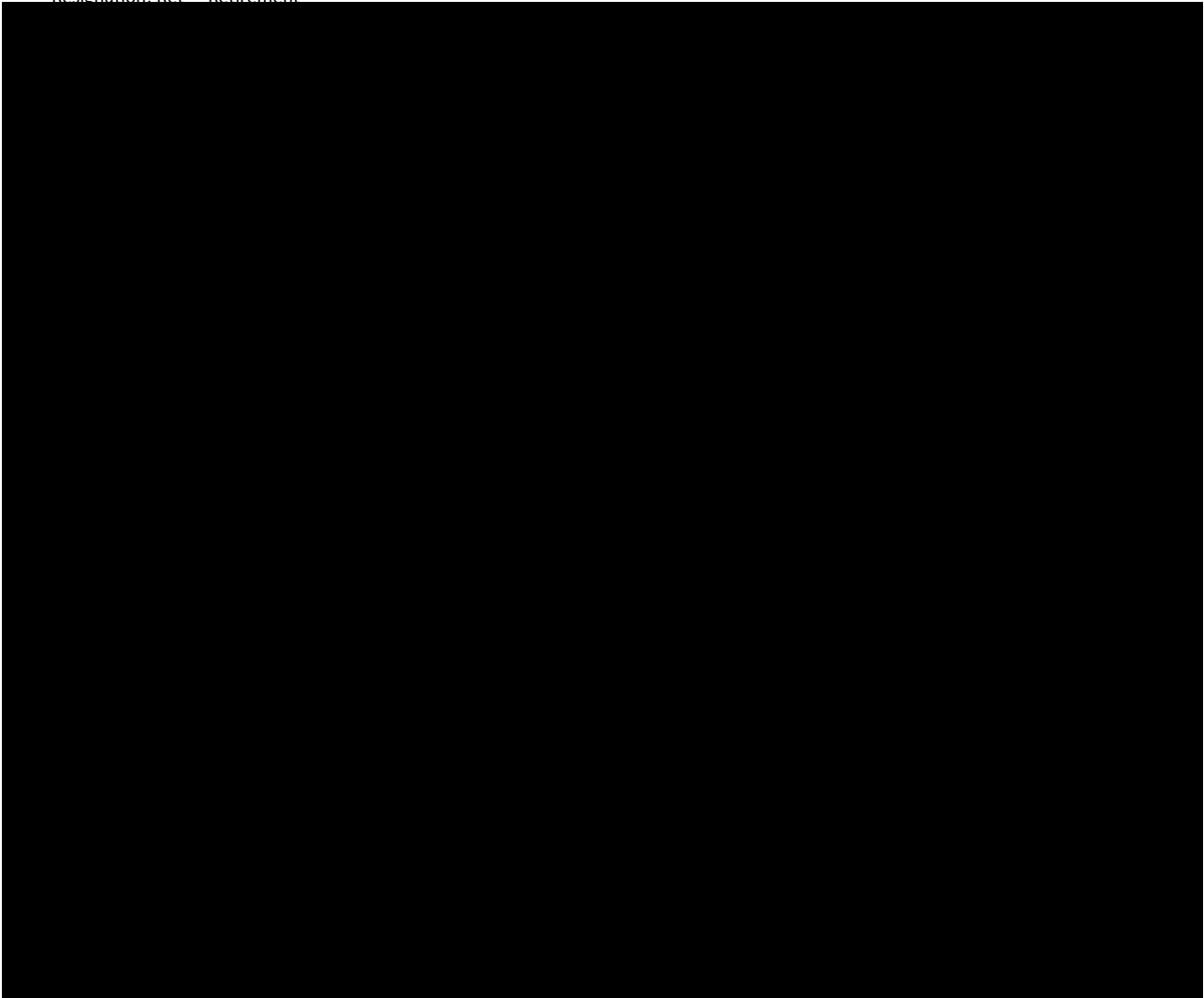
Voluntary Redundancy	9 (14%)	12 (29%)	2 (8%)
Male (%)	5 (55%)	6 (50%)	1 (50%)
Female (%)	4 (45%)	6 (50%)	1 (50%)
Resignation	22 (33%)	22 (54%)	11 (42 %)
Male (%)	11 (50%)	12 (54%)	7 (64%)
Female (%)	11 (50%)	10 (46%)	4 (36%)
Retirement	4 (6%)	5 (12 %)	6 (23%)
Male (%)	2 (50%)	1 (20%)	5 (83%)
Female (%)	2 (50%)	4 (80%)	1 (17%)

Research Staff: Gender parity in leavers reflects the group's gender balance (Table 4.2.4.2). Whilst resignation and contract-end accounted for 80% of leavers (2016), 67% of these were band D Post-docs on fixed-term contracts; fixed term contracts often result in staff resigning before their end date when they find new posts.

Table 4.2.4.2: Research Staff: Number of leavers by band, gender, reason for leaving and percentage of head count (%) in year. TOT = Total; Contr. End = Contract End; VR = Voluntary Redundancy; Resign. = Resignation; Ret. = Retirement

Professional Staff: 31% of all leavers were Professional staff, predominantly due to resignation and voluntary redundancy (VR) (Table 4.2.4.3). 31% is high compared with BBSRC figures¹¹ for a comparable group (2016/2017; 20%) but during 2014-2016 there was significant restructuring and new leadership; together with greater ease of mobility in this group, this accounts for higher leaver rates. There was gender parity amongst leavers which does not reflect the group's gender balance. However, BBSRC¹¹ experience the same; staff are predominantly female but male leaver rates are higher.

Table 4.2.4.3: Professional Staff: Number of leavers by band, gender, reason for leaving and percentage of head count (%) in year. **TOT** = Total; **Contr. End** = Contract End; **VR** = Voluntary Redundancy; **Resign.** = Resignation; **Ret** = Retirement



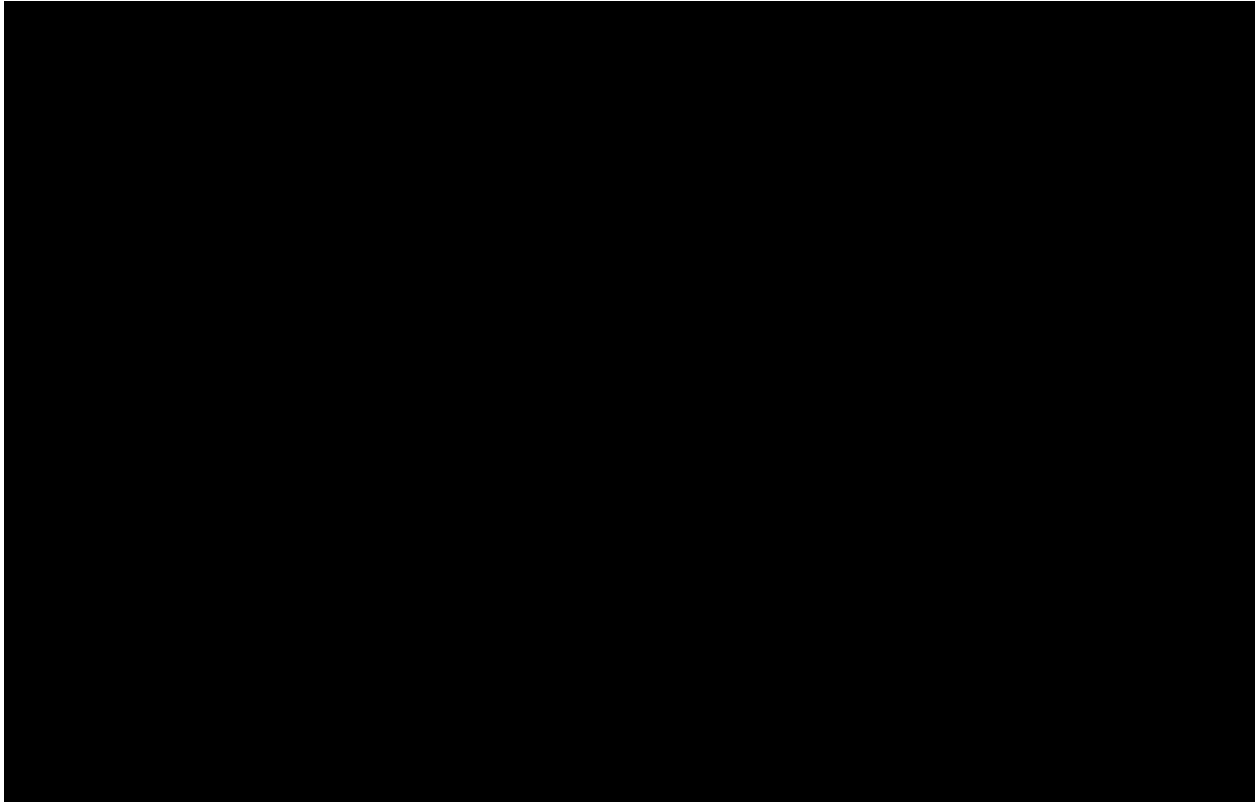
Technical Staff: This group lost 26 people (20% of all leavers); 35% were female, reflecting the gender balance in the group (Table 4.2.4.3). 27% of contract ends were due to catering staff transferring to RoCRE. [REDACTED] In this group apprenticeships are traditional entry level and retaining them requires further action. High

¹¹ BBSRC Equality and Inclusion report (2017) <http://www.bbsrc.ac.uk/documents/annual-equality-inclusion-report-2015-2017/>

retirement numbers (23%) compared with other groups reflects an ageing workforce and represents opportunities for future recruitment to try to address gender disparity.

See Silver Action 4.2.5

Table 4.2.4.4: Technical Staff: Number of leavers by band, gender, reason for leaving and percentage of head count (%) in year. **TOT** = Total; **Contr. End** = Contract End; **VR** = Voluntary Redundancy; **Resign.** = Resignation; **Ret.** = Retirement



Most leavers were directed to a generic leaver form on the HR Intranet and asked to complete this with their leaving checklists. Where we detect an issue, we follow up with a discussion to investigate further. For unexpected exits, a face-to-face exit interview is now conducted and data recorded. In 2016 this has raised the issue of the fixed-term contract amongst post-docs and some negativity from line managers for this policy change which we are addressing.

(v) Equal pay audits/reviews

Overall our gender pay gap is minimal as we adhere to robust pay policies

We have not presented overall gender-related pay disparities as our different contract types and numbers of part-time staff mean that comparing hourly rates by contract type is more informative. These figures do not include one-off bonuses.

The gender-pay gap at RRes is similar or better than in higher education where women suffer a maximum disadvantage of 12%¹² when median annual pay is compared (Table 4.2.5.1). MRC audits¹³ show similar patterns to RRes, with gender-related differences in pay generally less than 2%. Trends in MRC and HE data suggests that while pay is essentially equal (or slightly better for women) at lower grades, this reverses at higher grades reaching 4% better for men. At the highest grades, staff numbers are small and trends difficult to determine.

In our AS survey, 49% of respondents felt pay and benefits at RRes were decided fairly and not influenced by gender; 34% didn't know and 17% felt the process was unfair.

Silver Action 4.2.13: Continue to communicate RRes's pay policy each year to ensure transparency.

Table 4.2.5.1: Average hourly rates for staff on BBSRC and RRes contracts (indefinite, fixed-term and full and part-time combined) by gender at December 2016.

Grade	Hourly Rate				BBSRC Gap	RRes Gap
	BBSRC		RRes		F-M/M	
	M	F	M	F		
A	£8.19	£8.63	No staff	£8.58	5.37%	NIL
B	£9.89	£10.14	£10.30	£10.36	2.53%	0.58%
C	£12.88	£12.85	£13.89	£13.47	-0.23%	-3.02%
D	£16.39	£16.24	£17.07	£16.85	-0.92%	-1.29%
E	£20.75	£20.61	£21.63	£21.93	-0.67%	1.39%
F	£26.02	£25.77	£29.78	£29.72	-0.96%	-0.20%
G	£34.74	£33.95	£40.51	No staff	-2.27%	N/A
H	No staff	No staff	£57.79	£67.97	NIL	17.62%*
Average Pay gap*					1.29%	

(*) Outlier at Band H not used to calculate average

Structured pay policies around recruitment and promotion mean equality in pay is defined. Historically, BBSRC processes prohibited any deviation in pay, whilst there are structures for RRes-contracted employees that allow some flexibility at recruitment, where market forces require (typically for the Professional group). In 2017 RRes implemented a revised pay policy to review disparity. In 2018, BBSRC-contracted staff who were transferred under TUPE in April 2017 will come under the same policy.

¹² University and College Union – Gender Pay Gap in Higher Education <https://www.ucu.org.uk/genderpay>

¹³ MRC Equal Pay Audit 2015 - <https://www.mrc.ac.uk/documents/pdf/mrc-equal-pay-audit-2015/>

For BBSRC-contracted staff we have limited gender-related pay variation at bands C-F (Table 4.2.5.1); disparity at bands A, B and G is historical, unintended bias that we will address in 2018.

Silver Action 4.2.14: Continue to address the gender pay gap at BBSRC bands A, B and G in 2018. From July 2018 RRes will determine BBSRC employees' salary increment in line with RRes

With RRes-contracted staff, salary flexibility at recruitment needs to be closely monitored to ensure no gender disparity.

Silver Action 4.2.15: Continue to monitor entry salaries at recruitment to ensure alignment with RRes pay policy



(3445 words)

5 Supporting and advancing careers

5.1 Key career transition points

(i) Recruitment

We have maintained gender parity at our main recruitment entry points

Since 2014 family-friendly (e.g. on-site nursery/ childcare provision) and flexible policies are included in job adverts as standard. HR Business Partners (HRBP) ensure gender-neutral wording to encourage more female applicants. (**Bronze 3.1.7**). HR ensure the advertised person specification is realistic and unbiased (**Bronze 3.1.7**). We advertise our roles on appropriate social media where we expect a balanced audience.

Our careers page advertises our status as an Equal Opportunities Employer with Athena SWAN Bronze and Two Ticks disability accreditation. We use positive images of a diverse workforce throughout our website. Our data do not suggest that our recruitment processes have any gender-bias. (52% female).

Silver Action 5.1.1: Monitor gender equality in recruitment. Reporting of recruitment data by gender and ethnicity and department to MC annually. Monitor and report interview panel guidance this must be regularly monitored).

HR monitor interview panels via the applicant tracking system (ATS), to ensure they are gender diverse and include a Chair (the hiring manager). Panel interview training is mandatory (**Bronze 3.1.6**) covering interview questions that test competencies, and assessing candidates against the essential and desirable criteria. An information sheet informing managers of family/ caring responsibilities is provided as standard (**Bronze 3.1.8 & 3.1.9**).

Unconscious bias training is being launched in January 2018 – it will be mandatory and will support our E&D policy.

Silver Action 5.1.2: Implement mandatory unconscious bias training for all employees

For flexibility, we offer Skype or phone interviews. Candidates are asked whether any reasonable adjustments are required to enable them to attend interview.

Candidates are shortlisted against essential criteria on the person specification which ensures a fair and transparent process and shortlists are returned to HR. Written feedback on all interviewed candidates is returned to HR; unsuccessful applicants receive constructive feedback.

Currently BME applicants are offered 25% of available posts; as the current proportion of BME staff is only 10% this is positive but needs further action particularly to attract more female BME applicants (Table 5.1.1.1).

Silver Action 5.1.3: Monitor recruitment data with focus on ethnicity and gender to improve BME representation

Table 5.1.1.1: Numbers of white and BME applicants during 2014-16 who applied and were offered roles (all staff groups)

	Applied (% of gender)	Rejected	Accept
White Female	689 (65%)	636	53
BME Female	369 (35%)	353	16
White Male	550 (53%)	506	44
BME Male	496 (47%)	479	17
% Female (White +BME females)	50%	50%	53%
% BME (Female and male BME)	41%	42%	25%

Recruitment opportunities are limited in the Technical group due to low turnover but the Professional and Research groups benefited from investment with more senior posts created. (Table 5.1.1.2).

Table 5.1.1.2: The number of roles (and percentage of all roles) advertised at each band and by job group

Job group	Band A	Band B	Band C	Band D	Band E	Band F	Band G
Research							
2014	1 (20%)			4 (80%)			
2015		2 (8%)	8 (32%)	14 (56%)	1 (4%)		
2016	2 (8%)	1 (4%)	10 (42%)	3 (12%)	8 tenure track posts (34%)		
Professional							
2014				5 (55%)	4 (44%)		
2015			3 (30%)	4 (50%)	2 (20%)		
2016			2 (25%)	3 (37%)	2 (25%)	1 (13%)	
Technical							
2014	2 (50%)	2 (50%)					
2015							
2016		2 (66%)		1 (34%)			

Overall more males than females apply for Research roles, especially at bands C & D where most recruitment happens; despite this, consistently higher percentages of women are offered, and accept

these roles (Table 5.1.1.3) (**Bronze 3.1.3**). This is consistent with national figures¹⁴ which suggest that women tend only to apply for roles that their skills closely match.

Table 5.1.1.3: Research staff recruitment by gender

	Number of applicants		% applicants shortlisted		% applicants offered		% offers accepted	
	Male	Female	Male	Female	Male	Female	Male	Female
2014	357	275	19%	12%	3%	5%	70%	85%
2015	113	43	14%	28%	2%	5%	100%	100%
2016	221	303	10%	12%	1%	2%	67%	100%

Within the Professional group, 20% more females applied for jobs than males (2014-2016). The HR department grew by 50% during this time accounting for this discrepancy as traditionally HR attracts more female applicants than males (75.8% of the UK HR population is female¹⁵); the percentage of offers was similar for both genders. (Table 5.1.1.4).

Table 5.1.1.4: Professional staff recruitment by gender

	Number of applicants		% applicants shortlisted		% applicant offered		% offers accepted	
	Male	Female	Male	Female	Male	Female	Male	Female
2014	53	150	26%	12%	8%	2%	100%	67%
2015	35	38	17%	37%	3%	8%	100%	100%
2016	65	44	20%	23%	1%	2%	100%	100%

Reduced growth and low turnover (20% of total) in the Technical group make these data difficult to interpret; the only vacancy in 2014 was for a cleaner, attracting predominantly female applicants, and in 2015 applications for a Mechanical Technician were 100% male (Table 5.1.1.5).

Table 5.1.1.5: Technical staff recruitment by gender

	Number of applicants		% applicants shortlisted		% applicants offered		% offers accepted	
	Male	Female	Male	Female	Male	Female	Male	Female
2014	4	94	25%	17%	0	1%	0	100%
2015	21	0	76%	0	14%	0	100%	0
2016	40	25	30%	48%	5%	16%	100%	100%

¹⁴ <https://hbr.org/2014/08/why-women-dont-apply-for-jobs-unless-theyre-100-qualified>

¹⁵ <http://www.xperthr.co.uk/blogs/employment-intelligence/2011/04/the-uk-hr-profession-is-758-fe/>

(ii) Induction

We provide a strong induction process including equality and diversity training within the first 3 months

Prior to start date, an email is sent to the hiring manager linking them to all information required to provide a good induction (Table 5.1.2.1).

Table 5.1.2.1: Checklist of information provided to hiring manager by HR

Time frame	Requirement
Pre-joining	Share social media
	Provide background literature
	Invite to first team meeting
Day 1	Essential housekeeping
	Introduce to team
	Information Technology
Week 1 – Month 1	Provide overview of organisation
	Introduce core values
	Establish Forward Job Plan
	Mandatory health and safety
Months 1 – 6	Mandatory Equality and Diversity session (Bronze 3.1.5)
	Unconscious Bias session
	Management Development Modules (if appropriate)

New employees meet HR and are introduced to their HRBP on day 1 for a personal welcome.

A mandatory one-day induction course is provided to all new employees (100% uptake). The course includes a welcome from the Director and relevant information (Table 5.1.2.2).

Table 5.1.2.2: Examples of information provided at the induction course

	Provider	Information
Technical	IT	Network drives; generic file sharing
		Managing e mail; remote access
		Software; Hardware
		IP awareness
		Laboratory Notebooks

		All Quality Assurance training
Resource Availability	Information Management Systems	Conference calling
		RRes WIFI; Cloud WIFI
		Software electronics
	Library	Journals; E journal etiquette
		E resources
		Databases
		Project file sharing
	Library catalogues	
Pastoral	Team	'Buddy' for initial support / orientation. (Bronze 3.2.4).
Pastoral	HR	Policies
		HR intranet
		Attendance and benefits
		Support for learning and development
		Accessing training
		Performance management / Probation

All staff are encouraged to complete an induction feedback form and, as a result, in 2016 we removed science content (e.g. Laboratory Notebooks and Library) for non-science starters to reduce course length. 2017 feedback was positive (Table 5.1.2.3) but requires continued work.

Silver Action 5.1.4: Seek written feedback from new starters on the effectiveness of their induction

Table 5.1.2.3: Feedback from 2017 starters on the induction course: F = female; M = male

	Yes	No
Was the day informative?	100%	0%
Was the length appropriate?	64% (50% M; 50% F)	36% (100% F; 75% Professional)

Silver action 5.1.5: Better tailor induction days to needs of Research and Professional Staff groups.

(iii) Promotion

Our Career Development Framework provides defined outputs for all staff at all levels making progression pathways clear

Due to the evaluation criteria, Personal Promotion (PP) by Merit is only achievable for the Science family with two slightly different processes dependent on contractual T&Cs. All other staff (Band A+: Professional and Technical groups, and Science Capability family) can gain progression if their role changes sufficiently to be re-evaluated via our Job Evaluation Grading Scheme (JEGS, pp 56).

Promotion: PP is based on standard criteria; suitable candidates are nominated by their line manager or can self-nominate (none during 2014-2016). MC and HR review all eligible staff annually to ensure all are considered fairly and to discuss development needs. (**Bronze 3.1.10**).

For success, applicants should already be meeting most of the key criteria for the higher level; development opportunities to achieve some criteria are also acceptable (Table 5.1.3.1).

During 2014-2016 all promoted staff were full-time between Bands D and G; no part-time staff applied.

Table 5.1.3.1: Relationship between performance and recommendation for Personal Promotion

Criteria evaluated	Performance against ALL criteria in job description	Panel Recommendation
<ul style="list-style-type: none"> • Leadership and Management • Research and Outcomes • Funding Applications • Measures of Esteem • Stakeholder relationships • Knowledge exchange • Public Engagement 	80-100%	Promotion
	70-80%	Promotion Interview
	<70%	No promotion
	Significant role change	Job Evaluation Grading System (JEGS)

All staff are alerted to the opening of the PP process following the PPDR (pp 65). Criteria for promotion, timetable and links to supporting documents are available and circulated by e-mail and Yammer. Initially application and feedback forms are submitted to HR describing how higher-level criteria are being met, along with a statement of support from the Line Manager and HoD.

The promotion panel comprises of a Chair, six band F-PC2 scientists and the Head of HR. The gender mix in 2016 was three females: five males. Due to low numbers, we have been unable to provide a BME panel member.

The panel decide whether the employee meets the criteria and make a recommendation for promotion or not, or whether JEGS would be more suitable. (Table 5.1.3.1). All work-related activities are included in the evaluation (Table 5.1.3.1.)

BBSRC-contracted staff applying for PP must also be assessed by the Individual Excellence Board (IEB) who conduct the interview and make the final decision; for RRes-contracted staff the promotion panel are responsible for this.

Written feedback is provided to all candidates by the panel Chair who also feeds back to the HoD, allowing them to provide further support. Unsuccessful candidates are particularly encouraged to use a mentor to strengthen any future case and provide advice on growth and development.

The mentors support PP candidates and provide interview practice and practical critiques. We do not have any formal data on staff feedback and this is an action. As part of the PPDR, opportunities for personal improvement towards promotion are discussed and could include on-the-job coaching, and project responsibility.

Any personal circumstances (e.g. career breaks; caring responsibilities) that could affect performance are considered and highlighted in the HoD's supporting statement. [REDACTED]

During 2014-2016, 22 staff (64% male: 36% female) applied for PP; 16 were successful; success rates were similar for both genders (71% male: 75% female) (Table 5.1.3.2). According to ASSET (2016)¹⁶, larger proportions of male respondents (59.7%) apply for promotion or a higher-level post compared with females (48.8%); our data are similar and we need to investigate why more females are not put forward or self-nominate for promotion (Action). There are fewer females at the eligible bands which contributes to lower uptake.

Silver Action 5.1.6: Continue to identify potential candidates for promotion with greater focus on potential females.

The lack of defined outputs for all job families was addressed by introduction of the CDF (2016); this enables any employee, from any job family, to clearly see how career progression could be achieved through JEGS or internal mobility, although merit promotion remains only available for Science family staff.

Whilst we have no supporting data, the need for self-promotion, which some find difficult, can be off-putting and a weak application can let candidates down. In 2017, we have been identifying those we believe have the potential to go for PP in 2018, and have already provided mentors to support them and boost their confidence. Mentors will be trained to understand this role.

Silver Action 5.1.7: Assign mentors to individuals identified in talent review to support candidates through promotion.

Table 5.1.3.2: Number of supported applications for personal promotion (PP) and success rate by gender.

Year	Gender	Total applications	Percentage of eligible cohort	Band Applied for (Number Successful)			
				E	F	G	PC2
2014	M	4	3%	0	4 (2)	0	0
	F	6	6%	2 (1)	3 (3)	0	1 (0)
2015	M	3	2%	0	2 (2)	1 (1)	0
	F	0		0	0	0	0
2016	M	7	4%	2 (2)	2 (2)	3 (1)	0
	F	2	1%	2 (2)	0	0	0

¹⁶ Athena Survey of Science, Engineering and Technology (ASSET) (2016) <https://www.ecu.ac.uk/guidance-resources/employment-and-careers/asset-2016/>

JEGS: JEGS is a means of assessing the relative quality or ‘weight’ of a job against established criteria. Employees are identified for JEGS by their line manager with the support of the HoD; a business case is required to support the application.

A panel of trained JEGS assessors evaluate applications individually and agree on the level of evidenced outputs before entering them into the JEGS software; once entered a score is determined indicating where the role sits within RRes’s grading structure. If unsuccessful, then feedback is provided by the line manager and HoD and supportive measures put in place to enable development e.g. mentoring or further training to support future progression.

During 2014-2016, 24 staff made JEGS applications; all were successful and there was no gender bias (12 male:12 female). (Tables 5.1.3.3; 5.1.3.4; 5.1.3.5).

Table 5.1.3.3: Number of supported applications for JEGS by Research staff and success rate by gender.

Year	Gender	Total applications	Percentage of eligible cohort	Band applied for (number successful)			
				C	D	E	F
2014	M	1	0.7%	0	0	1 (1)	0
	F	2	1.9%	0	1 (1)	1 (1)	0
2015	M	5	3.2%	0	1 (1)	0	4 (4)
	F	2	1.6%	2 (2)	0	0	0
2016	M	1	0.6%	0	0	0	1 (1)
	F	4	3.0%	0	4 (4)	0	0

Table 5.1.3.4: Number of supported applications for JEGS by Professional staff and success rate by gender.

Year	Gender	Total applications	Percentage of eligible cohort	Band applied for (number successful)			
				C	D	E	F
2014	M	2	10%	0	1(1)	1(1)	0
	F	2	4%	0	2 (2)	0	0
2015	M	2	4%	0	1 (1)	0	1 (1)
	F	0		0	0	0	0
2016	M	0		0	0	0	0
	F	2	3%	0	0	2 (2)	0

Table 5.1.3.5: Number of supported applications for JEGS by Technical staff and success rate by gender.

Year	Gender	Total applications	Percentage of eligible cohort	Band applied for (number successful)			
				C	D	E	F
2014	M	0		0	0	0	0
	F	0		0	0	0	0
2015	M	0		0	0	0	0
	F	0		0	0	0	0
2016	M	1	2%	1 (1)	0	0	0
	F	0		0	0	0	0

JEGS was predominantly used by Science Capabilities staff within the Research group (58%), Professional staff (38%) and Technical staff (4%).

Technical staff are the smallest group using JEGS; whilst routes for progression are now clearly defined (CDF) and staff are encouraged to develop their technical skills, opportunities for progression are limited.

Special Awards: As a result of our Bronze action plan we have introduced several ways to reward excellence with performance pay, individual special bonuses and praise postcards (**Bronze 3.1.16**).

Performance pay rewards individuals performing at an 'exceptional' level, while not meeting criteria for PP or JEGS. This is a grading used in the PPDR with specific criteria and requires support from the line manager, moderated by HoD/ HR. 49 staff (8% of all staff) benefited from this reward during 2014-2016 (Table 5.1.3.6).

Table 5.1.3.6: Number of individuals receiving Performance Pay awards by gender

Performance Pay	2014		2015		2016		Total	
	M	F	M	F	M	F	M	F
Research	2	3	9	5	6	4	17	12
Professional	2	2	1	6	1	5	4	13
Technical	1	0	2	0	0	0	3	0
Total	5	5	12	11	7	9	24	25

The one-off Individual Special Bonus rewards individuals for a piece of work that they have undertaken and excelled at (Table 5.1.3.7); they are nominated by their HoD or can self-nominate (Table 5.1.3.8). There are specific criteria and a written case is put to a remuneration panel who ensure consistency and fairness.

Table 5.1.3.7: Number of individuals receiving an Individual Special Bonus award by gender.

Individual Special Bonus	2014		2015		2016		Total	
	M	F	M	F	M	F	M	F
Research	7	3	1	5	5	6	13	14
Professional	3	4	2	4	2	2	7	10
Technical	0	0	0	0	1	1	1	1
Total	10	7	3	9	8	9	21	25

Whilst there is some gender disparity (Table 5.1.3.6; 5.1.3.7) these processes follow strict criteria which are continually moderated.

Table 5.1.3.8: Number of individuals who self-nominated and received in brackets an Individual Special Bonus award by gender.

Self-Nomination Bonus	2014		2015		2016		Total	
	M	F	M	F	M	F	M	F
Research	0	0	2(2)	0	0	0	2(2)	0
Professional	1(1)	0	1(1)	0	1(1)	1	3(3)	1
Technical	0	0	0	0	0	0	0	0
Total	1	0	3	0	1	1	5	1

Numbers of staff who self-nominated for this award are relatively small, strongly suggesting that staff are recognised for their achievements without having to self-nominate (Table 5.1.3.7).

Pay is non-negotiable on promotion. The policy is to raise the current salary by 10% or to the recruitment entry point for the band, whichever is greatest. Any gender inequality in pay (4.2[v]) occurs at entry point.

In our AS survey, the majority of staff felt that opportunities for career development or progression were not influenced by gender, race, age or sexual orientation (Table 5.1.3.9.) It is a concern that the majority of those who felt that it was, are female, which requires action.

Table 5.1.3.9: Staff responses to being asked whether they felt career opportunities were influenced by gender, race, age or sexual orientation

21% (71% female; 29% male)	Yes
62% (49% female; 51% male)	No
16% (74% female; 26% male)	Don't know

Silver Action 5.1.8: Focus to highlight career pathways for both genders at RRes and that these are open to all, regardless of gender or race

Table 5.1.3.10 Demonstrates survey respondents who reported that were unaware of guidelines for PP

Respondents	Reported being unaware of guidelines for PP
Research	60%
Professional	56%
Technical	69%

Although PP is only available to the Science family all staff groups should be aware of the promotion/ progression and JEGS processes that apply to them. The Civil Service People Survey (CSPS) did not ask specifically about promotion opportunities so we cannot compare data but will ensure we cover it in our 2018 survey.

Silver Action 5.1.9: Continue to communicate progression routes available to staff – i.e. promotion, JEGS, developmental activities, career development framework

In the AS survey 75% of female and 70% of male staff felt they had received sufficient support to make an informed decision about their career, which is positive (c.f. 38% reported in our previous CSP Survey, 2013) and resulted from the inclusion of career conversations in the PPDR process (**Bronze 3.2.12**).

5.2 Career development

(i) Training

We have increased our Training provision to reflect institute needs with uptake increasing by as much as 64% for inclusive and 67% for leadership courses

Table 5.2.1.1: Uptake of training by staff group from 2014 to 2016

	Inclusive Workplace % of all staff in group	Technical courses % of all staff in group	Management and Leadership courses % of all staff in group
Research group			
2014	17%	25%	20%
2016	64%	22%	46%
Professional group			
2014	26%	24%	16%
2016	45%	45%	67%
Technical group			
2014	34%	34%	8%
2016	63%	23%	33%

We have increased the number and selection of training and development opportunities including career development workshops (**Bronze 3.2.3**; Table 5.2.1.2) and courses promoting an inclusive workplace (Table 5.2.1.3).

PPDRs identify individual training/developmental needs. Training available is advertised on the intranet/Yammer with links from the weekly news bulletin.

Table 5.2.1.2: Examples of courses available to RRes staff.

	Broad Subject (number of courses available)	Examples	Provider
Inclusive Workplace	Equality (4)	Equality and Diversity (also Refresher)	Internal: HR
		Facilitation Skills	Internal: HR
		Maternity Mentor Workshop	Internal: HR
Technical	Statistics (15)	Bioinformatics 101	Internal: Research staff
		Basic Statistics and Introduction to Genstat	Internal: Research staff
		Introduction to Linear Regression	Internal: Research staff
		Advanced Regression	Internal: Research staff
		Multivariate Analysis	Internal: Research staff
	IT Skills (12)	Word (various levels)	External
		Excel (various levels)	External
		PowerPoint (various levels)	External
		Endnote	External
	Communication (8)	Scientific and Technical Writing	External
		Successful Grant Writing	External
		Presentational Skills	External
	Professional (6)	First Aid at Work (QCF) FAA Level 3	External
		VAT & Partial Exemption Course	External
		Felling Small Trees (CS37)	External
Management and Leadership	Management and Leadership (25)	Core Management Development Programme (three workshops)	Internal – HR
		Career Development Workshop (four modules)	Internal – HR
		Team Effectiveness Workshop	Internal – HR
		EMBO-inspired Management for Project Leaders	External
		Research Project Management	Internal – HR
		Project Management – Prince Lite	External
		Performance Management for Managers and Employees	Internal – HR
		Time Management	External
		Change Management	External
		Panel Interviews	External
		Recruiter Refresher	Internal – HR
		Coaching Skills	Internal – HR
		Handling Difficult Conversations (coming 2017)	Internal – HR
		Negotiation Skills	External
The Effective Communicator	Internal – HR		

We launched our Core Management Development Programme in February 2017 as part of our People Strategy (**Bronze 3.2.3**); so far, 20 male and 11 female staff have attended; feedback is 100% positive. Whilst the initial focus was new line managers we now encourage all managers to attend to reinforce RRes processes and good people management (**Bronze 3.2.3**).

Silver Action 5.2.1: Continue to run Core Management Development Program and roll out to all line managers at RRes

Training providers include internal staff with appropriate expertise and specialist external consultants (Table 5.2.1.2). The cost of some accredited leadership training is shared with a larger local institute.

Table 5.2.1.3: Content and duration of courses focussing on equality, diversity and inclusiveness issues

Course Title	Duration	Content
Equality and Diversity	Half day Mandatory in first 3 months Refresher every 3 years	E&D legislation (Bronze 3.1.5) Unconscious bias Institute policies and processes Case studies
Facilitation Skills	One day	Inclusivity
Panel Interviewing	One day	Equality legislation (Bronze 3.1.6) Responsibilities at recruitment Manager guidelines (family policy/ flexible working)

Training uptake has increased (2014–16), particularly inclusive workplace courses for all staff groups (Tables 5.2.1.4; 5.2.1.5; 5.2.1.6); this reflects our focus on Mandatory E&D sessions. (**Bronze 3.1.5**). Courses are often split into half days to ensure part-time staff and carers can attend. Uptake of Technical courses is static which is anticipated as these are role-specific; management and leadership courses showed significantly increased uptake by all staff groups.

Table 5.2.1.4: Number of Research attendees by band between 2014-2016: * = out of all eligible females in the group; ** = out of all eligible males in the group

	Inclusive Workplace						Technical courses						Management and Leadership courses					
	2014		2015		2016		2014		2015		2016		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
APPR																		
A			1		6	1						2						
B					2	5		3			1	1					3	
C		7	11		35	45	3	13	10			20		3	3		24	5
D	17	19	8	15	36	46	22	29	39	7	46	7	32	20	55	29	56	29
E		4			9	25	3	5	2	9	2	4		4	8	18	11	17
F		5		1	2	15	2					1		3	3	13	2	15
G		1			4	9								2	3	6	5	4
H																		
PC2						1										1		
PC1																		
Total	17	36	20	16	94	146	30	50	51	14	49	35	32	32	72	67	101	70
% F*	13%		12%		55%		23%		31%		29%		25%		44%		59%	
%M**		20%		7%		72%		27%		6%		17%		17%		31%		35%

Table 5.2.1.5: Number of Professional attendees by band between 2014 and 2016: * = out of all eligible females in the group; ** = out of all eligible males in the group

	Inclusive Workplace						Technical courses						Management and Leadership courses					
	2014		2015		2016		2014		2015		2016		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
APPR		3						2						1				
A							1											
B		1	1	4	3	2	1	1		5	1	1					1	5
C	4		2	1	6		1	3		11	12		4			12	20	2
D	6	1	12	1	15	8	2	7	2	7	15	9	4	2	6	5	24	3
E	8	1	3	6	2	11	3	7	2	3	6	5	2	2	6	7	6	6
F			2			2	1	1		1		2			2	3	7	3
G			1	1	2	1					1	1			2	1		1
H																		
PC2																		
PC1		1				1												
Total	18	7	21	13	28	25	9	14	4	27	35	18	10	5	16	28	58	20
%F*	31%		32%		40%		15%		6%		51%		17%		24%		84%	
%M**		18%		29%		44%		37%		60%		37%		13%		58%		35%

Table 5.2.1.6: Number of Technical attendees by band between 2014-16: * = out of all eligible females in the group; ** = out of all eligible males in the group

	Inclusive Workplace						Technical courses						Management and Leadership courses					
	2014		2015		2016		2014		2015		2016		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
APPR																		
A					6	1			2						2			1
B		2			7	8					9	2				3	7	2
C	14	5			3	16	10		1	8		7	1	1	3		4	1
D	4				1	2	15			5	1		2	2		12	2	6
E					2	3				3						5		2
F						1				4						5		1
G																		
H																		
PC2																		
PC1																		
Total	18	7	0	0	20	31	25	0	3	20	10	9	3	3	5	25	14	13
%F*	62%		0%		8%		86%		8%		42%		10%		13%		58%	
%M **		16%		0%		54%		0%		34%		16%		7%		42%		23%

Effectiveness of training is assessed by the individual and the line manager. Feedback forms are distributed after each session and used to improve subsequent provision. 90% of AS survey respondents had attended internal training courses and 58% benefited from training run externally.

Silver Action 5.2.2: Send out evaluation 3 or 6 months after training to delegate and line manager to evaluate effectiveness of training

Training and development evolves in response to the needs of potential recipients and the Institute; For example, Career Development Workshops were developed by HR (**Bronze 3.1.17**) working with early/mid-career scientists to understand what was needed to support their progression (see 5.2[iii], 66).

Silver Action 5.2.3: Improve collection of data for staff by gender and grade attending training.

(ii) Appraisal/development review

The Career Development Framework has enabled this process to have clearer and consistent outputs

The Personal Performance Development Review (PPDR) is our annual mandatory appraisal process for all staff including post-doctoral researchers; it comprises a formal evaluation of personal success against set objectives over the previous 12 months and the setting of new objectives for the forthcoming year. It is an ongoing process; objectives and development are regularly updated. Each employee has a counter-signatory who oversees comments/ performance ratings and ensures the career development plan has been completed (**Bronze 3.2.1 & 3.2.2**), which is further moderated by the HoD & HR; this process ensures 100% completion. For new employees, three reviews are set within the 6-month probation (end months 1, 3, 5) via review of the forward job plan and not via PPDR.

Due to the CDF (**Bronze 3.1.4**) PPDR documents changed significantly to reflect outputs for both science and non-science staff for the first time. Training to update all managers was mandatory; informal attendee feedback suggested it was considered beneficial for understanding the changes and their purpose and a useful refresher on the review process

Silver Action 5.2.4: PPDR mandatory sessions for new starters with open invitation to others

Work-life balance does not feature in the PPDR form. However in the guidance and training it is covered; we have 78 different work patterns demonstrating our informal and flexible working culture.

Our AS survey suggests there is a lack of understanding of the value of the PPDR process (Table 5.2.2.1) and therefore a need to communicate this better to all staff.

Table 5.2.2.1: Feedback from our AS survey

Do you understand how the PPDR process supports your career development?		
Yes	61% respondents	63% female: 37% male
No	31%	69% female: 31% male
Percentages of 'No' respondents by job group		
30%	Research staff	
12%	Professional staff	
41%	Technical staff	

Silver Action 5.2.5: Focus on Technical staff group and the benefit of PPDR to them and reinforce the CDF

(iii) Support given to staff for career progression

Strengthening our Leadership with Career Development Workshops and Core Management Development modules

In the CSPS only 38% of respondents felt there were opportunities to develop their career in the work place. In response (**Bronze 3.1.17**), we developed Career Development Workshops offered to all staff, including post-docs, who want to evaluate their current situation, and discover how RRes could support their career aspirations. These are run biennially for a maximum of six staff and comprise of five modules over 6-9 months. During 2014–2016, 28 staff benefitted (5% of all staff; Table 5.2.3.1), 100% of whom reported that it had significantly improved their confidence in taking ownership of their career development.

See Silver Action 5.2.6: Continue to run and promote the career development workshops for all staff.

Career development is a focus area in the PPDR meeting; there is now a section for the employee to discuss their career aspirations and a tick box if they wish to have additional career discussions with their line manager, HoD or other person (**Bronze 3.1.11 & 3.1.12**). The HRBP has responsibility to ensure this is followed up. Whilst we have no formally-collected data on numbers using the tick box, it has rarely happened since career development became a formal part of the PPDR review.

HoD/ Line managers reinforce the message that progression cannot always mean promotion but that progression is supported wherever possible (**Bronze 3.1.15**). Our AS survey found that 82% of respondents felt confident to raise the question of career development in their PPDR (of those 56% were female and 44% male).

Table 5.2.3.1: Career development workshop participants 2014-16 by staff group

Job groups	Of which	Remaining at RRES (Dec 2016)
23 Research Staff (11 female:9 males were post-docs)	(9 female / 15 male)	(3 female / 5 male)
5 Professional staff	(3 female / 2 male)	(3 female / 2 male)

Many respondents reported that they benefited from career development opportunities at RRes, particularly internal training (Table 5.2.3.2).

Table 5.2.3.2: Proportion of AS survey respondents who felt they benefited from career development opportunities by the type of training/ experience provided

% of respondents	Type of training or development opportunities
90% (57% F: 43% M)	Internal training courses
58% (53% F: 47% M)	External training courses
26% (48% F: 52% M)	Mentoring / coaching
66% (54% F: 46% M)	Attended conferences
10% (50% F: 50% M)	Experienced secondments / sabbaticals

Although informal mentoring is provided for early/ mid-career scientists, we hold no formal data on this; in our AS survey 26% of respondents reported having benefited from mentoring. The Director made a conscious decision to personally mentor four female Research Band D post-docs (2014-2016). In 2016 a formal mentoring scheme was opened to all staff (**Bronze 3.2.4**) but uptake was low: two staff (Research females Band D post-docs) and two mentors (1 male Research and 1 female Professional). To address this, HR and MC have reviewed all Research staff band E+ and assigned suitable formal mentors to them, where required, with guidelines for the mentoring role. This will be extended to band D (post-docs) in 2017.

Silver Action 5.2.7: Continue to offer and promote mentor scheme to all staff groups and evaluate impact through staff survey

The Grants & International Programmes office provides career development support for early- and mid-career scientists (**Bronze 3.1.14**) and ran a 'Rough Guide to Fellowships' workshop (2015) highlighting opportunities and encouraging staff, particularly Band D postdocs, to consider their long-term career plans. Based on (informal) positive attendee feedback, this internal workshop was offered again in 2017 in conjunction with a 'Grant-Writing Sandpit' targeting early-career researchers, and other continuous support. (Table 5.2.3.3).

Silver Action 5.2.8: Continue running fellowship / grant writing workshops and establish formal monitoring mechanisms

Table 5.2.3.3: Continuous support provided by Grants and International Programmes office

Type of support	Support breakdown
Dedicated intranet page	Available fellowship opportunities advertised
Guidance	Fellowship requirements
Assistance	Editorial support
	Mock interview panels

We recently launched our Core Management Development modules (**Bronze 3.2.6**) aimed at new line managers (see section 5.2 [i]). We also use EMBO Leadership and Management Programmes (62% female and 38% male uptake) (**Bronze 3.2.7**).

(iv) Support given to students for research career progression

Over 90% of students were satisfied with their experience at Rothamsted

All students have access to training courses (Table 5.2.4.1); they must attend at least 10 days training annually and can attend staff courses (Table 5.2.1.2; pp 60). Students keep a formal training/ seminars diary and supervision record that are checked at annual progress reviews

Table 5.2.4.1: Training courses specifically available to PhD students

PhD-Mandatory (first 9 months)	PhD-Specific Courses
PhD Induction	PhD Project Management
Equality and Diversity	Thesis Writing and Viva Skills
Planning your PhD	PhD Poster Skills Workshop
PhD Health and Safety	PhD Career Development Workshop
Scientific and Technical Writing	
Presentation Skills	
Communication Skills	
Networking skills	
Cohort Building	

The PhD Career Development Workshop (3rd or final year), is designed specifically to aid transition into employment and provides invaluable post-training career support and guidance. Uptake monitoring since 2015 (Table 5.2.4.2) suggests that more females benefit than males. Students are also encouraged to attend training offered by their home University.

Table 5.2.4.2: Uptake of Career Development Workshop by gender

Year	Possible Attendees		Actual Attendees (% of eligible gender attending)		Percent of all eligible students attending	Percent of all attending student's female
	Female	Male	Female	Male		
2015	9	8	6 (67%)	5 (63%)	65%	55%
2016	7	6	5 (71%)	2 (33%)	54%	71%

Table 5.2.4.3: Current numbers of accredited supervisors and co-supervisors by gender

54 accredited supervisors – of which	12 females (22%)
	42 males (78%)
28 co-supervisors – of which	10 females (26%)
	18 males (64%)

All students are allocated a personal mentor from outside their field providing guidance in any aspect of their personal or career development throughout their studies. Mentors are authorised RRes supervisors or co-supervisors (Table 5.2.4.3). Student representatives sit on the PGTC (Postgraduate Training Committee) to inform RRes of their learning and development needs and provide anonymous feedback on the supervision quality.

Since 2013, all DTP students must complete a 3-month full-time PIPS internship (Professional Internships for PhD Students) in a non-research environment to encourage them to consider their skills within a broader career context. We ensure non-DTP students have similar opportunities: BBSRC Policy Placements (six students 2014-2016; 50% female); one female student awarded a BBSRC Policy Placement with the Parliamentary Office of Science and Technology (POST) found this such a positive experience that she subsequently became a Business Interaction Manager at BBSRC. Greater feedback will help identify the most effective placements for our students.

Silver Action 5.2.9: Capture feedback from students on career development activities including PIPS (Professional Internments for PhD Students) placements

Our most recent PRES survey (2013) showed that over 90% of students were satisfied with their experience at Rothamsted. More regular use of PRES will ensure the continued quality of student experience at RRes.

Silver Action 5.2.10: Run Postgraduate Research Experience Survey (PRES) biennially

Students present at the RRes annual Student Symposium (Figure 5.2.4.1) and are always encouraged to participate in scientific events and competitions including Biotechnology YES which gives them opportunities to diversify their life experience and develop their professional skills.



Figure 5.2.4.1: Participants in the 2016 PhD Student Symposium.

We have evidence that our students transition into research careers (Table 5.2.4.4) at the same rate as general biological sciences postgraduates; Vitae (2011) report 48% are employed in research and development. There is no obvious gender disparity in our next-destination data.

Table 5.2.4.4: Next destination of PhD graduates expressed as number of students and the percentage they represent from the same gender in that year.

Destination	Academic Year of Intended Submission							
	2013/14		2014/15		2015/16		2016/17	
	F	M	F	M	F	M	F	M
University/ Research	2 (40%)	2 (50%)	3 (42%)	1 (25%)	2 (50%)	3 (60%)	4 (57%)	2 (50%)
Industry	2 (40%)		1 (14%)	1 (25%)				
Overseas			1 (14%)	2 (50%)				
Knowledge Transfer		1 (25%)	2 (28%)			1 (20%)		
Research Council					1 (25%)	1 (20%)		
Parenting	1 (20%)				1 (25%)			1 (25%)
Other		1 (25%)					3 (43%)	1 (25%)

Annual requests to PhD supervisors for information on submission and exit data will continue, as will annual requests to current and former students for information on their next destinations via social media, which is quite successful (unknown destination for only 18% of students).

Silver Action 5.2.11: Improve recording of next destination data for PhD students

(v) Support offered to those applying for research funding

Developing our mid-career scientists as successful grant writers

Grants & International Programmes (G&I) office support staff in funding applications (**Bronze 3.1.14**). G&I offer editorial support to target applications to criteria and repurpose unsuccessful applications. The number of applications supported is increasing (Table 5.2.5.1).

There is approximate gender parity in success rates (Table 5.2.5.1); females applied for only 17% of those grants, reflecting the gender split at the higher level in the Research group. Typically, higher band applicants are more successful, due to grant-writing experience (Table 5.2.5.2). Currently, we do not record grant values at application (equal weight is given to all applications regardless of value).

Table 5.2.5.1 Number of successful funding applications broken down by gender (all Bands combined) for 2014-2016, expressed as a percentage of total applications (in parentheses).

	2014		2015		2016	
	Total	Approved	Total	Approved	Total	Approved
Female	28	13 (46%)	29	17 (59%)	26	10 (39%)
Male	135	62 (46%)	123	56 (46%)	150	69 (46%)
Genders Combined	163	75 (46%)	152	73 (48%)	176	79 (45%)

Table 5.2.5.2: Number of successful funding applications broken down by band (genders combined) for 2014-2016, expressed as a percentage of total applications (in parentheses).

	2014		2015		2016	
	Total	Approved	Total	Approved	Total	Approved
Band E	22	9 (41%)	23	9 (39%)	45	14 (31%)
Band F	80	40 (50%)	82	40 (49%)	83	39 (47%)
Band G	49	22 (45%)	38	18 (47%)	41	23 (56%)
Band H+	12	4 (33%)	9	6 (67%)	7	3 (43%)
Bands Combined	163	75 (46%)	152	73 (48%)	176	76 (45%)

G&I focus support for Band D post-docs on fellowship schemes including training and internal financial support to complement successful fellowships. Between 2014-2016 we supported 27 (16 male, 11 female) fellowship applications, of which 12 were successful (9 male: 3 female). More focus is needed to increase uptake and success of band D females.

Silver Action 5.2.12: Improve monitoring to ensure no potential bias in access to grant support

See also Silver Actions: 5.2.8

For many funding schemes, only Band E+ staff are eligible; all subsequent data focuses on them. The proportion of staff applying at each band varies; although there is less expectation that Band E staff will lead applications there has been a rise in applications at this band (Table 5.2.5.3). Band F staff apply for funding in constant numbers whereas the (much smaller) Band G+ cohort is disproportionality skewed if any individual does not apply in a given year.

Table 5.2.5.3: Number of Research staff applying for funding broken down by Band (genders combined) for 2014-2016, expressed as a percentage of eligible staff (in parentheses).

	2014		2015		2016	
	Eligible	Applied	Eligible	Applied	Eligible	Applied
Band E	34	11 (32%)	33	15 (46%)	33	21 (64%)
Band F	32	26 (81%)	32	26 (81%)	32	28 (88%)
Band G	16	13 (81%)	16	10 (63%)	16	13 (81%)
Band H+	5	4 (80%)	3	3 (100%)	3	2 (67%)
Bands Combined	87	54 (62%)	84	54 (64%)	84	64 (76%)

There is gender parity in the proportion of staff applying (Table 5.2.5.4). Numbers have increased but a significant proportion (of both genders) appear inactive due to co-investigator status not being recorded.

Table 5.2.5.4: Number of Research staff applying for funding broken down by gender (all Bands combined) for 2014-2016, expressed as a percentage of eligible staff (in parentheses).

	2014		2015		2016	
	Eligible	Applied	Eligible	Applied	Eligible	Applied
Female	18	10 (56%)	18	12 (67%)	18	12 (67%)
Male	69	44 (64%)	66	42 (64%)	66	52 (79%)
Genders Combined	87	54 (62%)	84	54 (64%)	84	64 (76%)

Numbers of staff seeking support has increased (parity across genders/ bands) (Table 5.2.5.5; 5.2.5.6). This demonstrates growing awareness and perceived value of G&I support. In April 2017, an online system was implemented to improve data capture on grants oversight, reporting, support and evaluation but more is needed.

Silver Action 5.2.13: Improve recording and recognition of staff at all levels and job family contributing to grant development processes

Table 5.2.5.5: Numbers of Research staff applying for funding who made use of the support offered by the Grants & International Programmes office, broken down by gender (all Bands combined) for 2014-2016, expressed as a percentage of total staff applying for funding (in parentheses).

	2014		2015		2016	
	Applied	Used G&I	Applied	Used G&I	Applied	Used G&I
Female	10	5 (50%)	12	7 (58%)	12	11 (92%)
Male	44	20 (45%)	42	30 (71%)	52	43 (83%)
Genders Combined	54	25 (46%)	54	37 (69%)	64	54 (84%)

Table 5.2.5.6: Numbers of Research staff applying for funding who made use of the support offered by the Grants & International Programmes office, broken down by band (genders combined) for 2014-2016, expressed as a percentage of total staff applying for funding (in parentheses). All Band H+ staff are male.

	2014		2015		2016	
	Applied	Used G&I	Applied	Used G&I	Applied	Used G&I
Band E	11	6 (55%)	15	10 (67%)	21	18 (86%)
Band F	26	11 (42%)	26	18 (69%)	28	22 (79%)
Band G	13	5 (39%)	10	7 (70%)	13	12 (92%)
Band H+	4	3 (75%)	3	2 (67%)	2	2 (100%)
Bands Combined	54	25 (46%)	54	37 (69%)	64	54 (84%)

5.3 Flexible working and managing career breaks

We offer generous family paid leave provision and a flexible culture to support work/ life balance

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

Our family survey investigated the impact of **Bronze 3.4.1-3.4.5** and informs the following sections.

The HR Intranet is a comprehensive source of information on policies and procedures for all types of family leave (Table 5.3.1.1). 74% of family-survey respondents were aware of this but action is needed to communicate policies more widely.

Silver Action 5.3.1.: Continue to raise awareness of family leave options and support available.

Table 5.3.1.1: Information provision on all types of family leave and support

Family Information on Intranet	Entitlements discussed with HR at first meeting
Maternity / Adoption / Paternity / Shared Parental/ Parental leave policies / procedures	Finding information on HR Intranet
Frequently asked questions	Health and Safety Assessments
Maternity mentors	Entitlements: Leave / Pay
Leave process (flowchart)	Notifying line manager
Risk Assessment links	Access to e mail during leave
Childcare vouchers	Childcare/ Vouchers
Flexible working policy	Keeping-In Touch days
	Entitlements: Carrying forward annual leave/ bank holidays
	Return to Work/ phased/ right to request flexible working
	Shared Parental Leave
	Maternity Mentors
	Paternity leave for partner
	Cover whilst on leave
	Leave entitlement for antenatal appointments
	Grant applications before leave/ grant extension

A number of policies and procedures are common for **all types of family leave** (see Section 5.3.v; pp 80); they are detailed here (Table 5.3.1.2) and not repeated in detail in subsequent sections.

Table 5.3.1.2: Common actions for **all** types of family leave

Action Required	How the Action is Delivered	Who is Responsible for Delivering
Role cover whilst on leave	How is workload covered? <ul style="list-style-type: none"> - temporary replacement? - colleagues cover essential work? - Project into abeyance (if T&Cs allow) 	Line manager discussion
Contract expiry whilst on leave	Ensure outcome / actions known by employee before leave	Line manager / HoD / HR
	Full and statutory paid leave guaranteed	
	Where possible contract extension on return	
PPDR	Carried out before leave	Line manager / employee
Flexible working	Employee made aware of right to request on return	HR
Keeping-In-Touch Days / contact	Amount of contact to be agreed Laptop/ e mail availability	Employee / Line manager

Individuals meet with HR to inform them they are pregnant or wish to adopt; the employee is made aware of available support, rights and benefits and where to find information (Table 5.3.1.1). Mothers are encouraged to talk to newly-introduced (**Bronze 3.4.4**) maternity mentors (currently three female Research staff) who can provide support based on personal experience (Table 5.3.1.3). We ensure staff are aware of mentors and will collect uptake data.

Silver Action 5.3.2: Encourage maternity mentors from each staff group and gender. Record feedback from leave takers of support experience.

Table 5.3.1.3: Attributes and role of maternity mentors before leave, during leave and for up to six months following return to work

Attributes of mentor	Unbiased
	Non-judgemental
	Confidential
	Personal experience
Areas where support/ advice is provided	
Prior to leave	Planning for leave
	Managing expectations of others
	Coping with fatigue/ other symptoms of pregnancy
	Advice on work-place issues
During leave	Keeping in touch during leave
Following leave (for six months)	Returning to work
	Career breaks
	Flexible working

Line managers are responsible for discussing workload coverage during leave and the employee's contract situation following leave if they are on a fixed-term contract (Table 5.3.1.2). Support is also available through HRBPs. Prior to leave staff will have discussed keeping-in-touch days with their line manager and the amount of contact they want during leave to attend events or training opportunities.

RRes provides greater maternity and adoption pay than the statutory requirement (Table 5.3.1.4).

Table 5.3.1.4: RRes provision for maternity and adoption leave compared with statutory requirements

	Paid Leave in weeks			Keeping-In-Touch Days	
	At Full Pay	At Statutory Maternity Pay (SMP)/ Adoption Pay (SAP)	At 90% salary or SMP/ SAP whichever is greatest	At full pay	At SMP/SAP
BBSRC contracts	26	13	-	10	-
RRes contracts	13	26	-	10	-
PhD Students	6 months stipend		-	-	-
Statutory Requirement.	-	-	6	-	10

Some projects have built-in cover or can be put into abeyance. A recent (Dec 2016) policy change allows HoDs to make a business case for maternity/ adoption leave to be covered. This was implemented as a direct result of the SAT Committee raising the issue with MC. Two such maternity

cover roles have subsequently been recruited. When backfilling by the team is appropriate it can also create opportunities for their progression and development, which may be rewarded financially if appropriate.

There is no difference in support provided to staff on fixed-term contracts prior to leave; several procedures are in place to cover contract expiry during leave (Table 5.3.1.2) Appraisals due during leave are done before leave begins (Table 5.3.1.2).

Our family survey showed that 85% of employees (15 respondents) who had experienced family leave felt well supported before their period of leave with good levels of information being provided. 79% of staff felt they were given enough information on flexible working and 93% felt flexible working was encouraged by line managers.

Silver Action 5.3.3: Focus on improving line manager back-to-work discussions including the right to work flexibly after family leave

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

Leave and pay entitlements (Table 5.3.1.4); cover and communication (Tables 5.3.1.1, pp 74; 5.3.1.2 pp 75); and maternity mentoring during leave (Table 5.3.1.3) are known beforehand and described in section 5.3.i (pp 76)

There is no reason why an employee cannot go through the personal promotion process during maternity/ adoption leave if they can attend interview and respond to written requests, although no staff have done this.

In our family survey 85% of respondents (12 respondents) felt that there was sufficient contact during leave and that it did not feel intrusive. However, 21% reported that they were unaware of their entitlement to request/ consider flexible working prior to their return.

See Silver Action 5.3.3

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

Leave and pay entitlements (Table 5.3.1.4); cover and communication (Tables 5.3.1.1; 5.3.1.2); and maternity mentoring during leave (Table 5.3.1.3) are known beforehand and described in section 5.3.i (pp 76).

Returning employees have a return-to-work meeting with their line manager (Table 5.3.3.1) HR provide line managers with guidelines to help them make this meeting effective. Our family survey showed that 64% (nine respondents) of returning staff were happy with the amount of support from their line manager.

See Silver Action 5.3.3

Table 5.3.3.1: Points for discussion at the Return to Work meeting

Support for return to work	Flexibility/ phased return
	Support for breast feeding
	Childcare vouchers
	Childcare arrangements
	Maternity mentors
Role/ Training	Upskilling requirements
	Sharing workloads
Leave	Accrued holiday entitlements

RRes considers any request that enables employees to return comfortably to work. Maternity mentors are recommended for the first 6 months after return.

Employees who have a contract end-date near the time of return are encouraged to discuss contract extension with their line manager before leave. If their contract expires shortly after return they can apply for newly-advertised roles; opportunities are e mailed to them if requested. Additional funding to support return to work is assessed on a case-by case basis.

(iv) Maternity and adoption return rate

Return rate from maternity/ adoption leave was 94% (2014–2016); at end 2015 70% of returners remained in post after 18 months. 17% (three) returners transitioned from full-time to part-time demonstrating flexibility is possible where requested (Table 5.3.4.1; 5.3.4.2; 5.3.4.3).

Silver Action 5.3.4: Monitor through exit interviews previous maternity / adoption leave takers to understand why they leave the institute

During 2014-16 two employees’ contracts were due to end during their maternity leave; in both cases successful applications for funding extensions were awarded.

Regardless of contract tenure returners always return to their own role; this exceeds legal compliance which only requires return to a similar role.

Table 5.3.4.1: 2014 maternity and adoption leave taker return rates. FT = full-time; PT = part-time

Band	Staff Group	Reason for Change	Hours before leave	Hours after leave	Return-ed	In post after 6 mths	In post after 12 mths	In post after 18 mths

Table 5.3.4.2: 2015 maternity and adoption leaver takers return rates. FT = full-time; PT = part-time

Band	Staff Group	Reason for Change	Hours before leave	Hours after leave	Return-ed	In post after 6 mths	In post after 12 mths	In post after 18 mths

Table 5.3.4.3: 2016 maternity and adoption leaver takers return rates. All staff are female.

SON: Still on Leave; / phased returned to work, FT = full-time; PT = part-time; N/Av = Not Available at time of writing; N/A = Not Applicable

Grade	Job group	Reason for Change	Hours before leave	Hours after leave	Returned	In post after 6 mths	In post after 12 mths	In post after 18 mths

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

All RRes family-leave provision is significantly more generous than statutory (Tables 5.3.1.4 pp 76); 5.3.5.1); RRes also provides special paid leave (up to 5 days per annum) which can be used in special emergency circumstances; in 2016 carers accounted for 40% of this leave entitlement.

Table 5.3.5.1: Family leave provision at RRes compared with statutory provision. SPP = Statutory Paternity Pay; SMP = Statutory Maternity Pay; SSPP = Statutory Shared Parental Pay

	BBSRC	RRes		Statutory
Paternity Leave – for maternity / adoption	10 days full pay	10 days full pay		SPP 10 days
Shared Parental Leave	26 weeks full pay 13 weeks SMP 13 weeks unpaid	13 weeks full pay 26 weeks SMP 13 weeks unpaid		SSPP
Shared Parental Leave in Touch Days (SPLIT)	20 fully paid days	20 fully paid days		SSPP
Accompanying on ante-natal days	4 days (unpaid)	2 days (unpaid)		2 days (unpaid)
Parental Leave	Unpaid	Unpaid		Unpaid

There is no difference in support provided to staff on fixed-term contracts (Table 5.3.1.2, pp 75) including the handling of contract expiry during leave (Table 5.3.1.1, pp 74). We capture this leave data as it is fully paid and line managers are familiar with the entitlements. We have family-leave

posters on site to raise awareness and highlight paternal entitlements in our newly-formed HR clinics.

RRes is committed to providing support beyond legal compliance when required (Table 5.3.5.1); one father taking paternity leave was given additional time off, paid at the statutory rate, to support his partner. Since 2015 Shared Parental Leave (SPL) uptake is increasing; in 2016, we had three fathers taking SPL - two became aware of the entitlement from their partners maternity meeting with HR

Table 5.3.5.2: Paternity, shared parental, adoption and parental leave uptake 2014-2016

Band	Job Group	Paternity Leave			Shared Parental Leave			Additional Statutory Paternity Pay		
		2014	2015	2016	2014	2015	2016	2014	2015	2016
TOTAL		7	7	13			3	1		

Of the fathers who took SPL (Table 5.3.5.2), one remained in his role as line manager and we supported him to work flexibly 3 days-a-week during leave with the use of his Shared Parental Leave in-Touch days (SPLIT).

Despite posters and information on the HR intranet, our family survey showed 42% (five respondents) of eligible staff were not aware of parental leave.

[See Silver Action 5.3.1](#)

(vi) Flexible working

The HR Intranet has a 'Flexible Working' section covering policy/ process and providing Manager Guides. Flexibility is included in the Management Development Programme, enabling managers to recognise the various ways they can support their employees to work flexibly whilst considering the current and future needs of RRes (**Bronze 3.4.1**). Options are discussed with HRBPs to ensure fair and consistent treatment. HoD's are reminded annually to be mindful of this in PPDR discussions.

Employees can request these both formally (via the flexible working policy) or informally with agreement with their line manager, which is more common (for which we hold no further data).

Our staff observe a flexible working culture amongst their colleagues which empowers them to request it themselves if required. We promote our flexible work ethos on our website. The fact that

we have 78 different working patterns for full and part-time staff reflects our response to staff requests for work/ life balance.

In our AS survey 54% of staff reported that they never had to work hours that conflicted with good work/ life balance (Table 5.3.6.1) but we need action for those who are affected by work hours.

Silver Action 5.3.5: Investigate further the respondents who report always / regularly having to work hours that conflict with good work / life balance

Table 5.3.6.1: Responses of staff to being asked whether and how often work hours conflicted with a good work/ life balance

Response (percentage of all staff who gave this response)	Female	Male	% of those giving this response who identified themselves as female
Always (3%)	4	3	57%
Regularly (7%)	6	10	38%
Sometimes (36%)	54	32	63%
Never (54%)	71	58	55%

“A job that fits in with having small children is hard to find; I feel fortunate to have found one here at Rothamsted.”

AS events highlight flexible working policies, amongst others, using a high-vis ‘stand’ in the reception area at all main RRes events. The introduction of HR clinics in November 2017 will further raise awareness as they will target specific benefits.

(vii) Flexibility in contracted hours after career breaks

Phased returns are an option for all returners after any period of absence by adjusting workloads and working patterns as needed. Flexible working policies enable staff to adjust how they work (e.g. hours/ location). For example, 17% of maternity returners adjusted their hours formally. Flexibility can either be considered as a permanent change or with agreed review periods and is subject to business needs.

Our family survey showed we need to promote understanding of flexible options available to staff after career breaks (Table 5.3.7.1)

See Silver Action 5.3.3:

Table 5.3.7.1: Results of the 2016 survey on uptake and knowledge about flexible working options after career break

Returning to different contracted hours after career break	
Wanted and benefited from	7% (8%F : 8%M) N=12
Did not want	71% (17%F : 67%M) N=12
Understand process for requesting flexibility after career break	
Yes	30% (18%F : 9%M) N=11
No but didn't require	40% (27%F : 45%M) N=11

Supported phased return for long-term absence is common; recently an employee on long-term sickness was enabled to gradually return to full-time work, rebuilding confidence at a rate they were comfortable with, which was ultimately a four-month period.

We are able to offer flexibility beyond our policies where circumstances demand a compassionate approach, by enabling remote working, phased returns and flexibility with hours.

(viii) Childcare

Just prior to submission RRes and its childcare provider decided to close the onsite nursery; it had been underutilised by staff and the local community in the last year, was losing money, and required significant investment to maintain OFSTED compliance. An undertaking has been given to all parents, by the provider, to guarantee spaces at the same subsidised rate at their other Harpenden nursery. RRes is supporting its parents as they make this adjustment.

During the submission period, RRes had an on-site nursery run by Bright Horizons. The nursery opens Mon-Fri, 8am to 6pm and cares for 39 children (3 months to 5 years). RRes employees have discounted rates and can purchase childcare vouchers via a salary-sacrifice scheme for any OFSTED provider. All childcare information is available on the HR Intranet and given to all staff at induction and to pregnant employees by HR when they first meet.

A school-holidays play scheme (up to age 11) has been run by Bright Horizons with 18 places available daily.

Our family survey found that 70% of respondents benefited from either the on-site nursery or the childcare voucher scheme (Table 5.3.8.1).

Table 5.3.8.1: On-site nursery uptake. Numbers include any child who attended for only part year as well as children who may only attend for one day

2014	Family	Child
RRes staff	32 (7% uptake)	38
Local Community (Harpenden)	68	80
Total	100	118
2015		
RRes staff	37 (6% uptake)	41
Local Community	56	66
Total	93	107
2016		
RRes staff	33 (6% uptake)	38
Local Community	51	64
Total	84	102

Bright Horizons chair a Parent and Carer Association which meets quarterly; RRes has a representative to raise concerns formally and be available to talk to parents considering the nursery for their child. Bright Horizons partners with RRes HR function. Parents usually raise concerns directly with Bright Horizons but may involve RRes when necessary.

(ix) Caring responsibilities

RRes is committed to supporting staff with caring responsibilities (Table 5.4.9.1). Our Intranet has a section ('Families') that details all policies and procedures related to carers. Employees are encouraged in this section to discuss their requirements with their line manager and/ or HR.

Table 5.4.9.1: Types of provision provided to staff with caring responsibilities:

Flexible working policy
Family leave: <ul style="list-style-type: none"> • Maternity / Adoption • Paternity • Shared Parental • Unpaid Parental leave • Special Paid Leave
Childcare provisions: <ul style="list-style-type: none"> • On-site nursery • Salary Sacrifice childcare vouchers
Family friendly meetings (Section 5.4.viii, pp 96)
Entitlement to purchase up to 5 days additional leave

We use Athena SWAN events, HR clinics, the HR Intranet and Department meetings to remind staff of the provisions available to them; for example, working from home, as in the case of a staff member enabled to work remotely whilst an elderly relative was in hospital.

Staff can see that line managers and colleagues are enabled to juggle work with caring roles and family social events, such as sports day and the children's Christmas party demonstrate a culture of support for caring responsibilities.

5.4 Organisation and culture

We consider diversity in everything we do

(i) Culture

Although we have no recent survey information on staff perceptions of the culture in Rothamsted, the returns from the CSPA in 2013 provide strong positive endorsement (Table 5.4.1.1)

Table 5.4.1.1: Employee Engagement Results from Civil Service People Survey 2013

Engagement Statement	Percent Staff in Agreement
<i>I am proud when I tell others I am part of my organisation</i>	81%
<i>I would recommend my organisation as a great place to work</i>	67%
<i>I feel a strong personal attachment to my organisation</i>	70%

Silver Action 5.4.1: Include questions relating to culture into future Staff Surveys

Our Athena SWAN status has focused our processes around equality of women in science: e.g. hosting IWD events annually; addressing gender imbalance in our senior leadership team; ensuring Institute seminar speakers are gender-balanced and improving the number of women in science leadership roles was a priority when we made strategic appointments (tenure track).

To highlight important equality issues within the institute, we have the Director's support to be prominent at institute events such as Town Hall meetings, mid-week mingles and Research Day.

Being smaller and more rural North Wyke (NW) has a different culture to the Harpenden site; staff and students often socialise outside of work.

Like NW, many departments at the Harpenden site have tea rooms and take breaks together. The Harpenden site has a subsidised sports and social club open to all staff; NW staff traditionally camp on the Harpenden site for Sports day! Team sports are regular lunchtime events at both sites, bringing people together. (Figure 5.4.1.1).

Despite covering two locations video-conferencing and routine travel between sites enables staff to work together as one team. Furthermore, Rothamsted Radio podcasts provide broadcasts that feature significant scientific and social events (e.g. Research Days, inter-departmental sports events) and staff Christmas messages.

Our newly-formed Employee Forum gives employees a voice and provides a platform for staff and student consultation. We recently redefined the Institute core value statements (Section 2, pp 6) following an extensive consultation with all staff and students.

We have made improvements in female committee representation and focused on positive role models in external social media and outreach activities.



Figure 5.4.1.1: Various social and sporting events at the Harpenden and North Wyke sites

RRes provides some accommodation (171 beds) for staff and students; allocation prioritises graduate students, new recruits (especially international) and early-career scientists. This is particularly important as it creates a community where many staff work and live together.

(ii) Institutional policies, practices and procedures

We consider gender equality and all other protected characteristics in every policy and process. Staff consultation is always sought. During recent recruitment of tenure-track scientists, numerous staff (all grades, genders, ethnicities) were involved throughout the process.

The CDF evolved from significant staff consultation with every employee interviewed to understand their role and a staff working party to consult at every stage.

The Director invites anonymous questions prior to Town Hall meetings, which he answers publicly.

MC are open to challenges from staff over the fairness of policies. Last year parental leave policies were challenged by an individual who wanted to use SPLIT days to enable part-time work whilst on shared parental leave. This was considered and agreed. The Employee Forum provides regular opportunity for staff to discuss their concerns with senior management.

When we change a process, we trial it on a sample of staff groups, to resolve any problems before rolling it out more widely.

(iii) HR policies

Each department has an HRBP who supports the HoD and line managers with all people processes and communicates policy changes at Department meetings. HRBPs provide support and advice on dealing with issues that arise, ensuring consistency and adherence to HR policy and custom and practice; any flagged deviation between policy and practice is addressed by re-education.

Policies and Procedures are reviewed by HR every 2 years in line with ACAS guidance, or when legislation changes, to ensure compliance and are sent to MC to agree updates.

E&D training is mandatory for new starters with refreshers every 3 years. The Management Development Programme ensures line managers are familiar with policies and their responsibilities. Changes to HR policies are updated on the HR intranet and communicated to HoDs to be passed down to line managers.

Silver Action 5.4.2: Raising staff and manager awareness of the different policy and practice information to be found on the HR intranet

If a formal grievance is raised, a senior member of staff is appointed to work with HR to investigate; this person is neutral to the complaint and able to ensure policies are adhered to, while reaching a fair outcome. Any differences between policy and practice are identified for action in their report.

In the AS survey 79% of female and 74% of male respondents said that they would feel comfortable reporting inappropriate conduct.

Silver Action 5.4.3: Raising awareness of grievance process and sending the message that staff must not tolerate inappropriate behaviour at work.

(iv) Heads of units

From 2014-2016 there were 12-14 unit heads (Table 5.4.4.1). Professional heads are appointed via open recruitment; Research unit heads are assigned by the Director on fixed-term contracts with options to rotate the role: HoDs for 3 years; leaders of Institute Strategic Programmes for the duration of the award.

Table 5.4.4.1. Roles/genders of heads (2014-2016).

Type of Role	Role	2014	2015	2016
Professional Unit Heads	Director	M	M	M
	Director of Operations	M	F	F
	Director of External Relations	N/A	N/A	F
	Chief Information Officer	N/A	M	M
Departmental Heads	AGEC	F	F	F
	BCCP	F	F	F
	CSYS	M	M	M
	PBCS	M	M	M
	SSGS	M	M	M
Head of Site	North Wyke	M	M	M
Institute Strategic Programme Heads	Cropping Carbon	F	F	F
	Designing Seeds	M	M	M
	Sustainable Systems	M	M	M
	20:20 Wheat®	M	M	M
Overall Percentage of Female Unit Heads		25%	31%	36%

During 2014-2016, we were able to equalise the gender mix of Professional unit heads although our departmental and institute programme heads did not change (female 30%).

To improve the representation of females in leadership roles we must first strive for improved gender equality amongst our senior researchers; with this aim in mind, we have identified further actions as described in Section 5.1.

(v) Representation of men and women on committees

There is an overall trend showing that the average percentage of women on our committees is increasing (2014 – 30%; 2015 – 38%; 2016 -- 35%) (**Bronze 3.3.1**; Table 5.4.5.1; Figure 5.4.5.1).

Committee structures were reorganised in 2014/2015 (Table 5.4.5.2). During 2014-2016, RRes had 13 committees. Six of these have approximate gender parity compared with only two in 2013 (Table 5.4.5.1; Figure 5.4.5.1; **Bronze 3.3.1**). Membership reviews aim to increase gender and grade diversity. However, more needs to be done and gender balance has not always been maintained during the normal churn process that occurs when staff leave or rotate-off committees.

Silver Action 5.4.4: Continue to ensure that female representation improves on all committees and that this equality is visible on intranet

Recruitment and membership of committees is based on a range of criteria: staff with key roles and expertise; early and middle-career staff; an equal gender mix. Most committees have specific rotation periods unless they include members with unique roles, e.g. Head of Health and Safety.

Table 5.4.5.1: The distribution of staff by gender in the membership of Institute Committees by number and percentage. The most significant decision-making committees have a gold background:

The previous year (2013) is included to demonstrate progress made.

Committee Type	Committee	Year / Gender							
		2013		2014		2015		2016	
		F	M	F	M	F	M	F	M
Management and Operations	Institute Management Committee	5 (31%)	11 (69%)	6 (38%)	10 (63%)				
	Institute Executive Committee	1 (17%)	5 (83%)	4 (33%)	8 (67%)				
	Management Committee					3 (50%)	3 (50%)	3 (50%)	3 (50%)
	Strategic Capital Development Committee	1 (11%)	8 (89%)	2 (25%)	6 (75%)	3 (38%)	5 (63%)	2 (20%)	8 (80%)
	Farm and Field Experiments Committee	1 (9%)	10 (91%)	1 (11%)	8 (89%)	2 (17%)	10 (83%)	3 (33%)	6 (67%)
	Health and Safety	1 (9%)	10 (91%)	1 (8%)	11 (92%)				
	Environmental Committee	2 (14%)	12 (86%)	2 (15%)	11 (85%)				
	Health and Safety and Environmental Committee					2 (18%)	9 (82%)	2 (15%)	11 (85%)
	Genetic Manipulation Safety Committee	2 (25%)	6 (75%)	2 (22%)	7 (78%)	2 (22%)	7 (78%)	2 (22%)	7 (78%)
	Housing Committee	2 (33%)	4 (67%)	2 (33%)	4 (67%)	3 (43%)	4 (57%)	4 (50%)	4 (50%)
	Institute Negotiations Committee			6 (40%)	9 (60%)	8 (50%)	8 (50%)	5 (38%)	8 (62%)
Science Strategy	Research Strategy Committee					8 (47%)	9 (53%)	5 (36%)	9 (64%)
	SIFT			4 (20%)	16 (80%)	4 (21%)	15 (79%)	4 (22%)	14 (78%)
	Scientific Meetings Committee			2 (29%)	5 (71%)	5 (63%)	3 (38%)	5 (45%)	6 (55%)
Training and Development	Post-graduate Education Committee	6 (43%)	8 (57%)	8 (53%)	7 (47%)	4 (44%)	5 (56%)	4 (40%)	6 (60%)
	Post-graduate Training Committee	11 (52%)	10 (48%)	8 (53%)	7 (47%)	7 (50%)	7 (50%)	8 (50%)	8 (50%)
	Promotions Panel for Science			2 (29%)	5 (71%)	2 (40%)	3 (60%)	3 (50%)	3 (50%)

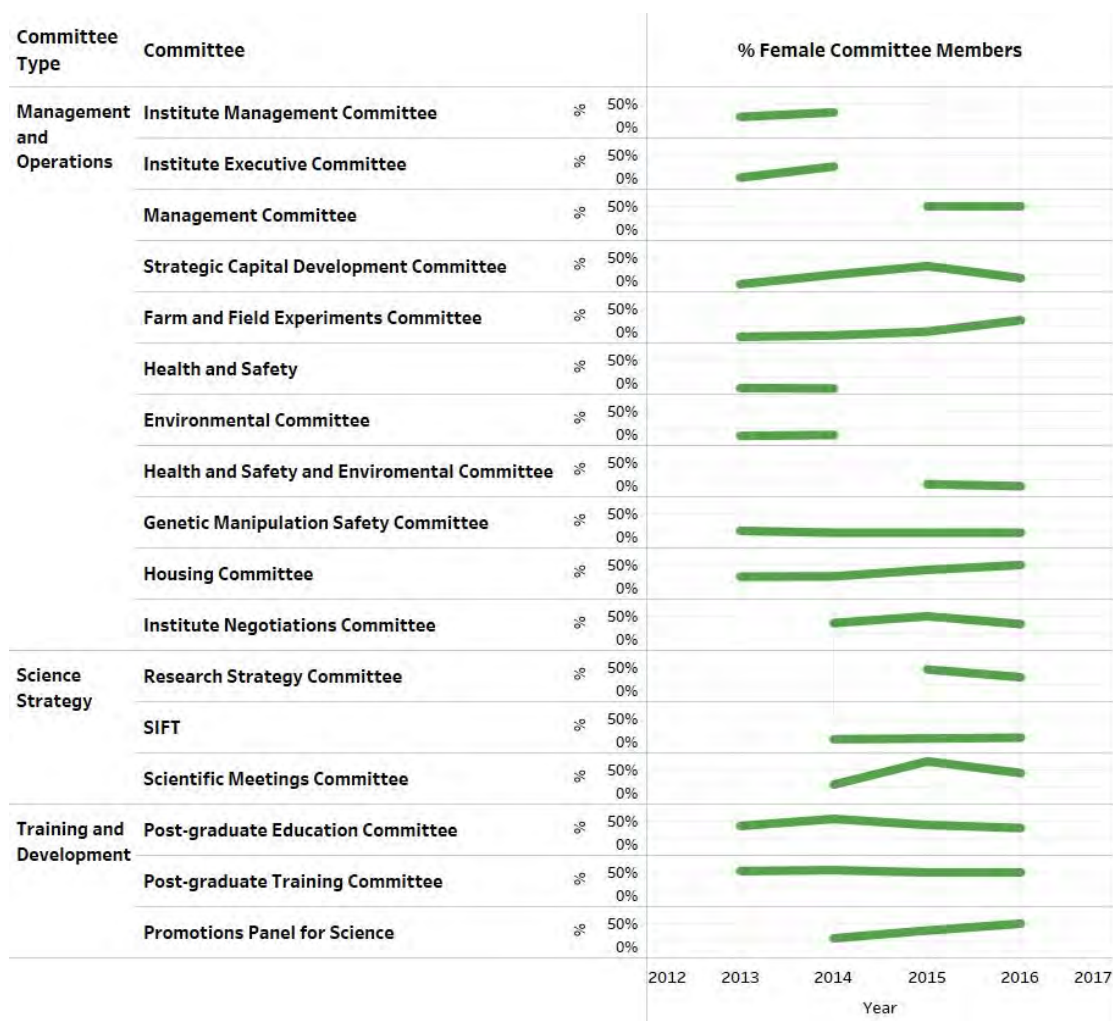


Figure 5.4.5.1: Changes in the percentage of women on Rothamsted committees during the current assessment period. The previous year (2013) is included where available to help clarify trends.

Table 5.4.5.2: Committees that changed as a result of reorganisation

Committees in 2014-2015	Action	2016
Institute Management Committee Institute Executive Committee	Merged	Management Committee
Environment Committee Health and Safety Committee	Merged	Health and Safety and Environment Committee
	Created	Research Strategy Committee

There is a noticeable imbalance in gender distribution amongst committee chairs (Figure 5.4.5.2), reflecting the relatively low number of senior female scientific staff at the highest grades (F-PC2). Over-reliance on some individuals participating in several committees is of concern. This issue is not specific to RRes.

Chairs are appointed by the Director or Associate Directors. While seven of the 13 committees are chaired or co-chaired by females, several committees are chaired by the same person: the Director (male) chairs two committees, a senior male scientist chairs three and a senior female scientist chairs two.

Silver Action 5.4.5: Institute Director to talk to those who chair or sit on many committees to establish if committee overload is an issue

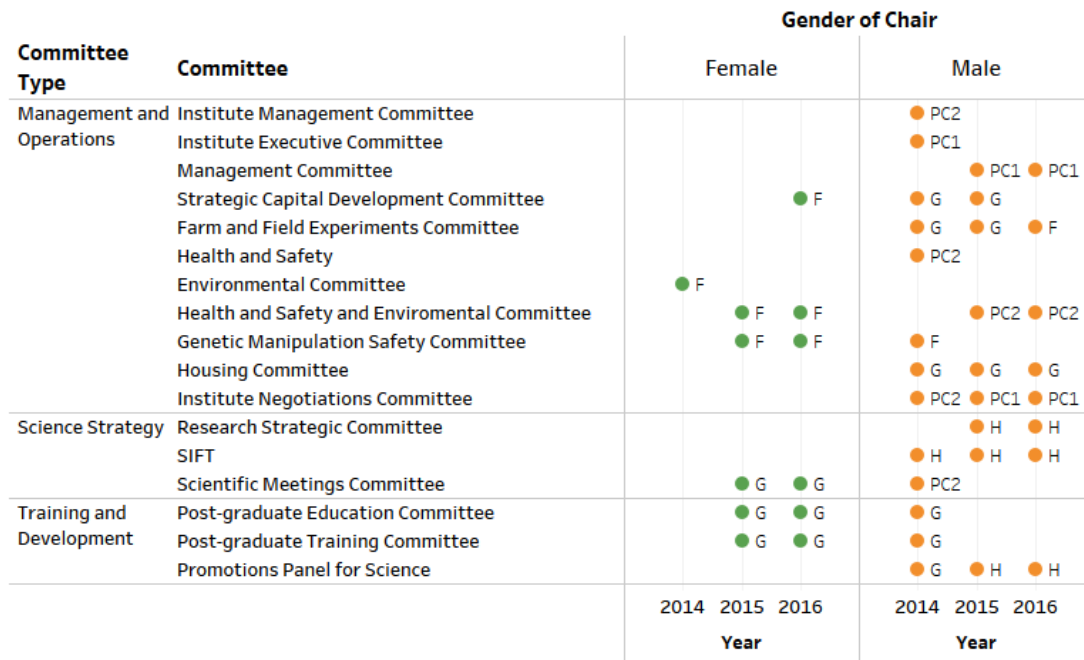


Figure 5.4.5.2: The gender distribution of committee chairpersons together with job grade. Note that in the case of the Health and Safety and Environment committee this is co-chaired by two staff members (1 M; 1F).



Figure 5.4.5.3. The gender distribution presented as percentage of committee membership and numbers split out by job group.

There is gender bias in favour of male representatives from the Technical group which reflects the very low number of females in this job group (Figure 5.4.5.3).

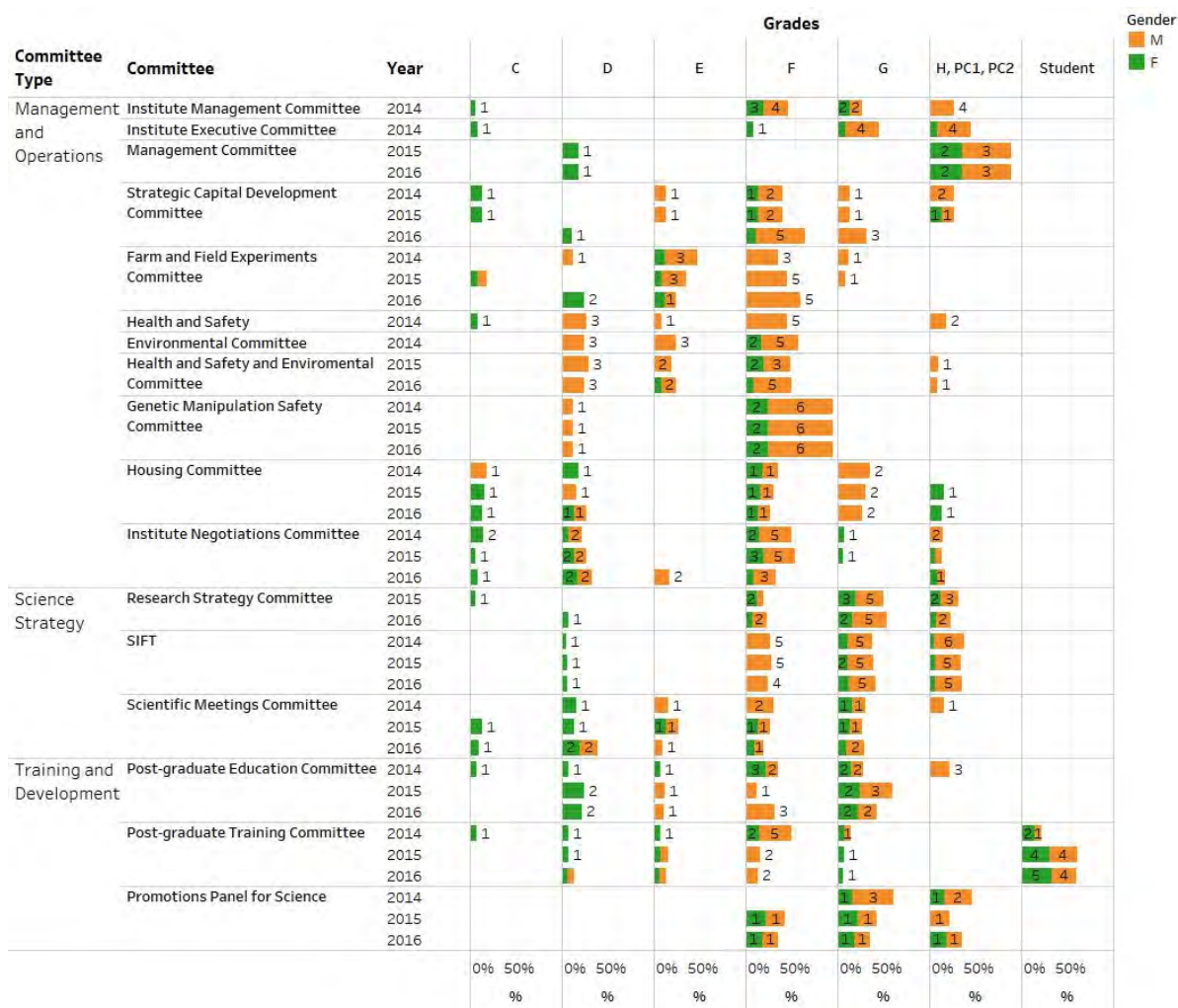


Figure 5.4.5.4: The gender distribution presented as percentage of committee membership and numbers split out by job grade.

Committees dealing with Management and Operations and Science Strategy discussions are populated by middle and senior staff grades (Figure 5.4.5.4); this reflects the need for more expertise in these committees. Committees with notable representation from a diversity of staff grades included the Scientific Meetings Committee, the Post Graduate Education and Training committees.

(vi) Participation on influential external committees

RRes actively encourages staff to participate on influential external committees recognising the benefits to their professional development; opportunities are discussed during the PPDR. Examples include sponsors (e.g. Research Councils) who often recruit for their scientific strategy or review committees. Individuals are also invited directly to join external committees because of their knowledge, expertise and reputation.

Our website-derived data suggests fewer females (28%) than males (72%) participate on these committees (Figure 5.4.6.1). The majority of those involved in external committees are likely to be Band E+, where women are under-represented, thus these data indicate proportional or, potentially, greater participation by women in external committees, *pro rata*.

Silver Action 5.4.6: Improved data on where staff are engaged in influential committees.

Silver Action 5.4.7: Ensure that equal opportunities are given to females when vacancies are available.

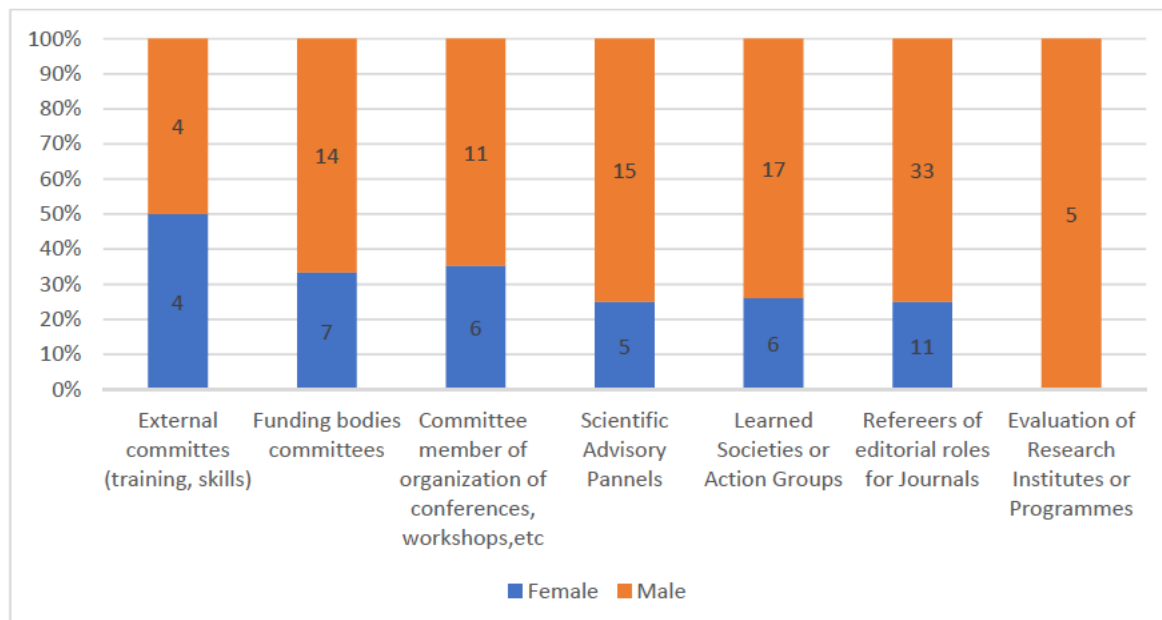


Figure 5.4.6.1: Percentage of male and female staff that reported participation on external committees.

(vii) Workloads

RRes does not have a workload allocation model, but the recently introduced CDF (**Bronze 3.1.4**) defines workloads by detailing the responsibilities and outputs at each level, thus providing a framework for progression or promotion. Each generic job profile defines the work at each level and ensures a consistent approach to workloads; this is used as a benchmark in the PPDR. Vital administrative and pastoral roles are included to ensure recognition (**Bronze 3.3.2**). In 2017 all staff rewrote their job description as part of the monitoring process, based on the generic outputs at their level and agreed these with their line manager.

The CDF now enables line managers/HoDs to assess whether the workload is appropriate for their staff. Should roles evolve and responsibilities grow, role regrading via JEGS may be appropriate in some cases; additional responsibility allowances, exceptional performance pay or bonuses may also be awarded. Individuals seeking promotion must demonstrate how they are working at the higher level. All PPDRs are monitored by HoDs and HRBP; any negative reports on workload allocation will be investigated.

While the majority of respondents in our AS survey felt their workload was appropriate, it is a concern that 29% of staff find their workload overwhelming (Table 5.4.7.1). It is important to note that the AS survey was conducted before the CDF was launched and its impact felt.

Table 5.4.7.1: Staff perceptions of workload from the AS survey

	Total (% of respondents)	Gender ratio
Do you feel your workload is generally?		
Overwhelming	79 (29%)	45% female: 55% male
Appropriate	183 (68%)	57% female: 43% male
Not sufficiently challenging	8 (3%)	50% female: 50% male
Does your manager set achievable tasks?		
Yes	229 (86%)	53% female: 47% male
No	38 (14%)	37% female: 63% male

Silver Action 5.4.8: Future surveys to ask how staff perceive their workloads and adjust CDF accordingly

(viii) Timing of meetings and social gatherings

RRes does not have formal 'core hours' although we have a standard working pattern for a full-time week. Family-Friendly Meeting times (9.30 to 16.00) make it easier for those with family commitments to participate fully.

Fridays and school holidays are avoided for important Institute events. Auditorium events can be joined via Skype; this is highlighted when the invitation is sent out. All events are recorded and accessible to all staff afterwards. Video conferencing allows NW employees to join Harpenden meetings and *vice versa*. We plan social events for times when parents can attend.

In the AS survey 57% of respondents agreed that line managers endeavour to support the guidelines (60% female: 40% male). This needs to be improved.

Silver Action 5.4.9: Institute leaders to continue focussing on family-friendly meeting hours and arranging events that are accessible to all

We have no data from our AS survey on the FT/ PT status of respondents. However, 54% of respondents told us that they never felt they were expected to work hours that conflicted with their work/ life balance (55% female: 45% male). 70% of our part-time staff are female which may account for this result, although this requires further investigation.

Silver Action 5.4.10: Investigate through 2018 staff survey the status of staff (FT/ PT) and their feelings of expectation of working hours that conflict with work / life balance.

(ix) Visibility of role models

We strive to ensure gender equality and ethnic diversity in all RRes visual representation. An example is our 'A day in the life' blog and video series available on our website and intranet which has a 1:1 gender ratio. All scientists are encouraged to use Yammer (internally), Twitter and press releases to promote their work and raise the visibility of role models (Bronze 3.3.4). At the 2016 IWD event we named meeting rooms after three of our pioneering female scientists (Figure 5.4.9.1).

Silver Action 5.4.11: Ensure diversity of staff visually represented on our external website



Figure 5.4.9.1: From left to right: Dilys Glynne, Katherine Warrington and Winifred Brenchley; pioneering Rothamsted scientists

RRes strives for a 1:1 gender ratio for speakers at all internal and external events it runs (Bronze 3.3.3). If the gender balance is unequal amongst RRes staff at an event, preference is given to external participants of the underrepresented gender.

Internal seminars from 1997-2014 were dominated by male presenters. This has improved in the last three years as a direct result of our action plan although this requires continued focus. (Bronze 3.3.3) (Table 5.4.9.1).

Table 5.4.9.1. Gender balance of internal speakers in the RRes Seminar Series: n.b no information available for 2014

	2015	2016	2017*
Male	1	6	3
Female	2	4	4

There are regular seminar series at both sites. Data for speakers at our annual Research day highlights RRes's endeavour in providing a gender-balanced programme (Bronze 3.3.3; Table 5.4.9.2).

Table 5.4.9.2. Gender balance for speakers at RRes Research Days: n.b no information available for 2014

	2015	2016	2017
Male	15 (79%)	12 (50%)	16 (61%)
Female	4 (21%)	12 (50%)	10 (39%)

(x) Outreach activities

Because of Athena SWAN, we have made a conscious effort to improve the gender balance of staff and student participation in public engagement activities but it requires further action. (Table 5.4.10.1).

Formal records are only available from 2015 but existing data demonstrates movement closer to gender parity.

Since 2016 the CDF and PPDR specifies outreach as a role output ranging from 5-20% of time depending on grade; this is expected and valued (**Bronze 3.3.2**). Prior to the CDF there were no official outreach targets or a recognition system in place.



Figure 5.4.10.1: The Grassland and Muck Stand at the Cereals Event 2017

Table 5.4.10.1: Staff engaged in public engagement activities, broken down by grade. *Other includes visiting workers and PhD students.

	2015			2016		
	Total	Female (%)	Male (%)	Total	Female (%)	Male (%)
Band B	1	0 (0%)	1 (100%)	1	0 (0%)	1 (100%)
Band C	16	3 (19%)	13 (81%)	6	4 (67%)	2 (33%)
Band D	34	16 (47%)	18 (53%)	22	11 (50%)	11 (50%)
Band E	10	3 (30%)	7 (70%)	7	2 (29%)	5 (71%)
Band F	11	5 (45%)	6 (55%)	9	2 (22%)	7 (78%)
Band G	5	1 (20%)	4 (80%)	2	1 (50%)	1 (50%)
Band H+	2	0 (0%)	2 (100%)	1	0 (0%)	1 (100%)
Other*	20	7 (35%)	13 (65%)	9	3 (33%)	6 (67%)
TOTAL	99	35 (35%)	64 (65%)	57	23 (40%)	34 (60%)

Requests for staff to attend/contribute to events are typically broadcast institute-wide rather than targeting individuals, thus opportunities are equal.

Although there is no formal policy on gender equality in outreach activities, KEC actively selected both male and female representatives for the new Research Advisory Group comprising key stakeholders from farming organisations and local, innovative farmers.

Silver Action 5.4.12: Institute-led activities will place greater emphasis on ensuring diversity of staff engaged in public outreach. Supported by new policy.

(6998 Words)

6 Supporting trans people

(i) Current policy and practice

Our AS survey suggests diversity in gender identification at RRes is low; this may not reflect the true picture (Table 6.1.1)

Table 6.1.1: AS Survey results on gender reporting

I consider myself female	53%
I consider myself male	40%
I do not consider my gender to be represented by this question	2%
I prefer not to say	5%

Our E&D Policy is implicit throughout our people processes, and aims to ensure equality and fairness, and eliminate discrimination against any protected characteristics including gender/ gender reassignment. This requires updating to ensure trans staff and students feel confident to be open about their trans status and not face any discrimination.

Silver Action 6.1: We propose to seek support from an external organisation (Stonewall or Gendered Intelligence), to run a session (open invitation) for our employees/ students to explore what is required to help us to develop our policy and procedure.

Silver Action 6.2: Update our current E&D policy and procedures to include a section on ‘Supporting trans staff and students’.

A self-service portal enables staff to view and make changes to the personal data that we hold on them. Mandatory E&D Training ensures all staff and students are aware of their individual responsibilities around discrimination; this will be updated to reflect policy change on trans individuals.

Silver Action 6.3: Update E&D and unconscious bias training and Induction to reflect the revised E&D policy and our commitment to supporting trans people at RRes.

Grievance policy and processes are in place and empower any individual who believes they have been discriminated against to raise an informal or formal complaint.

Recruitment processes require panels to evidence that candidates are shortlisted against essential criteria; all scoring and panel notes are monitored by HR for fairness and consistency. By putting a positive statement on our internet careers page, we hope to encourage trans candidates to be open at interview; this makes a strong statement about our commitment to equality.

Staff and student support groups are our mechanism for providing discreet support for employees; access information is available on notice boards and the intranet. These groups will require training to ensure that they can provide the required support for trans individuals.

Silver Action 6.4 Policies will be revisited to ensure that they are inclusive and support trans staff and students e.g. time off for surgery or medical treatment will be considered in the sickness and absence policies.

Silver Action 6.5 We will introduce our ‘Supporting trans staff and students’ policy and procedures to the institute by running mandatory training sessions for any employee with line management responsibilities, to ensure that they feel comfortable to support their employee and are aware of the process and practical arrangements should this be required.

One HRBP has already attended a Trans Awareness workshop run by Gendered Intelligence; this provided useful resources to access training, standard policies and other mechanisms for raising awareness in the work place. We will talk to the AS network to see what policies they have in place and learn from their experience.

Silver Action 6.6: Athena SWAN intranet to hold information and links to external organisations that can provide support i.e. Stonewall and Gendered Intelligence and ECU.

(ii) Monitoring

To monitor our ‘Support for trans people’ policy we will ask for gender identity in future surveys and whether policies, processes and culture provide sufficient support. This may lead to further actions.

Silver action 6.7: Future surveys will hope to record gender identification although individuals may not want to share this information. The surveys will enable us to monitor the impact of our policies and understand whether staff feel that they will not be discriminated against by sharing their trans status or history. Further actions will come from the survey.

Using guidance from external organisations and our Athena SWAN network we will learn from their experiences and embed this in our culture.

We will seek to use our Staff Support Group for anonymous feedback on any negative impacts or concerns.

When we become aware of any member of staff or student who wishes to present their gender differently to that which they were born with, the Institute (Line manager/ HR) will work closely with them to ensure that they feel supported and enabled to raise concerns with us.

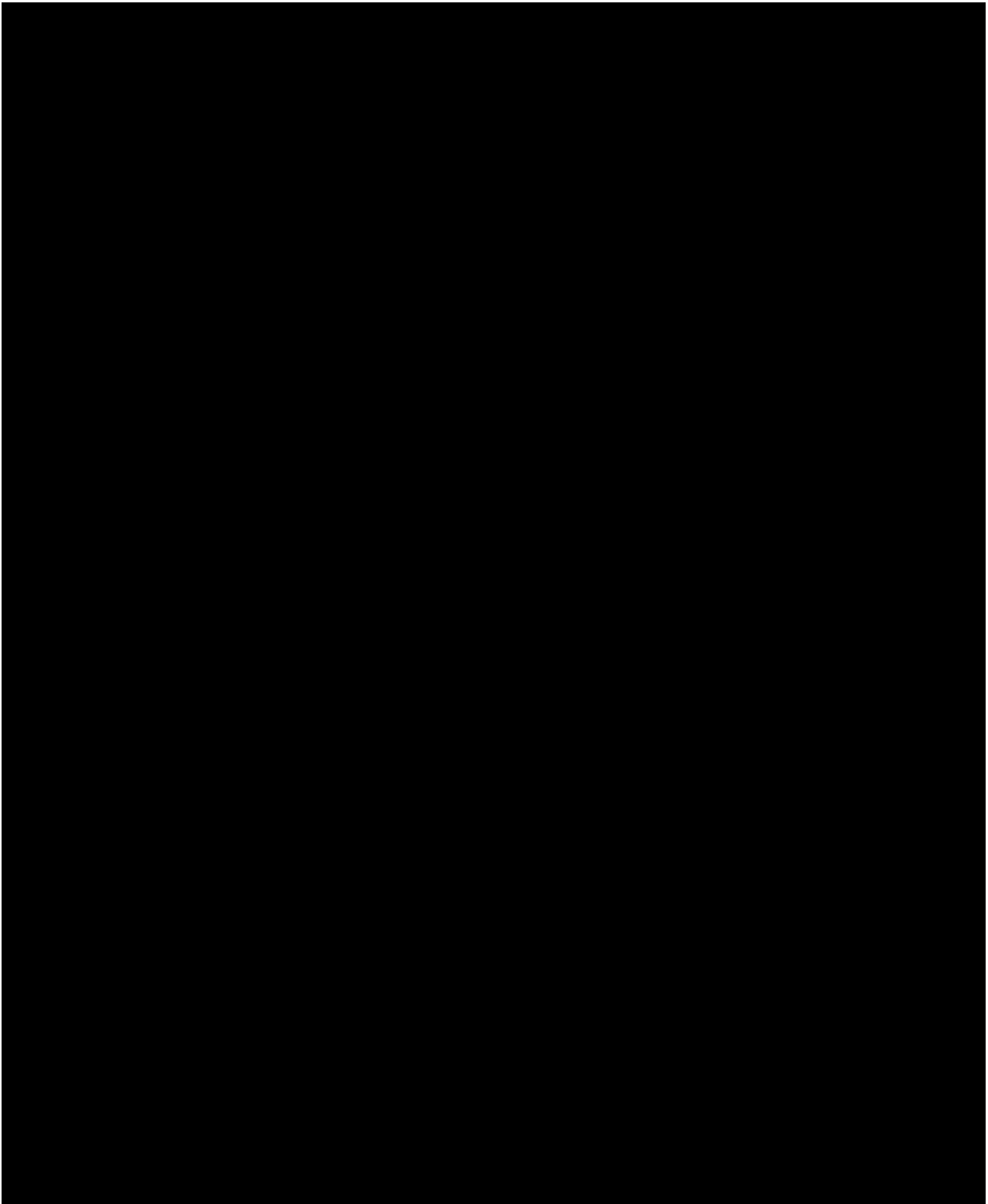
(iii) Further work

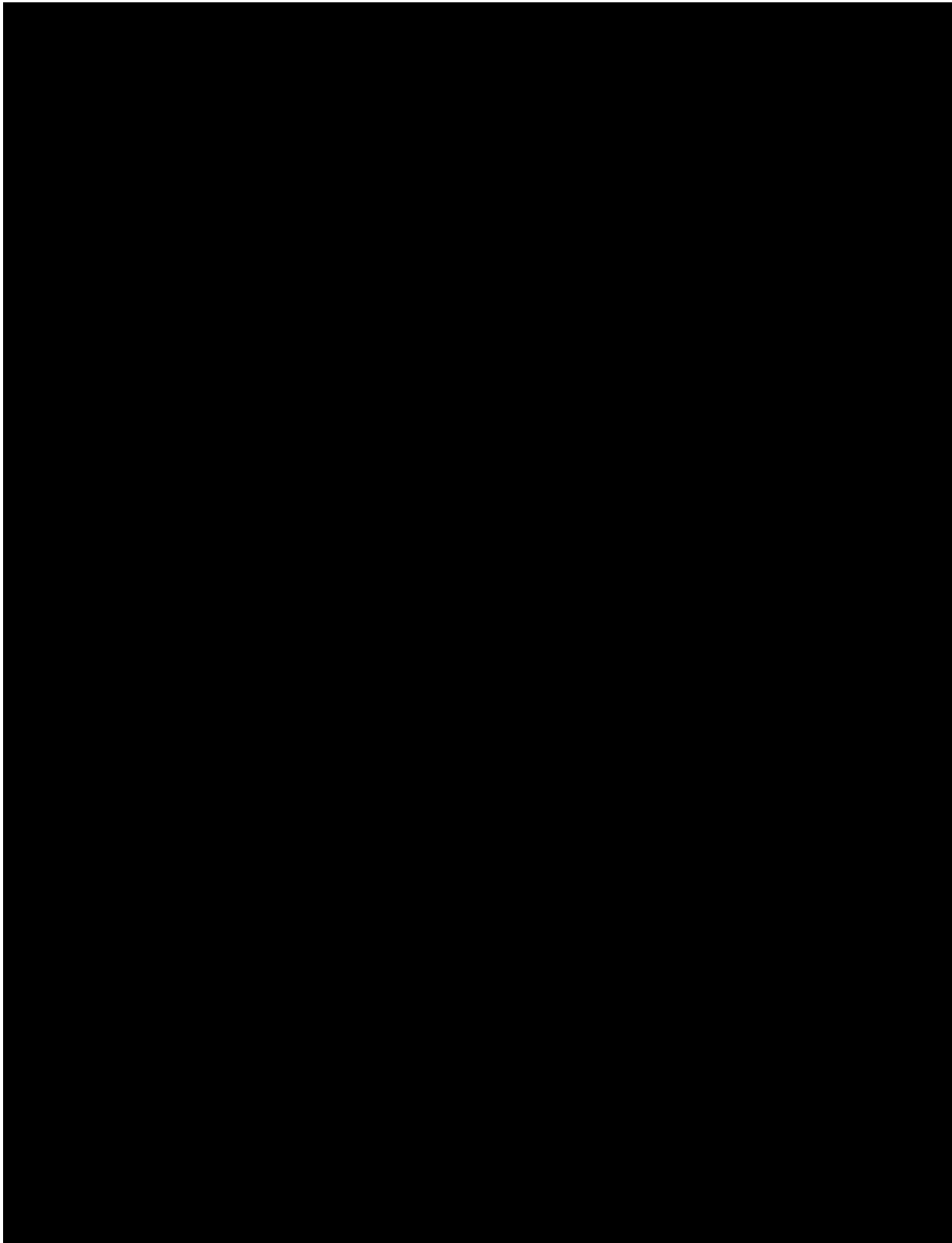
We anticipate that introduction of our policy to support trans staff and students will be complex for many staff to understand. We will provide the support necessary to educate line managers, staff and students about: the support requirements from the institute, understanding of the umbrella term of being ‘trans’, and being comfortable to appreciate and use suitable language with colleagues.

We expect to provide additional resources to support the introduction of this change of policy which may require small focus groups, literature around the institute and social media.

(498 Words)

7 Case studies: impact on individuals





8 – Rothamsted Research – Silver Action plan



ROTHAMSTED
RESEARCH

Reference	Objective and Planned Actions	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
3. The self-assessment process								
3.1.1	Improve gender balance and job group representation on the SAT Team by targeting invitations.	Need to address current gender imbalance (nine females: four males) and under-representation of Technical staff (due to changes in criteria)	Targeted invitations made whenever vacancies arise	01/2018	12/2020	Chris Rawlings SAT Chair	Karen Ferguson SAT HR representation	Balanced SAT membership that reflects Institute gender and staff-group representation.

3.2.1	Continue to increase awareness of equality and inclusivity by increasing the number events run by SAT.	Previous Athena SWAN-related events have been received favourably by staff	Four themed events delivered annually at mid-week mingles One key event with external speakers (e.g. IWD) delivered annually.	01/2017	12/2020	Chris Rawlings (SAT Chair)	Karen Ferguson (SAT HR representative)	Increasing positive staff feedback for these events in 2018 and 2020 surveys. Increased meeting attendance.
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Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
3.2.2	<p>Improve staff survey to ensure all areas that affect equality, diversity and inclusivity are covered.</p> <p>Form an action plan to monitor staff satisfaction levels.</p>	<p>After the decision to not participate in the Civil Service People survey in 2015 RRes needs a survey that meets our commitment to the Athena SWAN charter principles.</p>	<p>A consistent survey which allows RRes to compare data and monitor improvement</p>	10/2018	10/2020	<p>Chris Rawlings Head of SAT</p>	<p>Steve Laidler Head of HR Operations</p>	<p>Improve uptake of respondents (289, 47% of total staff / students in 2016) to 60% by 2020</p>
3.2.3	<p>Increase participation by Technical staff in staff surveys. Improve access to PCs for anonymous input. Encourage participation at Department meeting(s) prior to survey</p>	<p>Lower involvement from Technical staff group in the staff survey.</p>	<p>Increased participation from Technical group in staff surveys</p>	10/2018	10/2020	<p>Keith Law Head of Facilities</p>	<p>Karen Ferguson HRBP</p>	<p>Minimum increase of 10% in numbers of Technical staff respondents to 2018 and 2020 survey (baseline 5.9%)</p>

3.2.4	Ensure BME staff understand the value of participating in the Staff Survey	Asian and British Asian ethnic staff were least responsive to 2016 survey	Improve participation from all BME staff	10/2018	10/2020	Chris Rawlings Head of SAT	Steve Laidler Head of HR Operations	Improve uptake of respondents to capture input from at least 50% of all BME ethnic groups
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Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
3.3.1	<p>Increase drive for culture change.</p> <ul style="list-style-type: none"> Working with the Employee Forum to raise awareness, particularly over new policies and embedding equality and diversity in RRes culture 	<p>The Employee Forum is a new body. There are areas of common concern. It has cross-representation with the SAT but better interactions would be more effective.</p>	<p>Smooth introduction of Transgender policy by Spring 2018</p> <p>Two-way conversation between SAT and Employee Forum due to common committee membership</p>	01/2017	12/2020	<p>Chris Rawlings</p> <p>SAT Chair</p>	<p>Rose Davies</p> <p>Employee Forum Facilitator</p>	<p>Establishment of a shared working partnership between SAT and Employee Forum with overlap of objectives.</p> <p>Forum supporting SAT objectives and SAT listening to forum voice.</p>

4. A picture of the Institute								
Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
4.1.1	Improve recruitment recording with CDT/DTP partners	All data on applicants and interview outcomes are held by the lead University	Liaise with CDT/DTP Directors/Managers to obtain access to RRes-specific data.	01/2018	12/2020	Donna Fellowes, Studentship Officer	Frederica Theodoulou, Chair of Postgraduate Education Committee (PGEC)	Extracted RRes data set for all applicants from October 2018 onwards
4.1.2	Improve records on ethnicity and other protected characteristics to monitor processes of CDT/DTP partner.	This is known for successful applicants but data on ALL applicants are held by the lead University	Liaise with CDT/DTP Directors/Managers to obtain access to RRes-specific data.	01/2018	12/2020	Donna Fellowes, Studentship Officer	Frederica Theodoulou, Chair of Postgraduate Education Committee (PGEC)	Extracted RRes data set for all applicants from October 2018 onwards
4.1.3	Collect protected characteristics data from visiting students and record	We do not currently record data above gender	Require applicants complete a confidential personal details form (as for employees) Open HR is now set up to do this.	01/2018	12/2020	Donna Fellowes, Studentship Officer	Frederica Theodoulou, Chair of PGEC	80 % data set for visiting students registering from 2018 onwards

Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
4.2.1	Report gender representation by staff group to MC annually	No current regular reporting to MC and evaluation of this data.	Annual report from HR to MC to improve awareness / evaluation of gender representation in institute. Data and trends available on intranet for transparency.	01/2017	Once per annum ongoing	Steve Laidler Head of HR	Achim Dobermann Institute Director	MC receive annual report to raise awareness of gender split trends so can be more proactive in its approach to address any areas of concern
4.2.2	Continue to focus on gender & ethnic balance at bands E+ in research group with recruitment / promotion processes • Positive mentoring of female staff identified in talent review	Gender imbalance in this group and level.	Report gender and ethnicity statistics from recruitment and promotion processes to MC annually. Positive recruitment to address imbalance Use annual HR / MC talent review to highlight potential females for promotion.	01/2017	Ongoing	Steve Laidler Head of HR	Achim Dobermann Institute Director	Improvement in female gender representation at band E+ in Research group. Currently at 22% of all female Researchers – aim to increase to 30% by 12/2020

4.2.3	Define Tenure-track progression for Scientists	Tenure track is not defined by a policy currently as a progression route for post doc scientists	Increase in numbers of post-docs in tenure track. Increase awareness career development options for post docs	01/ 2017	Ongoing	Karen Taylor Head of Organisational Development	Achim Dobermann Institute Director	5% post-docs to be on tenure track positions.
4.2.4	Improve the gender balance in the Technical group. • Improve the ethnicity balance in this group.	Gender is predominantly male (70% in 2016). 	Positive recruitment to encourage female applicants when roles become available. Inviting applications from ethnic minorities on the advert.	01/ 2017	12/2020	Keith Law Head of Operations	Steve Laidler Head of HR	Improvement of 10% in gender balance (females to 40%) in group by 12/2020. Improve ethnic balance in this group by 5%.

Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
4.2.5	Continued focus on developing staff for succession in Technical group with more equal gender balance in mind. • Re-visit apprenticeships in this group.	Ageing workforce who are predominantly male and low staff turnover so lack of opportunity to address	Positive recruitment actions to target female candidates when roles become vacant. Successful apprenticeships with equal gender balance	01/2017	12/2020	Keith Law Head of Operations	Steve Laidler Head of HR	20% female representation at band D+.
4.2.6	Extend staff survey to ask what barriers BME staff face at RRES.	This has not been a question on our survey so far. Action needed to provide fuller statistics on success with improving equality and diversity	2018 and 2020 staff survey will ask all staff what barriers BME staff face at RRes. Actions will then come from these surveys	10/2018	12/2020	Karen Ferguson HR Business Partner	Chris Rawlings SAT Chair	RRes will know how BME staff perceive inequality of opportunity and will be able to address those issues. BME staff to not perceive inequality at RRes

Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
4.2.7	Address the imbalance of ethnicity at bands F and above overall either by positive recruitment or progression	Low number of BME in this group (25% F: 75% M)	As the opportunity arises for strategic hires endeavour to recruit from an international field of candidates	01/2017	12/2020	Donna Lipsky Operations Director	Steve Laidler Head of HR	Improvement by 25%% of BME representation by either gender (preferably female) at band F+ in this group
4.2.8	Collect and record data of staff who move between different groups by gender. Publish this data annually to encourage internal mobility at RRes	This data is not reported at present so staff are unaware of this opportunity	Report to MC and institute annual data on transition and share with institute so that staff can see this horizontal and vertical mobility is achievable. Extend staff survey to collect feedback on awareness	01/2017	12/2020	Steve Laidler Head of HR Karen Ferguson HR Business Partner	Chris Rawlings SAT Chair	Increasing evidence in data from staff surveys (increasing 10% every 2 years) that staff are aware and have benefited from internal mobility opportunities.

Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
4.2.9	Report zero hours' staff who have a live period of work rather than active contracts who lie 'dormant' for 2-year period.	Data demonstrates all active 2 year zero hour contracts and does not accurately demonstrate those who are actively employed.	Separate this information in order to monitor zero hours' staff usage by gender / ethnicity. Report annually to MC. Look at trends, check for compliance.	03/2018	Annually ongoing	Steve Laidler Head of HR	Chris Rawlings SAT Chair	Data on 'active' zero hours' staff. Able to monitor and record data on zero hours' staff
4.2.10	Monitor recruitment of staff at band C in Professional and Research groups to ensure that there is no unconscious bias towards women in this group	Increase of band C Research females during 2014-16 (by 60%). Band C Professional females improving but need to monitor.	Monitor quarterly gender balance in recruitment with variations of gender applications greater than 20% investigated to ensure no bias	01/2017	12/2020	Steve Laidler Head of HR	Chris Rawlings SAT Chair	Gender balance of applications reported to MC annually and monitored to ensure parity

4.2.11	To reduce the unexpected resignations to under 20% by 12/2020.	Resignations were 41% of all leavers in the period. Overall leavers for 2014-16 was 24% of all staff which is higher than comparable benchmark	Leaver data reported to MC annually, reasons analysed and actions implemented to reduce figure. Unexpected resignations to be further investigated.	01/2017	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	Reduce resignation percentage by 2020 to under 20%
4.2.12	Improve our leaver destinations data for both staff and students	No system to capture all staff and student data currently	All leaver destinations captured and analysed / reported to MC annually?	01/2017	12/2020	Steve Laidler Head of HR and Donna Fellows Studentship Officer	Chris Rawlings SAT Chair	Report annually to MC on leaver destinations

Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
4.2.13	To continue to communicate RRes's pay policy to ensure transparency.	Whilst this information is available on intranet it will support the publication of the gender pay gap data	Release gender pay gap report to all staff prior to publishing on the web site with supporting narrative to explain the data. Explain at Town Hall meeting	01/2018	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	Increased employee's awareness of pay policies and reasons for any disparity as well as actions to address disparity.
4.2.14	Continue to address pay disparities in both BBSRC (2018) and RRES	Due to the governance of BBSRC (TUPE) contracts we have been unable to address disparity. This will be possible in July 2018.	Address BBSRC disparity starting in July 2018. RRes pay has started to be addressed to reduce the gender pay gap so continue.	07/2018	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	Equality of pay in institute with no bigger variation than 1.5%

4.2.15	Continue to monitor entry salary at recruitment to ensure alignment with Rres ' pay policy.	Some gender disparity at RRes band C & H due to entry level pay flexibility.	Monitor and report and disparity to MC annually.	01/2018	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	To not allow our pay gap to exceed 1.5% in either direction.
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Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
5. Supporting and advancing careers								
5.1.1	Reporting of recruitment data by gender and ethnicity by department to MC annually. Monitor interview panel data.	To continue to monitor gender equality and ethnicity at recruitment and to raise awareness to MC of any imbalance.	Monitor, evaluate and report data to MC by department annually. Address potential actions from findings.	01/2017	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	Greater awareness and focus on potential bias with actions to address if data suggests this. Continue to maintain parity.
5.1.2	Implement mandatory unconscious bias training for all employees	As point 5.1.3.4 – 21% of staff believe career opportunity is influenced by gender etc.,	All employees to receive unconscious bias training within first 3 months of employment and mandatory refresher every 3 years.	12/2017	12/2020	Karen Taylor Head of Organisational Development	Achim Dobermann Institute Director	2018 & 2020 staff surveys demonstrate increase in staff confidence around career opportunities to be higher than 90%

5.1.3	Monitor recruitment data with a focus on ethnicity and gender to improve BME representation.	BME applicants are offered 25% of available posts. However, BME group represent only 10% of institute staff so need improvement	HR quarterly monitor recruitment data to evaluate ethnicity of applicants to highlight any disparity.	01/2017	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	BME representation to increase to 15% by 2020. Recruitment processes demonstrate no bias.
5.1.4	Seek written feedback from new starters 6 months after induction	Currently this does not happen regularly.	Opportunity to evaluate induction with new starters and make changes Question on 5-month probation period form. HR to monitor.	01/2018	12/2020	Karen Taylor Head of Organisational Development	Steve Laidler Head of HR	Continuous process of evaluation, review and improvement of Induction process.
5.1.5	Better tailor induction days to the needs of the Professional and Technical staff groups.	35% of Professional group report that this day is too long and covers information that is more relevant to scientists	Continue to evaluate feedback from induction. Investigate whether this day can be further shortened for non-science staff	01/2018	12/2020	Karen Taylor Head of Organisational Development	Steve Laidler Head of HR	Induction day feedback positive for 90% + of delegates.
5.1.6	Continue to identify potential	During 2014-16 22 staff (64% male: 36% females)	MC to continue to review all employees	01/2018	12/2020	Karen Taylor	Steve Laidler Head of HR	Year on year improvement of male:

	<p>candidates for promotion with greater focus on potential females.</p> <p>Understand the basis of any reluctance amongst females at band D+</p>	<p>applied for promotion at RRes. 16 were successful with almost gender parity.</p> <p>Currently not following up with identified females who then do not go on to apply for promotion.</p>	<p>annually at Band D+ with HR to identify potential for promotion / development.</p> <p>Appropriate mentors allocated to support the development process.</p> <p>Process to follow up reluctant females.</p>			Head of Organisational Development	<p>Achim Dobermann</p> <p>Institute Director</p>	<p>female ratio achieving promotion more in line with Research group ratio – 46% female: 54% male</p>
5.1.7	<p>Assign a mentor to every individual identified in talent review.</p> <ul style="list-style-type: none"> • Mentors to receive training to ensure they understand the requirements of their role. 	<p>Previous inconsistency to when mentors were assigned to support candidates applying for promotion. No defined framework of responsibilities for mentors.</p>	<p>Mentor training December 2017 for all assigned mentors.</p>	12/2017	12/2020	<p>Karen Taylor</p> <p>Head of Organisational Development</p>	<p>Steve Laidler</p> <p>Head of HR</p> <p>Achim Dobermann</p> <p>Institute Director</p>	<p>All identified individuals from talent review to be assigned a mentor to support them prior to and throughout their application for promotion.</p>

5.1.8	Focus to highlight career pathways for both genders at RRes and that these are open to all equally regardless of gender or race.	21% (71% female; 29% male) of staff at RRes feel that career opportunities are influenced by gender, race, age or sexual orientation	Share promotion data with institute employees and positive data trends. Introduce Tenure track policy and process. Positive images of senior female role models.	01/2018	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director Angela Karp Director of Science Innovation, Engagement and Partnerships	2018 & 2020 staff surveys will demonstrate positive improving data trends that demonstrate staff confidence in fair and transparent processes to be higher than 90% by 2020 survey result
5.1.9	Continue to communicate progression routes available to staff – i.e. promotion, JEGS, developmental activities and CDF.	At least 40% of all staff groups report lack of awareness of opportunities for progression at RRes	Raise awareness with data and highlighting policies / processes via HR clinics, MC and HoD meetings, Dept. meetings with the HRBP	01/2018	12/2020	Karen Taylor Head of Organisational Development	Steve Laidler Head of HR Achim Dobermann Institute Director	2018 & 2020 staff survey demonstrates increase in staff awareness of progression routes available at RRes to 75% +

Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
5.2 Career Development								
5.2.1	Continue to run Core Management Development Program and roll out to all line managers at RRes	To improve understanding of HR processes for new line managers or existing managers as required where this could be better.	To continue to work with HoD's to gain commitment for more established line managers to attend who would benefit from this training.	01/2018	12/2020	Karen Taylor Head of Organisational Development	Achim Dobermann Institute Director	Greater by managers of HR processes to support employees. Respondents report feeling confident and supported by their line manager.
5.2.2	To send out training evaluation requests 6 months after training to both delegate and line manager to evaluate the effectiveness of training	This action has not been achieved to date.	Process of seeking feedback and evaluation. Data to be able to support improvement.	01/2018	12/2020	Adam Birch HR Administrator	Karen Taylor Head of Organisational Development	Training benefits are known and training is better targeted dependant on requirements

5.2.3	<p>Improve collection of data by gender and grade for staff attending all training.</p>	<p>Attendance data not always recorded i.e. in optional sessions such as PPDR training</p>	<p>All attendance data recorded. Ensure that all staff attend mandatory training. Use data to follow up where line managers have not attended important training that affects their role.</p>	01/2018	12/2020	<p>Adam Birch HR Administrator</p>	<p>Karen Taylor Head of Organisational Development</p>	<p>All data records up to date. Ensure all staff and line managers who miss mandatory training are followed-up</p>
5.2.4	<p>Mandatory PPDR session for all new starters within previous 12 months.</p> <p>Open invitation to another other staff who like a refresher.</p>	<p>31% of all 2016 survey respondents reported that they did not understand how PPDR supports their career development.</p>	<p>Improve understanding of career benefits from PPDR process.</p> <p>Use variety of approaches to deliver this, including training but also through less formal methods i.e. HR Clinics, Departmental meetings</p>	01/2018	12/2020	<p>Karen Taylor Head of Organisational Development</p>	<p>Achim Dobermann Institute Director</p>	<p>Improved data from 2018 survey (less than 10% reporting unaware of benefit) & 2020 staff surveys (less than 5%) around understanding of PPDR process and how it benefits their career progression</p>

5.2.5	Focus on Technical staff group and the benefit of PPDR to them and reinforce the CDF	Overall 31% of 2016 respondents did not understand how PPDR supports career development – 41% of those were from the Technical group.	Session on PPDR and CDF and development opportunities for Technical group.	02/2018	12/2020	Karen Taylor Head of Organisational Development	Keith Law Head of Facilities	Increased understanding reported by this group in 2018 i.e. less than 10% reporting that they do not understand how PPDR supports career development & 2020 (less than 5%) staff surveys
5.2.6	Continue to run and promote the career development workshops for all staff.	Take up is low in Professional and none in Technical groups so increase target for those.	Continue to run and promote widely the career development workshops. Publicise how these have helped / successes (anonymously) to increase uptake.	01/2017	12/2020	Karen Taylor Head of Organisational Development	Achim Dobermann Institute Director	Increase uptake of career development workshops with waiting list for delegates. Positive feedback from surveys and evaluation process.

			Focus encouragement in Technical and Professional groups through HoD's / Dept. meetings.					
5.2.7	Continue to offer and promote mentor scheme to all staff groups and evaluate impact through staff survey.	Whilst this scheme was launched to all staff groups at end of 2016 uptake has been slow.	Bi-annual launch of mentor scheme for mentors and mentees. Publicity for the scheme with some anonymous quotes. Focus on non-science groups where no mentoring support is currently provided.	01/2018	12/2020	Karen Taylor Head of Organisational Development	Achim Dobermann Institute Director	Increase in numbers participating in mentor scheme with feedback and data from staff surveys recorded and benefits known. Increase uptake in Professional and Technical groups – 15% by end 2018.

5.2.8	<p>Continue running fellowship / grant writing workshops and monitor impact</p> <p>Involve existing successful fellows and alumni</p>	To increase support for grant writing and career development opportunities linked to funding.	<p>Adapt proposed grant writing w/shop and focus on BBSRC and Institute Fellowship schemes.</p> <p>Work with mentors to promote and support female applicants</p>	01/2017	12/2020	Simon Vaughan Head of Grants and International Programmes	Achim Dobermann Institute Director	<p>There will be a relatively small number of eligible staff. Increase number of applicants by 30% each year.</p> <p>Number of applicants and successes should show gender parity</p>
5.2.9	Capture feedback from students on career development activities including Professional Internments for PhD Students (PIPS) placement	Currently not capturing this information.	Capture feedback from our students on career development activities.	07/2018	07/2020	Donna Fellows Studentship Officer	Frederica Theodoulou, Chair of PGEC	Satisfaction of career development activities and opportunities for students known. Survey report 90%+ satisfaction. Identify the most effective PIPS placements.

5.2.10	Run Post-Graduate Research Experience Survey (PRES) student satisfaction survey biannually	Not participated in this since 2013 although students were invited to participate in RRes survey 2016	Action to join survey for 2018 and 2020 for all students.	07/2018	07/2020	Donna Fellows Studentship Officer	Frederica Theodoulou, Chair of PGEC	2018 and 2020 student satisfaction data known with actions as required. Used to ensure continued quality of student experience.
5.2.11	Improve recording of next destination data of PhD students	This is not being completely captured currently	Liaison with DTPs and CTPs to access data captured centrally. For RRes-led PhD schemes, collect data on exit; use of social media (LinkedIn; Student Alumni Facebook group) to capture missing data.	01/2017	12/2020	Donna Fellows Studentship Officer	Frederica Theodoulou Chair of PGEC	Complete set of next destination data for future students and all students currently registered.

5.2.12	Improve monitoring to ensure no potential bias in access to grant support	This data is currently not being monitored	Improved usage statistics for support from Grants team. Data linked with success in research grant and fellowship applications	01/2017	12/2020	Simon Vaughan Head of Grants and International Programmes	Chris Rawlings Chairman of SAT	Data from 2018 and 2020 surveys to show equality of access to and support from the G&I Team. Should show increase over usage numbers in 2017
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5.2.13	Improve recording and recognition of staff at all levels contributing to grant development processes	Many consider their contribution to grant development is not recognised. This can impact on assessments for career development	<p>Promote and increase use of internal recording tools for capturing publications and grants (HARVESTIRR) and grants development tracker (GORSE).</p> <p>Engage with staff through department meetings and mentoring program</p>	01/2017	12/2020	<p>Simon Vaughan Head of Grants and International Programmes</p> <p>Tim Wales Head of Library</p>	Chris Rawlings SAT Chair	<p>Improve capture of data on staff beyond investigators who have contributed to grant proposals.</p> <p>Collect feedback in staff surveys</p>
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Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
5.3 Flexible working and managing career breaks								
5.3.1	Continue to raise awareness of family leave options and support available.	Whilst family leave options are available on the hr intranet more focus is needed to make employees aware of these policies and where to find them	Raise staff and manager awareness through HR clinics, HoD, Dept. meetings and Maternity Mentors. Increase literature to advertise / remind throughout the institute Increased uptake of these types of leave.	10/2017	12/2020	Steve Laidler Head of HR	Chris Rawlings SAT Chair	Survey 2018 and 2020 reports increased awareness from staff of these policies and where to find information. Improve reported level of satisfaction by staff and line managers in staff survey
5.3.2	Encourage maternity mentors from each job group and gender.	Mentors currently only from research job group and females.	Recruit additional mentors from both gender to support all types of family leave.	01/2017	12/2020	Steve Laidler Head of HR	Chris Rawlings SAT Chair	3 to 4 Mentors representing both genders and at both sites. Positive survey

	Record feedback from leave takers of benefit of support	Support not evaluated.	Put in place process to evaluate support received.					feedback on this support. To cover shared parental, paternity leave as well as maternity and adoption leave
5.3.3	Focus on improving line manager back to work discussions including the right to work flexibly after family leave	Greater support for line managers required to provide a better return to work experience after leave. 21% of returners did not feel they were given sufficient information regarding right to request flexibility.	HRBP's to prompt line managers prior to return from leave and ensure that they have the knowledge and information they require to lead this process successfully	01/2017	12/2020	Karen Ferguson & Rose Davies HR Business Partners	Steve Laidler Head of HR	Survey 2018 and 2020 reports increased positive feedback from returners about their experience and flexibility options on return to work
5.3.4	Monitor through exit interviews previous maternity / adoption leave takers to understand	To improve our retention of family leave takers once they return. Return rates were 70% still in post after 18 months (2015)	Exit interviews completed by HR BP for all leavers with data recorded and any negative experiences investigated and	01/2017	12/2020	Steve Laidler Head of HR	Chris Rawlings SAT Chair	Leaver reasons known and reported to MC annually. All negative experiences investigated.

	why they leave the institute		remediated where possible.					95% of all returners in post 2 years after return.
5.3.5	Investigate further survey respondents who report regularly having to work hours that conflict with good work / life balance	2016 staff survey reported that 10% of staff have to work always/regularly longer than they wish to	2018 / 2020 staff survey to specifically determine which groups of people are affected in this way. Working party to further investigate negative findings to seek to improve this.	10/2018	12/2020	Chris Rawlings SAT Chair	Achim Dobermann Institute Director	95% or more of employees reporting that they never or only sometimes have to work more hours than conflict with good work / life balance

Reference	Planned action / objective	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
5.4 Organisation and culture								
5.4.1	Include questions relating to culture of the institute in further staff surveys.	No evidence of how staff feel about the culture since 2013	2018 survey will have questions around the perceived culture / atmosphere of the institute. Use specific CSPS questions to maintain continuity with previous surveys.	07/2018	12/2020	Steve Laidler Head of HR	Chris Rawlings SAT Chair	2018 survey will give us feedback on how staff and students perceive the culture of the institute. Actions may require a staff working group to explore further.
5.4.2	Raising staff and manager awareness of the different policy and practice information to be found on the HR intranet	Although there is high quality information on the HR intranet, staff often say they do not know what processes are etc.,	HR clinics to raise awareness of intranet information and where to look. Focus on specific policies. 3 per year are planned.	01/2017	12/2020	HR Team	Steve Laidler Head of HR	2018 and 2020 surveys to report improvements towards 80% satisfaction with knowledge of

			HR team to politely steer people to the page when they make phone / email enquiries					policies and of where to find HR information on HR intranet.
5.4.3	Raising awareness of grievance process and sending the message that staff must not tolerate inappropriate behaviour at work.	79% female and 74% male reported feeling comfortable reporting inappropriate conduct at RRes	HR clinics will highlight policies and processes and reinforce that it is unacceptable to tolerate inappropriate behaviour at work. Posters around site to send that message with who to speak to – HR / Staff Support group.	01/2017	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	2018 & 2020 staff surveys will report greater willingness to report inappropriate behaviour / knowledge of how to do so and confidence that this improve the situation
5.4.4	Continue to ensure that female representation improves on all committees and that this equality is visible on intranet.	5 out of 13 influential committees have gender equality but still need to strive for 100%	Re-visit all terms of reference for committees to ensure need for gender equality is clear. MC and committee chairs to address gender imbalance when nominations and / or rotations are considered.	01/2018	12/2020	Achim Dobermann Institute Director	Chris Rawlings SAT Chair	By 12/2019 at least 8 out of 13 influential committees with have gender parity and all others have improved percentage of women to institute demographic

5.4.5	Institute Director to talk to those who chair or sit on many committees to establish if committee overload is an issue	Several committees are chaired by the same person	<p>Director to question all committee chairs and put in place action to address if this is an issue for those individuals.</p> <p>Look to involve a wider pool of staff at a lower band for diversity / development opportunity.</p> <p>Consider more extensive use of co-chairs of opposite gender to share work and improve representation.</p>	10/2017	12/2020	Achim Dobermann Institute Director	Chris Rawlings SAT Chair	<p>By 12/2019 committee representation is more widespread and diverse in terms of gender and ethnicity.</p> <p>Individuals to not chair more than 2 committees</p>
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5.4.6	Improved data collected about which staff are engaged in influential committees.	Currently no formal mechanism to monitor participation on external committees apart from the PPDR.	Extend capture of these data to extend staff profile information on inter/intranet.	01/2017	12/2020	Chris Rawlings SAT Chair	Achim Dobermann Institute Director	Data published on website and monitored to ensure equality.
5.4.7	Ensure that equal opportunities are given to staff when vacancies on external committees are available.	Current information suggests that 28% female and 72% male participate in external committees.	Review of improved data from 5.4.6.1. Work with mentor group to encourage applicants for advertised positions and to seek out opportunities.	01/2018	12/2020	Chris Rawlings SAT Chair	Achim Dobermann Institute Director	Data published and monitored to ensure equality.
5.4.8	Future surveys to ask how staff perceive their workloads.	29% of respondents in the 2016 survey reported that they found their workload overwhelming.	Review the CDF after the next survey to ensure it defines appropriate workloads.	07/2018	12/2020	Steve Laidler Head of HR	Achim Dobermann Institute Director	Better understanding of work load perception and data trends from 2018 & 2020 survey to provide evidence to evaluate.
5.4.9	Institute leaders need to continue to focus on family friendly meeting	43% respondents did not feel that the institute supported its'	Continued focus on meeting and events	01/2017	12/2020	Achim Dobermann	Chris Rawlings SAT Chair	Future surveys to report improvement in staff

	hours and arranging meetings and events that are accessible to all staff.	family friendly meetings policy as well as it should do.	to be held within 09:30 am to 16:00.			Institute Director		satisfaction above 57% (2016).
5.4.10	Investigate through 2018 staff survey the status of staff respondents (FT/PT), and their perception of expectation to work hours that conflict with work / life balance.	46% of survey respondents reported having to work more hours than they would like	Record data on FT/PT status in future surveys. Evaluate whether part-time employees feel that they are expected to work hours that conflict with their work/ life balance.	05/2018	12/2020	Steve Laidler Head of HR	Chris Rawlings SAT Chair	80% + of PT staff to report that they are not expected to work more hours than contracted. 80% of all staff report +vely about their work life balance by 2020
5.4.11	Ensure diversity of staff are visually represented on our external website	Staff featured on our website do not represent all our job groups. The process for selecting staff images might have biases.	Undertake review of staff groups represented on website. Identify gaps and make amends.	1/2018	12/2020	Gary Frewin Digital Communications Manager	Angela Karp Director of Science Innovation, Engagement and Partnerships	Improve representation of job groups in particular on external website. Ensure that it reflects all aspects of diversity in institute.

5.4.12	Institute-led activities will place greater emphasis ensuring diversity of staff engaged in public outreach. Supported by new policy.	Requests for this are currently broadcast institute wide for volunteers which may deter early career scientists and PhD students from volunteering.	Improve records of staff engaged in public engagement. Develop simple sign-up mechanism and work with HoDs and mentor team to identify a wider pool of staff. Policy to be written to ensure gender equality in outreach activities.	1/2017	12/2020	Gary Frewin Digital Communications Manager	Angela Karp Director of Science Innovation, Engagement and Partnerships	Data will show that by 12/2019 date at least 33% of staff participating in public engagement will be post-doc or PhD student level.
5.4.12	Implement mandatory unconscious bias training for all employees	As point 5.1.3.4 – 21% of staff believe career opportunity is influenced by gender etc.,	All employees to receive unconscious bias training within first 3 months of employment and mandatory refresher every 3 years.	12/2017	12/2020	Karen Taylor Head of Organisational Development	Achim Dobermann Institute Director	2018 & 2020 staff surveys demonstrate increase in staff confidence around career opportunities to be higher than 90%

Reference	Objective and Planned Actions	Rationale (evidence that prompted this action)	Key outputs and milestones	Timeframe		Person responsible (include job title)		Success criteria and outcome
				Start	End	Implementation	Oversight	
6. Supporting trans people								
6.1	To seek support from an external organisation (Stonewall or Gendered Intelligence), to run a session (open invitation) for our employees/ students to explore what is required to help us to develop our policy and procedure.	As we do not have a policy to support trans staff and students it would be useful to engage support from an experienced provider to ensure that our policy is introduced positively and that we have sought consultation from our staff and students.	Engage an external organisation for support. Consult with SAT and Employee Forum to engage them in this process and to seek volunteers to work with us in this consultation process.	01/2018	03/2018	Steve Laidler Head of HR	Chris Rawlings SAT Chair	Trans staff and students feel confident to share their status or history without fear of discrimination. Our policy and processes / arrangements will be sufficient as staff will have been consulted and advice gained from external expert. Process of introduction will be smoother.
6.2	Update our current E&D policy and procedures to include a section on	Currently no specific policy to support trans people and ensure that they are	Form a working group of staff and student volunteers to work with HR, SAT and Employee Forum to develop	03/2018	08/2018	Steve Laidler Head of HR	Chris Rawlings SAT Chair	Update of our E&D policy after consultation from staff groups to ensure that it

	'Supporting trans staff and students'	confident that they will not be discriminated against in the work place.	our policy and procedures and agree how we introduce and embed this in the institute. Written policy, procedure and process to introduce and embed into the institute sent to MC for discussion / approval.					meets the requirements of our staff. That trans staff and students feel confident that they will be able to be open about their trans status and not face any discrimination.
6.3	Update E&D, unconscious bias training and Induction to reflect the revised E&D policy and our commitment to supporting trans people at RRes.	This session does identify gender reassignment as a protected characteristic but will need a section on supporting trans gender people and drawing awareness to our policy and processes.	Re-write some of the E&D session to include how we support trans staff and students at RRes and the policies and processes in place to do this.	09/2018	12/2018	Karen Taylor Head of Organisational Development	Steve Laidler Head of HR	Our E&D training reflects the inclusivity of all staff. Our staff and students are aware of how RRes supports Trans staff and students and are confident to support colleagues.

6.4	Revisit other people policies and procedures to ensure that they support trans staff and students and do not allow for any discrimination.	No specific processes to support a trans member of staff at the moment.	Revisit all people policies and processes with working party to determine if they provide adequate support to staff who wish to be open about their trans status. <ul style="list-style-type: none"> • Sickness and absence policy • Recruitment policy and process. • Promotion policy Put positive statement on our careers page that demonstrates our support for trans people.	09/2018	12/2018	Karen Taylor Head of Organisational Development	Steve Laidler Head of HR	All people policies and processes support trans staff and students and do not discriminate. Trans staff feel confident to be open about their trans status. Our statement of support for trans people on our careers page of our website sends a clear message about our support for equality at RRes.
6.5	Introduction of 'Supporting trans staff and students' policy into the institute	No specific processes to support a trans member of staff at the moment.	Agree process of embedding this into the organisation, to include introduction of policy to all staff and students and line manager training, practical	09/2018	12/2018	Karen Taylor Head of Organisational Development	Steve Laidler Head of HR	Policy, processes and arrangements known and understood by all staff.

			actions that need to be addressed (i.e. toilets, data collection, name badges). We will need to understand how practical actions can differ with gender fluid people.					Positive feedback from 2018 survey around awareness.
6.6	Athena SWAN intranet to hold information and links to external organisations that can provide support i.e. Stonewall, Gendered Intelligence and ECU.	We are not yet doing this.	SAT to work with Digital Communications Manager to ensure that we have the information we require on our intranet site.	09/2018	12/2018	Gary Frewin Digital Communications Manager	Susan Watts Head of Communications, Science Innovation and Partnerships	Athena SWAN intranet has positive images of trans people and links to organisations that can provide support.
6.7	Record gender identification in future staff surveys. Ask staff in the survey how they perceive our policies and processes for	Gender was recorded in 2016 survey. 2018 survey will be the first time that we can ask staff about the policy and if staff feel	2018 survey questions to gauge whether policy is fit for purpose and whether staff and students feel comfortable to support staff. Whether trans staff and students feel	10/2018	12/2020	Steve Laidler Head of HR	Chris Rawlings SAT Chair	Will gauge a better understanding of the gender mix of the institute. Will be able to analyse feedback on our

	supporting trans staff and students and if we should be doing anything else to support them?	discriminated against.	comfortable to share their trans status or whether they feel discriminated against.					policy and whether it is perceived to be adequate to support staff needs or whether we still have some work to do to improve.
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Appendix 1. Bronze Action Plan Outcome

Section 6: Action Plan								
Objective	Action planned	Timescale	Responsibility	Success measure	Section	Achieved ?	Closing situation	
1.	The Future of the Self-Assessment Team (SAT)							
1.1 Promote and monitor Athena SWAN activities and share best practice.	1.1.1	SAT meetings to Monitor data and action plan. Generate ideas to improve RRES as a workplace of choice. Update action plan.	Every 2 months	SAT	Updated action plan published on the intranet within 2-3 weeks of the meeting.	2.3.	✓	
	1.1.2	Launch Athena SWAN intranet page.	Summer 2014	SAT in conjunction with the Media Relations Team	Intranet page now available – more content required	2.3.	✓	
	1.1.3	Use the launch of a new Institute biannual internal newsletter to promote Athena SWAN throughout the Institute and to celebrate the success and achievements of women in science. This will be through a dedicated Athena SWAN page in the newsletter, content for which will be a regular agenda item at the SAT meetings.	Autumn 2014	SAT in conjunction with the Media Relations Team	Short, monthly newsletter planned. Can include AS content and logo i.e. CR talking on broader value of AS. Action: CR/MT	2.3.	X	Due to changes in the Communications Team [REDACTED] the biannual newsletter was not possible to produce. Athena SWAN Intranet page has been created instead.
	1.1.4	Report progress to staff via Rothamsted Bulletin and new Athena SWAN intranet page.	Summer 2014	SAT	See comments above. LS planning internal communications review, no timescale.	2.3.	✓	Action plan is posted to intranet after each update. The Bulletin no longer exists but

							other means of communication are used e.g. Yammer & email.
1.1.5	Cascade Athena SWAN progress to heads of departments for reporting at departmental meetings.	Monthly through IMC	SAT	MC should cascade information rather than relying on HoDs and Dept. meetings. Get AS as standing agenda item.	2.3.	✓	
1.1.6	Gather feedback from staff via HoDs at quarterly management meeting.	Monthly through IMC	HoDs and Chair of SAT	HoDs meet monthly. CR/KT could introduce AS content but meeting has little structure with no standing items	2.3	X	This has not been as successful as we would have liked although the recently formed Employee Forum (2017) will provide a platform for direct feedback from staff as the AS Committee have a presence at this Forum.
1.1.7	DL to cascade Athena SWAN progress to quarterly management meeting for discussion as a regular agenda item.	Monthly	SAT – Chair		2.3.	X	Chris Rawlings, SAT Chair sits on Management Committee. Full support for Athena SWAN is demonstrated by slots in Town Hall Meetings, IWD and presence at institute events.

	1.1.8	Assess impact of Athena SWAN initiatives both from the Civil Service People Survey, and an additional Athena SWAN staff satisfaction survey to specifically identify how the implementation of family friendly and flexible working policies are impacting on staff.	Civil Service People Survey, every 2 years (Oct). Staff Satisfaction Survey, every alternating 2 years (Oct)	HR	Departmental follow-up meetings concluded, results generally positive. KF and CR meeting 23/6 to discuss feedback from IWD. AS survey due to be released in October 2016.	2.3, 4.1 (ii), 5.1 (i), 5.1 (ii).	✓	An Athena SWAN survey was carried out in October 2016. SAT to run bi annual surveys 2018 & 2020
	1.1.9	Assess and select improved HR data collection system. HR are currently taking tenders on a new HR data collection and analysis system that should aid in tracking staff gender equality issues in the future.	Ongoing	HR	Core data now clean, HR working on additional data sets. Data currently difficult to obtain easily due to the changes of personal criteria that AS introduced this year. Once Career Development Framework complete and open hr is up to date this should be much simpler.	2.3	✓	
	1.1.10	Use Athena SWAN Network to share expertise and best practice for development of future Athena SWAN actions.	Ongoing	SAT	Action plan is updated as appropriate and new initiatives introduced where possible / appropriate.	2.3.	✓	SAT HR representative a member of the AS local network group.
2.	Student and Staff Data							

	2.1.1	Continue to request information on submission and exit data of students from supervisors.	Annually	HR	Use of Facebook/ social media to collect data is working well. Supervisors reminded of their role as part of Supervisor induction and refresher training.	4.1 (vi).	✓	Supervisor induction and training is carried out with refresher every 3 years.
	2.1.2	Use social media to follow success of former students with requests to current and former students for information on themselves and fellow students.	Annually	HR	See 2.1.1 above.	4.1 (vi).	✓	
	2.1.3	Launch a new RRES Alumni Association with which to improve destination tracking of former students, and improve networking and potential career opportunities for former staff members and those on career breaks.	Autumn 2014	Head of International Programmes	Need to contact everyone on database and ask if we can send them the new newsletter. Get them to join LinkedIn group. HR and Donna to capture leaver information	4.1 (vi).	X	Due to changes in the Communications Team ██████████ this has not been achieved.
Supporting and Advancing Women's Careers								
3.1 Progressing women's careers through key career transition points	3.1.1	Assess and record how many job applicants meet the criteria of the post and to what extent.	Quarterly once HR system is in place	HR		5.1 (i).	X	HR Applicant Tracking System was delayed and was be launched in May 2017 and will provide this detail of qualitative data.
	3.1.2	Investigate the low levels of external recruitment above grade D.	Ongoing	SAT	Ongoing. Revisit after the upcoming science review.	5.1 (i).	✓	

3.1.3	Investigate the low proportion of women in both the internal and external recruitment pools.	Ongoing	SAT	See comments above.	5.1 (i).	✓	
3.1.4	Prepare a list of generic job descriptions to provide a baseline for comparison to identify any gender bias in progression or recruitment. (The aim is to put these on the web to enable staff to see clearly what is expected of them in any given role.)	December 2016	HR and IEC	Availability of a list of clear, objective, generic job descriptions accessible to all staff via the intranet and online. Richer and improved case study information available for future assessments, ongoing as part of current framework task, to be replaced with a more robust solution once the Career Development project is completed.	5.1 (ii), 5.1 (iii).	✓	The Career Development Framework was launched in November 2016. Generic job descriptions are available and staff understand their outputs for job family and band.
3.1.5	Continue to ensure that all staff members attend regular equality and diversity awareness courses.	Ongoing	HR	All staff have attended a training course within the last three years and all new staff will have E&D training as part of their induction.	5.1 (iii).	✓	
3.1.6	Continue to ensure all interview panels contain suitably trained panel members who have attended the interviewing and selection course.	Ongoing	HR	More Interviewing and Selection courses planned.	5.1 (iii).	✓	
3.1.7	Review recruitment adverts to check for gender bias and family friendliness.	Summer 2014	HR	Added Ofsted-approved crèche and flexible, family-friendly hours to web pages. Gender bias language still to do.	5.1 (iii).	✓	Keep reviewing language.
3.1.8	Prepare a crib sheet for interviewers with the answers to questions on family friendly policies.	Summer 2014	HR	Add specific tab for Interviewer Guidelines to HR Policies page of the intranet.	5.1 (iii).	✓	

3.1.9	Prepare an Interview/New Starter Pack for family friendly information.	Summer 2014	HR	See 3.1.8 above. Link on induction page to family friendly policies.	5.1 (iii).	✓	
3.1.10	Review of grades D and above to identify those who should be put forward for promotion and who haven't put themselves forward.	Annually	IMC and HR	Done.	5.1 (iv).	✓	
3.1.11	Amendment to performance management procedure to include a career development discussion with line manager.	Annually Implemented 2013	HR	Done. Specific performance objective indicators needed for line managers.	5.1 (iv).	✓	
3.1.12	Amendment to performance management procedure to include an optional career development discussion with senior manager (or preferred alternative) via a tick box on the PPDR.	Annually from 2014	HR	Inclusion of a tick box on the PPDR form, to indicate a desire for an optional career development discussion with senior manager (or preferred alternative). Record of how often this option is taken up.	5.1 (iv), 5.2 (i).	✓	
3.1.13	Investigate why female employees feel less challenged by their work and address these issues to ensure female scientists progress to appropriately challenging roles.	Civil Service Staff Survey, every 2 years (Oct)	HR	Local Dept. follow-up meetings largely completed.	5.1 (iv).	✓	Latest Athena SWAN survey found that only 3% of females reported not being sufficiently challenged by their role. The career development framework now provides specific career paths and outputs / behaviours for career progression.

3.1.1 4	In the long term, aim to develop more fellowships to improve career progression at higher grades (E+). Currently these are available internally only to support development of current staff but future aspirations would be to extend these to external candidates if the size and funding situation of the Institute as a whole improved.	As soon as the size and funding situation of the Institute will allow	IEC	Encourage and support applicants for RRes and external Fellowships, proactively identify and approach individuals and encourage them to apply. KT and AD to raise at Management Committee level.	5.1 (iv).	x	The G&I Office (established in late 2013) offers editorial and interview preparation support for early-career researchers applying for external fellowships; the funding situation of the institute has not permitted the continuation of internal Rothamsted Fellowships. Both current staff and external candidates interested in working at Rothamsted in the future are supported.
3.1.1 5	Develop ways of communicating clearly and fairly to staff that 'progression' cannot always mean 'promotion', and that career progression may include staff leaving the Institute and that this is supported by the Institute.	Ongoing	HR and IEC	Ongoing.	5.1 (iv).	✓	

	3.1.1 6	Identify new ways to reward excellence that does not require people to change or leave their jobs.	End of 2014	HR and IEC	New reward system in place.	5.1 (iv).	✓	
	3.1.1 7	Provide training clinics to improve interview skills, recognition of transferable skills and CV writing skills to aid staff looking to progress their careers by moving to positions beyond the Institute.	End of 2015	HR and IEC	Done.	5.1 (iv).	✓	
3.2 Supporting women's career development	3.2.1	Review of PPDRs by all co-signatories to check for completion of the career development plan section.	Annually from 2014	PPDR Co-signatories	2014-15 done, 2016 being done	5.2 (i).	✓	
	3.2.2	Check for any blank development plans and return to HoDs for completion.	Annually from 2014	HR and HoDs	Career development plan sections completed across all PPDRs. Done for 2014 onwards	5.2 (i).	✓	
	3.2.3	Development and implementation of the new 'People and Organisation Strategy' (including new 'Career Development Strategy' and 'Talent Management Development Strategy') See Appendix 1. This is to include the organisation of new workshops and briefings, self-learning, 1:1 career coaching and increased understanding and use of social media based networking tools.	Summer 2014	HR, specialist external provider and the early/mid-career scientists group	Work on this is progressing.	5.2 (i).	✓	
	3.2.4	Explore mentoring for staff, including department mentors for new starters.	Implemented Spring 2014	HR	Mentoring scheme involving industry and academia being explored – a RRes mentoring scheme will be launched in September 2016.	5.2 (ii).	✓	

	3.2.5	Develop an action plan to address issues of concern raised in the 2013 Civil Service People Survey.	Spring /Summer 2014	IEC and HR	Done. Availability of the action plan to guide appropriate improvements in the future.	5.2 (ii)	✓	
	3.2.6	Develop internally provided Aspiring Manager training courses.	End of 2014	HR	"Manager learning pathway" has been developed, x4 places on 2016 EMBO course.	5.2 (ii).	✓	
	3.2.7	Continued involvement in the 'Women as Leaders Programme' a management and leadership course available only to women.	Ongoing	HR	Continued involvement in the programme and more female staff trained (c. 2-4 participants per year).	5.2 (ii).	✓	
	3.2.8	Continued involvement in the EMBO management training courses.	Ongoing	HR	See 3.2.6 above.	5.2 (ii).	✓	
	3.2.9	Share PGTC document on student expectations of supervisors with all new PhD supervisors and with existing supervisors during their refresher training.	Ongoing	PGTC and HR	Done.	5.2 (iii).	✓	
3.3 Developing an organisation and culture that supports women in science	3.3.1	Investigate low female representation on technically focussed committees.	Ongoing	SAT	KT to get a list of Committees and their membership from Kerry Lapworth and review the gender balance.	5.3 (iii).	✓	
	3.3.2	Provide transparent workload models via the generic job descriptions whereby people's contributions to vital administrative and pastoral roles can be monitored through the PPDR.	Summer 2014	HR and IEC	Availability of transparent workload models. Monitoring of contributions through the PPDR process.	5.3 (iv).	✓	
	3.3.3	Review the format of the Station Seminars to ensure fair and equitable representation of women at the Institute's most prestigious seminars.	Summer 2014	IEC	KHK attended. SMC making real progress to achieve a gender balance and to increase involvement of mid-	5.3 (v).	✓	

				career and younger scientists at all levels.			
3.3.4	Use the Athena SWAN page of the Institute quarterly newsletter to develop scientists' skills in promoting themselves and their work through press releases and social media etc. and provide appropriate female role models.	Ongoing	SAT and Media Relations Team	See 1.1.3 above.	5.3 (vi).	✓	Although not via newsletter both the internal / external internet and social media (Yammer, Twitter) has increased the promotion of scientist's skills and positive role models.
3.3.5	Review provision of media spokeswomen to ensure fair representation.	Ongoing	HR and Media Relations Team	For next meeting.	5.3 (vi).	✓	
3.3.6	Use the Athena SWAN page of the Institute quarterly newsletter to encourage uptake of media training to develop more media spokeswomen with appropriate skills and confidence.	Ongoing	SAT and Media Relations Team	Increase in the number of women undertaking media training by 1–2% per year on average.	5.3 (vi).	X	
3.3.7	Review female nominations to public and professional bodies and prizes to ensure fair representation.	Ongoing	SAT	Ongoing.	5.3 (vi).	x	
3.3.8	Suggestions for female role models for women in science which could be used to highlight women's roles in science across the Institute's publicity materials.	Ongoing	SAT in conjunction with the Media Relations Team	See 1.1.3 above. Involvement in International Women's Day – female seminar speaker, ideas board, biographies of women scientists.	5.3 (vi).	✓	International Women's Day 2017 featured women who have faced adversity in their careers. Also a 'Day in the Life of' features both male

								and female mid-career scientists.
	3.3.9	Where news stories are associated with published articles, all named authors on the published work should be included in the press release to ensure equitable representation of both males and females in Institute News bulletins and external media releases.	Summer 2014	SAT in conjunction with the Media Relations Team	Increase in the number of women authors named in press releases to reflect their full contribution to the Institutes work.	5.3 (vi).	✓	
	3.3.10	Prepare copy for the Athena SWAN page of the biannual newsletter.	Biannually	SAT and Media Relations Team	Content to be discussed and agreed prior to publication of the newsletter.	5.3 (vi)	X	Whilst newsletter didn't happen all news stories are published on intranet and tweeted internally.
3.4 Provide support for flexibility and managing career breaks	3.4.1	Continue to reinforce the message to managers regarding support for work-life balance.	Ongoing	HR	Ongoing.	5.4 (iv).	✓	
	3.4.2	Review of flexible benefits for Rothamsted staff to investigate the possibility of buying and selling leave entitlement to improve flexibility.	2015	HR	RRes employees can purchase additional leave but BBSRC employees cannot sell it.	5.4 (iv).	✓	
	3.4.3	Survey maternity returners and record the support offered to staff whilst on maternity leave, to ensure it is appropriate and continues to improve.	Implemented Feb. 2014	HR	Summary of benefits available to BBSRC and RRes staff now available on the intranet. Introduction of mentors and guidelines for line managers.	5.4 (v).	✓	
	3.4.4	Provide mentor before and after parental leave.	Ongoing	HR	Increased availability and take-up of mentoring.	5.4 (v).	✓	

	3.4.5	Investigate cost implications of emergency child/elderly care provision for staff.	Ongoing	HR	Very costly so unable to provide.	5.4 (v).	✓	
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