Research Institute
Application
Bronze and Silver Award

ECU GENDER CHARTER

Athena SWAN

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE RESEARCH INSTITUTE AWARDS

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

This includes:

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

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

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

ATHENA SWAN SILVER RESEARCH INSTITUTE AWARDS

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

COMPLETING THE FORM

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

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

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

> Additional areas for Silver applications are highlighted throughout the form: 5.3 (iv); 7.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks, as these will disrupt the page numbers.

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of research institute	Genome Research Ltd
Date of application	29 November 2019
Award Level	**Silver**
Date joined Athena SWAN	2012/13 pilot participants –membership as of April 2014
Current award	**Date: April 2016 Level: Bronze**
Contact for application	**Dr Saher Ahmed**
Email	Saher.Ahmed@sanger.ac.uk
Telephone	+44 1223 495374

Word count 15,000 + 500 additional words agreed (Submission Word Count: 15,405)

The word count excludes:

- reference to Tables and Figures,
- Table and Figure legends,
- references to other sections within the document (including impact boxes)
- references to Action Points
- references to benchmarking data.

NB: For Post-May 15 submissions we are able to decide how to split the word count across the document taking into consideration the ECU recommendation.

LIST OF ACRONYMS

We present both percentages and actual numbers wherever we can. These are labelled as X%(Y number of females/men)

ACSC – Advanced Courses and Scientific Conferences
AF – Associate Faculty
AS – Athena SWAN
ASSS – Athena SWAN Staff Survey
ASPB – Athena SWAN Project Board
BAME – Black, Asian and Minority Ethnic
BoM – Board of Management
CDF – Career Development Fellow
CFO – Chief Financial Officer
COO – Chief Operating Officer
CoGS – Committee of Graduate Studies
CS - Connecting Science
DO – Director's Office
DTJ – Daphne Jackson Trust
EBI – European Bioinformatics Institute
EDI – Equality, Diversity and Inclusion
EDIF – Equality, Diversity and Inclusion Forum
EDIS – Equality, Diversity and Inclusion in Science and Health

EiSWG – Equality in Science Working Group
EMBO – European Molecular Biology Organisation
EP – Employee Partnership
FTC – Fixed -Term Contract
GL1 – Group leader 1
GL2 – Group Leader 2
GL3 – Group Leader 3
GPG – Gender Pay Gap
GPTW – Great Place to Work
GRL – Genome Research Limited
GRLB – Genome research Limited Board
HESA – Higher Education Statistical Agency
HF – Honorary Faculty
HR – Human Resources
HRD – Human Resources Director
ICR – Institute of Cancer research
IF – International Faculty
IoP – Institute of Physics
JTF – Janet Thornton Fellow
KiT – Keeping in Touch
L&D – Learning and Development
LGBT+ - Lesbian, Gay, Bisexual and Transgender
ManOps – Management Operations
M&L – Management and Leadership
OB – Operations Board
PE – Public Engagement
P&C – Parent and Carers'
PI – Principal Investigator
PRES – Postgraduate Research Experience Survey
PSG – Personal Salary Grade
PDFs – Postdoctoral Fellows
QQR – Quinquennium Review
RA – Research Assistant
REC – Race Equality Charter
RI – Research Institution
RSC – Royal Society of Chemistry
SciOps – Scientific Operations
SciP- Scientific Programmes
SECIA – Sanger Early Career Innovation Award
SLF – Senior Leadership Forum
SPL – Shared Parental Leave
TC – Technician Commitment
TWIP – Talented Women's Impact Programme
WGC – Wellcome Genome Campus
WSI – Wellcome Sanger Institute

Contents

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTE

Recommended word count: Silver: 500 words – 423 words

Director's Office
T: +44 (0)1223 494739
W: www.sanger.ac.uk
E: cl24@sanger.ac.uk

wellcome sanger institute

27 November 2019

Application for Athena SWAN Silver Award

Dear Dr Gilligan,

It is my great pleasure to support our submission for a Silver Athena SWAN award. Since achieving Bronze in 2016, we have worked hard to develop a progressive and inclusive environment and I am delighted with our progress.

Substantial changes have been made to parental leave policies and our Janet Thornton Fellowship is delivering real impact in getting women back into scientific careers, having supported six women returners (with a seventh in early 2020). This year our staff survey showed that nearly 60% of staff believed that GRL is committed to EDI and our many supportive initiatives. Within the action plan, our leadership team have taken ownership of key areas including regular communications, increasing the number of women appointed at Faculty level, female Faculty progress and promotion and promoting unconscious bias training in the recruitment for scientific leaders. The leadership team will shortly undertake an ambitious coaching programme to develop inclusive leadership further to drive a progressive culture within our organisation.

The impact of our activities is also gaining traction and, as set out in our application, we are making a difference to the lives of women, BAME colleagues and more widely in our community. We work hard to make sure that everyone feels welcome and is encouraged to excel through events such as International Women's Day Best Practice Awards, staff networks and celebrating international landmarks such as Black History Month and LGBT+ in STEM Day.

In 2017-2018, 71% (13) of our hires into leadership grades were women, compared to an average of 45% in 2012-2016. This has significantly altered the demographic profile of the highest pay band as women now make up 44% of this grade, compared to 23% in 2014. Over the last year, 57% (42) of our overall promotions went to women. Our median gender pay gap has decreased from 10.2% in 2017 to 9.5% in 2018 and is well below the national average of 17.9%. Our target is to reach a 5% tolerance by 2022 across all grades.

Our Faculty gender profile has progressed as a consequence of our targeted interventions. Between 2016-18 hire applications by women to Faculty positions show 44% reached interview and 43% were hired. We expect these positive trends to continue, due to our efforts in succession planning and development that is more conscious practices that better support talent through the organisation.

As an organisation, we are continually looking to find new ways to understand and mitigate gender inequality and disadvantage and I would see progression to a Silver Award as endorsement of these efforts.

I can confirm, as requested, that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Organisation.

Yours sincerely,

Professor Sir Mike Stratton FMedSci FRS
Director, Wellcome Sanger Institute
Chief Executive, Wellcome Genome Campus

2. DESCRIPTION OF THE RESEARCH INSTITUTE

Recommended word count: Silver: 1000 words + 500 extra words agreed to cover whistleblowing incident (662 + 465 words)

The Sanger Institute (SI), Connecting Science (CS), Wellcome Genome Campus (WGC) and our Enterprise and Innovation (E&I) arm operate under the name of Genome Research Limited (GRL). GRL is a wholly owned subsidiary of the Wellcome Trust. Our activities are in the fields of Genomes and Biodata and are closely interlinked. GRL employs around 1100 people (52%F, 48%M) and this application covers the whole of GRL.

We were founded in 1993 as a not-for-profit organisation for large-scale genome research. We carry out cutting-edge scientific research using genome sequences to understand the biology of humans and pathogens and develop these discoveries towards improvements in human health. Our ethos is to train the next generation of scientists and we actively engage with other organisations, placing ourselves at the centre of a network of science to achieve these goals. Since our inception, we have generated more biological data than any other organisation in Europe.

CS's mission is to enable everyone to explore genomic science and its impact on research, health and society. Its priority areas are learning and training; engagement and society and encompasses a conference centre, public engagement, advanced courses and society and ethics.

We have a collaborative inter-disciplinary approach and our staff have diverse expertise in genomics, statistics, biology, computer science, informatics, medicine and technology. We are funded in 5-year cycles by Wellcome and produce quinquennial (QQ) strategy documents to support our funding renewal applications. Actions on improving gender balance continue to be central to our goals and identity, as demonstrated in commitments embedded in our (2021-2026), QQ which references our EDI strategy. CS has its own QQ submission that draws on the expertise of the organisation.

Roughly half of our staff (47%) fall within the Scientific Programme (SciP) teams **(see Figure 2).** A large proportion of our staff (30%) work in Scientific Operations (SciOps) teams, including high-throughput DNA pipelines and computational support. Roles such as Human Resources (HR), Finance, Legal and IT sit within Management Operations (ManOps). **Table 1** shows the current gender split for these areas, including CS. Within the rest of the document, we will combine CS numbers with ManOps due to small numbers within this staff set and the roles aligned to this job area.
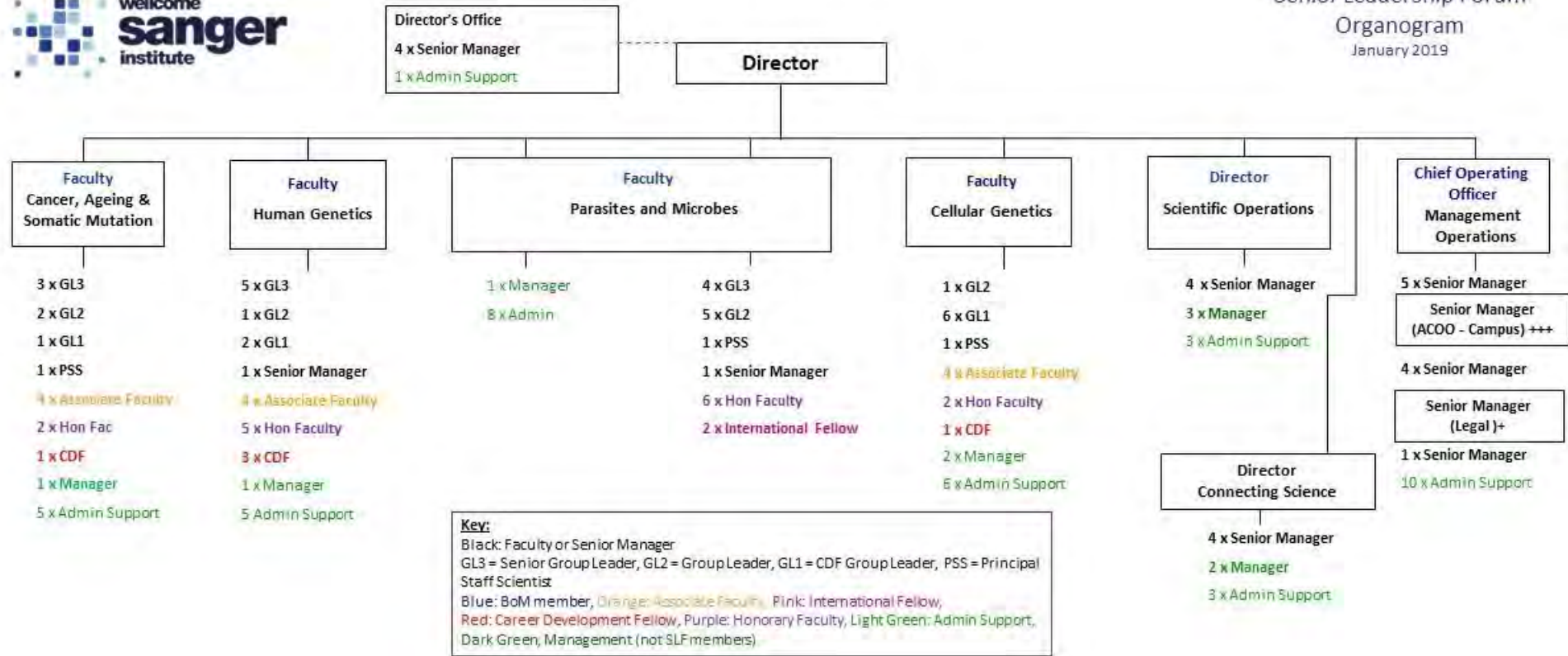
Figure 1 Organogram of the structure of the Scientific Programmes, including Senior Leadership Forum 1 January 2019

Table 1 High-level snapshot of the gender split within the four job areas (Sep 19)

Job Area	Total	Female	% Female	Male	%Male	% of GRL
All	1006	523	52%	483	48%	100%
Management Operations	226	111	49%	115	51%	22%
Scientific Operations	305	165	54%	140	46%	30%
Scientific Programmes	474	228	48%	246	52%	47%
Connecting Science	55	41	74%	14	26%	5%

Our 29 Faculty (7F,24%F; 22M,76%M) run their own groups which comprise PhD-students, Post-Doctoral Fellows (PDFs), scientific support and administrative staff. Research is founded on the work of Faculty, who conceive, drive and deliver our science. Every 5 years Faculty develop their research aims and present their proposals to Wellcome as the cornerstone of the scientific QQ process. This scientific strategy helps guide our Faculty composition, which includes the turnover of Faculty teams as well as future recruitment.

Table 2 Numbers of professional staff, technical support staff, research staff and students in the organisation (2016-2018)

2016

Management Operations staff			Scientific Operations staff			Scientific Programmes			Connecting Science			Students		
M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F
90	76	46%	130	169	56%	237	224	49%	2	23	92%	26	36	58%
Total: 166 (16.4%)			**Total: 299 (29.5%)**			**Total: 461 (45.5%)**			**Total: 25 (2.5%)**			**Total: 62 (6.1%)**		

2017

Management Operations staff			Scientific Operations staff			Scientific Programmes			Connecting Science			Students		
M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F
105	84	44%	137	166	55%	224	238	52%	6	28	82%	22	28	56%
Total: 189 (18.2%)			**Total: 303 (29.2%)**			**Total: 462 (44.5%)**			**Total: 34 (3.2%)**			**Total: 50 (4.8%)**		

2018

Management Operations staff			Scientific Operations staff			Scientific Programmes			Connecting Science			Students		
M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F
119	105	47%	123	155	56%	218	243	53%	10	29	74%	23	21	48%
Total: 214 (20.7%)			Total: 278 (26.8%)			Total: 461 (44.5%)			Total: 39 (3.8%)			Total: 44 (4.2%)		

Numbers of staff at the Institute

		Man Ops	Scientific Operations	Scientific Programmes	Connecting Science	Students
2016	Total M/F (%)	166 (16.4)	299 (29.5)	461 (45.5)	25 (2.5)	62 (6.1)

(2016 chart) MALE/FEMALE values — Man Ops: 90 / 76 (46); Scientific Operations: 130 / 169 (56); Scientific Programmes: 237 / 224 (49); Connecting Science: 2 / 23 (92); Students: 26 / 36 (56)

		Man Ops	Scientific Operations	Scientific Programmes	Connecting Science	Students
2017	Total M/F (%)	189 (18.2)	303 (29.2)	462 (44.5)	34 (3.2)	50 (4.8)

(2017 chart) MALE/FEMALE values — Man Ops: 105 / 84 (44); Scientific Operations: 137 / 166 (55); Scientific Programmes: 224 / 238 (52); Connecting Science: 6 / 28 (82); Students: 22 / 28 (56)

		Man Ops	Scientific Operations	Scientific Programmes	Connecting Science	Students
2018	Total M/F (%)	214 (20.7)	278 (26.8)	461 (44.5)	39 (3.8)	44 (4.2)

(2018 chart) MALE/FEMALE values — Man Ops: 119 / 105 (47); Scientific Operations: 123 / 155 (56); Scientific Programmes: 218 / 243 (53); Connecting Science: 10 / 29 (74); Students: 23 / 21 (48)
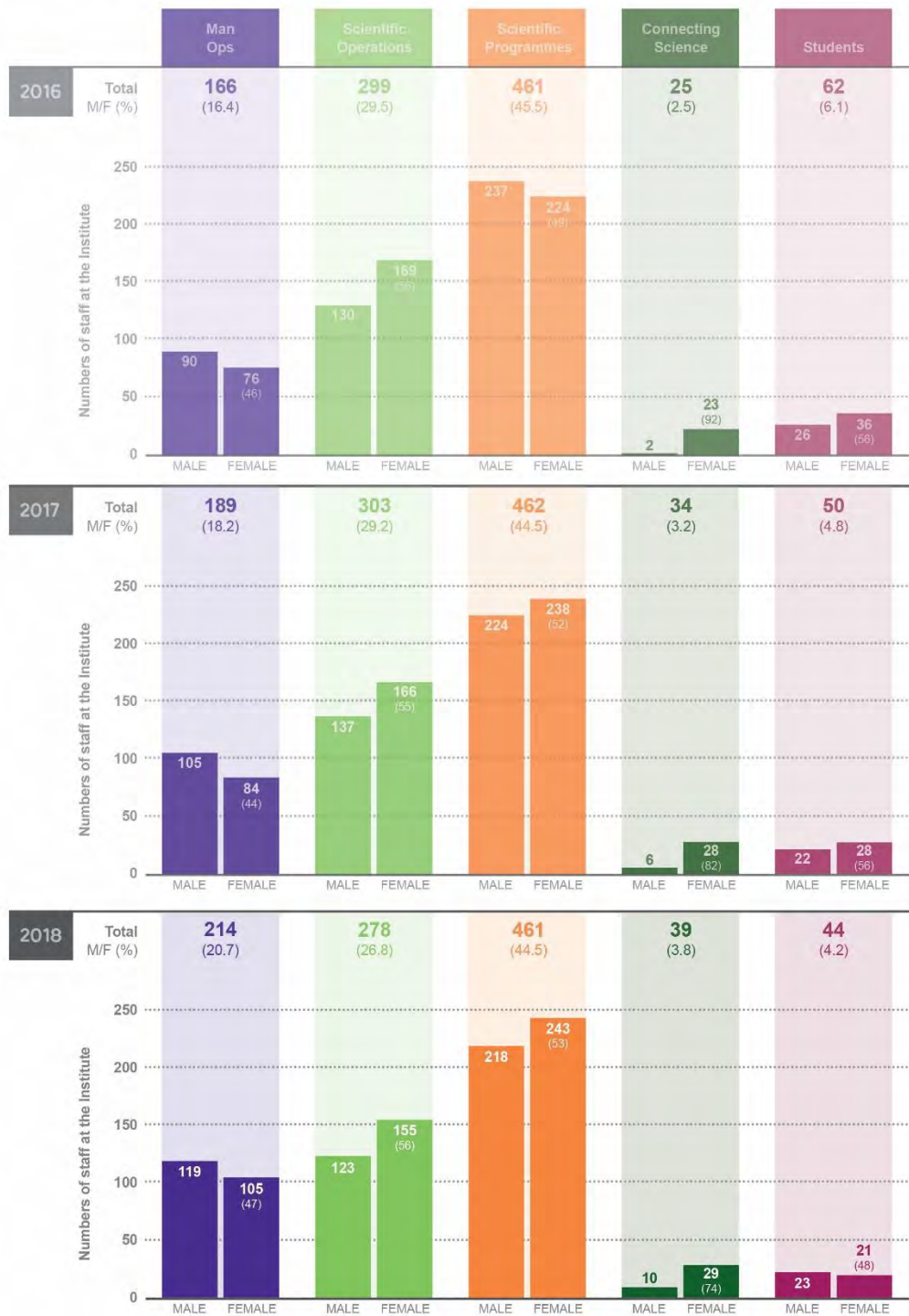
Figure 2 Graphical representation of staff numbers

Table 3 shows how we have mapped our job families onto the three broad job areas

Organisation Area	Job families included
Management Operations	Administration; Buildings and Facilities; Communications; Enterprise and Innovation Campus roles; Health and Safety; Human Resources; IT; Procurement and Stores; Project Management; Regulatory and Legal; Support and Strategy and Training and Engagement
Scientific Operations	Animal Husb. & Tech; Research Assistant; Scientific Management; Technical; Technician
Scientific Programmes	Faculty; Informatician; Informatics; Post-Doctroal Fellows; Research Associate; Staff Scientist
Connecting Science	Connecting Science Staff (move to ManOps when numbers too small)
Students	PhD and Masters

Figure 3 Wellcome Genome Campus, south of Cambridge

We are located in countryside, on the WGC that also hosts the EMBL-EBI, Elixir Technical Hub, 100,000 Genomes Project, Open Targets, The Centre for Global Pathogen Surveillance and The Biodata Innovation Centre. As WGC grows, we ensure that new organisations (academic, health service and commercial) are aligned to the principles of our EDI vision through our Campus Gateway Policy, and we share expertise to foster a culture of equality through our Campus-wide activities (Equality in Science).

Figure 4 Nature reserve on the Wellcome Genome Campus

Employees are situated in several buildings across Campus. There are three cafes, a gym and extensive grounds with sports facilities, such as tennis courts, volleyball court and football pitch. Staff hold their meetings in the cafes or on the lawns, and many staff play sports and attend classes in our gym. The nursery is very much integrated into the fabric of the Campus and the children are often seen playing in the grounds (**Figure 5**).

Figure 5 Nursery children watching the conference centre ground breaking ceremony

Achievement of our Bronze Award in 2014, re-awarded in 2016, has catalysed numerous changes that have transformed us into a more attractive place to work. We have strengthened aspects of recruitment, retention and workforce satisfaction as evidenced by hard data analysis, staff surveys and individual feedback.

"I chose to come here because it was the perfect environment. I happily turned down other roles to be here." **Female PDF**

WHISTLE BLOWING TEXT

In 2018, the organisation received a Whistleblowing complaint under three areas: gender discrimination, exploitation of scientific work and the misuse of grant monies.

An external barrister undertook a comprehensive investigation and determined that there was no wrong-doing against any of the allegations made. Complainants have had their personal grievances/allegations dismissed through subsequent legal process.

The investigation process did, however, highlight that organisational procedures could be more transparent and impactful. Of specific note was the lower representation of women in Faculty, compared to the more balanced demographic across the Institute.

The organisation has reflected extensively on this and appointed a post-investigation project team with representation from a cross-section of staff, who met for a 6-month period to work through areas of potential improvement. The group was Chaired by Dame Janet Thornton, to provide an external, independent perspective.

Primary focus was the Faculty staff population. At only 24% (7) female, this disparity is a known issue across STEM, however, noting our total population at PDF-level is 58%F and 50%F at PhD-level , we seek to address the root causes that influence progression into senior scientific roles, through long-term changes that help achieve equality and positive action in order to create an equitable environment.

Following completion of the review, we are building changes into our culture, launching in early 2020 and communicating core behaviours. We will define conduct expectations and target line-managers to lead and support issues more effectively. The table below highlights the key themes and actions (further detail provided in the application and details about the Faculty process detailed in section 5.2).

Table 4 Outcomes from whistleblowing complaint. Actions relevant to AS application include:

Potential for unconscious bias in Faculty leading to gender imbalance particularly at senior levels
- More structured tenure review processes for Faculty. **(Action 1.6)**
- Pre-review briefings held with HR and Directors Office representatives. **(Action 7.5)**
- More active communication of the Institute's scientific strategy. **(Action 6.16)**
- Clear competency framework and criteria for assessing performance. **(Action 1.6)**
- Ceasing 'out-of cycle' Group Leader terminations whenever possible. **(Action 1.6)**
- Defined target for diversity at Faculty level. **(Action 4.1)**
- Greater transparency of the Faculty model. **(Action 1.6)**
- A new Returners' Grant offering support when returning to employment after an extended break. **(Action 6.10)**

Greater transparency of performance issues, including robust reasoning and documentation
- A Scientific Alignment Review process to support decision making as part of the Faculty review process. This process offers the right of appeal to decisions made and includes an Equality Impact Assessment within the business case document. **(Action 1.6)**
- Develop behavioural standards, role competencies and values. **(Action 1.6)**
- All managers, led by example from senior management, use the Institute's approved performance management tools. **(Action 4.5)**
- A 'Scientific Expert Panel' will be set-up to consider any grievance related to questions of scientific excellence or fit. **(Action 1.6)**

Greater transparency regarding Governance and GRL-wide decisions (Action 1.4)
- External review of the current Governance structure.
- Greater communication to all staff from Board of Management and other management meetings.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Silver: 1000 words – 911 words

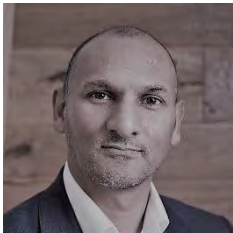### (i)   a description of the self-assessment team

Our AS Project Board (ASPB) and EDI Forum has worked together to put together this AS application, with the ASPB tasked with analysing data, developing our action plan and application. The EDI Forum comprises 17F(68%F) and 8M(32%M) and includes 6 out of 11 members of the Board of Management (BoM). It includes the Director, representatives from Faculty, technicians, PDFs and PhD-student bodies and key individuals from CS, HR, Public Engagement (PE) and Management Operations, including the COO. We also have external representation from Wellcome. The ASPB comprises 7F(78%)F and 2M(33%) and similarly encompasses a synthesis of diverse experiences and perspectives.

Table 5 Athena SWAN SAT membership overview

Name	Role in Institute and SAT	Additional Information
Dr Cordelia Langford	**Director of Scientific Operations (Chair of EDI Forum and AS Project Board) (Scientific Operations)**	• 30 years' experience working in Genomics • Directs and provides strategic leadership for 300 scientists and managers • Works full-time

Dr Saher Ahmed	**Head of Equality, Diversity and Inclusion (GRL), Equality in Science Co-ordinator (EDI Forum and AS Project Board) (Management Operations)**	• Former scientific researcher • Part of a dual-career family • 2 children at primary school • Works full-time and flexibly
Dr Sarion Bowers	**Head of Policy (AS Project Board) (Management Operations)**	• Expertise in science policy, particularly with respect to GDPR, genome editing, immigration and good research practice • Works full-time
Karen Cafferkey	**Administration Network Coordinator (EDI Forum and AS Project Board) (Management Operations)**	• Dual career family • Two school-age children • Works part-time • Benefits from flexible family-friendly working hours
Lauren Couch	**Head of Diversity & Inclusion, Wellcome Trust (EDI Forum) (External)**	• Leads D&I within Wellcome • Utilises behavioural science and systems thinking to D&I
Dr Treasa Creavin	**Scientific Programme Manager - Advanced Courses & Scientific Conferences (AS Project Board) (Connecting Science)**	• Former researcher and Scientific Editor • Expands and develops the scientific conference programme and discussion-based courses • Works full-time

Michael Dinig	**Head of Grants (EDI Forum) (Management Operations)**	• Manages and co-ordinates national and international grant funding • Works full-time • Married with three children • Experience of Shared Parental Leave
Dr Martin Dougherty	**Chief Operating Officer at Wellcome Sanger Institute and Genome Campus, BoM Member (EDI Forum) (Management Operations)**	• Career spanning academia, commercial, charity and public sectors • Works full-time • Two children and resident mother and father-in-law
Dr Ireena Dutta	**Head of Strategy, Connecting Science (EDI Forum) (Connecting Science)**	• PhD in antimicrobial resistance • Expertise in scientific communication, knowledge transfer and project management in the academic research sector • Works full-time
Dr Margarete Fabre	**Wellcome Clinical PhD Fellow (University of Cambridge) (EDI Forum) (Scientific Programmes)**	• Undergraduate medicine at Oxford University • Specialist Haematology training • 3 children (aged 4, 7 and 9) • Works part-time (80% FTE)
Catherine Gater	**EDI Programme Manager, Athena SWAN Project Manager (EDI Forum and AS Project Board) (Management Operations)**	• Worked in leadership roles in research organisations • Part of a dual-career family; two children, one with SEND • 80% FTE • School Governor

Charlotte Guzzo	**PhD Student (EDI Forum) (Scientific Programmes)**	• 3rd year PhD student focusing on single-cell sequencing with focus on paediatric cancers • Full-time student currently on maternity leave
Ms Brittany Howell	**3rd Year PhD Candidate, Soranzo Group (EDI Forum) (Scientific Programmes)**	• Human genetics, specifically complex disease biology • Works full-time
Dr Adrian Ibrahim	**Head of Tech Transfer and Business Development (EDI Forum) (Enterprise and Innovation)**	• Trained in biomedical sciences • 20 years' experience commercialising life science innovations • Partnered with 4 children
Jennifer Liddle	**Senior Software Engineer with the New Pipeline Group (EDI Forum, Member of the LGBT+ Network) (Scientific Operations)**	• In relationship for 25 years, turning into a civil partnership and converted into a same-sex marriage • 2 grown up step-children
Dr Inigo Martincorena	**Faculty - Group Leader 1 (AS Project Board) (Scientific Programmes)**	• Research on cancer genomics and somatic mutation in health, ageing and disease • Works full-time, limited to 9-5.30pm Mon-Fri • Married

Nadia Meliti	**General Counsel (EDI Forum)** **(Management Operations)**	• Mother to two boys (aged 8 and 5) • Lawyer with over 20 years' experience in the UK, and Internationally
Stephanie Paul	**EDI Programme Coordinator (EDI Forum, AS Project Board, Manages the Staff Engagement Networks)** **(Management Operations)**	• 25 years' experience in administration, including experience in staff and customer focused event organising • 60% FTE • Mother to twins
Ms Maggie Payne	**Chief Financial Officer (EDI Forum)** **(Management Operations)**	• Joined August 2018; career largely in commercial sector • Enjoys work-life balance and working atmosphere • Works full-time; three grown children
Dr Kenneth Skeldon	**Head of Wellcome Genome Campus Public Engagement (EDI Forum)** **(Connecting Science)**	• Moved from a research career in physics to public engagement • Works nine-day fortnight to support family and caring duties
Carmen Lidia Diaz Soria	**Postdoctoral Fellow (EDI Forum)** **(Scientific Programmes)**	• Single cell genomics of the parasite Schistosoma mansoni • Works full-time • One daughter (3.5 yo) at the campus nursery

Dr Annabel Smith	**Graduate Programme Manager; involved with the Postdoctoral Fellow Development Programme, EDI Forum) (Management Operations)**	• 18 years in research before joining the Institute in 2008 • Works full-time • Dual-career family with 2 teenage children
Dr Nicole Soranzo	**Faculty - Group Leader 3 (EDI Forum and Co-Chair of Equality in Science Working Group and Chair Post-Doctoral Committee)** **Prof. of Human Genetics at Cambridge University (20% FTE) (Scientific Programmes)**	• Human geneticist in field of human complex trait genetics • Lives in London, married, one child (8 years old) • When possible works remotely
Professor Sir Mike Stratton, FRS	**Director, Wellcome Sanger Institute and Chief Executive, Wellcome Genome Campus (EDI Forum) Faculty Group Leader 3 (Scientific Programmes)**	• Appointed Director in 2010 • Part of a dual-career family with 2 grown-up children • Lives and works between London and Hinxton
Dr Sarah Teichmann	**Faculty Group Leader 3 (EDI Forum) (Scientific Programmes)**	• Mother with 2 young daughters • Interested in global principles of regulation of gene expression and protein complexes in the context of immunity

Charles Weatherhogg	**HR Director (EDI Forum and Project Board) (Management Operations)**	• 25 years leading HR services internationally • Married 12 years with daughter aged 10 • Works from home one day/week

Members are self-nominated, recruited and ex-officio individuals (outlined in the Terms of Reference) from across all areas of the organisation. We also have regular calls for volunteers through our PhD, PDF, Employee, LGBT+ Networks and other channels. Contributing to EDI is documented as part of organisational "citizenship" activities and is captured in appraisal processes, where discussion around workload and priorities are captured. The new competencies framework will further embed commitment to supporting EDI in grading, promotion and remuneration. Senior leaders actively promote gender equality and are the EDI representatives on our most senior Boards.

Action 7.1 Guidance on promotion mechanisms and criteria

(ii)   an account of the self-assessment process

The ASSAT was reorganised into an EDI Forum in 2017 to reflect the broadening of our work on EDI; intersectional approaches and to lead the holistic approach to EDI. The EDI Forum is embedded into our governance process and formally reports into our decision-making Boards, as highlighted in **Figure 6**. The arrows indicate flow of information.
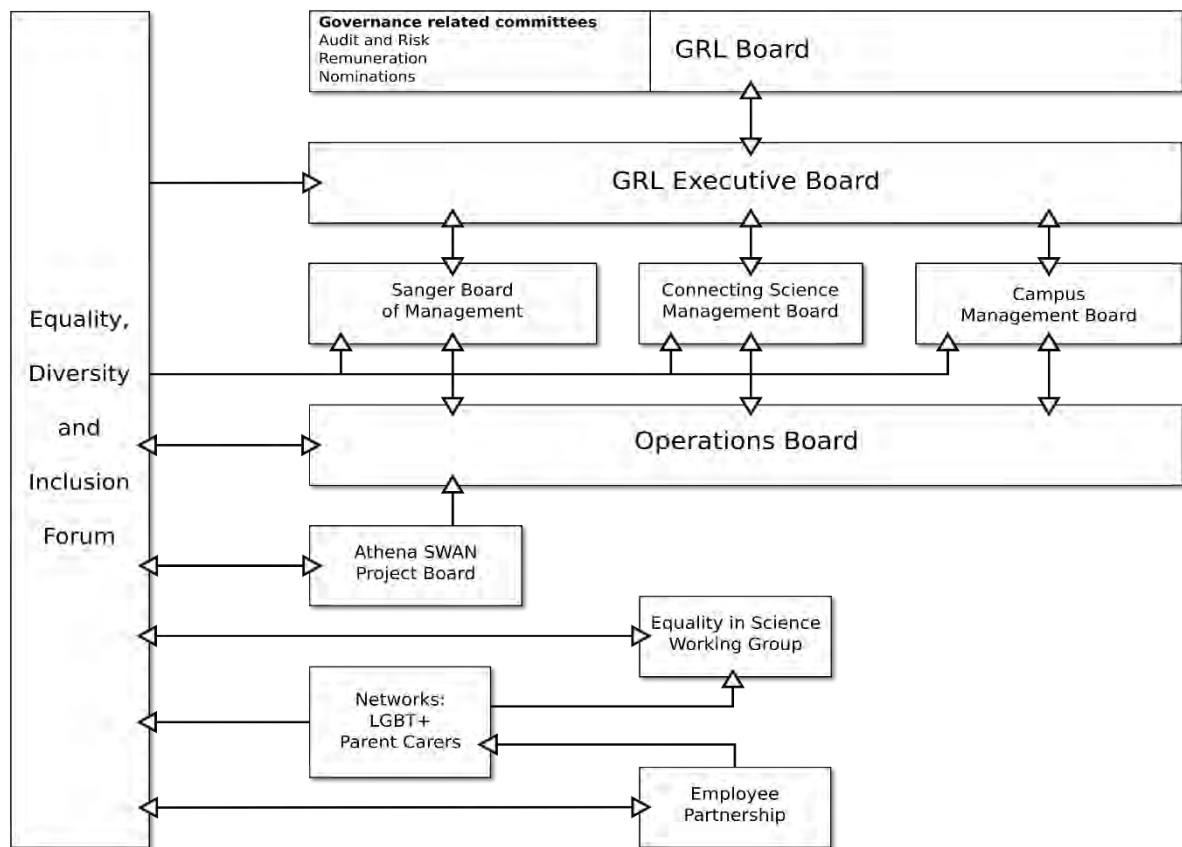
Figure 6 GRL EDI governance structure and how the EDI Forum interacts with decision-making committees and Boards across GRL

The Forum meets quarterly and the Terms of References are published on our intranet. The Forum:

- Shares information about current projects and activities.
- Recommends appropriate measures.

This maps onto our EDI strategy implementation and targeted EDI objectives.

The ASPB was set up in 2018 and tasked to write the AS submission. Monthly reports are provided to our Operations Board (OB) to monitor and track progress and it also reports into the EDI Forum.

The ASPB has met 15 times, prior to that, the ASSAT met 6 times in 2016-17. In between meetings, ASPB members have met individually to discuss particular items, such as the Action Plan, risk register and statistical significance testing and email regularly outside of the meetings. The ASPB has communicated with staff through our intranet pages, electronic display boards on Campus, newsletters, 1-1s, and drop-in sessions for staff on areas such as data disclosure, GDPR and the staff survey. ASPB members have attended various other meetings such as GRL Board, Employee Partnership (EP), Senior Leadership Forum (SLF), PDF Committee and Managers Forums to give updates on progress with the AS applications and raise awareness of the above campaigns. The

Director sent out a personal email encouraging colleagues to complete the staff survey and other members of BoM did the same to their line-management.

Table 6 Meetings held 2016-2019

Date of meeting	Name of board	Purpose of meeting
05/02/2016	AS SAT	Progress and oversight
21/04/2016	AS SAT	Progress and oversight – submitted AS application in Apr 2016
15/09/2017	AS SAT	Progress and oversight
17/11/2017	AS SAT	Progress and oversight
30/03/2017	AS SAT	Progress and oversight
18/05/2017	AS SAT	Progress and oversight
02/05/2018	EDI Forum	Progress and oversight
03/10/2018	EDI Forum	Progress and oversight
17/12/2018	AS Project Board	Kick off meeting
31/01/2019	AS Project Board	Workshop
15/02/2019	AS Project Board	Progress
28/03/2019	AS Project Board	Progress
24/04/2019	AS Project Board	Progress
08/05/2019	EDI Forum	Progress and oversight
29/05/2019	AS Project Board	Progress
06/06/2019	AS Project Board	Steering group
26/06/2019	AS Project Board	Progress
08/07/2019	AS Project Board	Progress
11/07/2019	EDI Forum	Progress and oversight
18/07/2019	AS Focus Group	Focus group on support for parents and carers
22/07/2019	AS Focus Group	Focus group on research and faculty
24/07/2019	AS Focus Group	Focus group on organisational culture
25/07/2019	AS Project Board	Progress
12/08/2019	AS Project Board	Progress
25/09/2019	AS Project Board	Progress
31/10/2019	AS Project Board	Progress
05/11/2019	EDI Forum	Progress and oversight
12/11/2019	AS Project Board	Progress
27/11/2019	AS Project Board	Progress

A number of staff surveys and consultations have been carried out with all of GRL since 2016, including:

- Great Place to Work Surveys
  - 2016: 606(56%) responses - 327F(54%F); 265M(44%)
  - 2017: 625(59%) responses - 348F(56%); 264M(42%)
  - 2018: 575(51%) responses - 305F(53%; 240M(42%)
- Collaboration with social scientist Dr Jill Armstrong from Murray Edwards College
  - Cultural Benchmarking Survey, 2018 - 208F(66%);108M(44%)
  - Focus groups, 2018 (15F;15M).
- AS Staff Survey (ASSS), 2014 (514 responses; 249F(48%F) and 2019 (480 responses; 275F(57%F)
- 1:1 discussions on
  - flexible working

- o engagement with BAME staff.
- Focus groups on:
  - o organisational culture
  - o research and faculty
  - o support for parents and carers.

We have received critical feedback on our application and plans from external colleagues. We would like to thank the following: Dr Carole Thomas (The John Innes Centre); Dr Vanessa Mckean (The Institute of Cancer Research) and Elizabeth Wynn (The Babraham Institute).

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

The EDI Forum will continue to meet as described in the previous section, quarterly with regular communications between these meetings via email, through our intranet, presentations to team meetings and blog posts. It will continue to report to the OB and through that route to the senior management of GRL.

Post-submission, an AS Working Group will meet monthly and report in to the EDI Forum. This will include key colleagues in the areas of HR, Public Engagement (PE), Learning and Development (L&D) and Communications, and representatives from PDFs and PhD-students. It will oversee delivery of the AS Action Plan alongside our EDI strategy commitments. Individuals will be rotated onto the group as their expertise fits the current areas of focus, and workload will be balanced with other core duties.

Action 1.1 Develop and support EDI Team, AS Boards and EDI Forum to incorporate expanded remit of expanded ASSAT to a broader EDI agenda

We will assess the impact of the AS initiatives on culture and awareness through focus groups, 1-1 meetings, staff surveys on a 3-yearly cycle. The results of surveys will be benchmarked against previous surveys to measure the impact of the actions outlined in this submission. We will ensure greater analysis on the intersectionality of gender and ethnicity.

EDI work including cultural development work is allocated non-staff costs of £268k in 2019; a Returners Grant allocation of £100k p.a. and costs of 1 Janet Thornton fellow appointed every year (currently 4 in post, the Fellowship covers salary, consumables, training and conferences).

Action 3.3 Improve information gathering on attitudes and experiences at work to inform further planning, particularly in areas of intersectionality

AS will continue to feature as a regular item in the Director's quarterly and annual address to Staff, as an agenda item on OB and as part of the standing agenda item for the EP and EDI Forum meetings. This, along with ad hoc discussions, will ensure that issues affecting inclusivity and diversity in science stay high on the agenda of the workforce and senior management.

Action 1.4 Maintain formal reporting to boards

Action 1.5 Continue to update staff on AS and EDI regularly

4. A PICTURE OF THE INSTITUTE

Recommended word count: Silver: 3500 words – 2,874 words

4.1. Student data

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

In 2018-19 (academic years): 71 postgraduate students (68 PhD-students and 3 MPhil-students; 46.5%F, 53.5%M). Of these, 70.4%(50) of students are funded by the Institute and 29.6% (21) of students are partly/wholly externally funded. Figures for internally and externally funded students are included together.
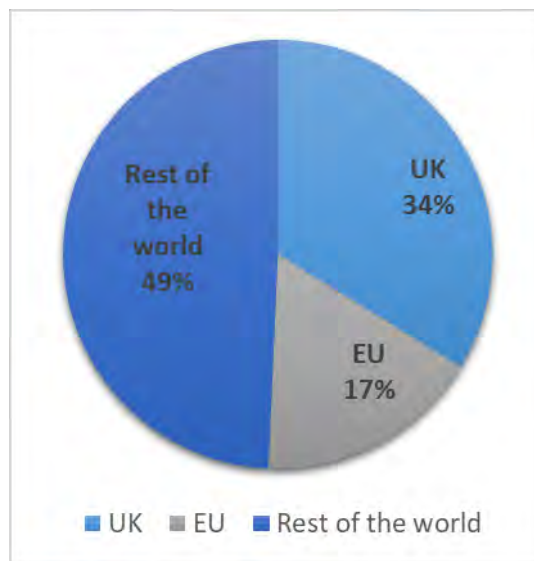

Figure 7 Postgraduate students in 2018-2019

All Sanger PhD and MPhil-students are registered at the University of Cambridge. The Committee of Graduate Studies and dedicated personnel oversee all aspects of graduate training at the Institute.

We also aim to attract students into science from under-represented groups across the UK and have implemented targeted initiatives to support a diverse talent pipeline. In 2018 we partnered with Anglia Ruskin University (ARU) to launch the first UK undergraduate Bioinformatics Apprenticeship Degree programme. These students are enrolled with ARU, with work experience components provided by us. We will specifically focus on enrolling women and BAME students onto our programme, currently we have 5 apprentices enrolled 1F(20%);4M(80%).

Figure 8 Outreach materials for Bioinformatics Degree Apprenticeships course

Action 6.12 Support for low social mobility, low socioeconomic groups and BAME students

MPhil and PhD students by gender
PhD-students apply to our programme and then spend the first eight months undertaking three rotations in different research programmes. Selection of the project is in discussion with the Faculty lead and PhD-student. This ensures exposure to different disciplines in genomics, and allows the students to gain a better overall picture of the scientific nature of the Institute and the different technologies that are available.

An E&D statement is prominently displayed on our web-pages aimed at PhD-students. In 2019 we included a section on 'Balancing PhD studies with Family Life'.

Figure 9 Photo of our PhD students (photo credit Dr Gosia Trynka)

Our funded studentships provide full financial support, including tuition fees. In 2016 we started a new MPhil-programme working with 9 partner institutions in Low and Middle Income countries (LMIC) to support LMIC students to be more competitive for PhD-programmes around the world.

Table 7 MPhil and PhD students by gender

Academic Year	Total no	Female	Male	% Female	% Male
2016-17	84 (78 PhD, 6 MPhil)	42	42	50.0%	50.0%
2017-18	84 (77 PhD, 7 MPhil)	43	41	51.2%	48.8%
2018-19	71 (68 PhD, 3 MPhil)	33	38	46.5%	53.5%
2019-20	67 (63 PhD, 4 MPhil)	35	32	52.2%	47.8%

Table 8 Benchmarking data for students

Institute	Total No (2017/18)	% Female	% Male	Gender and Ethnicity (female)	Gender and Ethnicity (male)
Wellcome Sanger Institute	84	43 (51.2%)	41 (48.4%)		
ICR – all PGR degrees	209	122 (58%)	87 (42%)		

ICR non-clinical PhD (2017/18)	110	68 (62%)	42 (38%)	50 (74%) white	31 (74%) white
				15 (22%) BME	8 (19%) BME
				3 (4%) unknown	3 (7%) unknown
Babraham	11	7 (63%)	4 (37%)		
EMBL-EBI	27	15 (56%)	12 (44%)	Not collected	Not collected
Crick	298	158 (53%)			
Advance HE benchmark: PGR students in the Biological Sciences (2018)		9170 (60.2%)	6055 (39.8%)		
Advance HE (2018) All PGR students (16.8% BME) Biological Sciences PGR (13.2% BME)					

The gender split is typically balanced for MPhil and PhD-students and is in-line with other Research Institutes. We currently do not have data on ethnicity for our students, but are building this into our data collection processes.

Action: 3.4 Improve benchmarking data against other organisations

Action 3.5: Improve data disclosure by staff of protected characteristics other than gender within HR systems

All postgraduate students during the last three years have been registered as full-time students except for 2F clinical PhD students in the 2017 intake, who are working at 0.8 FTE. Flexible working is considered on a case-by-case basis and is normally supported.

PhD application data

Table 9 Sanger Institute PhD students data 2017-2019 applicants, shortlisted, offered and accepted

	Applicants					Shortlisted					Offered					Accepted				
Year of intake	Total	F	M	% F	% M	Total	F	M	% F from preceding pool	% M preceding pool	Total	F	M	% F preceding pool	% M preceding pool	Total	F	M	% F preceding pool	% M preceding pool
2017	342	184	158	53.80	46.20	50	23	27	12.5	17.1	15	9	6	39.1	22.2	12	7	5	77.8	83.3
2018	305	175	130	57.38	42.62	46	24	22	13.7	16.9	19	10	9	41.7	40.9	12	6	6	60.0	66.7
2019	325	179	146	55.08	44.92	44	22	22	12.3	15.1	20	12	8	54.5	36.4	13	9	4	75.0	50.0

Proportionally there have been more female than male applicants over the last three years, particularly in the case of the 2018 intake. The gender split for the number of applicants shortlisted, offers made and places accepted varies from year-to-year, but women have tended to be more successful than men at the interview stage. Numbers are too small for this to be significant. Our research is often more computational in nature than much of the biological sciences landscape, and computational subjects have historically been more dominated by men. The benchmark with the EMBL-EBI is a better comparison, which has 56%(14)F students in total.

Action 6.15 Attract under-represented groups to our PhD programmes (including maintaining numbers of male students)

Table 10 Applications from UK, EU and Rest of World 2017-2019

2017 intake	F	M	% F	% M
UK	64	32	66.7%	33.3%
EU	28	25	52.8%	47.2%
Rest of World	92	101	47.7%	52.3%
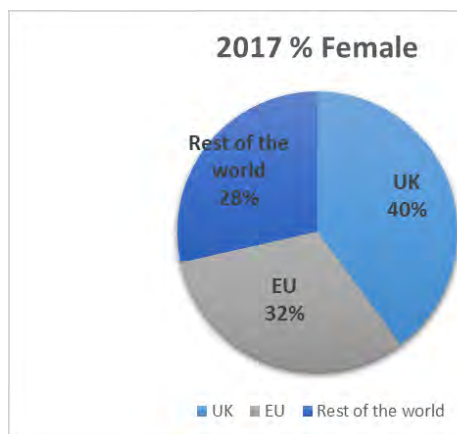
2018 intake	F	M	% F	% M
UK	36	36	50.0%	50.0%
EU	32	21	60.4%	39.6%
Rest of World	107	73	59.4%	40.6%
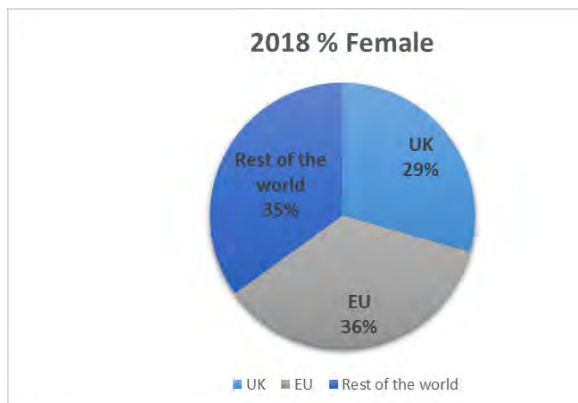
2019 intake	F	M	% F	% M
UK	41	30	57.7%	42.3%
EU	38	27	58.5%	41.5%
Rest of World	100	89	52.9%	47.1%
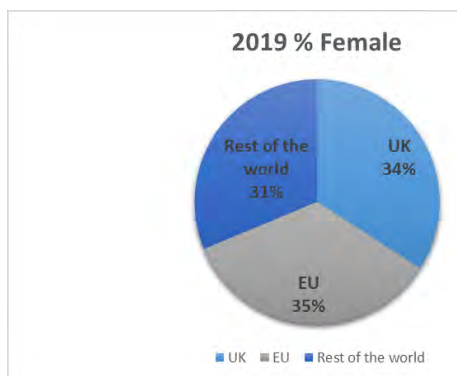
Analysis by gender and domicile category reveals that over the reporting period the total proportion of female UK domicile PGR applications has declined from 40% to 34% but the numbers are too small to be statistically significant.

We do not have data on ethnicity and have an action to capture this.

Action 3.1: Keep comprehensive data on gender and other protected characteristics in employment

Action 3.5: Improve data disclosure by staff of protected characteristics other than gender within HR systems

We will also ensure we have better understanding of the destinations of our students through a career-tracker.

Action 6.1 Track the destination of PhD students [and Postdoctoral Fellows (PDF)] to monitor progression and those that leave/stay in science

MPhil application data for LMICs
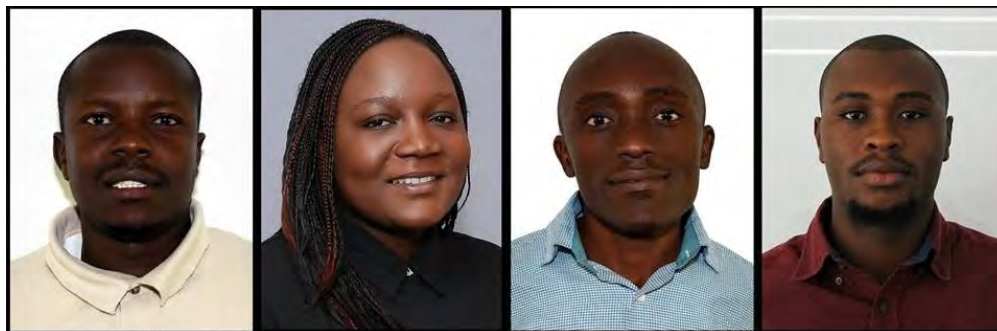
Figure 10 Alumni MPhil students now studying for PhDs

We fund up to 3 MPhil-students per year. Since 2016, 5F and 6M students have been recruited from Kenya, Malawi, Mexico, The Gambia, Uganda and Vietnam. The impact of this is that 4 of the first 5 alumni are now on PhD-programmes in the UK, EU and Africa: 1F(25%);3M(75%).

Table 11 MPhil LMIC overall data 2017-2019

Intake	Total	Female	Male
2016	3	2 (67%)	1 (33%)
2017	2	0	2 (100%)
2018	3	1 (33%)	2 (67%)
2019	3	2 (67%)	1 (33%)

Research degree submission rates by gender

MPhil – 2015, 2016 and 2017 intakes

All 14 MPhil students in the 2015-17 intakes submitted within one year and have successfully completed their MPhil. 10 of these students are currently doing PhDs (4F,6M); 1F is an MD-PhD student; 1M is a medical student 1M is an Academic Clinical Fellow and 1F is currently unemployed.

PhD – 2012, 2013 and 2014 intakes

Table 12 PhD students overall submissions data 2012-2014 results

Intake year	Total	Female	Male	Result
2012	25	15 (60%)	10 (40%)	24/25 submitted within 4 years, 1 late (F), 1 not yet completed (M)
2013	17	11 (65%)	6 (35%)	12/17 submitted within 4 years, 3 late (F), 2 not yet submitted (1M, 1F)
2014	20	11 (55%)	9 (45%)	19/20 submitted within 4 years, 1M not yet submitted

There have been no significant differences by gender in overall research degree submission rates during the last three years. All PhD-students who should have submitted a PhD thesis in the last three years have done so, except for 1M in the 2013 intake and 1M in the 2014 intake, who have not yet submitted.

We have a favourable student maternity leave policy, which provides students with 6 months on full stipend and intermission for the period of their maternity leave, with their submission deadline extended accordingly (this is explicitly mentioned on the website and during induction). In our 2016 submission, 4 students took maternity leave and then subsequently submitted their PhD-thesis within the extended timeframe.

(ii)   Numbers of visiting students by gender

We do not have a formal visiting researcher scheme. Ad-hoc visits from external collaborators are informal arrangements and less than 6 months. There is no formal recruitment process for this.

4.2.   Staff data

(i)   Staff by grade and gender

Impact since 2016
- Introduction of new job family reduced gender pay gap from 20% mean (2016) to 16.2% (2017).
- In 2018, 51%(140) women at Grade 2, increase from 47%(140) in 2016.
- In 2018, 32%(25) women at the PSG grade, increase from 31%(22) in 2016. 44%(47F) in 2019.
- In 2018, 23%(7) women Faculty, increase from 19%(6F) in 2016.
- Staff disclosure campaign increased disclosure of ethnicity from 30.9%(341) to 38%(418). Prior to the campaign 11% disclosed their ethnicity as BAME, 12% after.

Staff data are held in a number of separate, independent systems that are currently not synchronised - HR staff data (CoreHR), recruitment (HireServe) and L&D (iGROW). A new systems strategy, potentially moving to an Enterprise based system that offers single source data, is planned for the next QQ.

Job family classifications changed significantly between 2017 and 2018, making comparisons with historical data complex. When staff join the organisation, personal data held in HireServe is not automatically updated in CoreHR, which affects disclosure rates.

Career paths

Our goal is to educate and train the next generation of researchers and we invest heavily in training and career development activities for all staff and students. We have dedicated training roles: student, PDFs, and Faculty on FTC. Our model is for PDFs and students to leave SI, to utilise the expertise gained here in other research settings, and become the scientific leaders of the future. In turn, we employ leading researchers trained at other major academic institutions and invest heavily in rapidly integrating and supporting them at SI.

Our main career paths and staff groups are (detailed previously):
1. Scientific Programmes - academic, staff scientist and PDFs
2. Scientific Operations – technical staff who support the delivery of the science
3. Management Operations

Scientific career paths
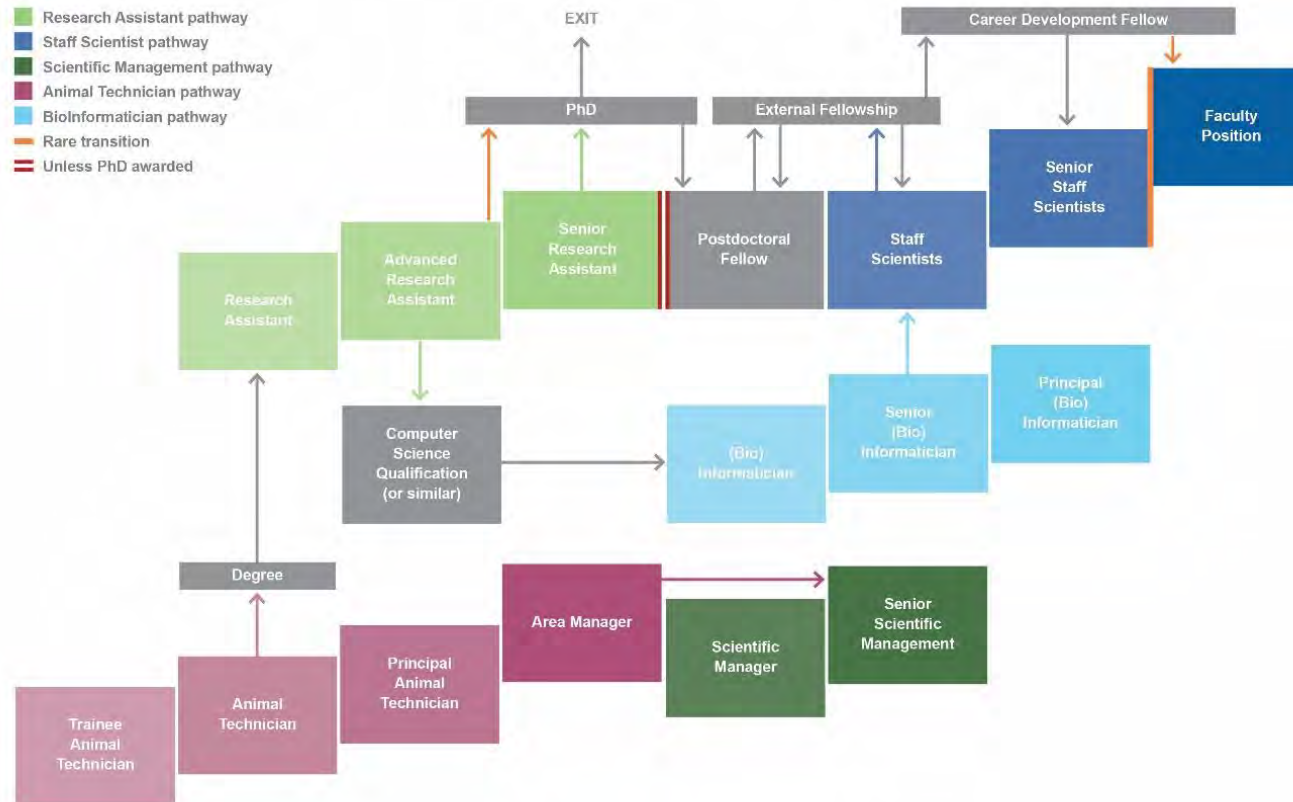
Figure 11 Career paths at Sanger for Scientific Programmes and Scientific Operations showing possible career-paths through the organisation

The figure above shows possible career-paths, based on entry qualifications and the potential pathways through SciProgs and SciOps. Career-development allows movement between different paths and promotion to new roles within the same, or other pathways. The Table below describes SciProg roles.

Table 13 Scientific Programmes role descriptors and potential career pathways

Research roles

	Grade	Description	Typical contract length
Training role	**PhD Students**	• Funded research degree	4 years
	Postdoctoral Training Fellow (Postdoc)	• Funded by a grant held by Faculty • Some on independent fellowships	3-4 years*
	Career Development Fellow	• Hold an independent fellowship/funding based on own research ideas • May run small research group under the umbrella of Faculty member	3-5 years
Faculty	**Faculty – Group Leader 1**	• Junior Faculty member (non-tenured), equivalent to Lecturer at a UK University or an Assistant Professor at a US University • Responsible for securing research funding and establishing research team • Fixed term contract for six years	6 years
	Faculty – Group Leader 2	• Tenured team leader • Appointed after two or more prior post-doctoral research fellowships • Equivalent to a Reader at a UK University or an Associate Professor at a US University • Intended to give early career scientists opportunity to develop an internationally competitive research portfolio • Review at Year 6, evaluation to promotion considered on the basis of scientific strategic fit and scientific excellence • Promotion to GL3 or supported to transition their science to another organisation within a maximum of two years	6 yearly review
	Faculty – Group Leader 3	• Internationally successful scientists in areas of research that are important for the Institute's strategy • Equivalent to Professor at UK or Full Professor at US University • Run internationally recognized, successful independent research groups and demonstrate significant internal and external leadership • Scientific strategic fit and research excellence are peer reviewed every six years • In the event that the research is not renewed Faculty are supported to transfer their science elsewhere over a maximum period of two years	

Group Leader gender split:

- GL3: 15 (2F)
- GL2: 10 (1F)
- GL1: 8 (4F)

There are 6 grades within our pay framework: Grades 1-5 (5 is the more junior role) and a Personal Salary Grade (PSG), which is the highest salary band for staff with strategic responsibilities, including Faculty. PDFs have a dedicated incremental pay scale.

Grade	Salary Range
Personal Salary Group (PSG)	No max - £56,245
1	£58,494 - £43,917
2	£49,922 - £33,812
3	£33,139 - £24,098
4	£25,310 - £19,077
5	£20,832 - £17,489

Job families shown across grades: Animal Husbandry & Technology, Buildings and Facilities Management, Communications, Faculty, Finance, Informatician/Data Scientist, HR, Informatician/Data Scientist, IT, IT - Scientific Computing, Post-Doctoral Fellows, Procurement & Stores, Project Management, Regulatory & Legal, Research Assistant, Scientific Management, Software Developer, Staff Scientist, Support & Strategy, Technician, Training & Engagement Management.

Personal Salary Group
PSG1: £102,226 – no maximum
PSG2: £81,810-£102,226

PSG3: £71,584-£81,810
PSG4: £56,245-£76,697

We have 20 job-families and each job-family has got a minimum and maximum pay grade. Individual jobs within the job-family map onto one of the grades. Salaries are set according to experience, skills and expertise. Job-families were updated in 2018 and linked to market rates. The introduction of the new job-family positively impacted on our female staff –the gender pay gap was reduced from 20% mean (2016) to 16.2% (2017). However, making direct comparison with previous years is less straightforward. This is reflected in the following graphs which show the gender split for each job-family for 2016-2018, where we have had to separate 2016-17 from 2018. In order to make comparisons easier, we have also split the job-families by the job areas highlighted previously.

	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
	Grade 5			Grade 4			Grade 3			Grade 2			PDF			Grade 1			PSG		
Female	9	8	5	67	59	54	134	141	144	140	137	140	57	57	63	66	91	95	22	21	25
Male	13	13	11	43	52	54	61	53	52	155	153	133	47	46	60	91	99	97	49	51	54
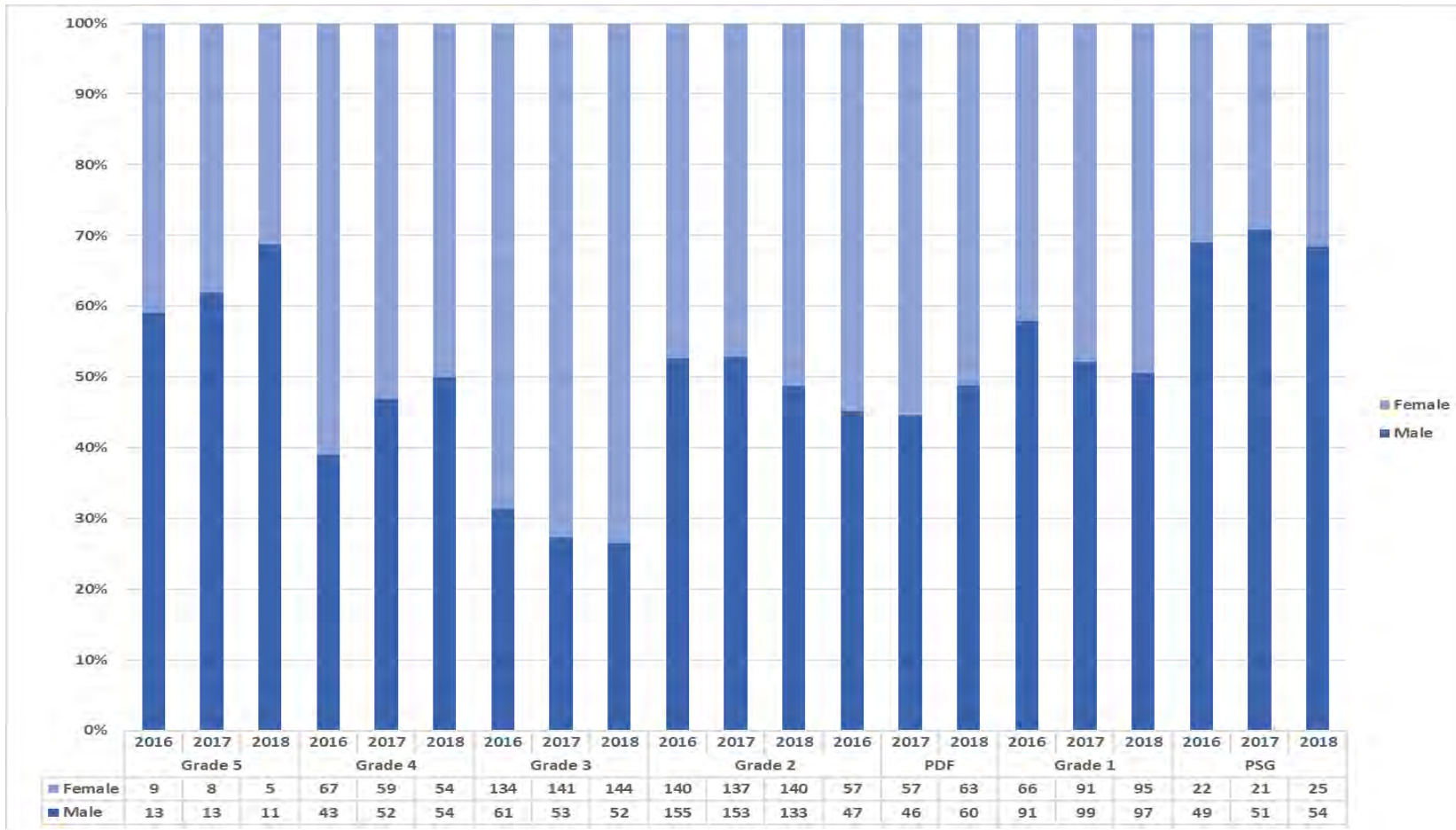
Figure 12 Graph of all staff by grade and gender 2016-2018 inclusive (y axis % staff)

At Grade 4, there is now a 50:50 split between males and females, the proportion of men has increased from less than 40%M(43M). At Grade 3, the proportion of males has dropped to just over 25%M(52M) from 31%M(61M) in 2016. Many Research Assistants sit within this grade of whom nearly 70%(116) are women.

At Grade 2, there is now 51%F(140F) women, a proportional increase from 47%(140) in 2016. We have a 50% females at PDF-level. At Grade 1, the percentage and numbers of women has increased from 42%(66) to 49%(95). We see a steady increase at the most senior levels at the PSG grade – the percentage of women has increased from 31%(22) in 2016 to 32%(25). More significantly, in 2019 this is 44%(47F).

Actions we put in place in our AS Bronze application in 2014 have contributed to this outcome, including:

- Targeted unconscious bias training in recruitment and selection.
- Promoting the support available for those with caring responsibilities and work-life balance.
- Expanding the programme of management and leadership training.
- Improving information and access to promotion and development opportunities.

We will continue to implement a broad range of activities to support women progressing into senior grades.

Action 4.3 Improve under-representation of women in senior Faculty and non-Faculty roles and support progression

	Administrative		Faculty		Informatics		Information Technology		Postdoctoral Fellow		Research Assistant		Scientific Manager		Staff Scientist		Technical	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Female	123	144	6	6	47	46	7	7	62	61	129	123	38	39	40	43	46	45
Male	44	54	26	33	101	90	58	61	51	49	67	66	29	30	45	52	37	37

Figure 13 Graph of all staff by job-family and gender 2016-2017 inclusive (y axis % staff)

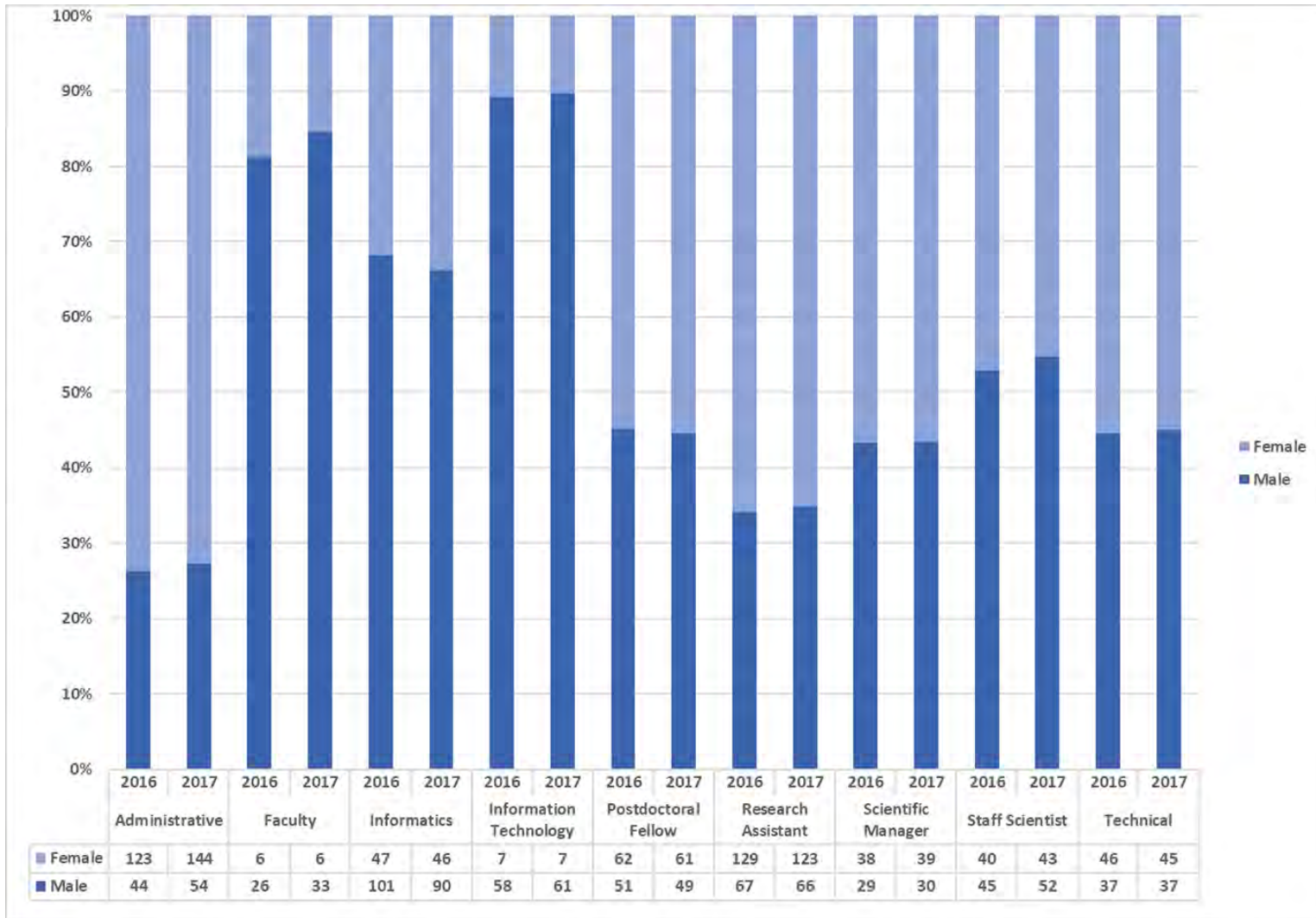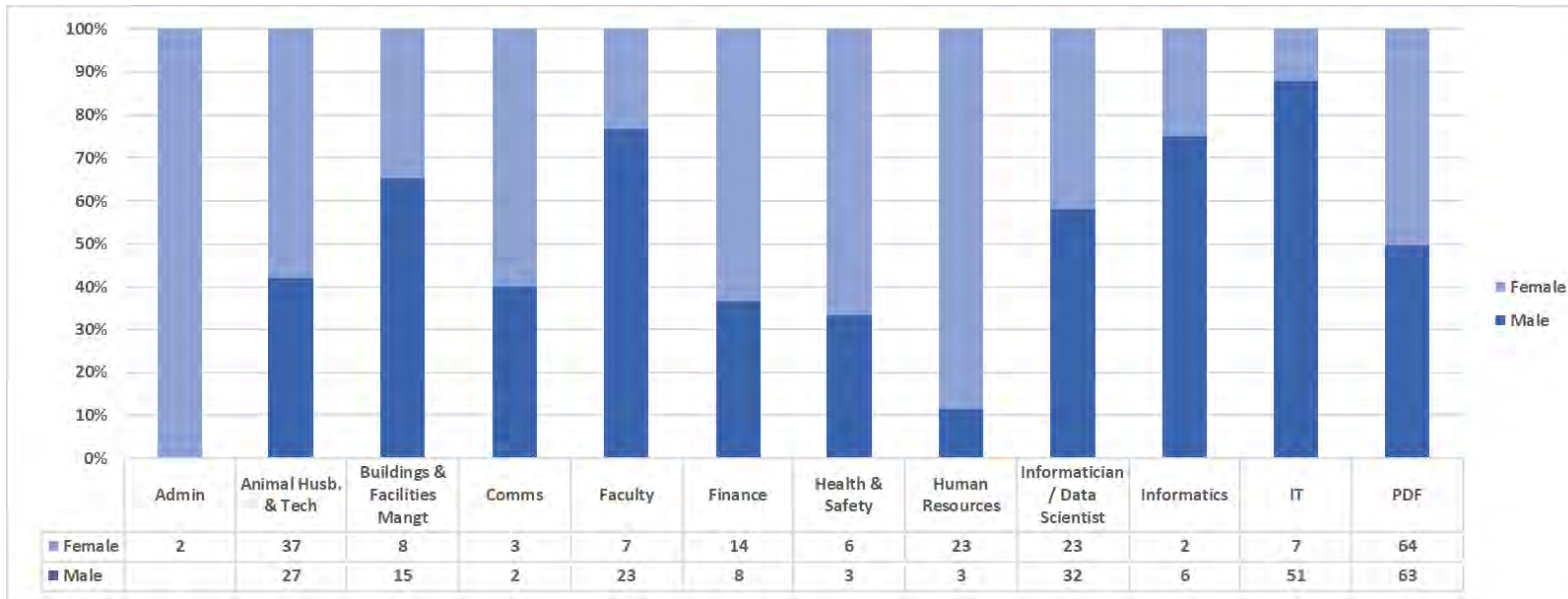|	Admin	Animal Husb. & Tech	Buildings & Facilities Mangt	Comms	Faculty	Finance	Health & Safety	Human Resources	Informatician / Data Scientist	Informatics	IT	PDF
■ Female	2	37	8	3	7	14	6	23	23	2	7	64
■ Male		27	15	2	23	8	3	3	32	6	51	63

Figure 14 Graph of all staff by job family and gender 2018 (y axis % staff)

45

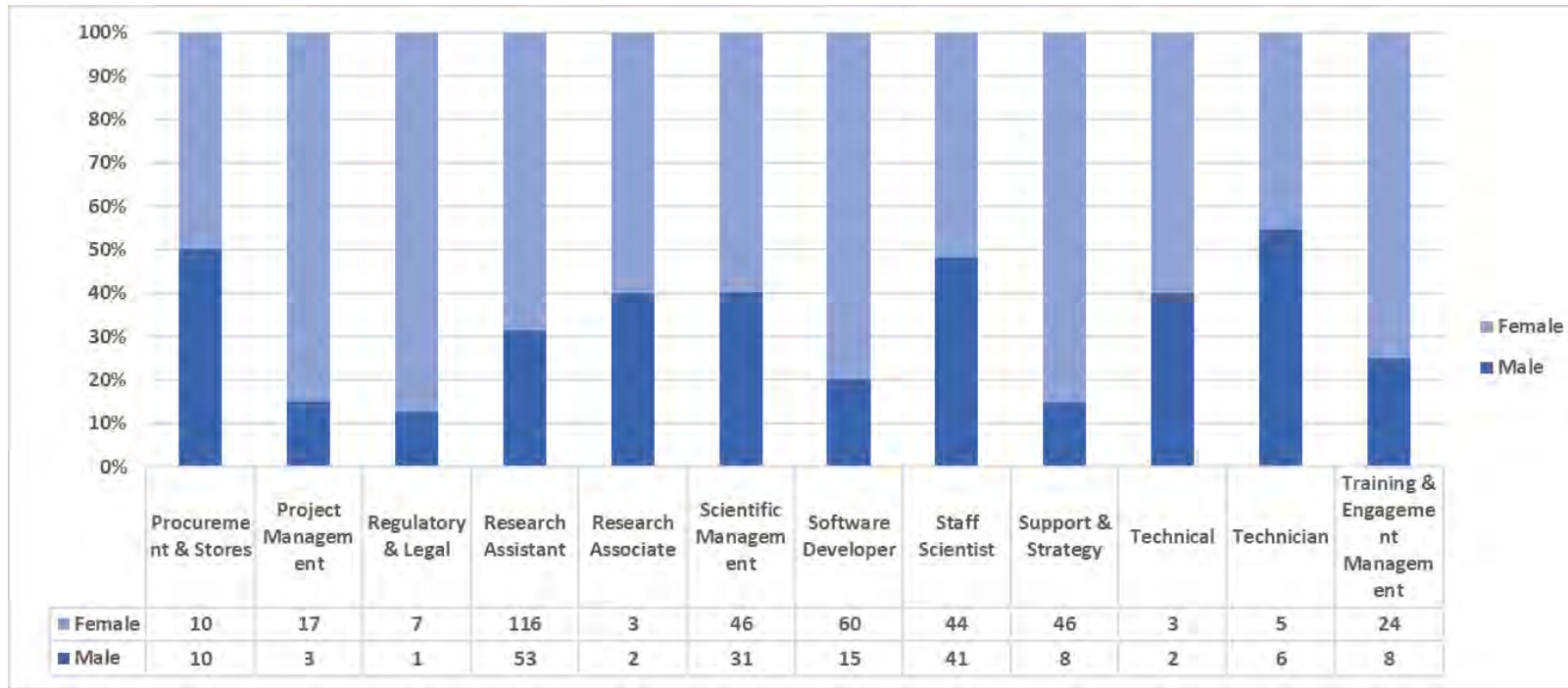*Figure 15 Graph of all staff by job-family and gender 2018 (y axis % staff)*

	Procurement & Stores	Project Management	Regulatory & Legal	Research Assistant	Research Associate	Scientific Management	Software Developer	Staff Scientist	Support & Strategy	Technical	Technician	Training & Engagement Management
■ Female	10	17	7	116	3	46	60	44	46	3	5	24
■ Male	10	3	1	53	2	31	15	41	8	2	6	8

Table 15 All staff (2016-18) by job-family area

Job Family Areas	2016				2017				2018			
	Female	%Female	Male	%Male	Female	%Female	Male	%Male	Female	%Female	Male	%Male
Man Ops	130	56.0%	102	44.0%	151	57.4%	112	42.6%	167	59.9%	112	40.1%
Sci Ops	213	61.6%	133	38.4%	207	60.7%	134	39.3%	267	66.6%	134	33.4%
Sci Progs	155	41.0%	223	59.0%	156	40.4%	230	59.6%	143	46.1%	167	53.9%
Total	**498**	**52.1%**	**458**	**47.9%**	**514**	**51.9%**	**476**	**48.1%**	**577**	**58.3%**	**413**	**41.7%**

Looking at job-families, we can see that in 2016 women were:

Over-represented in:
- Administrative roles 74%(123)
- Research Assistant roles 66%(129)

Significantly under-represented in:
- Faculty 19%(6)
- Informatics 32%(47)
- IT 11%(7).

Due to the new job-family structure, we cannot make direct comparisons for all of the new job families, but we can see that informatics/informatician/data scientist has seen an increase in women to 40%(25) and women make up more than half of PDFs and staff scientists 52%(44). We have also had an increase in the proportion of women Faculty 23%(7F) from 19%(6F). This continues to be an area of targeted interventions.

==Action 4.1 Take positive action to increase the number of women in applicant pools for core Faculty==

==Action 6.14 Address the under representation of men in admin and support roles as well as in Research Assistant roles==

Analysis of our broad job-family areas **(Table 15)** shows no significant differences by gender over 2016-18, although we see increases in the proportions of women in SciOps and SciProgs which are a result of our targeted interventions.

Table 16 Benchmarking data for non-faculty staff

Job area	Females	GRL % Females
Corporate Services		ManOps (60%)
Organisation		
ICR	66%(207F)	
AdvanceHE (2018) benchmark:		
- LM (equivalent to Administrator) = 70.3% female		
- LL (equivalent to Analyst/Officer) = 63.5% female		
- LJ (equivalent to Manager) = 51.3% female		
- LI (equivalent to Senior Manager) = 51.3% female		
- 3B (equivalent to Director) = 43% female		
IT		11%
Organisation	Females	
ICR	15%(7F)	
Technical Staff, RA, Scientific Manager	Females	SciOps 66.6%
ICR	68%(250F)	

Crick	60%(247F)	
EMBL-EBI	33% (377)	
Staff Scientists	Females	Staff Scientists 52%
ICR	10%(15F)	
Informatician/Data scientist	Females	40%
ICR	42%(24F)	

Staff benchmarking data does not show any significant differences, although we have significantly increased proportions of women in our Staff Scientists job family.

Table 17 Benchmarking data for PDFs and Faculty

Organisation	PDF	Faculty Equivalent	Key
	Females	Females	
GRL	50%(64F)	23%(7F)	
ICR	48% (66F)	33% (16F)	PDTF equiv to PDF ICR Fellow, Tenure Track Faulty, Career Faculty, Reader, Professor equiv to Faculty
Crick	53% (158F)	27% (21F)	Research Director (equivalent to Reader/Professor) = 20% female out of 5
EMBL-EBI	31% (13F)	23% (10F)	
Advance HE	51%		AdvancedHE (2018) benchmark: Female 12.3% BME; Male 14.1% BME AdvancedHE (2018) benchmark Professor breakdown: 22.9% white females; 67.5% White males; 2.1% BME females; 7.5% BME males - LK (equivalent to Postdocs) = 50.5% - LJ (equivalent to TTF) = 48.6% - LI (equivalent to Career Faculty) = 40% - 5B (equivalent to Reader) = 45.8% - 5A in science, Engineering & Technology (equivalent to Professor) = 20.7%

The proportion of our women PDFs are similar to other similar Research Institutions. The proportion of Faculty is slightly lower than The Crick and ICR, but is comparable to the EMBL-EBI which has a similar cross-section of expertise between "dry" and "wet" laboratory functions.

Ahead of the 2019 staff survey, we ran a staff data disclosure campaign "Tell us about yourself" to improve the rates of disclosure of protected characteristics, including ethnicity, in our HR staff-database.

Figure 16 Branding for 'Tell us about yourself' campaign

We paid close attention to the messaging to ensure that we explained the importance of collecting diversity data, how it will be used and stored. We presented the campaign to the Managers Forum, and also held drop-in sessions to address any questions around confidentiality. The campaign improved disclosure rates and will be a continuing area of focus for us.

Table 17 shows our ethnicity data by grade and gender, but note that the numbers are too small to be able to conduct any statistical analysis. We will continue to support staff and students to disclose their diversity data during the recruitment and induction processes and will send out regular reminders.

==Action 3.3 Improve information gathering on attitudes and experiences at work to inform further planning, particularly in areas of intersectionality of gender and ethnicity==

Table 18 Ethnicity data per grade and gender. The percentage shows the % disclosure for ethnicity for each pay grade

Year		Female						Male					
2016	Grade	White	% Pool	BAME	% Pool	Not Stated	% Pool	White	% Pool	BAME	% Pool	Not Stated	% Pool
	Grade 5												
	Grade 4												
	Grade 3												
	PDF												
	Grade 2												
	Grade 1												
	PSG												

Year		
2017	Grade 5	
	Grade 4	
	Grade 3	
	PDF	
	Grade 2	
	Grade 1	
	PSG	
2018	Grade 5	
	Grade 4	
	Grade 3	
	PDF	
	Grade 2	
	Grade 1	
	PSG	

Table 19 Ethnicity data per job area and gender. The percentage shows the % disclosure for ethnicity for each job area

Year	Job Area	% BAME Female from Job Area	% BAME Male from Job Area
2016	**Man Ops**		
	Sci Ops		
	Sci Progs		
2017			
	Man Ops		
	Sci Ops		
	Sci Progs		
2018			
	Man Ops		
	Sci Ops		
	Sci Progs		

Table 19 shows that the largest proportions of BAME women and men tend to be within the SciProgs.

(ii)   Transition between technical support and research roles

We impose no limits to career progression for technicians and we actively encourage mobility. Since 2016, 18 individuals have moved between technical and research-roles. Of these, 8(44%)F and 10(56%)M:

- 3 Grade 1

- 3 Grade 2
- 4 Grade 3
- 7 Grade 4.

Two of these transitions included a promotion from grade 4 to 3. The changes in role included movement from SciOps roles to SciProgs.

Table 20 Transition between technical support and research roles

Year	Male	Female	Total	% Male	% Female
2016	7	5	12	58.3%	41.7%
2017	2	0	2	100.0%	0.0%
2018	1	3	4	25.0%	75.0%
Total	10	8	18	44.4%	55.6%

In 2018, we became a proud signatory of the Technician Commitment. This enables us to play our part in promoting the work we do to value, develop, recognise and reward our highly skilled technical employees, who play a vital role in our work. There are 494 staff employed as technicians in informatics, scientific and IT roles e.g. animal technician, research assistant, database analyst. Of these 239(48%)F and 255(52%)M. Up to 600 staff self-identify as technicians.
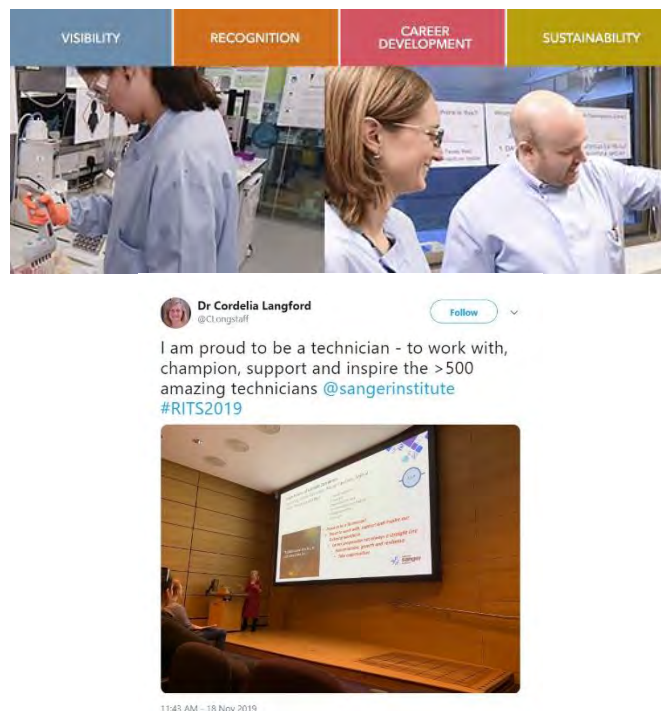

Figure 17 Technician Commitment website and Twitter campaign

We have actions in the areas of events, collecting feedback from technicians and building a central place for technicians to share success stories, information and news. Case-studies and images of our technicians on our website reflect our technicians' stories, including BAME women. Technicians can apply for internal grant funding to support their professional development.

Action 6.8 Support the Technician Commitment

Staff who have moved between roles at the organisation reported positive support in moving between roles.

"I started as a technical assistant then moved to a Junior Animal Technician, Animal Technician, Principal Technician then back across as an Advanced Research Assistant. Yes I was supported in my promotions." **Female technician**

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

The table below shows the staff distribution on open-ended and fixed-term contracts (FTC) by grade as percentage of the pool in that grade. There are no staff on zero-hour contracts.

Table 21 Fixed term contracts and open ended contracts by grade

		Fixed term				Open ended			
	Grade	F	M	% pool F	% pool M	F	M	% pool F	% pool M
2016	PSG	3	5	13.6%	10.2%	19	40	86.4%	81.6%
	Grade 1	8	8	12.1%	8.8%	47	80	71.2%	87.9%
	PDF	52	36	100.0%	100.0%	0	0	0.0%	0.0%
	Grade 2	29	49	20.7%	31.6%	110	105	78.6%	67.7%
	Grade 3	34	14	25.4%	23.0%	95	45	70.9%	73.8%
	Grade 4	15	11	22.4%	25.6%	50	32	74.6%	74.4%
	Grade 5	4	8	44.4%	61.5%	4	4	44.4%	30.8%
2017	PSG	2	3	9.5%	5.9%	18	41	85.7%	80.4%
	Grade 1	9	11	9.9%	11.1%	81	85	89.0%	85.9%
	PDF	45	32	78.9%	69.6%	0	0	0.0%	0.0%
	Grade 2	20	37	14.6%	24.2%	113	114	82.5%	74.5%
	Grade 3	25	10	17.7%	18.9%	115	41	81.6%	77.4%
	Grade 4	15	7	25.4%	13.5%	41	43	69.5%	82.7%
	Grade 5	4	7	50.0%	53.8%	4	4	50.0%	30.8%
2018	PSG	3	3	12.0%	5.6%	22	49	88.0%	90.7%
	Grade 1	12	18	12.6%	18.6%	82	77	86.3%	79.4%
	PDF	51	51	81.0%	85.0%	0	0	0.0%	0.0%
	Grade 2	25	27	17.9%	20.3%	115	106	82.1%	79.7%
	Grade 3	21	4	14.6%	7.7%	123	44	85.4%	84.6%
	Grade 4	11	7	20.4%	13.0%	43	47	79.6%	87.0%
	Grade 5	5	5	100.0%	45.5%	0	2	0.0%	18.2%

All PDFs are on FTCs and support for them continuing in their chosen careers is described in section 5.2. There are relatively few other staff working on FTCs, with the largest numbers in Grade 2 positions, the biggest staff group. In 2018, this represented less than 18%(25)F in Grade 2 positions, having fallen from nearly 21%(29) in 2016. At Grade 3, in 2016, 25.%(34)F were on FTCs, and this has fallen to 15%(21) in 2018. The largest percentages of FTCs compared to full-time contracts are in Grade 5 roles, although fewer than 25 staff are employed at this grade, less than 1% of staff.

Overall, the percentages working on FTCs have fallen over 3 years. This is due to actions outlined in the 2014 Bronze application to reduce precarious contract situations for female staff on FTCs. These actions include 1-1 bespoke support from HR Business Partners in proactively supporting redeployment within the organisation whenever possible; circulating staff CVs to hiring managers when FTCs are coming to an end; guarantee of interview if minimum criteria for an internal role is met; and providing additional training.

Action 6.2 Review of support for post-docs, including alumni strategy

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

Table 22 Leavers by grade and gender

	2016					2017					2018				
Grade	F	M	Total	% Female leavers from pool	% Male leavers from pool	F	M	Total	% Female leavers from pool	% Male leavers from pool	F	M	Total	% Female leavers from pool	% Male leavers from pool
Grade 5	6	8	14	66.7%	61.5%	9	11	20	100.0%	84.6%	1	5	6	20.0%	45.5%
Grade 4	15	4	19	22.4%	9.3%	16	14	30	27.1%	26.9%	14	11	25	25.9%	20.4%
Grade 3	22	5	27	16.4%	8.2%	25	10	35	17.7%	18.9%	22	7	28	15.3%	13.5%
Grade 2	19	24	43	13.6%	15.5%	16	23	39	11.7%	15.0%	14	16	30	10.0%	12.0%
PDF	8	8	16	14.0%	17.0%	9	6	15	15.8%	13.0%	10	11	20	15.9%	18.3%
Grade 1	4	12	16	6.1%	13.2%	8	8	16	8.8%	8.1%	8	16	23	8.4%	16.5%
PSG	4	3	7	18.2%	6.1%	3	3	6	14.3%	5.9%	3	4	7	12.0%	7.4%
Grand Total	78	64	142	15.8%	13.9%	86	75	161	16.7%	16.1%	72	70	139	13.7%	15.2%

The total numbers leaving are below the mean average voluntary resignation rate in the UK of 18.9%[1] and have actually fallen slightly from 142 in 2016 to 139. The proportion of women leaving has dropped from 15.8% to 13.7%. No significant trends can be determined from the small numbers at grade 5.

Table 23 Reasons for leaving by gender

	2016				2017				2018			
Reason for Leaving	F	M	% All leavers F	% All Leavers M	F	M	% All leavers F	% All Leavers M	F	M	% All leavers F	% All Leavers M
Dismissal Poor Performance		1	0.0%	1.4%	1		1.1%	0.0%	1		1.3%	0.0%

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[1] XPertHR

Dismissal Unsatisfactory Probationary Period	4	1	4.9%	1.4%		1	0.0%	1.3%			0.0%	0.0%
Dismissal Right to Work in the UK			0.0%	0.0%			0.0%	0.0%	1		1.3%	0.0%
End of Fixed Term Contract	19	14	23.2%	20.3%	22	18	23.9%	22.5%	14	23	17.9%	29.9%
End of PhD	2	1	2.4%	1.4%	2	4	2.2%	5.0%	1	2	1.3%	2.6%
Mutual Agreement	1	3	1.2%	4.3%	4	2	4.3%	2.5%		2	0.0%	2.6%
Redundancy Compulsory	9	8	11.0%	11.6%	6	3	6.5%	3.8%	6	9	7.7%	11.7%
Resignation	47	40	57.3%	58.0%	57	49	62.0%	61.3%	44	40	56.4%	51.9%
Resignation - Relocating		1	0.0%	1.4%		1	0.0%	1.3%	1		1.3%	0.0%
Resignation - dissatisfied			0.0%	0.0%			0.0%	0.0%	1		1.3%	0.0%
Resigned going on to further education				0.0%			0.0%	0.0%	4		5.1%	0.0%
Resigned offered better career elsewhere				0.0%			0.0%	0.0%	3	1	3.8%	1.3%
Retirement				0.0%		2	0.0%	2.5%	2		2.6%	0.0%
Total	82	69			92	80			78	77		

The main reason given for leaving is resignation, and the small difference between male and female leavers is consistent with the gender balance in the organisation overall. The second greatest reason is end of a FTC, and this has dropped for women to 18%(14) of leavers in 2018, compared to 20%(14) in 2016, consistent with the slight fall in women on FTCs.

There were no differences in trends when we analysed the experiences of women on FTC in our 2018 ASSS (113F) (See section 5.4 for details on the 2018 ASSS).

Action 3.1 Keep comprehensive data on gender and other protected characteristics in employment e.g. recruitment, retention, progression, training uptake, departure from the organisation (including data on FT/PT leavers)

Action 3.3 Improve information gathering on attitudes and experiences at work to inform further planning, particularly in areas of intersectionality (including reasons for leaving through exit interviews)

Career-Tracker
Our career-tracker follows the careers of former PhD-students and PDFs. A survey took place in November 2015 and is being updated for launch in 2020.

Of the 74 respondents 34(46%)F and 36(49%)M, while 4(5%) did not specify their

gender. The data showed that our female alumni are progressing into leadership positions. The numbers were too small to test for statistical differences:

- 11 instances of women being named as lead applicants on a grant (17 for men).
- One woman is a CDF and 4 in scientific leadership positions (12 men).

"My time at the Sanger cemented my ambition to stay in academic science." **Feedback from Female alumna**

Action 6.1 Track the destination of PhD students and Postdoctoral Fellows (PDF) to monitor progression and those that leave/stay in science

(v)   Equal pay audits/reviews

On 5 April 2018, our median Gender Pay Gap (GPG) was 9.50% (10.19% in 2017) lower than the national median of 17.9%. The mean GPG is 13.88% (16.15% in 2017).

Figure 18 Mean and media pay gap

Analysis shows us this is largely driven because fewer women hold senior positions than men. While 53%(513F) of our employees are women, this drops to 40%(97F) at the PSG. Within our EDI strategy, we have committed to reduce the GPG to within 5% by 2022.

Action: 3.6 Conduct annual gender pay audits and identify opportunities to create an environment of equal opportunity
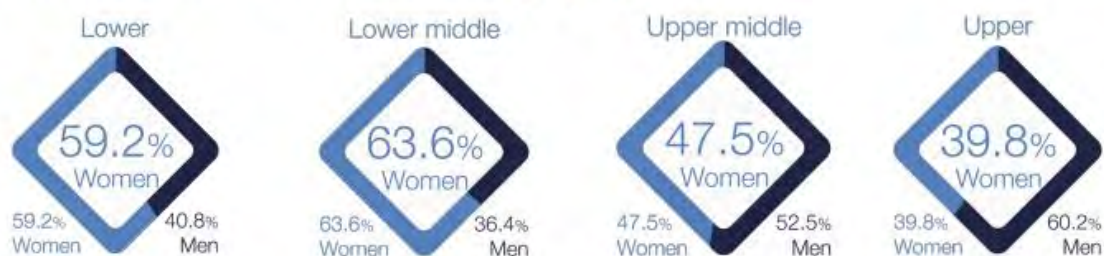

Figure 19 Gender balance of each pay quartile

Since our Bronze award we have reviewed our approach towards all elements of reward including; one-off bonuses, in year pay adjustments, the pay review process itself and

promotions. We have proactively addressed pay anomalies where we see individuals below pay levels of their peers.

In 2017 we also conducted a review of the PSG band and introduced levels within the band with clear minimum and maximum pay-scales to support transparency and career progression through this band, which was previously a negotiated pay band. This has also positively impacted on our GPG data. Our gender pay strategy includes examining "live data" at regular intervals to ensure that any "outliers" are picked up and examined to ensure that there is no pay discrepancy; working more proactively with managers to discuss starting salaries and presenting regular GPG information to team leads.

Table 24 Distribution of females in PSG 1 to 4 (PSG1 is the highest pay band)

Grade	% Females (2016)	% Females (April 2018)	% Females (Sep 2019)
PSG1		15%(3F)	33%(4F)
PSG2		26%(6F)	26%(5F)
PSG3		31%(7F)	46%(11F)
PSG4		39%(8F)	54%(29F)
Total	**PSG: 28%(15F)**	**27%(24F)**	**44%(49F)**

Action: 3.6 Conduct annual gender pay audits and identify opportunities to create an environment of equal opportunity

Our activities in combination are having a positive impact and numbers of women within PSG is improving steadily and significantly from 28%(15F) to 44%(49F) in 2019.

In 2020, we will be looking at our ethnicity pay gap, ahead of this becoming mandatory in the UK.

Action 3.7 Report ethnicity pay gap analysis ahead of mandatory reporting

5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: Silver: 7000 words – 8237 words

5.1. Key career transition points

(i) Recruitment

Impact since 2016
Due to our positive recruitment processes:
- Success rate of women being appointed across all roles has increased steadily and is higher than for men (2016:25%F(78F); 2017:31%F(112F); 2018:60%F(126F)).
- Women are more successful than men when applying for roles in SciOps in 2017(31%F;63F) and SciProgs in 2018(41%F;32F).
- Success rate of women hired into PSG roles increased from 0%(2013) to 62%(2018).
- Success rate of women Faculty hired has increased from 0%(201; 25%(2017) and 100%(2018) (note caveat of small numbers).
- Appointment of 3 female International Fellows (increase from 0).

Table 25 Data for applications, interviewed and hired by grade and gender: 2016-2018. The percentage success rates are calculated using the preceding pool (e.g. % success rate based on applicant pool and % success rate based in interview pool)

2016

2016						Interviewed						Hired					
Applied																	
Grade	Female	Male	Grand Total	% Female	%Male	Female	Male	Total	%Female	% success rate based on applicant pool F	% success rate based on applicant pool M	Female	Male	Total	% Female	% success rate based on interview pool F	% success rate based on interview pool M
5	92	71	163	56.4%	43.6%	20	14	34	58.8%	21.7%	19.7%	5	4	9	55.6%	25.0%	28.6%
4	672	537	1209	55.6%	44.4%	80	48	128	62.5%	11.9%	8.9%	15	11	26	57.7%	18.8%	22.9%
3	1101	686	1787	61.6%	38.4%	166	44	210	79.0%	15.1%	6.4%	36	7	43	83.7%	21.7%	15.9%
2	629	779	1408	44.7%	55.3%	99	92	191	51.8%	15.7%	11.8%	29	21	50	58.0%	29.3%	22.8%
PDF	611	913	1524	40.1%	59.9%	54	70	124	43.5%	8.8%	7.7%	19	18	18	105.6%	35.2%	25.7%
1	230	259	489	47.0%	53.0%	51	40	91	56.0%	22.2%	15.4%	45	15	12	375.0%	88.2%	37.5%
PSG Band 4	123	148	271	45.4%	54.6%	30	21	51	58.8%	24.4%	14.2%	7	6	13	53.8%	23.3%	28.6%
PSG Band 3	191	283	474	40.3%	59.7%	23	18	41	56.1%	12.0%	6.4%	7	8	15	46.7%	30.4%	44.4%
PSG Band 2	26	45	71	36.6%	63.4%	6	4	10	60.0%	23.1%	8.9%	2	0	2	100.0%	33.3%	0.0%
PSG Band 1	45	91	136	33.1%	66.9%	6	15	21	28.6%	13.3%	16.5%	2	0	2	100.0%	33.3%	0.0%
Total	**3720**	**3812**	**7532**	**49.4%**	**50.6%**	**535**	**366**	**901**	**59.4%**	**14.4%**	**9.6%**	**167**	**90**	**190**	**87.9%**	**31.2%**	**24.6%**

2017

2017						Interviewed						Hired					
Applied																	
Grade	Female	Male	Grand Total	% Female	%Male	Female	Male	Total	%Female	% success rate based on applicant pool F	% success rate based on applicant pool M	Female	Male	Total	% Female	% success rate based on interview pool F	% success rate based on interview pool M
5	87	36	123	70.7%	29.3%	8	3	11	72.7%	9.2%	8.3%	4	3	7	57.1%	50.0%	100.0%
4	670	541	1211	55.3%	44.7%	79	47	126	62.7%	11.8%	8.7%	17	11	28	60.7%	21.5%	23.4%
3	866	648	1514	57.2%	42.8%	108	50	158	68.4%	12.5%	7.7%	33	9	42	78.6%	30.6%	18.0%
2	525	763	1288	40.8%	59.2%	89	120	209	42.6%	17.0%	15.7%	23	26	49	46.9%	25.8%	21.7%
PDF	323	468	791	40.8%	59.2%	41	57	98	41.8%	12.7%	12.2%	19	15	34	55.9%	46.3%	26.3%
1	119	235	354	33.6%	66.4%	29	32	61	47.5%	24.4%	13.6%	8	9	17	47.1%	27.6%	28.1%
PSG Band 4	30	50	80	37.5%	62.5%	10	6	16	62.5%	33.3%	12.0%	3	2	5	60.0%	30.0%	33.3%
PSG Band 3	11	33	44	25.0%	75.0%	2	1	3	66.7%	18.2%	3.0%	1	0	1	100.0%	50.0%	0.0%
PSG Band 2	16	33	49	32.7%	67.3%	2	3	5	40.0%	12.5%	9.1%	0	0	0	0.0%	0.0%	0.0%
PSG Band 1	8	20	28	28.6%	71.4%	1	3	4	25.0%	12.5%	15.0%	1	0	1	100.0%	100.0%	0.0%
Total	**2655**	**2827**	**5482**	**48.4%**	**51.6%**	**369**	**322**	**691**	**53.4%**	**13.9%**	**11.4%**	**109**	**75**	**184**	**59.2%**	**29.5%**	**23.3%**

2018

	Applied					Interviewed						Hired					
Grade	Female	Male	Grand Total	% Female	%Male	Female	Male	Total	%Female	% success rate based on applicant pool F	% success rate based on applicant pool M	Female	Male	Total	% Female	% success rate based on interview pool F	% success rate based on interview pool M
5	50	61	111	45.0%	55.0%	8	13	21	38.1%	16.0%	21.3%	1	3	4	25.0%	12.5%	23.1%
4	599	397	996	60.1%	39.9%	92	45	137	67.2%	15.4%	11.3%	18	13	31	58.1%	19.6%	28.9%
3	1186	660	1846	64.2%	35.8%	153	49	202	75.7%	12.9%	7.4%	40	10	50	80.0%	26.1%	20.4%
2	604	698	1302	46.4%	53.6%	130	97	227	57.3%	21.5%	13.9%	29	24	53	54.7%	22.3%	24.7%
PDF	323	468	791	40.8%	59.2%	41	57	98	41.8%	12.7%	12.2%	19	15	34	55.9%	46.3%	26.3%
1	234	442	676	34.6%	65.4%	63	72	135	46.7%	26.9%	16.3%	14	16	30	46.7%	22.2%	22.2%
PSG Band 4	40	46	86	46.5%	53.5%	30	21	51	58.8%	75.0%	45.7%	3	4	7	42.9%	10.0%	19.0%
PSG Band 3	48	58	106	45.3%	54.7%	23	18	41	56.1%	47.9%	31.0%	2	1	3	66.7%	8.7%	5.6%
PSG Band 2	10	12	22	45.5%	54.5%	6	4	10	60.0%	60.0%	33.3%	2		2	100.0%	33.3%	0.0%
PSG Band 1	36	45	81	44.4%	55.6%	6	15	21	28.6%	16.7%	33.3%	1		1	100.0%	16.7%	0.0%
Total	**3130**	**2887**	**6017**	**52.0%**	**48.0%**	**552**	**391**	**943**	**58.5%**	**17.6%**	**13.5%**	**129**	**86**	**215**	**60.0%**	**23.4%**	**22.0%**

The tables above show that for grades 1, 2 and 3 (2016-2018) women are more successful in being selected for interview and then hired. The success rate for hires was slightly lower for grades 4 and 5 (few recruitments are at grade 5).

In PSG1, women were over-represented as appointees, compared to the percentage applicant pool and more likely to be interviewed and hired than to apply for PSG2-3 (however the numbers are small). We had an unprecedented amount of PSG positions open up in 2018 which is why this total is so high and these were also filled with a high number of female candidates. In 2013, women were 32% of applicants for PSG roles, 10% of shortlisted candidates and none were hired. In 2018, 134(45%) women applied for PSG positions, women were 53%(65) of shortlisted candidates and 62%(8) of hires. This large increase in applications from women for PSG reflects the positive actions put in place to attract more women to apply.

Table 26 Percentage of women applied, interviewed and hired by job-family 2016-2018. The percentage success rates are calculated using the preceding pool (e.g. % success rate based on applicant pool and % success rate based in interview pool)

2016

2016																	
Applied						**Interviewed**						**Hired**					
Job Family	**Female**	**Male**	**Grand Total**	**% Female**	**%Male**	**Female**	**Male**	**Total**	**%Female**	**% success rate based on applicant pool F**	**% success rate based on applicant pool M**	**Female**	**Male**	**Total**	**% Female**	**% success rate based on interview pool F**	**% success rate based on interview pool M**
Animal Husbandry and Technology	765	465	1230	62.2%	37.8%	143	54	197	72.6%	18.7%	11.6%	26	14	40	65.0%	18.2%	25.9%
Communications	58	219	277	20.9%	79.1%	7	33	40	17.5%	12.1%	15.1%	2	6	8	25.0%	28.6%	18.2%
Finance	14	111	125	11.2%	88.8%	3	20	23	13.0%	21.4%	18.0%	1	7	8	12.5%	33.3%	35.0%
Health & Safety	0	1	1	0.0%	100.0%	0	0	0	0.0%	0.0%	0.0%	0	1	1	0.0%	0.0%	0.0%
HR	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%
Human Resources	80	24	104	76.9%	23.1%	22	6	28	78.6%	27.5%	25.0%	4	1	5	80.0%	18.2%	16.7%
Informatician/Data Scientist	167	235	402	41.5%	58.5%	24	17	41	58.5%	14.4%	7.2%	5	7	12	41.7%	20.8%	41.2%
IT	74	50	124	59.7%	40.3%	24	10	34	70.6%	32.4%	20.0%	5	1	6	83.3%	20.8%	10.0%
IT - High Performance Computing	40	59	99	40.4%	59.6%	2	2	4	50.0%	5.0%	3.4%	1	2	3	33.3%	50.0%	100.0%
PDF	611	913	1524	40.1%	59.9%	54	70	124	43.5%	8.8%	7.7%	19	18	37	51.4%	35.2%	25.7%
Research Assistant	1247	944	2191	56.9%	43.1%	3	11	14	21.4%	0.2%	1.2%	2	1	3	66.7%	66.7%	9.1%
Software Developer	23	84	107	21.5%	78.5%	13	19	32	40.6%	56.5%	22.6%	7	4	11	63.6%	53.8%	21.1%
Staff Scientist	84	119	203	41.4%	58.6%	13	0	13	100.0%	15.5%	0.0%	6		6	100.0%	46.2%	0.0%
Support & Strategy	77	21	98	78.6%	21.4%	0	0	0	0.0%	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%
Grand Total	**3240**	**3245**	**6485**	**50.0%**	**50.0%**	**308**	**242**	**550**	**56.0%**	**9.5%**	**7.5%**	**78**	**62**	**140**	**55.7%**	**25.3%**	**25.6%**

2017

	Applied					Interviewed						Hired					
Job Family	Female	Male	Grand Total	%Female	%Male	Female	Male	Total	%Female	% success rate based on applicant pool F	% success rate based on applicant pool M	Female	Male	Total	% Female	% success rate based on interview pool F	% success rate based on interview pool M
Animal Husbandry and Technology	416	209	625	66.6%	33.4%	88	25	113	77.9%	21.2%	12.0%	31	4	35	88.6%	35.2%	16.0%
Buildings and Facilities Management	23	47	70	32.9%	67.1%	4	3	7	57.1%	17.4%	6.4%	0	0	0	0.0%	0.0%	0.0%
Communications	65	194	259	25.1%	74.9%	10	26	36	27.8%	15.4%	13.4%	1	10	11	9.1%	10.0%	38.5%
Finance	40	104	144	27.8%	72.2%	11	19	30	36.7%	27.5%	18.3%	3	4	7	42.9%	27.3%	21.1%
Health & Safety	2	0	2	100.0%	0.0%	0	0	0	0.0%	0.0%	0.0%	2	0	2	100.0%	0.0%	0.0%
Human Resources	52	25	77	67.5%	32.5%	16		16	100.0%	30.8%	0.0%	3	1	4	75.0%	18.8%	0.0%
Informatician/Data Scientist	104	207	311	33.4%	66.6%	13	30	43	30.2%	12.5%	14.5%	3	5	8	37.5%	23.1%	16.7%
IT	80	55	135	59.3%	40.7%	17	11	28	60.7%	21.3%	20.0%	6	1	7	85.7%	35.3%	9.1%
IT - High Performance Computing	38	75	113	33.6%	66.4%	8	18	26	30.8%	21.1%	24.0%	1	6	7	14.3%	12.5%	33.3%
PDF	612	777	1389	44.1%	55.9%	68	70	138	49.3%	11.1%	9.0%	25	24	49	51.0%	36.8%	34.3%
Research Assistant	1104	919	2023	54.6%	45.4%	106	62	168	63.1%	9.6%	6.7%	30	11	41	73.2%	28.3%	17.7%
Software Developer	45	213	258	17.4%	82.6%	10	36	46	21.7%	22.2%	16.9%	2	7	9	22.2%	20.0%	19.4%
Staff Scientist	55	80	135	40.7%	59.3%	5	12	17	29.4%	9.1%	15.0%	2	5	7	28.6%	40.0%	41.7%
Support & Strategy	66	24	90	73.3%	26.7%	10	3	13	76.9%	15.2%	12.5%	3	0	3	100.0%	30.0%	0.0%
Total	2702	2929	5631	48.0%	52.0%	366	315	681	53.7%	13.5%	10.8%	112	78	190	58.9%	30.6%	24.8%

2018

Job Family	Female	Male	Grand Total	%Female	%Male	Female	Male	Total	%Female	% success rate based on applicant pool F	% success rate based on applicant pool M	Female	Male	Total	% Female	% success rate based on interview pool F	% success rate based on interview pool M
						Interviewed						Hired					
Animal Husbandry and Technology	214	124	338	63.3%	36.7%	45	24	69	65.2%	21.0%	19.4%	14	4	18	77.8%	31.1%	16.7%
Buildings and Facilities Management	81	38	119	68.1%	31.9%	30	6	36	83.3%	37.0%	15.8%	3	3	6	50.0%	10.0%	50.0%
Communications	67	94	161	41.6%	58.4%	8	13	21	38.1%	11.9%	13.8%	2	2	4	50.0%	25.0%	15.4%
Finance	65	62	127	51.2%	48.8%	26	17	43	60.5%	40.0%	27.4%	5	5	10	50.0%	19.2%	29.4%
Human Resources	118	48	166	71.1%	28.9%	20	8	28	71.4%	16.9%	16.7%	3	2	5	60.0%	15.0%	25.0%
Informatician/Data Scientist	66	133	199	33.2%	66.8%	12	23	35	34.3%	18.2%	17.3%	4	8	12	33.3%	33.3%	34.8%
IT	24	53	77	31.2%	68.8%	10	5	15	66.7%	41.7%	9.4%	4	0	4	100.0%	40.0%	0.0%
IT - High Performance Computing	4	15	19	21.1%	78.9%	0	0	0	0.0%	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%
PDF	323	468	791	40.8%	59.2%	41	57	449	47.9%	66.6%	50.0%	19	15	34	55.9%	8.8%	6.4%
Procurement and Stores	11	36	47	23.4%	76.6%	2	9	11	18.2%	18.2%	25.0%		2	2	0.0%	0.0%	22.2%
Project Management	76	81	157	48.4%	51.6%	18	6	24	75.0%	23.7%	7.4%	2	0	2	100.0%	11.1%	0.0%
Regulatory and Legal	21	24	45	46.7%	53.3%	5	4	9	55.6%	23.8%	16.7%	1	0	1	100.0%	20.0%	0.0%
Research Assistant	1264	883	2147	58.9%	41.1%	127	56	183	69.4%	10.0%	6.3%	34	13	47	72.3%	26.8%	23.2%
Scientific Management	48	59	107	44.9%	55.1%	17	21	38	44.7%	35.4%	35.6%	3	4	7	42.9%	17.6%	19.0%
Software Developer	44	327	371	11.9%	88.1%	8	44	52	15.4%	18.2%	13.5%	3	12	15	20.0%	37.5%	27.3%
Staff Scientist	132	154	286	46.2%	53.8%	25	22	47	53.2%	18.9%	14.3%	9	8	17	52.9%	36.0%	36.4%
Support & Strategy	415	165	580	71.6%	28.4%	69	22	91	75.8%	16.6%	13.3%	13	6	19	68.4%	18.8%	27.3%
Technician	7	9	16	43.8%	56.3%	4	0	4	100.0%	57.1%	0.0%	1	0	1	100.0%	25.0%	0.0%
Training & Engagement Management	98	54	152	64.5%	35.5%	23	8	31	74.2%	23.5%	14.8%	6	1	7	85.7%	26.1%	12.5%
Total	3078	2827	5905	52.1%	47.9%	490	345	1186	56.0%	21.6%	18.5%	126	85	211	59.7%	19.0%	16.3%

Table 27 Percentage of women applied, interviewed and hired by job-family 2016-2018. The percentage success rates are calculated using the preceding pool (e.g. % success rate based on applicant pool and % success rate based in interview pool)

Job Area	Applied		Interviewed				Hired			
					% success rate based on applicant pool F	% success rate based on applicant pool M			% success rate based on interview pool F	% success rate based on interview pool M
2016	Female	Male	Female	Male	pool F	pool M	Female	Male	pool F	pool M
Man Ops	303	426	56	69	18.5%	16.2%	12	16	21.4%	23.2%
Sci Ops	2035	1493	159	84	7.8%	5.6%	35	19	22.0%	22.6%
Sci Progs	902	1326	93	89	10.3%	6.7%	31	27	33.3%	30.3%
2017										
Man Ops	328	449	68	62	20.7%	13.8%	18	16	26.5%	25.8%
Sci Ops	1565	1341	204	123	13.0%	9.2%	63	22	30.9%	17.9%
Sci Progs	809	1139	94	130	11.6%	11.4%	31	40	33.0%	30.8%
2018										
Man Ops	976	655	211	98	21.6%	15.0%	39	21	18.5%	21.4%
Sci Ops	1577	1402	201	145	12.7%	10.3%	55	33	27.4%	22.8%
Sci Progs	525	770	78	102	14.9%	13.2%	32	31	41.0%	30.4%

The tables for percentages of women who applied, interviewed and were hired in various job-families show more job-families where women were over represented compared to applications than under-represented, or were roughly the same.

Looking at the table by job area, we see that women are more successful than men when applying for roles in SciOps in 2017(31%F;63F) and SciProgs in 2018(41%F;32F). The latter is an impact of our positive recruitments we have implemented since 2016.

There are some mismatches between recruitment data by grade and job-family which is due to changes in the job family definitions and how these have been matched with grade year on year.

Table 28 Recruitment data by grade and ethnicity, 2016-2018. The percentage success rates are calculated using the preceding pool (e.g. % success rate based on applicant pool and % success rate based in interview pool)

Grade	Applied BAME F	BAME M	White F	White M	Shortlist BAME F	BAME M	White F	White M	% success rate BAME F	% success rate BAME M	% success rate White F	% success rate White M	Hire BAME F	BAME M	White F	White M	% success rate BAME F	% success rate BAME M	% success rate White F	% success rate White M
5	78	55	150	107	5	5	23	22	6.4%	9.1%	15.3%	20.6%	2	5	7	7	40.0%	100.0%	30.4%	31.8%
4	667	571	1248	882	33	22	184	95	4.9%	3.9%	14.7%	10.8%	4	6	43	27	12.1%	27.3%	23.4%	28.4%
3	1048	989	2061	988	57	21	285	100	5.4%	2.1%	13.8%	10.1%	12	5	92	20	21.1%	23.8%	32.3%	20.0%
2	666	1264	1008	855	58	74	176	133	8.7%	5.9%	17.5%	15.6%	10	24	66	42	17.2%	32.4%	37.5%	31.6%
PDF	888	1554	629	575	23	42	61	55	2.6%	2.7%	9.7%	9.6%	11	0	36	28	47.8%	0.0%	59.0%	50.9%
1	170	410	351	446	12	14	65	74	7.1%	3.4%	18.5%	16.6%	3	4	27	26	25.0%	28.6%	41.5%	35.1%
PSG 4	22	30	41	50	2	1	7	8	9.1%	3.3%	17.1%	16.0%	1	1	3	5	50.0%	100.0%	42.9%	62.5%
PSG 3	32	55	97	160	1	4	12	15	3.1%	7.3%	12.4%	9.4%	1	0	4	6	100.0%	0.0%	33.3%	40.0%
PSG 2	6	14	20	31	1	1	2	3	16.7%	7.1%	10.0%	9.7%	1	0	1	0	100.0%	0.0%	50.0%	0.0%
PSG 1	8	11	34	50	1	0	1	3	12.5%	0.0%	2.9%	6.0%	1	0	1	0	100.0%	0.0%	100.0%	0.0%
Total	3585	4953	5639	4144	193	184	816	508	5.4%	3.7%	14.5%	12.3%	46	45	280	161	23.8%	24.5%	34.3%	31.7%

Overall, percentage success rates for BAME Female and Males at shortlist stage are slightly lower than for White applicants. The success rates from shortlist to hire are more consistent for both BAME and White staff, given the small numbers over 3 years.

Action 4.2 Ensure there is no bias in the recruitment process

We have made significant structural revisions with our recruitment and selection processes since we achieved AS Bronze that are contributing to this positive impact:

- Single gender short-lists are challenged by the Recruitment Team.
- Revising the external website to highlight family-friendly activities, including case-studies of female staff.
- Proactive use of social media to broaden our reach (we appointed a dedicated Recruitment and Social Media Manager in 2019).
- Utilising women networks, such as the Daphnet mailing list.
- Providing an overview of support available to Parent and Carers (P&C).
- Ensuring language used in adverts is gender neutral.

Positive action statements in job adverts are standard and we emphasise our benefits and flexible/part-time working. Our fair and systematic approach covers the full recruitment cycle, including standard job templates, guidance on interview questions, and setting equitable starting salaries. Shortlisting and interviewing matrices are available to score applications consistently and is done by more than one person to reduce the chances of personal bias. We ensure at least one woman sits on every interview panel. All recruitment is against job descriptions and person specifications outlining the skills, knowledge and experience necessary for the role. We also utilise psychometric tools to further support objective decision-making and provide feedback to all applicants who request it. The Recruitment Team collates feedback on how a decision has been made and will challenge if there is inconsistency in a process.

Candidates are explicitly asked about career-breaks on the application form, and this is taken into account when shortlisting and appointing. References are kept separate to the recruitment process and will often not be shared at all with the interview panel, as research shows that references can be subjective and negatively impact on women.[2]

Our established bespoke Unconscious Bias (U/B) in Recruitment and Selection training runs quarterly and in addition, we also have an U/B observer or HR specialist during the recruitment process for senior-level recruitment campaigns. Around 120 staff in Grades 1 and PSG have taken the course over the last 3 years, which is slightly under half of the senior staff in post in any one year (44%).

We provide specialist advice and information, e.g. our new 'Guide to moving to the UK', which includes advice and support on accommodation, healthcare and moving with a family. In 2019, we supported one of our staff to bring her three children to the UK under complex conditions.

Our recruitment guide, further professionalises our hiring processes.

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[2] https://www.insidehighered.com/news/2018/06/19/study-finds-recommendation-letters-inadvertently-signal-doubt-about-female

Figure 20 Guides to moving to the UK

Faculty Recruitment

Faculty recruitment is driven by our research strategy and QQ process; we never recruit direct replacements for existing departing Faculty. Increasing the proportion of Female applicants for Faculty roles has been a key priority and seeks to address wider sector issues and remains a key challenge. The proportion of women applying to Faculty roles is 34%(2016-2018); however due to our enhanced processes, the success rate of women hired from the applicant pool has increased from 0%(2016); 25%(2017) and 100%(2018) (note the caveat of small numbers).

Table 29 Faculty recruitment

	Applied				Interviewed						Hired			
	Female	Male	Total	% women	Female	Male	Total	% women	% success rate based on applicant pool F	% success rate based on applicant pool M	Female	Male	% success rate based on interview pool F	% success rate based on interview pool M
2016	37	68	105	35.2	10	12	22	0.8	27.0	17.6	0	2	0.0	16.7
2017	22	43	65	33.8	4	4	8	50.0	18.2	9.3	1	0	25.0	0.0
2018	17	36	53	32.1	2	4	6	11.8	11.8	11.1	2	2	100.0	50.0

<mark>Action 4.1 Take positive action to increase the number of women in applicant pools for core Faculty</mark>

We are committed to changing the stark imbalance of women on our Faculty and additional interventions specifically to redress this include:

- Specific consideration and outreach to the potential female applicant pool through external presentations (e.g. at international scientific conferences, talks on mentoring and leadership) and social media.
- Mentoring and nurturing budding scientists internally and externally (2 of our women PDFs progressed into Faculty roles in 2018/19; 1 man (2016)).
- Including information about career-breaks in job applications.
- Having an "informal" contact for applicants in job adverts.
- Signatory to the San Francisco Declaration on Research Assessment (DORA).

"Your flexibility with my application really helped me. I think women need this level of encouragement/flexibility more as they get easily put off by the thoughts of the competition or their perceived lack of the required skills." **Feedback from a female applicant to a faculty position**

International Fellow (IF) recruitment
Our IF programme supports our work with LMIC countries. In 2019, we ran a recruitment campaign for IFs, embedding the above principles. We had 41 applicants overall (50%F,20F, and 50%M,21M); 7 Skype interviews (57%F,4F and 43%M,3M), 4 positions were offered and accepted (75%,3F and 25%,1M). We have previously not had any women in this position.

(ii)   Induction

Our well-established induction process includes information on family-friendly policies, flexible working, childcare vouchers, staff engagement networks and occupational health. A new starters' hub on the intranet welcomes new appointees to the organisation and signposts to HR policies, EDI, health and wellbeing, the EP and Campus information. Line-managers have a new-starter checklist that they work through with the employee. This includes assigning an induction buddy and identifying any short-term training and development needs. We celebrate new starters by featuring them on the front page of our intranet in rotation.

Figure 21 Intranet new-starters hub and settlement workshop

In the 2019 ASSS 82%(379) of respondents reported having an induction, and only 8%(35) said they had not. In our 2014 ASSS 86%(281) female and 81%(215) male staff reported that they were made to feel welcome when they joined.

Table 30 Attendees at induction sessions, 2016 - 2018 by gender and grade

2016								
Grade	Female Attendees	Female New Starters	Male Attendees	Male New Starters	Total Attendees	Total New Starters	Female attendees % pool	Male attendees % pool
5	5	6	4	10	9	16	83.3%	40.0%
4	10	14	5	7	15	21	71.4%	71.4%
3	12	31	7	8	19	39	38.7%	87.5%
2	9	33	11	23	20	56	27.3%	47.8%
PDF	8	13	7	11	15	24	61.5%	63.6%
1	8	16	8	21	16	37	50.0%	38.1%
PSG4	3	4	3	4	6	8	75.0%	75.0%
PSG3	1	1	1	1	2	2	100.0%	100.0%
PSG2	0	0	3	3	3	3	N/A	100.0%
PSG1	1	1	0	0	1	1	100.0%	N/A
Total	29	67	33	63	62	130		

2017								
Grade	Female Attendees	Female New Starters	Male Attendees	Male New Starters	Total Attendees	Total New Starters	Female attendees % pool	Male attendees % pool
5	6	12	5	12	11	24	50.0%	41.7%
4	11	15	8	14	19	29	73.3%	57.1%
3	11	23	8	16	19	39	47.8%	50.0%
2	7	18	10	19	17	37	38.9%	52.6%
PDF	7	17	11	23	18	40	41.2%	47.8%
1	6	14	5	5	11	19	42.9%	100.0%

Grade	Female Attendees	Female New Starters	Male Attendees	Male New Starters	Total Attendees	Total New Starters	Female attendees % pool	Male attendees % pool
PSG4	5	6	0	0	5	6	83.3%	N/A
PSG3	0	0	1	2	1	2	N/A	50.0%
PSG2	0	0	1	0	1	0	N/A	N/A
PSG1	0	0	0	0	0	0	N/A	N/A
Total	25	55	28	49	53	104		

2018								
Grade	Female Attendees	Female New Starters	Male Attendees	Male New Starters	Total Attendees	Total New Starters	Female attendees % pool	Male attendees % pool
5	2	2	2	2	4	4	100.0%	100.0%
4	8	14	5	11	13	25	57.1%	45.5%
3	12	31	8	13	20	44	38.7%	61.5%
2	12	24	10	16	22	40	50.0%	62.5%
PDF	7	18	6	8	13	26	38.9%	75.0%
1	4	5	5	9	9	14	80.0%	55.6%
PSG4	3	4	4	4	7	8	75.0%	100.0%
PSG3	1	1	1	1	2	2	100.0%	100.0%
PSG2	0	0		0		0	N/A	N/A
PSG1	2	2	1	1	3	3	100.0%	100.0%
Total	27	52	26	38	53	90		

We are in the process of refreshing our induction to make it more interactive and will include on-boarding processes prior to start date, e-learning sets, key presentations and videos as well as a monthly street fair to welcome our new staff. Overall we see that the percentage of staff having inductions has increased, but the data shows that not all staff are undergoing the induction process.

==Action 7.2 Improved staff induction==

(iii)   Promotion

> **Impact since 2016**
>
> - In 2016 and 2018 (56%) of promotions went to female staff (45 and 42 respectively).
> - One woman Faculty promoted from GL2 to GL3.

An employee can either apply for an advertised, higher-graded post, or be nominated by their manager for promotion within their current role. We have a proactive system whereby managers actively review eligible staff, focusing on qualitative rather than quantitative outputs, and nominate those they feel are ready to apply for promotion.

Responding to staff feedback in our 2018 GPTW survey, promotions can now take place at any time of the year for all staff to ensure support of continuous talent management

and succession planning. Previously there were 2 fixed promotion windows per year (see data below). A new Reward Guide was launched in 2019 to make our promotion and reward processes even clearer. The guide explains all the various pay and reward options that GRL offers, including how the promotions process works.
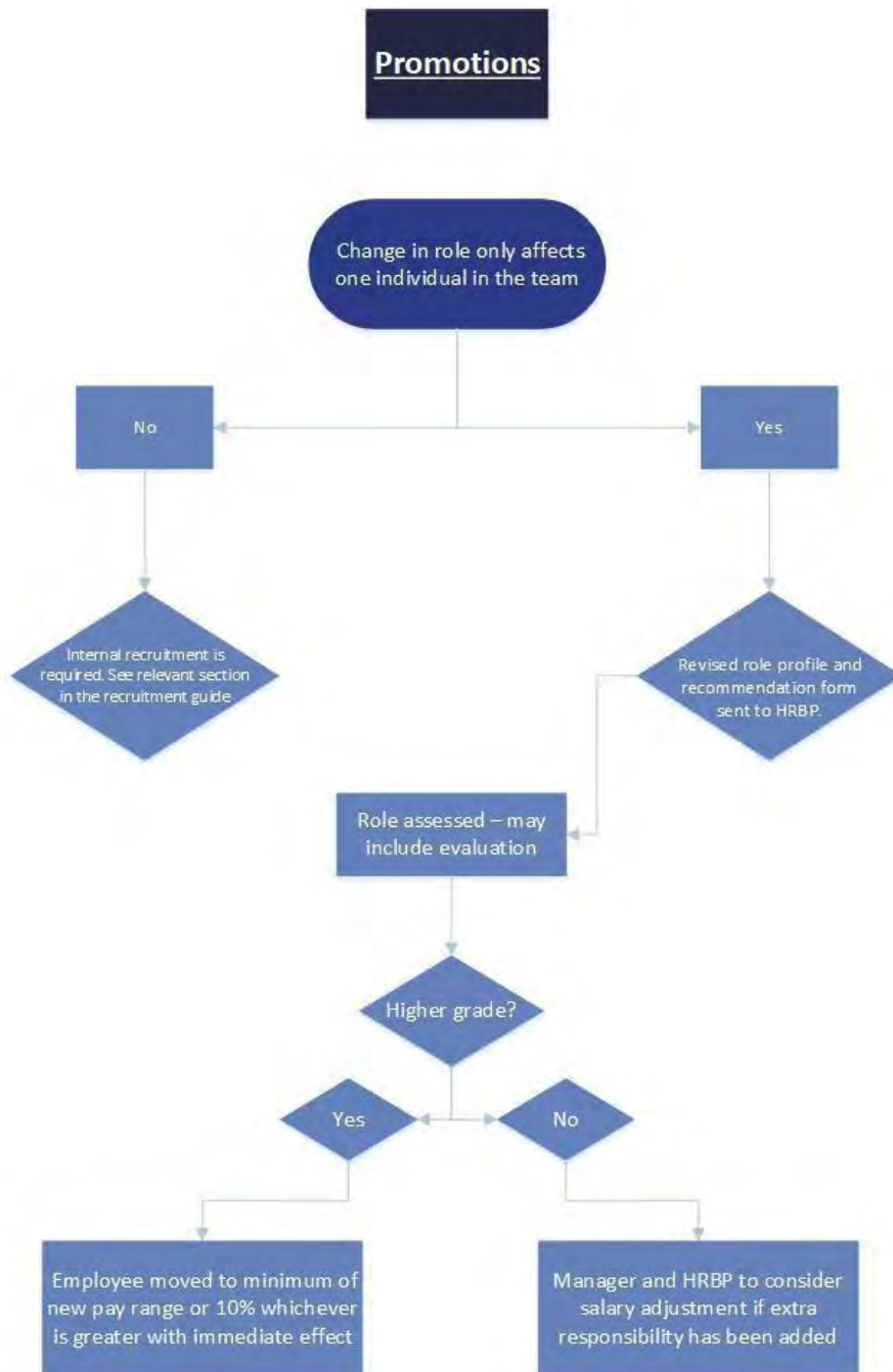
Figure 22 Promotion process

Table 31 Promotions by job-family, 2016-2017

Job family	2016 % Female	Female no.	% Male	Male no.	Female in pool	Male in pool	% pool female	% pool male	2017 % Female	Female no.	% Male	Male no.	Female in pool	Male in pool	% pool female	% pool male
Admin	18.8%	15	6.3%	5	123	44	12.2%	11.4%	11.1%	6	1.9%	1	144	54	4.2%	1.9%
Faculty	0.0%		1.3%	1	6	26	0.0%	3.8%	1.9%	1	0.0%		6	39	16.7%	0.0%
Informatics	3.8%	3	8.8%	7	47	101	6.4%	6.9%	0.0%		11.1%	6	46	90	0.0%	6.7%
IT	0.0%		5.0%	4	7	58	0.0%	6.9%	3.7%	2	3.7%	2	7	61	28.6%	3.3%
PDF	3.8%	3	2.5%	2	62	51	4.8%	3.9%	5.6%	3	5.6%	3	61	49	4.9%	6.1%
Research Assistant	12.5%	10	2.5%	2	129	67	7.8%	3.0%	13.0%	7	5.6%	3	123	66	5.7%	4.5%
Scientific Manager	3.8%	3	3.8%	3	38	29	7.9%	10.3%	5.6%	3	1.9%	1	39	30	7.7%	3.3%
Staff Scientist	10.0%	8	3.8%	3	40	45	20.0%	6.7%	5.6%	3	5.6%	3	43	52	7.0%	5.8%
Support				7					0.0%		1.9%	1				
Technical	3.8%	3	8.8%	7	46	37	6.5%	18.9%	1.9%	1	7.4%	4	45	37	2.2%	10.8%
Grand Total	57.5%	0	42.5%	41	498	458			48.1%	26	46.3%	24	514	478		

Table 32 Promotions by job-family, 2018

Job Families	Female No.	Female	Male No	Male	Female in pool	Male in pool	% of pool female	% pool male
Animal Husbandry & Technology	1	1.4%	2	2.7%	37	27	2.7%	7.4%
Buildings & Facilities Management	3	4.1%	1	1.4%	8	15	37.5%	6.7%
Career Development Fellow	1	1.4%		0.0%				
Clinical Fellow		0.0%	1	1.4%				
Finance	3	4.1%	1	1.4%	14	8	21.4%	12.5%
Human Resources		0.0%	1	1.4%	23	3	0.0%	33.3%
Informatician / Data Scientist	2	2.7%		0.0%	23	32	8.7%	0.0%
Information Technology		0.0%	2	2.7%	7	51	0.0%	3.9%
Postdoctoral Fellow	1	1.4%	1	1.4%	64	63	1.6%	1.6%
Procurement & Stores	2	2.7%	1	1.4%	10	10	20.0%	10.0%
Regulatory & Legal	1	1.4%		0.0%	7	1	14.3%	0.0%
Research Assistant	15	20.5%	4	5.5%	116	53	12.9%	7.5%
Research Associate	1	1.4%	3	4.1%	3	2	33.3%	150.0%
Scientific Management	1	1.4%	4	5.5%	46	31	2.2%	12.9%
Scientific Manager		0.0%	1	1.4%				
Software Developer		0.0%	2	2.7%	60	15	0.0%	13.3%
Staff Scientist	3	4.1%	6	8.2%	44	41	6.8%	14.6%
Support & Strategy	6	8.2%		0.0%	3	2	200.0%	0.0%
Training & Engagement Management	2	2.7%	1	1.4%	24	8	8.3%	12.5%
Grand Total	42		31		489	362		

In 2016 and 2018 the majority of promotions (56%) went to female staff (45 and 42 respectively). In 2017 the percentage of women receiving promotion was also higher than for males (in some cases, gender was not recorded).

Job-families where more women were promoted:
- Administration
- Research Assistant
- Staff Scientist roles

These job-families have higher percentages of women.

Table 33 Promotions data. The grade shown is the grade of promotion, 2016-2018

SUMMARY

	2016			2017			2018		
Grade	F	M	Grand Total	F	M	Grand Total	F	M	Grand Total
PSG	1.3%	2.5%	3.8%	5.6%	3.7%	9.3%	11.0%	11.0%	21.9%
Grade 1	18.8%	11.3%	30.0%	9.3%	18.5%	29.6%	11.0%	9.6%	20.5%
Grade 2	11.3%	13.8%	25.0%				15.1%	8.2%	23.3%
Grade 3	17.5%	3.8%	21.3%	11.1%	1.9%	16.7%	16.4%	8.2%	24.7%
Grade 4	5.0%	7.5%	12.5%	1.9%	5.6%	7.4%	2.7%	2.7%	5.5%
Grade 5	0.0%	1.3%	1.3%						
PDF	3.8%	2.5%	6.3%	5.6%	5.6%	11.1%	1.4%	1.4%	2.7%
Grand Total	57.5%	42.5%	100.0%	48.1%	46.3%	100.0%	57.5%	42.5%	100.0%

2016

Grade	F	M	Total	% F	% M	Female in pool	Male in pool	% Female in pool	% Male in pool
PSG	1	2	3	33.3%	66.7%	22	49	4.5%	4.1%
1	15	9	24	62.5%	37.5%	66	91	22.7%	9.9%
PDF	3	2	5	60.0%	40.0%	57	47	5.3%	4.3%
2	9	11	20	45.0%	55.0%	140	155	6.4%	7.1%
3	14	3	17	82.4%	17.6%	134	61	10.4%	4.9%
4	4	6	10	40.0%	60.0%	67	43	6.0%	14.0%
5		1	1	0.0%	100.0%	9	13	0.0%	7.7%
Grand Total	46	34	80	57.5%	42.5%	495	459		

2017

Grade	F	M	Total	% F	% M	Female in pool	Male in pool	% Female in pool	% Male in pool
PSG	3	2	5	60.0%	40.0%	21	51	14.3%	3.9%

	F	M	Total	% F	% M	Female in pool	Male in pool	% Female in pool	% Male in pool
1	5	10	15	33.3%	66.7%	91	99	5.5%	10.1%
PDF	3	3	6	50.0%	50.0%	57	46	5.3%	6.5%
2	8	5	13	61.5%	38.5%	137	153	5.8%	3.3%
3	6	1	7	85.7%	14.3%	141	53	4.3%	1.9%
4	1	3	4	25.0%	75.0%	59	52	1.7%	5.8%
5	0	0	0			8	13	0.0%	0.0%
Grand Total	26	25	51	51.0%	49.0%	514	467		

2018

Grade	F	M	Total	% F	% M	Female in pool	Male in pool	% Female in pool	% Male in pool
PSG	8	8	16	50.0%	50.0%	25	54	32.0%	14.8%
1	8	7	15	53.3%	46.7%	95	97	8.4%	7.2%
PDF	1	1	2	50.0%	50.0%	63	60	1.6%	1.7%
2	11	6	17	64.7%	35.3%	140	133	7.9%	4.5%
3	12	6	18	66.7%	33.3%	144	52	8.3%	11.5%
4	2	2	4	50.0%	50.0%	54	54	3.7%	3.7%
5			0			5	11	0.0%	0.0%
Grand Total	42	31	73	57.5%	42.5%	526	461	8.0%	6.7%

In 2018, promotions for women were equal to or greater than promotions for male staff in every grade category. This decreased the GPG.

Our promotion and progression policies support women to move role after joining the organisation. In our 2019 ASSS, we asked whether staff had moved role since joining the organisation. 18%F(79F) said that they had moved role compared to 12%M(53M).

Figure 23 Respondents to 2019 AS staff survey who have moved role by gender and ethnicity (ND=not disclosed)

Initial statistical significance testing showed that there may be a significant difference between BAME and White staff who have moved role. While this difference disappeared on further testing, we will continue to investigate the intersection with ethnicity.

Action 4.7 Support our BAME staff and students (including movement between roles)

Action 7.5 Better structured succession planning and talent management

Within Faculty, promotions and renewals take into account:

- Research output (extended leave taken into account).
- Contribution to education and training.
- Good citizenship, e.g. contribution to internal committees.
- Raising the SI profile e.g. through external committee membership.

Faculty promotions 2016 to date

- Promotion from GL2 to GL3: 2M; 1F
- Renewals (e.g. GL3 renewals: 5M)
- GL1s who won a GL2: 2M, 1F
- Career Development Fellow to GL1: 2M
- PDF to GL1:2F

Progression within this group is a key transition point and we are committed to increasing the number of women progressing in seniority.

Action 4.3 Improve under-representation of women in senior Faculty and non-Faculty roles and support progression

5.2. Career development
(i)   Training

We have a dedicated learning and development (L&D) team, who are specialists in shaping and delivering professional/leadership development for women and minority groups, coaching/mentoring and organisational culture change. The L&D programme is funded at £460k (non-staff costs).

Figure 24 Learning and development intranet pages

Staff are supported and encouraged to take ownership of their development together with their line-manager, supported by the appraisal process and regular review meetings. Organisation-wide emails and postings on our intranet pages keep staff informed of training opportunities. Training is not mandatory, although this is currently being reviewed, with some mandatory elements to be launched in 2020. A technical training budget is available to all staff through the programmes, with a separate training budget held by L&D for core, behavioural based training.

Our online-learning portal and appraisal system allows staff to book onto training courses, access learning resources, complete appraisals and manage work and personal development objectives. Staff can self-nominate to attend courses, particularly non-technical courses and line-managers encourage attendance.

In total, 147 different training courses ran between 2016-2018. These encompass EDI, technical and management and leadership (M&L). These are delivered either face-to-face with an internal/external facilitator or online. Our bespoke U/B in Recruitment and Selection training has been attended by 51F and 50M. This training is being updated for 2020 and will further embed impact and evaluation. These are augmented by our Equality in Science (EiS) talks – see section 8.

Action 4.2 Updated recruitment training to come online in 2020, including an unconscious bias training requirement and some mandatory course elements
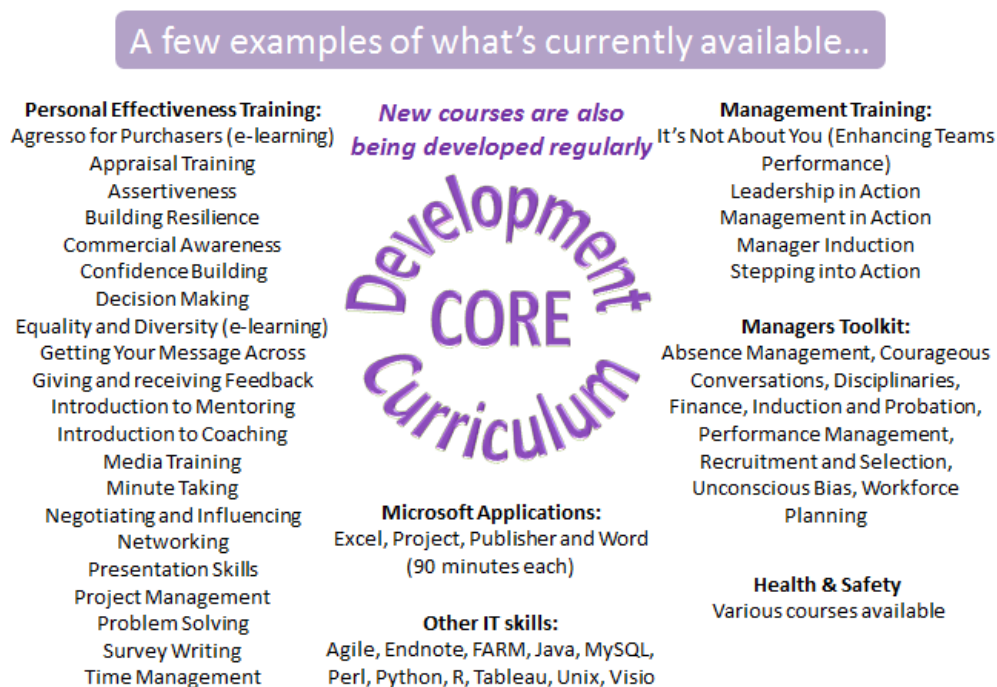
Figure 25 Types of training courses available

Table 34 Courses by facilitator

Training course	Category	Facilitator
Bullying and Harassment workshop	Equality and Diversity	Consultant

Equality and Diversity (e-Learning)	Equality and Diversity	N/A (e-Learning)
Unconscious Bias	Equality and Diversity	Consultant
Unconscious Bias and Recruitment	Equality and Diversity	Consultant
Interview Skills	Equality and Diversity	HR
Absence Management	Management and Leadership	HR
Aspiring Leaders in Science	Management and Leadership	Consultant
Conducting Effective Appraisals	Management and Leadership	HR
Conflict Management for Managers	Management and Leadership	Consultant
Enhancing Your Team's Performance	Management and Leadership	Consultant
Essential Communication Skills for Managers	Management and Leadership	Consultant
Foundation in People Management - PART 1	Management and Leadership	Consultant
Foundation in People Management - PART 2	Management and Leadership	Consultant
Health & Safety for Managers and Supervisors	Management and Leadership	HR
Induction and Probation	Management and Leadership	HR
Leadership in Action	Management and Leadership	Consultant
Management in Action	Management and Leadership	Consultant
Managing a Project Team and Stakeholders	Management and Leadership	Consultant
Organisational Change	Management and Leadership	HR
Pay Briefing (for managers)	Management and Leadership	HR
Performance Management	Management and Leadership	HR
Stepping into Management for Managers	Management and Leadership	HR
Stepping into Management for Supervisors	Management and Leadership	HR
Talented Women's Impact Programme	Management and Leadership	Consultant

475F attended at least 1 training course during this period, compared with 356M (56%F of all employees, and 43%M of all employees). On a course-by-course basis, nearly two thirds of course attendees are female year-on-year. Further information on the impact of training will be captured in a new L&D system.

Action 6.6 Coordination of staff learning and development and its development, including tracking impact

Table 35 Attendance at courses by gender, 2016-2018 (for training instances)

Course title	2016					2017					2018				
	F	M	Total	% F	% M	F	M	Total	% F	% M	F	M	Total	% F	% M
Archived courses	214	94	308	69.5%	30.5%	187	116	303	61.7%	38.3%	4	3	7	57.1%	42.9%
Core Training	39	18	57	68.4%	31.6%	68	19	87	78.2%	21.8%	26	12	38	68.4%	31.6%
Health and Safety	176	122	298	59.1%	40.9%	252	139	391	64.5%	35.5%	82	45	127	64.6%	35.4%
IT Training	81	86	167	48.5%	51.5%	65	45	110	59.1%	40.9%	29	31	60	48.3%	51.7%
Management and Leadership Development	123	66	189	65.1%	34.9%	214	80	294	72.8%	27.2%	46	24	70	65.7%	34.3%
Managers Toolkit	58	28	86	67.4%	32.6%	77	57	134	57.5%	42.5%	22	12	34	64.7%	35.3%
Grand Total	691	414	1105	62.5%	37.5%	863	456	1319	65.4%	34.6%	509	271	780	65.3%	34.7%

The courses in the table above are open to all grades. M&L training is aimed at PSG and Grade1, but Grades (2-3) can also make a case with their line-manager.

Table 36 Overview of Management and Leadership Training (from L&D manual)

	Manager Induction	Manager's Toolkit	Stepping into Management	Management in Action / Talented Women's Impact Programme	Leadership in Action
New Manager	√	√	√		
Supervisor		√	√		
Established Manager	√	√		√	
Senior Leader	√	√		√	√
PDF		√	√	√	
Other Staff (where appropriate)		√			

PDFs and staff on Grades (1,2 and PSG) can access a bespoke leadership programme for women. In total, 85 women have completed this course since 2016. 88% of respondents said that the programme had helped them towards meeting the skills and goals they identified at the start and 100% said that they felt 'confident' or 'very confident' in applying their skills to the workplace.

Figure 26 Celebration event for attendees of Management and Leadership courses (2019)

Surveys and feedback from participants are used to evaluate the content/delivery of all training programmes. In the 2019 ASSS, we asked staff whether they were satisfied with the training opportunities available. In total, 78%(334) agreed, 60%F(201F) and 40%M(133M). Overall, 81%(388) felt well or fairly-well informed about training, 48%F(229F) and 31%M(147M). In 2014, 29%F and 33%M somewhat agreed that training met their needs, showing that the emphasis on improving access to training has had an impact since the last AS award.

PDF Training

PDF training is delivered through individual training requests, a structured PDF training programme and supplementary courses delivered by subject matter experts. We are committed to the principles of Vitae's researcher Development Framework.

From 2020 we will be running the internationally recognised 'EMBO Laboratory Management Courses' on-site to broaden access with minimal disruption of home-life so that working P&Cs are more likely to attend.

In addition, our bi-annual 'Pathway to Independence' course (in collaboration with the ICR), is a prestigious programme for outstanding PDFs aimed at developing future scientific leaders.

Table 37 SI Pathway to Independence delegates

Year	Female	Male
2013	4	2
2017	5	1
2019 (ongoing)	4	4

95%(17) of the 2017 delegates gave the programme an overall rating of "very good". In total, 4 of the 24 2017 cohort are now independent: 2F and 2M.

PDFs also attend retreats (twice/year) covering sessions on career development.

Figure 27 PDF Retreat, April 2019 – sessions included exploring career opportunities outside academia, settling in as a new group leader, start-ups and presenting with confidence. 49 attendees, 100% rated it as 'interesting overall' and 95% would attend again (24F/25M)

Figure 28 PDF Retreat, November 2019 – graphics of speakers by Petra Korlevic, ESPOD fellow, Flicek Group (EMBL-EBI), Lawniczak Group (Wellcome Sanger Institute), Wellcome Genome Campus, UK

Action 6.2 Review of support for post-docs, including alumni strategy

Technicians

Bespoke support to this community includes registration to professional bodies, attendance of the Research Institute Technician Symposium and training on bespoke technical skills.

(ii) Appraisal/development review

Formal appraisals take place once/year although quarterly reviews are encouraged. The appraisal document asks for written descriptions including:

- Key achievements.
- Progress against objectives.
- Planned objectives.
- Promotion prospects.

There is an option to include wider feedback from colleagues. We are developing a checklist for PDF appraisals, which will include specific consideration of work-life balance and flexible working.

Action 6.2 to support PDFs includes developing a PDF appraisal checklist

All line-managers are offered appraisal training (19F;17M) and staff can attend appraisal training (27F;12M).

Action 4.5 Support senior leaders and managers to champion diversity and an inclusive culture (by attending training)

Table 38 Data on completion of appraisal by grade and gender

Grade	2017				2018			
	Female	Male	Total	% female	Female	Male	Total	% female
G1	16	11	27	59.3%	23	22	45	51.1%
G2	25	17	42	59.5%	49	30	79	62.0%
G3	16	7	23	69.6%	44	18	62	71.0%
G4	10	4	14	71.4%	17	17	34	50.0%
G5					1		1	100.0%
PDF	1		1	100.0%	10	7	17	58.8%
PSG1		2	2	0.0%	1		1	100.0%
PSG2	1		1	100.0%	1	1	2	50.0%
PSG3	1		1	100.0%	3	1	4	75.0%
PSG4	5	6	11	45.5%	5	4	9	55.6%
Grand Total	86	51	223	38.6%	162	105	354	45.8%

Table 38 shows that the proportions of staff who completed appraisals is 46% across all grades (we were unable to obtain 2016 data). In 2014 we reported 81% completion, however this historic figure included staff who had only started their appraisal form but had not submitted it. As we have now tightened-up our system, the completion number appears lower, however we will work to increase appraisal completion rates.

==Action 7.4: Further increase the numbers of people having an annual appraisal meeting==

"There is a positive link between the appraisal, performance rating and the pay."
Female Senior Staff Scientist, Grade 1

(iii)   Support given to staff for career progression

Career Progression for PDFs

The PDF model is designed to nurture cohorts of next generation scientists who will pursue their careers elsewhere at the end of the term. Recently, we adapted our career framework to allow PDFs to progress within the Institute into externally-funded non-Faculty career development fellowship positions. Our PDF Model is, by design, a time-limited training contract for typically three years.

The PDF Development Committee supports the development of PDFs and is also responsible for reviewing any relevant policies and issues. A dedicated PDF Co-ordinator will start in 2020 who will provide dedicated support to this community.

An array of training opportunities is in place (see above) and also available is:
- Mentoring.
- Grant writing.
- Scientific writing.
- Project management courses.

- Targeted bespoke mentoring from those who have made the transition from PDF to PI, for example in applying for external grants and travel grants.
- Access to the University of Cambridge Careers Service and events.

Figure 29 Programme from Campus Careers Day 2019

Other staff career progression

Our annual Careers Day is open to all Campus staff and students. Staff can speak with funders, attend grant writing workshops and learn about a range of scientific and non-scientific careers.

Our Coaching and Mentoring scheme provides a framework through regular workshops and detailed guidance on our intranet. There are 50 mentors and coaches who are provided with full training. Female mentors make up approximately 60% of the network. The L&D team can help match mentors with mentees, or mentees can approach mentors directly.

360^0 reporting is available to all line-managers and staff and is followed up with one-to-one coaching sessions to review and analyse the feedback, and consider how this could be used to inform personal/team development actions. The L&D system currently does not track uptake.

Action 7.3 Improve provision and take up of mentoring and sponsorship, particularly for under-represented groups

Figure 30 Promotional flyer for our coaching and mentoring scheme.

(iv)   Support given to students for research career progression

Support for PhD-students includes:

- Buddy assignment for PhD-students at induction.
- Encouragement and support to seek mentors.
- A comprehensive programme of personal development and research skills training.
- Public engagement opportunities – STEM ambassadors, science festivals, tour guides.
- Entrepreneurial opportunities – Bench to Boardroom seminars, Lunch with Leaders, support from the Enterprise and Innovation team.
- PhD-student travel budget to facilitate attendance at national and international conferences.
- Events in the EiS programme and the Campus Careers Day, workshops to engage men and women in gender e.g. Good Lad Initiative workshop (7F;4M)
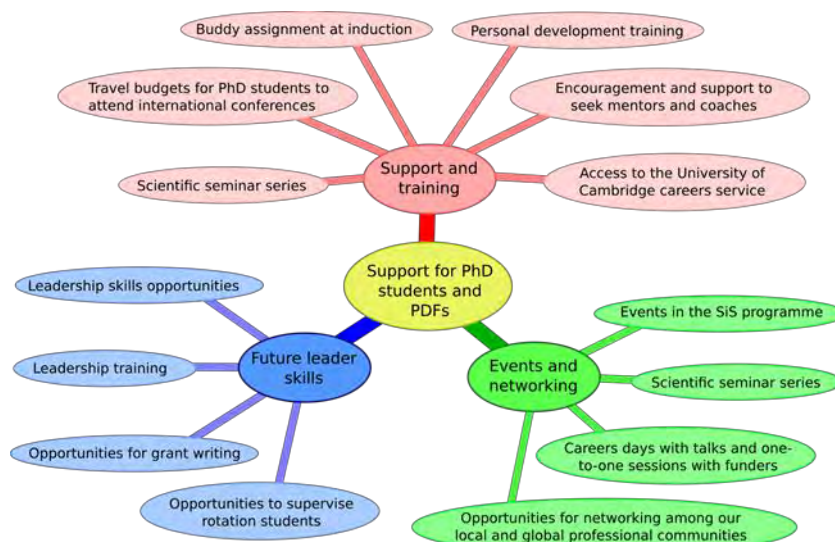
Figure 31 Support for PhD students (and PDFs)

Action 8.8 Improve the return to work experience and embed evaluation and impact into the process for the Returners' Grant
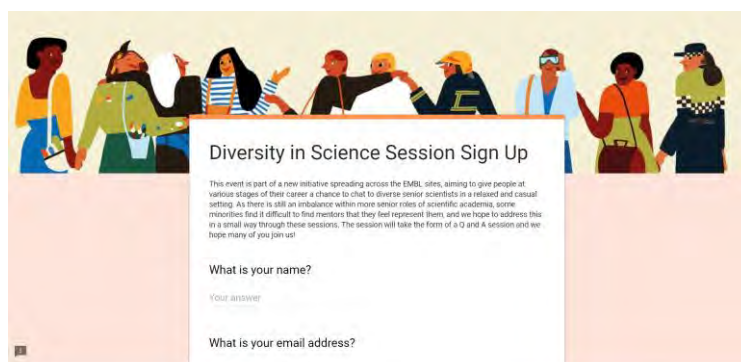
Figure 32 Campus Diversity in Science speaker session (set-up by EMBL-EBI pre-docs)

In addition, students can access the mentoring, career support and training opportunities outlined above. The EiS campus programme is central to raising awareness of the issues facing female scientists and the invited seminar speakers are excellent role models to help inspire female scientists to follow a long-term sustainable scientific career.

(v)   Support offered to those applying for research funding

Table 39 Grants awarded 2016-2019

	No of projects	% awarded	No of projects	% awarded	No of projects	% awarded
BBSRC	1	0.3%		0.0%	1	0.2%
CR-UK	1	0.3%	1	0.8%	2	0.5%

EU	13	4.3%		0.0%	13	3.1%
Gates		0.0%	1	0.8%	1	0.2%
MRC	9	3.0%	2	1.6%	11	2.6%
NIH	4	1.3%		0.0%	4	0.9%
Other	28	9.3%	8	6.6%	36	8.5%
Wellcome Trust	8	2.7%	2	1.6%	10	2.4%
Female	**64**	**21.3%**	**14**	**11.5%**	**78**	**18.4%**
BBSRC	5	1.7%	3	2.5%	8	1.9%
CR-UK	9	3.0%	7	5.7%	16	3.8%
EU	24	8.0%	1	0.8%	25	5.9%
Gates	2	0.7%	3	2.5%	5	1.2%
LLR - Leukaemia and Lymphoma Research		0.0%	1	0.8%	1	0.2%
MRC	32	10.6%	4	3.3%	36	8.5%
NIH	9	3.0%	3	2.5%	12	2.8%
Other	107	35.5%	62	50.8%	169	40.0%
Wellcome Trust	49	16.3%	24	19.7%	73	17.3%
Male	**237**	**78.7%**	**108**	**88.5%**	**345**	**81.6%**
Grand Total	**301**	**100.0%**	**122**	**100.0%**	**423**	**100.0%**

The table above shows that overall there is a gender gap between grants awarded (18.4%F) and (81.6%M). Women are most successful in winning EU and MRC grants. Men are significantly more successful at winning Wellcome Trust grants. However the current data set from 2016-2019 does not reflect the full gender profile, and at the moment it is not possible to show applicants other than the PI in each case e.g. some of the grants will have been won by female PDFs within the team, but the tracking system only indicates the gender of the PI. Therefore the profile of grant awards closely reflects the gender balance of our Faculty (23%F,7F). In future data, this data will be broken down further to allow a more accurate and show an improved gender balance.

Action 3.8 Improve reporting on grants funding awarded to female researchers

The support offered includes:

- Grant writing workshop/course.
- Daily support and updates from the Grants Office, including advice about suitable/replacement funding opportunities and relevant upcoming funding opportunities.
- Efficient costing of research projects by team Research managers and the Grants Office.
- Support and input to a grant application by other GRL teams, such as Translation and Public Engagement.

Action 6.7 Grant writing and scientific writing courses for PDFs address bias in grant allocation and peer review

5.3. Flexible working and managing career breaks

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

We have step-by-step guidance for managers to manage maternity/adoption/shared parental leave (SPL) that covers the life-cycle of before, during and return to work. This includes:

- Information on legal obligations, such as time-off for antenatal appointments, health and safety assessments; signposting to information on the intranet.
- Raising awareness of available support, such as the New and Expectant Mothers room, priority parking for pregnant employees and P&Cs Network.
- Advice on how to put in place cover.
- Clarity on how employee benefits work during the leave.
- Information on Keeping in Touch (KiT) days and how they are paid.
- How to keep in contact with the employee about any changes in the workplace
- Managing return-to-work arrangements (such as flexible working or a phased return to work).

We offer flexible support to take into account personal circumstances and to consider what is best for individuals. Our HR Business Partners advise all staff, and discuss options for returning to work with the line-manager and the person going on leave.

In 2015 we updated our maternity, paternity and SPL leave policies: we have abolished the eligibility period for maternity and paternity leave; extended the maternity pay from 18 weeks full pay to 26 weeks full pay; pay SPSL at 26 weeks full pay; and abolished the return to work requirement.

*"Wow! This is fantastic. Congratulations on achieving all of this. Thank you for working so hard for all of us." **Female Senior Staff Scientist***

Table 40 Uptake of maternity leave (2015-2019)

Grade	2015	2016	2017	2018	Total
G1	5	3	3	2	13
G2	7	8	2	5	22
G3	6	6	4	4	20
G4	1	3		1	5
PDF	3	3	2	1	9
PHDST				1	1
PSG		1			1
PSG3			1		1
PSG4			1	1	2
Grand Total	**22**	**24**	**13**	**15**	**74**

In our 2019 ASSS, 48 staff reported that they had taken maternity leave (41 women in 2014 ASSS). 95% reported taking their full entitlement, or as much of it as they wished to take. Only 32%F(79F) reported that they have good knowledge of the maternity policy in the 2014 survey.

"I found Sanger to be very supportive and positive during my maternity leave"
Grade 3 Researcher, female

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

We provide cover when any employee takes maternity, adoption, SPL or other long-term leave. This can involve allowing other staff to take on additional responsibilities for their own development, and/or the recruitment of short-term staff. We pay a full day's rate when someone takes a KiT day and they can also access the Carers' Grant for additional support with caring costs. In total, 25 of the 46 Female respondents to the 2019 ASSS, who had taken maternity leave, reported taking KiT Days (54%).

Parental leave costs are in a central budget, so there is no perceived disadvantage to project budgets managed by group leaders. When someone is on the unpaid portion of leave, we pay childcare vouchers in full and the employer costs of the workplace nursery fees for existing children. We will also cover the employer and employee pension contributions.

"For me [maternity leave] was positive and the KiT days were used effectively to bring me up to speed", **Grade 1, Management Operations, Female**

In the 2019 ASSS, staff were asked if they had taken maternity leave. The largest numbers of maternity leave takers were at Grade 2, which reflects the profile of that grade as being the largest staff group.

We provide salary extensions to PDFs to extend FTC (whether on core or external funding) to take into account maternity or SPL. We also bridge gaps between contracts. Nine PDFs took maternity leave between 2012 and 2015 and we extended 3 of these contracts. 6 PDFs took maternity leave between 2016-2018, all returned F/T and all 6 contracts were extended between 6 and 10 months. Our newly launched Returner's Grant allows PDFs to apply for additional funds when they come back from maternity leave.

"The terms and conditions of my external grant did not include cover for maternity leave. Sanger covered maternity pay and extended my grant both times I went on maternity leave. This has been extremely important for my career development."
Female Career Development Fellow

Action 8.1 Further promote current provision and policies, including KiT days

Action 8.2 Improve guidance for employees and managers on managing career breaks

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

Our family-friendly environment permeates the fabric of our Campus. We have high chairs in the cafes, priority boarding for parents travelling with children on the Campus buses, baby-changing facilities, priority parking for pregnant employees, New and Expectant Mother rooms, an on-site nursery and a subsidised Campus summer holiday-club. Staff regularly bring their children into the workspace. Support is always bespoke and on a case-by-case basis and can include phased return to work schedules, flexible working options and reduced administrative duties.

We have an innovative and flexible approach within our scientific Faculty leadership model to support Faculty who have taken parental leave. This policy, led and championed by our Director, enables Faculty to extend their tenure by up to 18 months to support their transition back to research.

Our Returners' Grant is a flexible scheme for researchers to access when they return from leave. This can be used for e.g. conference travel; salary for a technician/Research Assistant; short-term secondments; training; return to work coaching; additional laboratory consumables, or whatever the employee feels they need to further develop their careers and mitigate the impact of the leave. Grants of up to £20,000 are available to people who have returned to work within the last 2 years and have taken at least 3 months of continuous leave. The grant has recently been set-up and we are working with Wellcome to embed a robust approach to evaluating its impact.

Action 8.8 Improve the return to work experience, including improving impact and evaluation and sharing good practice across the sector

The focus group held in 2019 for P&Cs flagged up some Campus issues, such as car parking, bus timetables and assistance with buggies from drivers. There is also pressure on nursery places, although the existence of the nursery is very much appreciated. Expansion of the number of nursery places to better meet demand is embedded in our Campus QQ vision and plans and we are also considering funding discounts for lower income staff.

Action 8.7 Review organisational support for childcare, including holiday club and nursery

Responding to the request for additional support for people who are unfamiliar with the British systems, the P&Cs Network was set-up in 2018. Our "New to the UK" document also details dedicated support.

"This Institute is absolutely brilliant supporting parents and carers, we are above most institutions we know." **Member of Parent and Carers Network, Female**

(iv)   Maternity and adoption return rate

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

Table 41 Maternity leave takes 2015-2018 and return rates

	2015-2016	2016-2017	2017-2018	Total
Leave takers	26	23	24	73

Returners (same hours, FT or PT)	20	21	17	58
Returners (different hours)	6 FT to PT, various hours, 0 PT to FT	1 FT to PT (30 hours p/w)	7 FT to PT various hours p/w	14
Leavers	1 (G1)	2 (G4 + G2)	2 (PDF+G3)	5
% in post 6 months after return	2 left (G2) – 92% remain	2 left (PDF, PSG3) – 90% remain	100%	94% average
% in post 12 months after return	1 left (G3) – 88% remain	1 left (G2) -86% remain	100%	91% average
% in post 18 months after return	1 left (G1) – 84% remain	2 left (G3, PDF) – 76% remain	100%	87% average

We are continuing positive support for our staff returning from maternity leave, in 2014:
- 20 staff took maternity leave
- 20 returned and 19 were still in post 6 months and 12 months following return.

All leaves in the table above correspond to maternity leave taken by female staff. There are no differences in provision for staff on FTCs and all contracts were renewed during maternity or adoption leave, if appropriate. The majority of staff return on the same working pattern of full-time or part-time. There is a range of grades who have left after taking maternity leave, either immediately after taking maternity leave, or 6, 12 or 18 months, but no identifiable patterns. After 18 months, nearly 90% have remained in post.

Support for students
The student leave policy provides up to 6 months' maternity leave on full stipend, plus a further 13 weeks on the equivalent of SMP and 13 weeks unpaid, and the clock stops for the period of maternity/SPL.

We extend paid maternity leave for mothers of children that are born prior to 37 weeks' gestation by the equivalent amount of time that the baby is premature (pre 37 weeks); e.g. where a baby is born at 35 weeks' gestation, an additional 2 weeks paid maternity leave will be given.

"Maternity is great, far better than other companies!" **Management Operations, Female**

Table 42 Uptake of paternity leave (2016-2019)

Grade	2016	2017	2018	2019	Total
G1	4	6	3		13
G2	6	9	6	1	22
G3		2	1		3
G4	1	1	2		4
PDF	2	1	4		7
PSG2			1		1
PSG3	1	1			2
PSG4	3				3
Grand Total	**17**	**20**	**17**	**1**	**55**

Employees can take paternity leave for 2 weeks at full pay and there are no eligibility criteria. The number of men taking paternity leave is similar to the number of women taking maternity leave. During staff consultations men reported they are happy to formally take paternity leave and there is a culture within teams and across grades to support this. We are aware that there may be cases of under-reporting, as the flexibility of the organisation enables individual flexibility.

Table 43 Update of Shared Parental Leave (2016-2018)

	2016		2017		2018		
Grade	Female	Male	Female	Male	Female	Male	Total
G1			1	2		2	5
G2		2		2		4	8
G3					1		1
G4						1	1
PDF				1	1		2
PSG3						1	1
PSG4						1	1
Grand Total and % from total staff population		**0.4% (2M)**	**1**	**1.1% (5M)**	**2**	**2.0%(9M)**	**19**

One male member of staff took adoption leave in 2019 and returned to work full-time.

SPL mirrors maternity leave and we have abolished any eligibility period; extended the pay to 26 weeks full pay and abolished the return to work requirement. The student paternity leave policy provides 2 weeks' paternity leave on full stipend and the clock stops for the period of paternity leave. Students can also apply for SPL in the same way and we will cover the 26 weeks on full stipend. No- PhD student has taken SPL.

Uptake of SPL is higher than national figures of 1%[3] and have been increasing steadily since our Bronze Award.

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[3] TUC, 2019

We run regular workshops on SPL for managers and staff in order to demystify the process and to provide different examples of how this can work in practice. Our SPL videos are another tool to allow staff to better understand how the policy can work for them. We also support bespoke approaches to SPL, evidenced by three of our male Faculty who have taken up the benefit with flexible working patterns.

Figure 33 Examples of parental leave options on the intranet

<mark>**Action 8.3 Encourage and improve take up of shared parental leave**</mark>

"The SPL has enabled our family to share the joys of fresh parenthood equally between mother and father, without disrupting either career. The flexibility of individual days and weeks back at work meant never losing touch with the lab and the projects." **Faculty Member, Male**

We extend paid paternity leave for fathers and partners by up to 2 weeks when a child is born prematurely and will support bespoke flexible working patterns during this time. Paid time-off is also given to partners to attend antenatal appointments

In our 2019 ASSS 3 males reported having taken KIT days compared to 22 women, presumably during SPL showing that this policy is starting to show a benefit for male staff as well as female.

(vi)   Flexible working

Our range of progressive policies support everyone to achieve a positive work-life balance. We actively promote, encourage and support flexible working practices, both formally and informally. Managers and staff are supported to have regular discussions about working patterns.

Figure 34 Internal advertising for Flexible Working

We run coaching for staff and managers and have developed a set of flexible working promotional videos showcasing how successful flexible working can be within teams; how some of our own people are making this work well for them and the benefits to staff and managers.

All staff and students receive work laptops as standard and can work anywhere on-site, including the cafes, meetings rooms and library. We have made working from home and off-site as simple as we can – our systems allow full access off-site. We have on site security 24/7 to ensure the safety and wellbeing of those that choose to work outside of our core hours.

Managers initiate discussions on flexibility with new staff, and we have had positive feedback on this approach. The majority (80%) of employees in our 2016 ASSS (82%F,268F) and (77%M,204M) agreed that they are able to balance their work and personal responsibilities. This is an increase from 72% from our 2012 survey.

Table 44 Formal flexible working numbers

Female	2016	2017	2018	2019	Male	2016	2017	2018	2019
No P/T	71	32	80	97	No P/T	6	11	12	19
No F/T	565	514	526	545	No F/T	522	467	461	468
% P/T	12.6	6.2	15.2	17.8	% P/T	1.1	2.4	2.6	4.1
HESA 2016 (%)	41				HESA 2016 (%)	23			

As we have proactively promoted and supported flexible working for our staff, we see more people working P/T over 2016-18 - an increase of 9F(13%F) and 6M(100%M).

The highest proportion of our FP:PT workers are in Grade 2 (30%:38% of P/T workers) and then Grade 3 (27%:34% of PT workers). Research Assistants (21%:26% of P/T workers) have the highest proportion.

We will investigate part-time to full-time transitions and work towards ensuring that staff who request part-time working are guaranteed to be able to return to full-time working.

Action 8.4 Encourage adoption of flexible working, including investigating PT/FT work schedule transitions

In our 2019 ASSS 213F(58%F), and 136M(38%M) had good knowledge of our Flexible Working policy, an increase from 2014 (19%(85)Females and 13%(61)Males).
For parental leave, in 2014 awareness was 10.1%(46)Females and 8.5%(39)Males. In 2019, this has risen to 171(59.8%)Females and 194(38.1%)Males.

The largest disparity in awareness of relevant policies is for childcare vouchers and Carer's Grant. We are currently actively promoting these through internal systems and our HRBP network.

Action 8.1 Further promote current provision and policies, including Carer's Grant and childcare vouchers

(vii)   Flexibility in contracted hours after career breaks

Changing from F/T to P/T working for a fixed/variable period is considered within the Flexible Working Policy. Support for those who wish to formally change their working pattern is provided through one-to-one meetings with HRBPs to discuss options.

In 2014 we instigated our dedicated returners' PDF fellowship, the Janet Thornton Fellowship (JTF). This is awarded annually, aimed at people who have been out of research for >12 months and the 3 years FTE can be worked part-time and/or flexibly. In these cases we extend the duration of the Fellowship. Our inaugural JTF started in 2015 and has now secured a Group Leader position (see Case-Study 1). As part of the Fellowship we provide mentoring, coaching and bespoke support, including immigration and visa support on moving with a family.

We have currently 4 in post (100%F); 2 work P/T and we are in the process of recruiting our 2020 Fellow.

Kate Rawlinson, Janet Thornton Fellow, Berriman Group, Parasite Genomics, 2016-2020

"The JTF has given me the opportunity to develop my research programme, and 'catch up', after carrying out my research part-time since my children were born and from taking a career break to move our family from Canada to the UK. This fellowship presents a great (and rare) chance to re-enter a scientific career after a break, and for parents returning to science it provides the prospect to work out if the fast pace of science is compatible with their family responsibilities. The many perks of this fellowship at the Sanger, which have helped me, include flexible working hours, the access to large scale science ideas, projects and data, and working in a diverse and friendly team. It's a positive step in the right direction of encouraging women to return to science after having children."

We also sponsored our first Daphne Jackson Trust fellow in 2015 and increased the stipend from 2 years part-time to 3 years full-time. Our Fellow is now pursuing a leadership position within the scientific environment.

"The Fellowship has given me opportunities to update my general science background and build my professional network. This has been invaluable in re-starting my career."
Daphne Jackson Trust Fellow, Female

We provide support for returners, including a dedicated information on our website offering specialised advice.

(viii)   Childcare

Our Campus-wide P&C Network was set up in 2018 and holds regular meetings to share experiences and concerns; information-sharing events, such as speaker sessions and organises social and networking events to encourage participation. The webpage

signposts to information about childcare services and government initiatives, along with Campus-services.

Figure 35 Internal advertising for the Parents and Carers Network event

"Having a staff network for parents and carers has really helped with getting know other staff at the organisation when I first started and to share our experiences of common issues." **Coordinator, Female**

Table 45 Forthcoming parents and carers

Upcoming webinar topics
Children's New Year Health
Children's Mental Health, Wellbeing and Resilience
Sleep to Perform
Positive Parenting in the Digital Age
It's OK not to be OK
Balancing Work with Being a Carer
How to Talk so Your Child will Cooperate
A Parent's Guide to Being the Real You in the Workplace
Work Life Balance Panel

Our Campus nursery is rated "Outstanding" by Ofsted, it was extended in 2014 and the kitchen, child areas and rear canopy were refurbished in 2017. The nursery is run by an external organization, Bright Horizons, which has again been recognised as one of the UK's Best Workplaces 2019 by Great Place to Work. The nursery operates Monday-Friday 8am–6pm (excluding Bank Holidays) and can provide up to 92FTE places for children (baby to 3+). The nursery operates as a Workplace Nursery thus providing a salary sacrifice option to GRL employees for their fees. It also works with the Government's 30 free hours scheme for children over 3 years old.

The occupancy rate is currently running at 84% with 46 children on the waiting list. The expansion of the Campus will include a nursery expansion. We are also exploring a bursary scheme for staff to help with the fees.

We set-up a Campus holiday club in 2017 which operates for 4 weeks over the summer holiday (Mondays–Friday, 8am–6pm). This is delivered by an external partner, Ormiston Families, a charity that works to support young people and their families. The holiday club is for children aged between 4-14 and recently had its first Ofsted rating of "Good".

Action 8.7 Review organisational support for childcare, including holiday club and nursery to expand holiday club to 5 weeks of the summer and bursary scheme

Figure 36 Advertising for the Campus Holiday Club

(ix)   Caring responsibilities

Our Paid Leave for Carers policy was introduced in 2016 and allows staff to take up to an additional 10 days paid leave a year to deal with extraordinary caring responsibilities.

Table 46 Take up of Paid Leave for Carers (instances of leave)

	2016				2017				2018			
Grade	**F**	**M**	**Total**	**% F**	**F**	**M**	**Total**	**% F**	**F**	**M**	**Total**	**% F**
Grade 1	10	2	12	83.3%	21	10	31	67.7%	39	10	49	79.6%
Grade 2	22	5	27	81.5%	37	29	66	56.1%	55	48	103	53.4%
Grade 3	20	3	23	87.0%	34	7	41	82.9%	72	25	97	74.2%
Grade 4	5	4	9	55.6%	16	21	37	43.2%	30	30	60	50.0%
Grade 5						1	1	0.0%				
PDF	1		1	100.0%	3		3	100.0%	21	1	22	95.5%
PSG		3	3	0.0%					13	6	19	68.4%
Grand Total	**58**	**17**	**75**	**77.3%**	**111**	**68**	**179**	**62.0%**	**230**	**121**	**351**	**65.5%**
% Staff pool	11.7%	3.7%			21.6%	14.6%			43.4%	23.0%		

There has been a steady increase in people accessing the policy which reflects our 2019 ASSS which shows that 59.6%(286) are aware of the broader aspects of the parental leave policy and 49.4%(237) are aware of SPL. There has been a significant increase with women and men making use of the policy: from 12%F(58F) and 4%M(17M) to 43%F(230F) 23%M(121M.)

"This is so helpful, many thanks for implementing such a positive change.*" Female Informatician*

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Our Carers' Grant provides financial support for additional caring costs incurred due to travelling for work (over 80(95%F) staff have accessed the grant). We have also used this grant to pay for the travel costs of partners/family travelling to help look after nursing babies. We have made a pledge that no-one will be refused financial support through this grant, and we have met every request.

"This is brilliant and makes me feel really valued at work." **Female Principal Staff Scientist**

5.4. Organisation and culture

(i) Culture

Our EDI vision is: **To foster an inclusive culture where everyone can thrive and diversity is celebrated**.

The priority areas are:

1. Ensuring a diverse, representative workforce at all levels
2. Managers at all levels taking ownership of EDI and demonstrating effective inclusive leadership and due regard to EDI
3. An inclusive working environment where staff and students respect and value each other's diversity
4. Facilities and services delivered in a way that promote equality, and respect diversity and inclusion

AS is embedded within our EDI strategy, as shown below.

Table 47 AS embedded in EDI strategy

Athena SWAN Charter Principles	EDI Strategy includes:
1.Recognise talents of all	Raising awareness of promotion, reward, flexible working, family friendly policies; Transparent recruitment, promotion and reward processes; "stars for science"; reward hub Administration network
2.Advancing gender equality	Flexible and part-time working; year-round review for promotions; managing workloads; Respectful of work-life balance; Gender balance of seminar speakers/chairs; embedding EDI considerations into our Governance review
3.Recognise disciplinary differences	Addressing issue of under-representation in software developers and informaticians; gender balanced recruitment at all levels; Encouraging the next generation of scientists (PE work) Bioinformatics apprenticeship degree; apprenticeships in IT; Janet Thornton Fellowships Technician commitment
4.Tackle the gender pay gap	Regular pay review; Equality and fairness in promotion; Review of pay on promotion gender pay gap strategy; +/-5% in median by 2022; allocation of funds to tackle current gender pay gap

5.Remove obstacles	Stop-the-Clock initiative; Parent Carer Fund; Family friendly meeting times; Generous maternity provision and comprehensive support; Flexible working; subsidised holiday club, onsite workplace nursery, exploring subsidy for childcare costs. Plans in the Campus Development plans to expand nursery places DORA signatory; Career breaks considered in recruitment and promotion. Paid leave for carers Carers' Grant P&C network Career break policy Scientific Alignment Review (faculty model) Unconscious Bias project in primary schools
6.Addressing short-term contracts	Comprehensive L&D provision including Leadership and Management training & scientific leadership training embedding EDI considerations; Careers advice; Extension of tenure, group and consumables for up to 18 months for Faculty returning from parental leave; equitably mat/SPL/adoption policies; returners' grant Extension of PDF contracts; extension of PhD tenures Pathway to Independence; EMO Scientific Leadership courses Annual careers day; EiS events
7. Tackle discrimination against trans people	Working on the Stonewall Diversity Champions in 2020; E&D training including gender identity examples; targeted training on Trans awareness; supporting the LGBTQ+ Network; Equality & Dignity at work policies; policy and guidance for supporting Trans staff and students
8.Demonstrate senior commitment	Commitment to EDI and leadership from the Director, COO and members of the BoM. Direct reporting lines to GRLB, BoM, OB Director, COO and other BoM members members of the EDI Forum and AS Project Board Inclusive leadership coaching
9.Make structural and cultural changes	DORA signatories; E&D/B&H training; Unconscious bias training embedded in all appropriate training ; Family friendly meeting times and policies Parental leave costs in a central budget Part of the EDIS Network Embedded in QQ document Competencies and values Equality Impact Assessments Bespoke mandatory U/B training in recruitment and selection Revised Faculty process EDI statements in external grant applications Advanced Courses Gender balance policy
10.Consider intersectionality	Committed to improve the ethnic diversity of staff and PhDs Inclusive outreach – including targeting participants from underprivileged/underepresented backgrounds Partnership with ARU to reach a diverse UG population BAME researchers' support (Minorities in STEM)

	Support BAME Stellar leadership programme attendance/LIDO Ethnicity pay gap Continue to build on staff diversity disclosure campaign

As part of the feedback from the GPTW survey in 2016, we launched a Reward Hub - a one-stop-place to find all things related to reward and recognition. The GPTW survey also told us to actively thank peers and celebrate success and staff can now send colleagues Thank You e-cards, free drink vouchers and nominate colleagues for 'Stars for Science Awards', which allows employees to nominate others for a £50 reward in vouchers. So far, 75 of the 100 individual winners of this award have been female.

Figure 37 Staff Reward Hub
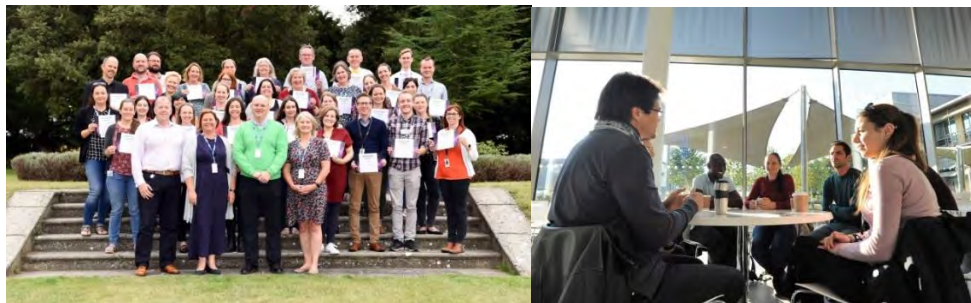
Figure 38 Star for Science winners Q2 (left) and staff chatting over coffee in the café

We are also further developing our core values and competency framework and are embedding the principles of AS and EDI into the whole life-cycle of our organisation including recruitment, appraisals, probation reviews, reward and promotion.

Action 1.6 Further develop core values and competency framework, including Faculty review processes

We consult through the EiS programme and the staff consultative body, the EP and work closely with EP to maximise the impact of our EDI activities.

Our award-winning[4] Wellness@Work programme promotes a culture of positive health and wellbeing for our Campus Community. This year for the first time we have run interventions for both our female staff and colleagues and managers who may know a female experiencing the menopause.

Table 48 Wellness@Work programme

Occupational Health & Employee Wellbeing	Physiotherapy Options	Eye Care Scheme Private Healthcare Benefits	Dental Plan Scheme
Employee Assistance Programme (EAP)	Fitness and Exercise (Physical Activity)	Relaxation - Seated and Sports Massage	Giving Blood - Digital Appointments
Talking Therapy - via Cambridgeshire Consultancy in Counselling	Mental Health First Aiders	Charity Support – we support 2 charities for 2 years	Support for the menopause

Figure 39 Graphic from staff intranet on Wellness@Work programme

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[4] https://twitter.com/Sangercareers/status/1200301243391983616

Figure 40 Administration Network retreat

Our Administration Network was conceived as a professional group in 2017 to address a group that had low morale, many of whom felt isolated, undervalued and invisible. These roles are typically peformed by women (73%women). The network has 84(95%F) core members. Activities include: bi-monthly meetings; funding and support for accredited qualifications; conferences; training and development workshops; mentoring; and informal networking and social events.

"We… are now much better linked in with our administrators in the area. Keeping the network professional has really paid off." **Member of the Administration Network**

A focus group held in 2019 explored the culture in research and faculty (4Females). Staff reported that they would appreciate more transparency around the Faculty Model; behaviours that promote the EDI agenda to be rewarded.

"Everyone should feel empowered to speak up if they experience poor management." **Male focus group member**

Action 5.2 Consider and recognise broader activities and responsibilities ("good citizenship") when assessing performance

The group also noted that the external website could do more to tell the story of the diversity of staff and reach out to schools and universities with higher percentages of BAME students. In response, we have already celebrated Black History Month in October 2019 through posters displayed in the cafes and a screen on the TV displays across Campus. EiS has also welcomed speakers on race and ethnicity in 2019, including Gary Loke of Advance HE and Prof Ijeoma Uchegbu of UCL.

Action 6.12 Support for low social mobility, low socioeconomic groups and BAME students

In the 2019 ASSS, we asked staff whether they spoke highly of the organisation to their friends. The overwhelming majority (349)73%, said that either strongly agreed or agreed with this statement, and only 6.9%(33) disagreed or strongly disagreed. More females than males 43%(207) vs 28%(135) of the total were in agreement. On Glassdoor, 83% of 103 reviews would recommend the organisation to a friend.

Staff awareness of networks and equality activities is high, as reported in the 2019 ASSA. Over 70%(342) were aware of the AS programme and the LGBT+ Network (346). Over half are aware of our EDI programme (252). In 2014, 33%(134) were not aware of the AS programme and 38%(198) were not sure that it was valuable,

but in 2019 nearly 60%(280) believe that GRL is committed to EDI. This improvement demonstrates that the strategies to broaden the EDI activities beyond gender and to advertise the work of the EiS on campus are proving to be effective.
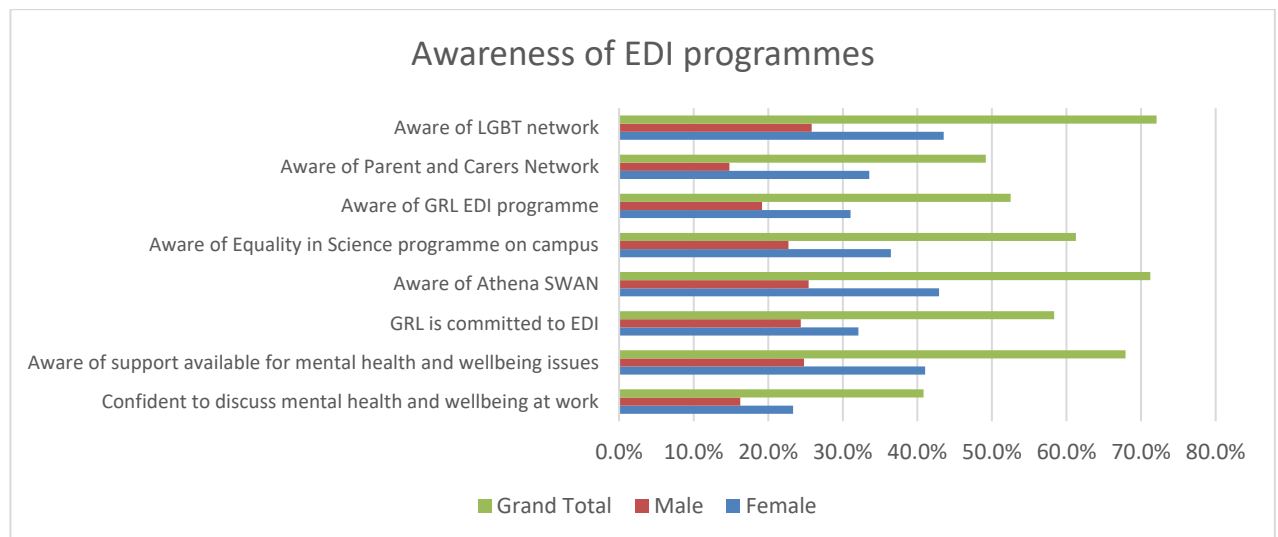
Figure 41 Awareness of EDI programmes

(ii) Institutional policies, practices and procedures

Policies are developed by HR with wider consultation with stakeholders such as the EDI Team. At draft stage, the policies are given an Equality Impact Assessment to assess the impact of the policy on protected groups. A recent example has been the Trans Policy, developed in 2019 as described in Section 6. Once the EIA is complete, the draft policy receives consultation with staff through the EP. The final draft is then approved by the OB and the BoM before being widely promoted through the intranet and relevant groups.

(iii) HR policies

Policies are monitored through review of HR casework, line-manager feedback and formal surveys. Since our 2014 application, HR has professionalised its partnering model where each HR business manager partners closely with line-managers.

On occasions where difference between policy and practice has been identified the HRBP can:
- Deliver bespoke training on 'Dignity at Work'.
- Attend departmental meetings to support discussion re policies, values and expectations.
- Coach line-managers to take appropriate action.

Clear expectations for staff are set at Induction, line-managers complete and regularly renew training. Access to further training (e.g. 'Dignity at Work', 'Active Bystander Training', 'Managing Conflict') is available. The HR team advises line-managers when policies/practices are updated.

Monthly Manager Forums are held to update staff with management responsibilities, along with use of a dedicated email list and pages in the intranet.

(iv) Heads of units

Table 49 Board of Management Membership and iSAB 2017-2019

Role	2017 (M/F)	2018 (M/F)	2019 (M/F)
Director	M	M	M
Assistant Director	2F	2F	2F
Chief Operating Officer	M	M	M
Chief Financial Officer	F	F	F
Director of HR	F	M	M
Director of Scientific Operations	F	F	F
Heads of Scientific Programmes (Faculty)	1F/5M	2F/4M	1F/3M
International Scientific Advisory Board	1F/4M	1F/4M	1F/4M
Faculty	6F/26M	6F/33M	7F/23M

BoM membership is directly linked to the roles within the organisation.

Current Faculty in 2019
Faculty is our scientific senior leadership.

Dr David Adams
Senior Group Leader

Dr Carl Anderson
Group Leader and Director of Graduate Studies

Dr Omer Bayraktar
Group Leader

Sam Behjati
Group Leader and Wellcome Trust Intermediate Clinical Fellow

Dr Matt Berriman
Senior Group Leader

Professor Mark Blaxter
Senior Group Leader

Peter Campbell
Head of Cancer, Ageing and Somatic Mutation, and Senior Group Leader

Dr Emma Davenport
Group Leader
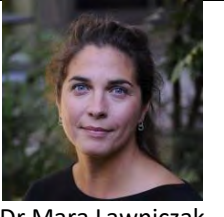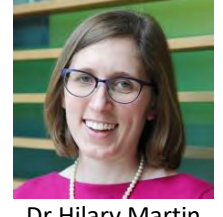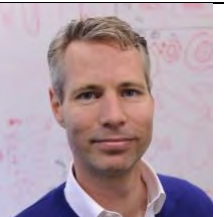
Dr Daniel Gaffney Group Leader	Dr Mathew Garnett, PhD Group Leader	Dr Martin Hemberg, PhD CDF Group Leader	Dr Matthew Hurles Head of Human Genetics and Senior Group Leader
Phil H Jones Senior Group Leader	Dominic Kwiatkowski Head of Parasites and Microbes Programme and Senior Group Leader	Dr Trevor Lawley Group Leader	Dr Mara Lawniczak Group Leader
Dr Marcus Lee Group Leader	Dr Hilary Martin Group leader	Inigo Martincorena Group Leader	Dr Leopold Parts Group Leader
Professor Nicole Soranzo Senior Group Leader	Professor Sir Mike Stratton, FMedSci FRS Institute Director	Dr Sarah Teichmann, FMedSci Head of Cellular Genetics and Senior Group Leader	Professor Nicholas Robert Thomson Group Leader
Dr Gosia Trynka Group Leader	Roser Vento-Tormo Group leader	Thierry Voet, PhD Group leader	Dr Gavin J Wright Senior Group Leader

Table 50 External faculty by programme

Programme	2017			2018			2019			2020 (January)		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Cancer, Ageing & Somatic Mutation		3	0.0%		3	0.0%	1	6	14.3%	1	6	14.3%
Cellular Genetics	1	5	16.7%	1	4	20.0%	2	7	22.2%	3	8	27.3%
Human Genetics	1	11	8.3%	1	9	10.0%	1	8	11.1%	2	6	25.0%
Parasites & Microbes	2	7	22.2%	1	7	12.5%		7	0.0%	2	11	15.4%
Tree of Life											2	0.0%
No affiliation	1		100.0%									
Grand Total	**5**	**26**	**16.1%**	**3**	**23**	**11.5%**	**4**	**28**	**12.5%**	**8**	**33**	**19.5%**

Table 51 External faculty by status

Status	2017			2018			2019			2020 (January)		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
International Fellow	0	2	0.0%	0	2	0.0%	0	2	0.0%	3	3	50.0%
Associate	2	12	14.3%	1	11	8.3%	2	14	12.5%	4	16	20.0%
Honorary	3	14	17.6%	2	10	16.7%	2	12	14.3%	1	14	6.7%
Grand Total	5	26	16.1%	3	23	11.5%	4	28	12.5%	8	33	19.5%

The number of women who hold these prestigious appointments is very low and we recognise that this area needs major improvement. The external Faculty model has undergone major review and we have embedded actions to address the stark gender imbalance as a priority. We have ambitious targets for the next 3 years, aiming to increase the number of external female Faculty to at least 30%.

Action 5.1 Improve the gender balance across international and Honorary Faculty from under 20% female

(v) Representation of men and women on committees

We encourage participation and recognise committee work in appraisals. Members are provided with training in effective meeting participation, and membership provides experience in leading meetings, managing budgets, organising events and negotiating with management. Members of decision-making committees are identified on the basis of their role and where possible for a period of service (normally 3 years).

Membership is by invitation from the Chair who are mindful of workloads and career stage. There are opportunities for staff to nominate themselves to committees e.g. EDI Forum, PDF Committee. The EP holds constituency votes.

Table 52 Committee data

Committee	2016		2017		2018		2019		Contact	Membership
	F	M	F	M	F	M	F	M		
Genome Research Limited Board					9%	91% (Chair)	40%	60% (chair)	Carl Logan	Interview process
Genome Research Limited Executive Board	38%	62% (Chair)			22%	78% (Chair)	55%	45% (chair)	Carl Logan	Reviewed Annually
Campus Board of Management					23%	77% (Chair)	40%	60% (chair)	Ali King	By Job Role plus invitation
Sanger Board of Management	40%	60% (Chair)			36%	64% (Chair)	38%	62% (chair)	Carl Logan	By Job Role
Connecting Science Management Board			46%	54% (Chair)	36%	64% (Chair)	60%	40% (chair)	Katrina Robinson	By Job Role
Sanger Operations Board	50%	50% (Chair)			35%	65% (Chair)	41%	69% (chair)	Ali King	Invitation
Advanced Courses Scientific Conferences Steering Group	36%	64%	38%	62% (chair)	45%	55% (Chair)	45% (chair)	55%	Darren Hughes	By job role and invitation
Advanced Courses & Scientific Conferences Clinical Advisory Panel (new in 2019)							56% (chair)	44%	Darren Hughes	By job role and invitation

Advanced Courses & Scientific Conferences Overseas Advisory Panel (new in 2019)							45% (chair)	55%	Darren Hughes	By job role and invitation
Biological Safety Committee	62%	38% (Chair)			64%	36% (Chair)	71%	29% (Chair)	Nicola Hilton	By job role and invitation
Equality, Diversity and Inclusion Forum (previously ASSAT)	65%	35%			47%	54% (2 Chairs)	72% (chair)	28%	Saher Ahmed	Invitation
General Health & Safety Committee	33% (Chair)	67%			31%	69% (Chair)	39% (Chair)	61%	Deborah Goodwin	By job role and invitation
Graduate Studies	40%	60% (Chair)	40%	60% (Chair)	45%	55% (Chair)	54%	46% (chair)	Christina Hedberg-Delouka	By job role and invitation
Model Organisms Committee	41%	59% (Chair)	38%	62% (chair)	38%	62% (Chair)	50% (Deputy Chair)	50% (Chair)	Caroline Phipps	By job role and invitation
Postdoctoral Fellow Development Committee	65%	35% (Chair)	72%	28% (chair)	68%	32% (Chair)			Christina Hedberg-Delouka	By job role, invitation and self-nomination
Scientific Health and Safety Committee					63% (Chair)	37%	71% (Chair)	29%	Nicola Hilton	By job role and invitation
Sequencing Committee	25%	75% (Chair)	50% (Deputy Chair)	50% (Chair)	56%	44% (Chair)	59% (Deputy Chair)	41% (chair)	Stacey Thompson	By job role and invitation
Strategic informatics committee (previously Informatics Committee)	20%	80% (Chair)			12%	88% (Chair)	16%	84% (chair)	Carol Dunbar	By job role and invitation
Technical Informatics Committee			25%	75% (Chair)	23%	77% (Chair)	8%	92% (Chair)	Lynn French	By job role and invitation
*Cellular Operations Committee							53% (chair)	47%	Jenny Mansfield	By job role and invitation
*ARC Audit & Risk Committee							55%	45% (chair)	Ali King	By job role and invitation
*Senior Leadership forum							34% (co-chair)	66% (co-chair)	Nicky Chilvers	Role based membership

We are currently conducting an organisational-wide review of our Governance processes and EDI considerations are being embedded into the approach. Role rotation and deputising already happens for some of our Committees (e.g OB and EDI Forum) and we will take this opportunity to explore these initiatives further.

Action 5.1 Improve the gender balance on Committees, Scientific Advisory Boards and key decision-making groups

(vi)   Participation on influential external committees

Senior female staff have been nominated for roles on prestigious decision-making panels and external review boards by senior colleagues or directly invited. These include external Scientific Advisory Boards; Editorial Boards; Committees and Review panels. We also proactively identify and nominate women and early career researchers to external prizes and awards. For example, one of our female Faculty became an elected member of the European Molecular Biology Organisation.

"I am delighted to be elected to EMBO… I would like to thank everyone in my team and all my collaborators for their dedication, creativity and support." **Prof Nicole Soranzo, Sanger Institute Senior Group Leader**

Figure 42 News article on Sanger Institute Faculty elected to EMBO

In the 2019 ASSS, 84F(18F%) and 47M(10%M) said that they participate in committees. Nearly twice as many women as men said that know how to join committees (66F,37M) and twice as many said that decisions on who joins are transparent (26F,13M). In total, 23%(112) said that they were supported by their managers (71F;15%F and 41M;9%M). In 2014, staff who asked if they had sufficient opportunity to promote themselves externally (e.g. committees), only 16.9%(87) of all respondents (42F and 45M) agreed somewhat, showing that actions on committee membership taken since the Bronze award are particularly benefiting women.

(vii)   Workloads

Committee membership, mentoring, becoming an EP, PhD supervision, pastoral and additional responsibilities, AS activities and outreach are valued, encouraged, recorded and rewarded as part of the appraisal and promotion processes. Staff are able to take 2

days paid per year on volunteering activities. We strongly believe that it is important to be a good citizen, both at work and within the local community.

There is no formal workload model and no teaching responsibilities.

In the focus group on organisational culture, most felt adequately resourced and not under huge time pressures.

In our 2014 ASSS, 23%(116) of all respondents; 28%(69)women and 24%(47)men reported working in excess of their contracted hours to get the work done. In 2019, only 15%(72) said they worked extra hours because they felt pressure to get the work done (44F and 28M). The pressure to work unwanted extra hours has reduced.

(viii) Timing of meetings and social gatherings

Our standard working day is 9am-5pm and core hours are 10am-4pm. Organisation-wide talks/seminars avoid school holidays whenever possible. Our 2014 ASSS found that 350(68%) of staff felt that they have a good work-life balance. In the 2019 ASSS this increased to 386(84%) staff.

Figure 43 staff Christmas carol concert with nursery pre-school children in attendance, 2018

There are many social events on Campus, including networking for new staff, a summer barbecue, Christmas carol concert and staff entertainment. These events stay within core hours and avoid school holidays. We also have an active Sports and Social Club, which puts on activities for families such as firework displays and trips.

(ix) Visibility of role models

Our website has prominent images of our female staff, who are also showcased in press releases, PE and external communication activities. Similarly, our EDI campaigns feature prominently in organisational social media channels. Statistics below:

Impressions	16,037
Media views	2
Total engagements	120
Detail expands	37
Likes	35
Profile clicks	22
Retweets	12
Link clicks	7
Hashtag clicks	5
Media engagements	2

Impressions	5,505
Total engagements	80
Media engagements	29
Likes	23
Detail expands	8
Retweets	6
Hashtag clicks	5
Profile clicks	5
Link clicks	3
Replies	1
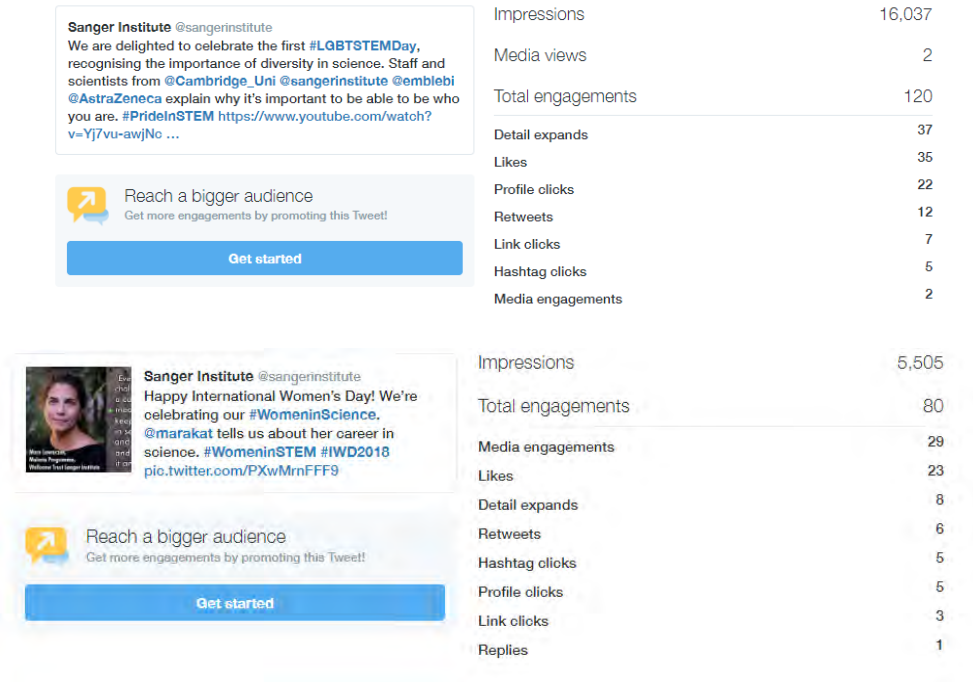
Figure 44 Social media statistics for EDI campaigns for LGBT in STEM Day 2018 (top) and International Women's Day 2019 (bottom)

Figure 45 Annual review (2018) pages on EDI

The EDI Team provide guidance to ensure the consideration of gender and ethnicity in communication materials.

Our EiS speakers (see section 8) reflect a diverse pool of role-models. Speakers are recorded whenever possible and an interview is posted on the EDI web pages summarising the talk for those unable to attend.

Table 53 Speakers at Internal Events

Type of Event	2016		2017		2018		2019 (to end Aug)	
	Total	%F	Total	%F	Total	%F	Total	%F
Bench to Boardroom Seminar Series	0	N/A	8	37.5%	2	0.0%	1	100.0%
Cellular Genetics Speaker Series	0	N/A	9	66.7%	35	37.1%	21	42.9%
Distinguished Lecture Series	0	N/A	4	25.0%	3	0.0%	3	0.0%
Equality in Science	9	55.6%	9	66.7%	7	71.4%	7	57.1%
External Seminars (Invited speakers)	60	38.3%	25	32.0%	42	23.8%	12	41.7%
Sanger PhD Seminars	20	65.0%	12	58.3%	20	60.0%	6	66.7%
Sanger Post-doc Seminar Series	0	N/A	6	66.7%	19	63.2%	10	40.0%
Sanger Seminar	93	19.4%	93	29.0%	136	40.4%	67	41.8%
Sanger/EMBL-EBI Seminar	32	25.0%	103	31.1%	45	28.9%	12	33.3%
Wellcome Genome Campus Event	39	20.5%	64	31.3%	14	50.0%	12	33.3%
TOTAL	**253**	**29.6%**	**333**	**34.2%**	**323**	**39.3%**	**151**	**41.7%**

The internal events cover a range of topics, including EDI events, invited speakers, campus events and distinguished lecture series. In EDI, the percentage of female speakers varies between 55% and 71%. Lower percentages of female speakers are seen for the Distinguished Lecture Series and WGC events. Sanger seminar speakers have increased from 19% female speakers, to 42% in 2019 reflecting a push to increase the ratio of female speakers. In 2019, the percentage of invited external women speakers has also increased to 42%.

Action 5.5 Increase the proportions of female speakers at GRL internal events e.g. Distinguished Lecture Series and seminar series

(x)   Outreach activities

We have a dedicated PE Team based within the CS arm of GRL. Consideration of diversity and a responsibility to extend our reach into communities least likely to engage with science or our work is one of the key priority areas. The team run one course per month on an aspect of PE. In the 18-month period from January 2018 until July 2019, 144 staff and students (72%F) interacted with the training modules (grade is not captured).

Action 5.4 Increase the proportions of female speakers from GRL at external events and track the grade of staff taking part in Public Engagement

Selected activities:

- **Public Engagement Campus Prize Scheme** gives visible recognition and celebration of PE undertaken by staff. The judging criteria specifically highlights engagement around inclusion, reach and diversity. 5 awards given (62%F nominee; 60%F winners).

Figure 46 Public engagement prize winners 2019

- **Public Engagement Enabling Fund for staff** EDI is embedded in the eligibility criteria. 19 awards granted (55%F lead applicant).
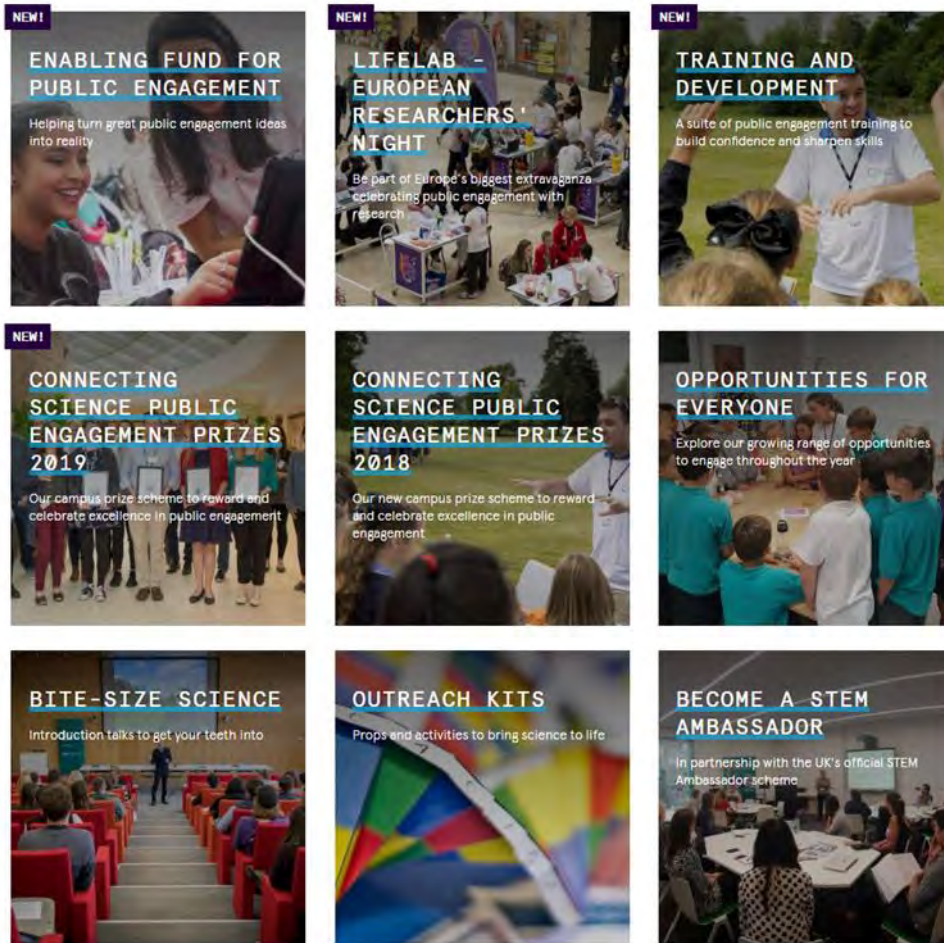- **STEM Ambassador Scheme**, 70%F, higher than the regional statistic of 44%F.

Figure 47 Wellcome Genome Campus web pages dedicated to support and empowerment of staff and students in public engagement

- **Science for All: Equality and Diversity in the Primary Science Quality Mark (PSQM)** – supporting 8 local primary schools through PSQM, embedding U/B and tools for teachers to mitigate against gender bias. Received funding from The Royal Society of Chemistry's D&I grant to support the work.

Table 54 Participation in public engagement by campus staff (% of female participants by organisation total)

	2016	2017	2018
Total number of face-to-face public engagement interactions	279	337	572
Total number of individuals participating	119	125	189
Total number of females	67 (56%)	73 (58%)	125 (66%)
Total number of males	52 (44%)	52 (42%)	64 (34%)
Total number of females (WSI)	52 (56%)	56 (60%)	85 (69%)
Total number of males (WSI)	41 (44%)	38 (40%)	39 (31%)
Total number of females (EMBL-EBI)	12 (55%)	11 (55%)	31 (63%)
Total number of males (EMBL-EBI)	10 (45%)	9 (45%)	18 (35%)
Total number of females (Connecting Science)	3 (75%)	6 (55%)	7 (58%)
Total number of males (Connecting Science)	1 (25%)	5 (45%)	5 (42%)
Total number of females (BIC/Other)	0	0	1 (33%)
Total number of males (BIC/Other)	0	0	2 (67%)

Onsite Education Programme

Table 55 Visits to the campus include activities and talks with scientists and staff working at the WGC

2016 (Oct - Dec)		2017		2018	
Male students	Female students	Male students	Female students	Male students	Female students
90 (40%)	134 (60%)	298 (40%)	378 (60%)	241 (40%)	363 (60%)

A selection of images from our Campus-based and outreach activities. Some extend reach globally, such WormHunters (bottom left) – using comics and storytelling in Colombia to heighten awareness of serious neglected tropical disease.

Figure 48 Images from outreach activities

Our outreach programme targets some of our region's most socially and economically challenged communities. We encourage reciprocal visits back to Campus, offering travel bursaries which can be used for transport, teacher backfill support or any other cost that could otherwise be a barrier to schools visiting. Programmes are underpinned by staff and students, e.g. using varied career stories and motivators for school students.

Figure 49 Supported visit aiming to widen participation

In the 2019 ASSS, 31%(147) reported taking part in outreach and public engagement and 64%(94)F. More women than men said that their manager encourages participation, find the workload manageable and are given sufficient recognition for this.
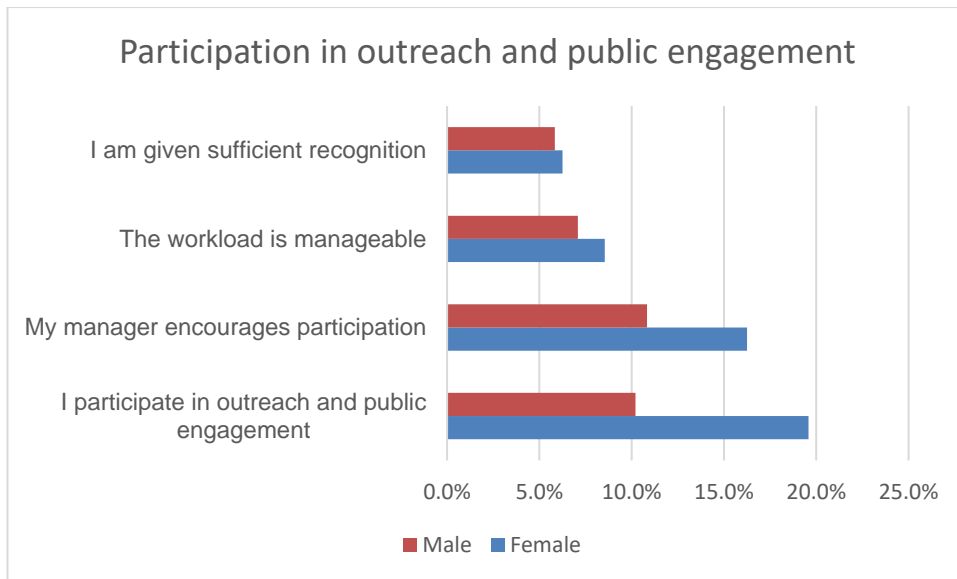
Participation in outreach and public engagement

Figure 50 Participation in outreach and public engagement by gender

6.   SUPPORTING TRANS PEOPLE

Recommended word count: Silver: 500 words – 500 words

(i)   Current policy and practice

Our detailed Trans guidance and policy documents set out a framework for how we support people who wish to take steps to change the gender identity they were assigned at birth, or have already done so. This applies to all members of our community, including students, staff, visiting workers, visitors and contractors. The guidance includes practical information on Information records and Privacy; access to Facilities; a support checklist and signposts to further sources of information and guidance. The policy is strongly aligned with our "Dignity at Work" policy and we are clear that transphobic bullying and harassment can be regarded as grounds for disciplinary action, which may include expulsion or dismissal.

We run a "Trans Awareness" workshop twice/yearly that is open to all of our staff and students. We also use examples in our U/B and E&D training that are relevant to LGBT+ people.

" Having the support of managers, an active LGBT+ group to socialise with; having proactive senior managers who are open to diversity and embracing changes to policy and practices, to make the site more accessible and open to all, has made the experience [of transitioning] exciting and a celebration". **LGBT+ Network member**

(ii)   Monitoring

Our HR processes and data collection points, such as recruitment (Equal Opportunities monitoring forms are separated out from the application pack), staff HR data and staff surveys are gender inclusive and we use best practice from Stonewall when asking about gender identity and sexual orientation. We have clear statements on why we ask for this data, how it will be used, stored and how any trends will be communicated.

We have an active Campus-wide LGBT+ Network, with over 100 people on the email list, including allies. It has a dedicated budget and administrative support within the EDI and HR Teams. We work closely with the Network to ensure that there is consultation and two-way dialogue, for example, developing our Trans policy and guidance documentation. We have representation from the Network on our EDI Forum, EiS Working Group and EP. We hold regular events and talks that explore issues affecting LGBT+ staff and students and also link in with national and international efforts, such as LGBT+ in STEM Day and PRIDE month.

CS will be introducing a new conference registration system in 2020 which will enable delegates to register their gender identity. We will also make pronoun stickers available at registration.

Action 5.3 Track best practices from EDIS on running inclusive meetings, including new registration system allowing gender identity registration and pronoun stickers

Figure 51 LGBT in STEM Day on campus, July 2019

(iii)   Further work

Working closely with Stonewall in 2020 to gain a greater understanding of changing working practices to eliminate any discrimination and advance equality in this area. Entering the Workplace Index within the next 2 years.

Action 9.5 Become members of the Stonewall Diversity Programme

Ensuring transgender people's needs are taken in account in future building projects and any new on-site building has inclusive changing facilities and toilets. We are also exploring whether there are opportunities to update current facilities to make them gender neutral.

Action 9.6 Ensure transgender people's needs are taken in account in future building projects

Linking into national initiatives and organisations that are supporting diversity and specifically supporting improving LGBT+ in STEM experiences, such as the EDIS Network, to enable us to share good practice and embed recommendations.

Action 9.4 Proactively engage with LGBT+ Network and external groups

Case Study 1
Dr Celia P. Martinez-Jimenez, previous Janet Thornton Fellow

I returned to research in January 2015 after a career break of three years. This was only possible because of the Janet Thornton fellowship.

In 2010, after my PhD and graduate work, I needed to return to Valencia to support my family. I attempted to maintain my research momentum as long as possible and I won an external two-year fellowship, but as I looked for my next move, the funding environment had become exceptionally difficult and I was unable to stay in research after the termination of the fellowship at the height of the financial crisis. In anticipation of this possibility, I began to pursue an MBA at The University of San Pablo CEU in promoting public-private engagement in translational research, and I started working for three years in a biotech company. In 2013, I combined my work in the biotech with my responsibilities as Head of the International Grant Office at the Hospital La Fe, which I launched and led for a year.

However, I always wanted to get back into academic science and I was delighted when I was awarded the Janet Thornton Fellowship. One of the first barriers I encountered was the lack of self-confidence. The technology evolves very quickly, and despite constant reading and literature updates during my three years break, at the beginning of my Fellowship I felt that this was a serious drawback. With the support of my supervisor at the Sanger Institute, co-supervisors at The University of Cambridge, and with the generous guidance of my colleagues and collaborators, I re-gained my confidence again.

I led an ambitious single-cell genomic projects for three years and utilised the financial support to attend conferences, courses and training including laboratory and management and leadership courses. In addition, the Fellowship promoted networking activities with other Career Re-entry fellows from the Wellcome Trust and facilitated my interactions and collaborations with other groups within the Sanger Institute and overseas. At present, I can appreciate how my previous working experience had an unanticipated positive and beneficial role, helping me to efficiently cope and move forward with scientific and technological challenging projects. I left Sanger in 2018 to establish my independent research group at the Helmholtz Pioneer Campus (HPC) in Munich. Without the support of the Fellowship, it would have been very difficult to get to this position and back into research.

Case Study 2
Dr Cordelia Langford, FRSB, Director of Science Operations, Chair of EDI Forum

🕐 Cordelia's Timeline

2017
Director of Scientific Operations

2015
Head of Scientific Customer Relations

2011
Head of DNA Pipeline Operations

2009
Head of Genome Analysis Pipelines at the Sanger Institute

2003
Head of Microarray Facility at the Sanger Institute

1999
Microarray Facility Manager at the Sanger Institute

1994
Graduate Research Assistant in Molecular Cytogenetics at the Sanger Institute

1993
Research Technician in Human Molecular Cytogenetics at the Cambridge University Department of Pathology

1991
Scientific Officer in Cytogenetics at the BBSRC Babraham Institute

1988
Assistant Scientific Officer in Immunology at the BBSRC Babraham Institute

1985
Research Assistant in Clinical Oncology at the MRC Laboratory of Molecular Biology

My love of science started early, when I visited my father's lab. I was fascinated with the inner functioning of cells. My mother was head of science at a senior school and between them they fostered my interest in science. When I was 16 I had a holiday job at the MRC Laboratory of Molecular Biology. I realised I had a talent for technical work – everything started from there. I wanted to become qualified, but I didn't follow the traditional route. All my post A-level qualifications were done whilst I worked. I joined the Sanger Centre as an undergraduate research assistant in 1994, when the Sanger was less than a year old, working on the human genome project. Sanger sponsored me to complete my degree and PhD.

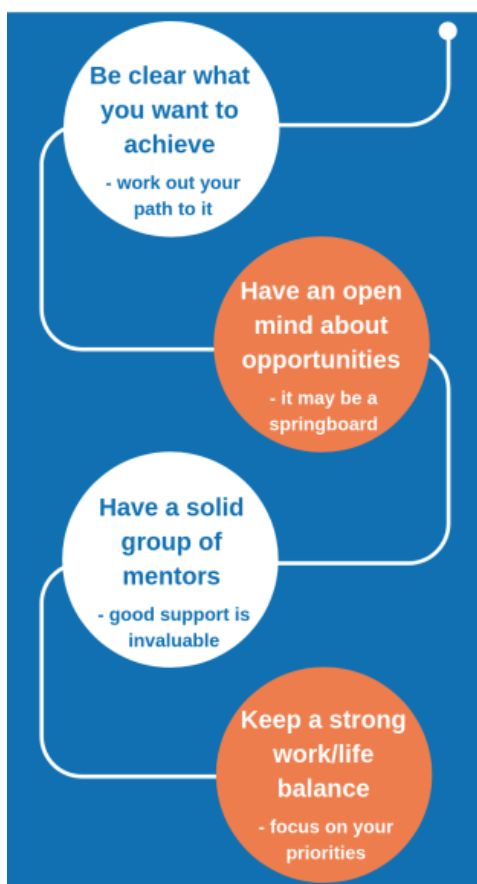I now lead a team of 300 scientists and the delivery of all scientific operations at the Sanger Institute. I am so inspired by our mission and I get to work with some extraordinary, talented people.

I have received much support from Sanger during my career. Mainly this has been training, in technical skills, but more importantly the skills that you need to become a leader of people and manager of operations. I have learnt about situational management styles and about teams, and I now have a wider toolkit for my role and the scope to try out different approaches.

I feel that I have experienced a lot of what is spoken about as challenges faced by women, glass ceilings and being treated differently. People have not always encouraged my growth, or supported positive outcomes in certain situations. I think some of those

Cordelia's CAREER ADVICE

- **Be clear what you want to achieve** - work out your path to it
- **Have an open mind about opportunities** - it may be a springboard
- **Have a solid group of mentors** - good support is invaluable
- **Keep a strong work/life balance** - focus on your priorities

experiences have made me feel inhibited at times, and perhaps hindered me. I feel empowered now, more able to play to my strengths as a leader, and to be me.

Combined with my own vision, I feel certain that getting to where I am today has been achieved through the learning, mentoring support and job opportunities provided at Sanger. It is great to know that people can now see my career path as a role model and that many different routes are possible at Sanger.

There is a gender imbalance in science and I believe there is more work to do to support the appointment of women to senior positions. Women should be equally recognised for their skills and achievements and should have every opportunity to reach their potential. I want to be part of the solution, clearing the way for junior staff so they feel there are fewer ceilings to smash. My past experiences, and my leadership skills, can help me to do that. I am particularly looking forward to seeing the impact of the Apprenticeship and Technician Commitment schemes in the future.

I was delighted to take over the chair of the Athena SWAN working group in 2019 and to Chair the EDI forum. We are committed to advancing gender equality in terms of representation, progression and success for all.

8. FURTHER INFORMATION

Recommended word count: Silver: 500 words – 341 words

The EiS Programme was established as a Campus-wide initiative in 2011. Key objectives are:
- Catalyse cultural change.
- Develop partnerships.
- Communicate activities
- Champion our women in science work at a national and international level.

The EiS Working Group meets monthly to review progress and advance initiatives. It comprises 26 women and 9 men, with representation from all career stages across Campus. The programme receives £15k pa.

The backbone is a series of monthly events, encompassing inspirational talks and interactive workshops. The impact is quantitatively and qualitatively measured, including through event attendance, feedback and staff surveys. We have run

approximately 35 events since 2016, with an average of 100 attendees (65% women; 35% men). Filmed interviews are showcased on the website - the EiS webpages have been viewed ~10,000 times.

Table 56 Overview of EiS events since 2016

Talks (12)
Prof. Inke Nathke
Prof. Sara Mole
Gary Loke
Prof. Ijeoma Uchegbu
Dr Kate Caruthers Thomas
Vivienne Ming
Dame Julia Higgins
Stephen Frost
Kate Atkin
David Ruebain
Jeremy Farrar
Ottoline Leyser
Parents and Carers Network (5)
Dr. Anna Middleton - Working whilst caring for a child with autism
Jayne Bateman - Caring for Elderly Relatives
Helen Meridew - Positive Parenting
Coffee mornings (twice yearly)
Dr Julia Wilson
Parents/Carers on Campus - start of the parents and carers network (June 2018)
LGBT + Network (6)
Sir Jim Smith - being a LGBT+ ally and support diversity
Twice monthly network coffee mornings
Celebrating LGBTQ History Month
Dr Paul Coxon - Being an LGBT+ Ally in STEM
Beth Montague-Hellen - LGBT+ visibility and the STEM climate
LGBTQ Network STEM day 2018, 2019
Other (12)
Careers Day 2019, 2018, 2017
International Womens Day 2019
Imposter Syndrome
Is there a right time for entrepreneurship?
Women in Tech: Workshop with ThoughtWorks
Moving with Families Workshop
The Inclusion Imperative - thinking differently about diversity, bias and decision making
Intersex 101: The Intersection of sex, self, science and society
Sex in Science debate: Women should leave academia to progress
Black History Month 2019

Figure 52 Equality in Science activities and branding

EiS (formerly Sex in Science) was nominated for the inaugural Royal Society Athena Prize in 2016, which recognises individuals and teams in the UK research community who have contributed towards the advancement of diversity in science, technology, engineering and mathematics in their organisations

Figure 53 EDIS Logo

In February 2019 we joined the national Equality, Diversity and Inclusion in Science (EDIS) network. The long-term goal is to change the approach and design of science across academic research, funders and the commercial research sector to deliver more inclusive working approaches and experimental outcomes. We provide financial support, share best practice and help build the evidence base needed to inform strategies that will produce positive and sustainable change.

Advanced Courses and Scientific Conferences funds, develops and delivers training and conferences that span basic research, cutting-edge biomedicine, and the application of genomics in healthcare. A Gender Equality Policy was introduced in 2016, prescribing 50%F on all scientific programme committees and invited speakers. This was achieved in 2018. The policy is now being extended to courses (laboratory, computational and discussion-based) run at the Campus.

Action 5.3 Extend the policy on gender equality to lab, IT and discussion based courses

Table 57 Ratios of programme committee, speakers and attendees at scientific conferences

	Female Programme Committee (%)	Male Programme Committee (%)	% Speakers Invited Female	% Speakers Invited Male	% Female Attendees	% Male Attendees
Oct-Sept						
2015-2016	40%	60%	36.4%	63.6%	43.3%	56.7%
2016-2017	40.8%	59.2%	42.85%	57.14%	49.88%	50.11%
2017-2018	52.7%	47.3%	49.1%	50.9%	46.8%	53.2%
2018-2019	50.8%	49.2%	50%	50%	50.1%	49.9%

Table 58 Ratios of programme committee, speakers and attendees at courses by category

	Female Programme committee/lead Instructors (%)	Male Programme committee/lead Instructors (%)	% Speakers Female	% Speakers Male	% Female Attendees	% Male Attendees
Lab courses						
2015-2016	18.8%	81.3%	23.1%	76.8%	60%	40%
2016-2017	23.9%	76.1%	34.0%	66.0%	64.9%	35.0%
2017-2018	31.5%	68.5%	37.2%	62.8%	56.6%	43.0%
2018-2019	32%	68%	36.3%	62.8%	59.5%	40.5%
IT courses						
2015-2016	34.9%	65.1%	29.3%	70.7%	52.2%	47.5%
2016-2017	39.5%	60.5%	48.6%	51.3%	57.5%	47.5%
2017-2018	35.6%	61.0%	50%	50%	53.1%	46.8%
2018-2019	35.3%	64.7%	57.1%	42.9%	55.1%	42.3%
Discussion/lecture-based courses						
2015-2016	55.1%	44.8%	33.1%	64.9%	66.0%	34.0%
2016-2017	50%	50%	52.9%	47.1%	61.3%	38.7%
2017-2018	41.4%	58.6%	48.0%	52.0%	71.8%	28.2%
2018-2019	55.2%	44.8%	48.5%	51.5%	60.3%	39.7%
Overseas courses						
2015-2016	25%	75%	N/A	N/A	50.5%	49.5%
2016-2017	31.8%	68.2%	37.5%	62.5%	58.1%	41.8%
2017-2018	36.2%	63.8%	41.7%	58.3%	52.0%	48.0%
2018-2019	30.2%	69.8%	37.5%	62.5%	47.4%	52.6%

Child-friendly facilities at the conference centre were set-up in 2019:

"A family room was made available where the conference was streamed live. I was directed towards a fund to get some of the costs reimbursed associated with bringing baby and my mum along." **Female Group Leader (external) attendee at conference.**

9. ACTION PLAN