



## **Athena SWAN Bronze department award application**

**Name of university:** Imperial College London

**Department:** Institute for Clinical Sciences and MRC Clinical Sciences Centre

**Date of application:** 30 April 2014

**Date of university Bronze and/or Silver SWAN award:** Silver November 2012

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**Level of award applied for:** Bronze

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## ABBREVIATIONS

Career Development Award Group Leader	CDA
Career Development Fellow Post-Doctoral Scientist	CDF
Clinical Sciences Centre	CSC
Continuing Professional Development	CPD
Doctoral Training Account (CSC PhD funding)	DTA
Imperial College London	IC
Imperial College Faculty of Medicine	FoM
Institute for Clinical Sciences	ICS
Institute Planning and Operations Group	IPOG
Investigator Scientist	IS
Local Joint Negotiating and Consultation Committee	LJNCC
Medical Research Council	MRC
Postdoctoral Training and Advisory Group	PTAG
Programme Leader	PL
Programme Leader Track	PLT
Quinquennial Review	QQR
Research Councils UK	RCUK
Scientific Advisory Board	SAB
Senior Investigator Scientist	SIS
Special Awards Scheme panel	SAS panel
Athena Self-Assessment Team	SAT

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29<sup>th</sup> April 2014

Dear Sarah

I fully support the Athena principles and am committed to making whatever changes that may be necessary to redress the present inequality of female opportunities and representation in science. This aim is part of the culture in the MRC Clinical Sciences Centre and is critically important for our aspiration to recruit the most promising and productive scientists and to provide them with the means to excel. To do this effectively, we must be better at attracting and retaining excellent women at each career stage, and particularly to foster the very best independent scientists into senior roles.

As the CSC's Director, and Head of the Institute for Clinical Sciences at Imperial College, I am proud to encourage and actively promote female scientists. The CSC's first Director was Professor Dame Kay Davies and the CSC has provided a robust springboard for the careers of many female scientists by providing a secure base to obtain scientific independence, and to compete successfully for leadership roles within the wider scientific community.

We have chosen to make this joint application for the Institute for Clinical Sciences, Imperial College and the MRC Clinical Sciences Centre because they are intimately interlinked. Our action plan will impact on all employees and students in both organisations, and will hopefully have a wider influence across academic institutions in London.

The Athena Survey and focus groups provided very valuable feedback across a variety of areas, and the action plan which has been formulated by the Self-Assessment Team to tackle these issues will undoubtedly help the CSC/ICS to improve its support for female scientists at all levels.

I look forward to the positive impact that delivering the action plan will have locally, and to making a future application for a Silver award.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A Fisher'.

Professor Amanda Fisher

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## 2. The self-assessment process

### a) The self-assessment team

The membership of the Self-Assessment Team (SAT) represents Clinical Sciences Centre (CSC) and Institute for Clinical Sciences (ICS) employees and students across a range of professional roles and career levels and is mixed gender. It also includes representation from the Imperial College London Faculty of Medicine Athena SWAN Working Group.

SAT member	Job Title	Athena-Swan related experience and concerns
<b>Gabriela Ahmadi-Assalemi</b>	CSC, Head of IT Services	Local union representative, CSC Equality and Diversity Champion, 1 daughter (5 yrs)
<b>Rob Bell</b>	Imperial College, Athena SWAN Coordinator / Equalities Administrator	Flexible work arrangement to support academic studies of partner
<b>Dr Almut Caspary</b>	CSC, Head of Communications	Involvement with Athena-type applications in Germany; 2 daughters (2/12 yrs), working part time.
<b>Dr Yalini Chandramohan</b>	ICS, Research Grants and Contracts Coordinator	Interest in the global issue of female representation in science
<b>Dr Sharon Citrone</b>	CSC, Head of Human Resources	Job-share experience, work-life balance, 1 daughter (now at university)
<b>Dr Peter Faull</b>	CSC, Head of Biological Mass Spectrometry & Proteomics Facility	Private sector manager & PhD supervisor were both working mothers & highly influential on career/work/life choices
<b>Dr Dafni Hadjieconomou</b>	CSC, postdoctoral researcher	Advocates change in work ethics for a more equal environment for women in science
<b>Barbara Hehir</b>	CSC, HR Business Partner	Participant in Equality and Diversity working groups and Improving Working Lives projects; Flexible working arrangement for better work-life balance
<b>Liz Ing-Simmons</b>	ICS-CSC PhD student	Member of the CSC Student Community
<b>Dr Fiona Leiper</b>	CSC Lab manager	Married to fellow scientist; both combine full-time work and child-care (3 children aged 9, 6,4).
<b>Monique Matty</b>	Imperial College Athena SWAN Administrator/Divisional Manager for Experimental Medicine and Brain Sciences	Athena SWAN Administrator (FoM)
<b>Dr Irene</b>	ICS Research Fellow, CSC	2 children (toddler, baby), advocates

<b>Miguel-Aliaga</b>	Group Head	mentoring, public engagement activities
<b>Dr Simona Parrinello</b>	ICS Research Fellow, CSC Group Head	2 daughters
<b>Dr Victoria Salem</b>	Imperial College, Clinical Lecturer, Athena Swan Coordinator (FoM)	Athena Swan coordinator (FoM), 3 children
<b>Dr Christian Speck</b>	ICS, Lecturer	2 children, full-time work and child-care shared with partner
<b>Dr Philip Webster</b>	ICS-CSC, Chain Florey Clinical Research Fellow/Specialist Trainee doctor in Renal Medicine	Married to a clinician doing research; 2 young daughters (one born in February)
<b>Prof Dominic J Withers</b>	CSC Group Head, Section Chair, Professor and Honorary Consultant.	Member of IPOG, married to a senior Clinical Academic, two children under 5.

## **b) The self-assessment process**

Data retrieval and analysis commenced in September 2013. Expressions of interest were invited from CSC/ICS employees and students to form the self-assessment team (SAT) which held its first meeting on November 22<sup>nd</sup> 2013, chaired by Dr Christian Speck. A draft Terms of Reference was circulated ahead of the meeting and in the lead up to the meeting research started on survey questions, style and software.

The SAT was a productive decision-making group and interacted both at formal meetings and in between by email and discussion on particular topics - the SAT appreciated that in order to meet the Athena SWAN submission deadline of April 30<sup>th</sup> 2014 their commitment needed to be high and this was achieved.

The team reviewed examples of Athena SWAN surveys that had been used by other organisations and worked together to discuss, develop and agree a new survey which went live on November 27<sup>th</sup> 2013. The 60 questions were designed to reflect the aims of the Athena SWAN Charter and to explore known challenges in the organisation as well as offering the opportunity for people to raise other issues. Narrative spaces provided greater detail and context to responses which enriched the qualitative information collected.

The survey closed on December 5<sup>th</sup> 2013 with a 41% response rate; 59% of the responses were from women.

An external facilitator ran a series of Focus Groups made up of students and staff of mixed gender (see table below). Themes from the survey analysis were explored and questions were structured to generate views around the themes.



Women	Men	Total
7	1	8
5	0	5
4	3	7
0	4	4
<b>16</b>	<b>8</b>	<b>24</b>

Detailed notes were taken by the facilitator whose feedback report focused on themes that arose from the facilitated sessions on the areas of:

- Communication
- Community
- Getting started
- Career breaks/maternity
- Culture

On December 12<sup>th</sup> 2013 the SAT met to discuss the reports and analysis of the survey and the focus groups and to begin the development of the Action Plan. A SAT workshop to develop the Action Plan from the themes identified from the survey and focus groups was held on 23<sup>rd</sup> January 2014. The SAT team made good use of e-mail discussions between meetings.

The draft Application and Action Plan was presented to the Institute Director who provided input and was supportive.

### **c) Future of the self-assessment team**

The SAT will become the *Opportunities Committee* and instigate a number of named working groups to work on key strands of the Action Plan. Members of the SAT have already expressed interest in working on particular working groups and we will have a recruitment drive to populate and replenish the working groups as well as the Opportunities Committee over time. This method of taking areas of the Action Plan forward will involve more staff in our Athena SWAN actions, and so improve awareness of the Athena SWAN principles. The working groups will report quarterly to the Opportunities Committee which will report to the Director, who has charged the Opportunities Committee with providing a roadmap for a future application for an Athena SWAN Silver Award.

**881 (1000)**

### 3. A picture of the department

#### a) A pen-picture of the department

##### **Imperial College Institute for Clinical Sciences, Faculty of Medicine (ICS) and Medical Research Council Clinical Sciences Centre (CSC)**

The **MRC Clinical Sciences Centre** is an Institute of the Medical Research Council located at the Hammersmith Hospital campus of Imperial College Faculty of Medicine. It is embedded in the Faculty and administers the Faculty of Medicine's **Institute for Clinical Sciences**. The CSC and ICS have approximately 150 and 90 employees respectively, and around 70 registered PhD students. A third of the staff in ICS and CSC are post-doctoral staff employed on fixed term contracts.

Because of the structure and embeddedness of ICS and CSC, we do not strictly fit into either the Department award application process or the Research Institute award application process. We therefore ask for the Assessment panel's patience; we have attempted to describe our part of the organisation/s using the most appropriate terms and data. Since some areas of science administration are different for MRC CSC and the Institute for Clinical Sciences, Imperial College, some of the data are presented separately.

Most of the administration and Core scientific facility staff are employed by the MRC CSC; the scientific groups (research and academic) are mixed between the two employers (MRC and Imperial College). An individual may move employment between the two organisations for funding or other reasons. Some groups are funded and employed by both organisations. Group leaders and other scientific staff employed by the MRC CSC normally have an Honorary Academic association with Imperial College. All external funding held by CSC/ICS Group Leaders is held within Imperial College and Imperial College is therefore the employer (via ICS) for any grant-funded staff. The majority of academic staff within ICS are Group Leaders in the CSC.

The CSC, led by Professor Amanda Fisher, has a flat management structure, and the organisational structure is more Network-based than Divisional or Functional (Note on Organisation Structure; Nitin Nohria, 1991, Harvard Business School Case Collection 491-083).

Professor Fisher is the direct line manager for each of the CSC's Group Leaders, who may be employed by Imperial College or MRC. The CSC has three scientific Sections; Epigenetics, Genes and Metabolism and Integrative Biology. While the first two have been up and running for many years, Integrative Biology (which will include Innovative Imaging and Computational Biology) has only been in existence in embryonic form since the CSC's last Quinquennial Review (QQR) which took place in 2010 - 11, when it was proposed as a new Section for the CSC, and approved for funding by the MRC. Investment into the Section and recruitment to it has been growing since then. The two Divisions within ICS, Imaging Sciences and Molecular Sciences, overlap with the CSC's scientific Sections. Most Group Leaders have an association with both organisations.

Although located in several different buildings, we are all on the Hammersmith Campus site.

Below is a snapshot of the number of Imperial College (ICS) and MRC (CSC) research and academic posts on 1 April 2014, colours indicate 'broad' equivalence of roles.

Imperial Job Title	CSC Job Title	Group Leader?	Tenure	Details	Number on 1 April 2014
	Programme Leader	Yes	Permanent		7
Professor		Yes	Permanent		1
Reader		Yes	Permanent		1
	Programme Leader Track	Yes	Permanent	6 years until tenure decision	4
Senior Lecturer		Yes	Permanent		2
Lecturer		Yes	Fixed Term	5 years	2
Lecturer		No	Fixed Term	5 years	1
	Career Development Award	Yes	Fixed Term	3 years	7
Post-Doctoral Research Fellow		Maybe	Fixed Term	3 years depending upon length of grant funding	2
	Senior Investigator Scientist	No	Permanent		13
	Investigator Scientist	No	Permanent		4
	Career Development Fellowship	No	Fixed Term	Up to 4 years	31
Post-doctoral Research Associate		No	Fixed Term	3 - 5 years depending upon length of grant funding	19
Chain Florey Clinical Research Fellow		No	Fixed Term	3 years	7

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## b) Departmental data for the past three years

### i) Postgraduate research students

ICS only has postgraduate research students.

72 PhD students are currently registered for study with the Institute for Clinical Sciences, Figure 1 provides a snapshot showing that a slightly higher percentage of students are female (54%) compared to male (46%), which accords with the national average in Biological Sciences, the closest comparator. One PhD student is undertaking part time study after having had a baby.

Figure 2 shows that over the last three years, a slightly higher average percentage of CSC Doctoral Training Account (DTA) student places have been taken up by females (63%).

Figure 1

### All Current CSC/ICS PhD Students

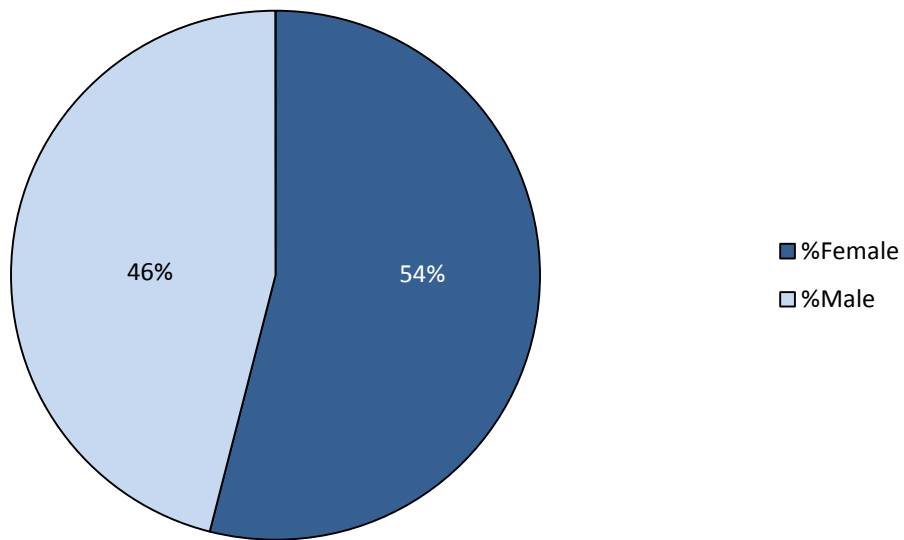
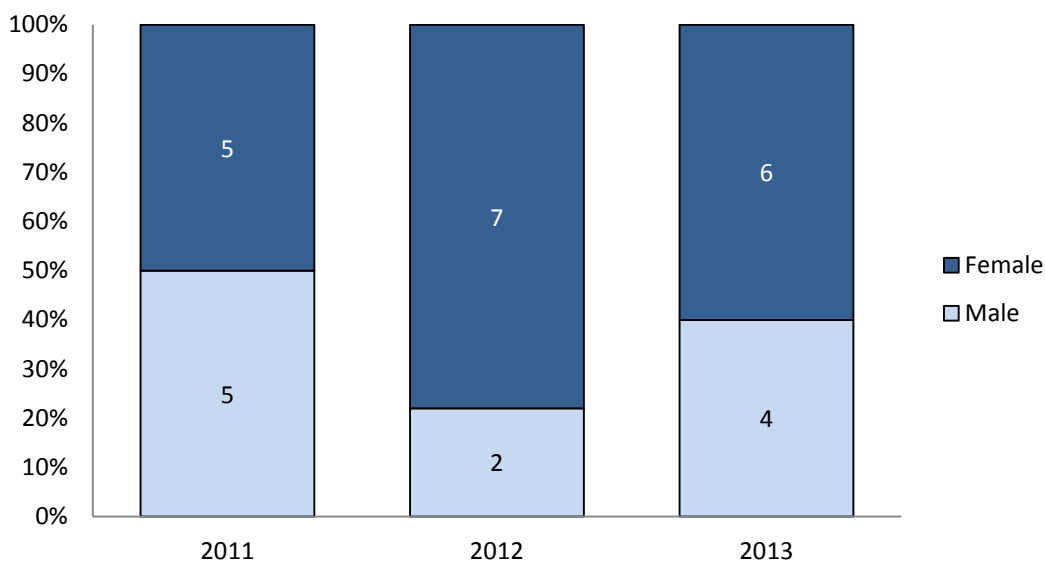


Figure 2

### CSC DTA Student Places



**Action:** continue to monitor

## ii) Student applications

We currently only have data on offers accepted and declined for the last two student recruitments. A higher number of places were declined this year by students who were also holding offers from other institutions but due to the small numbers this is not significant.

	2013		2014	
	M	F	M	F
Offered	10	6	7	11
Accepted	8	6	6	6
Declined	2	0	1	5

### Student Recruitment

The majority of the CSC/ICS student recruitment is carried out as an annual process which begins in November; interviews take place over two days in January, offers are made for an October start.

Figure 3 demonstrates that applications for PhD places at the CSC/ICS have been weighted towards females with an average of 60% female applicants, and Figure 4 that an average of 63% female appointments are made.

Actions to improve the student experience within the Athena Action Plan (Actions 2.0 – 2.3) will impact positively on the student recruitment process, as candidates meet current students during their visit to the Institute and are often highly influenced by feedback from them when making their choices.

Figure 3

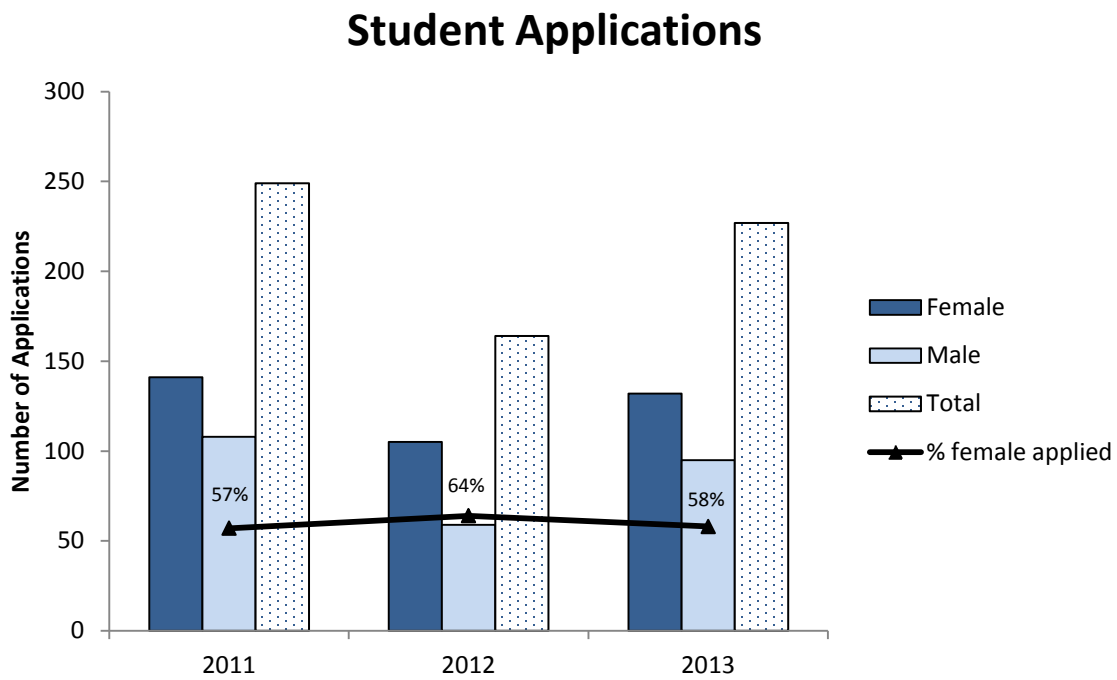
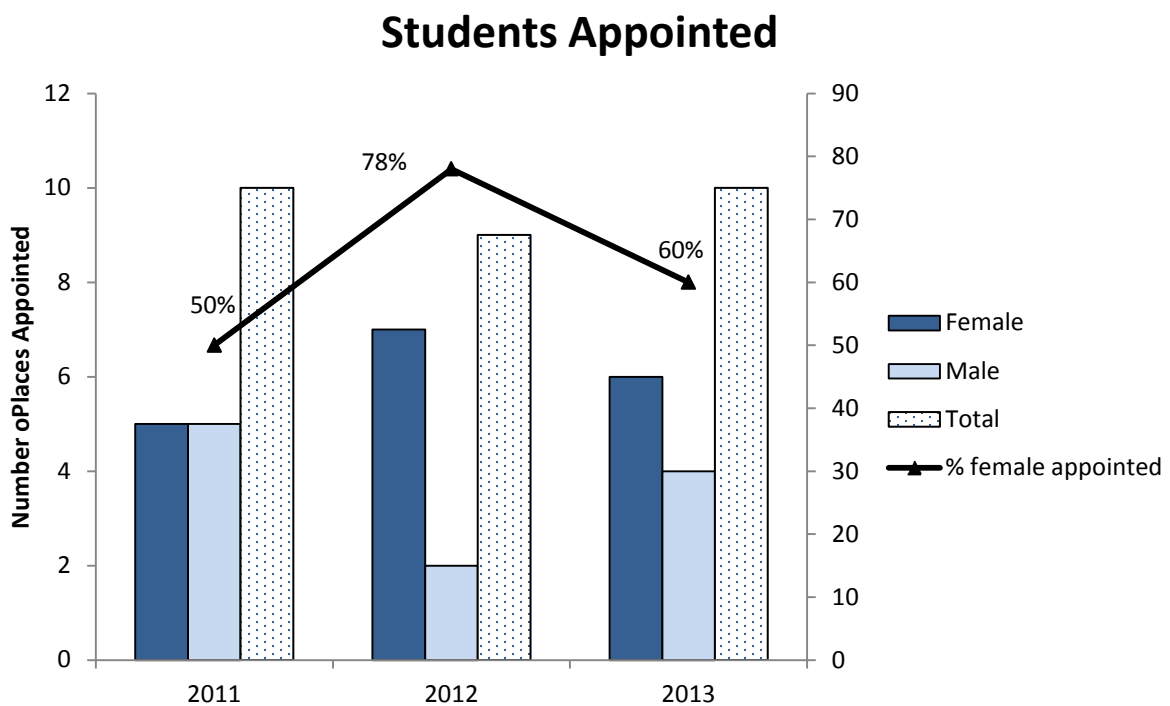


Figure 4



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Action: continue to monitor

## Chain Florey Clinical Fellows

In 2008, the CSC introduced the unique and ground-breaking Clinical Fellowship scheme to provide high quality basic science training for Clinical Fellows. Chain Florey Fellows become Imperial College employees for the duration of their three-year PhD, after which they return to clinical training with an excellent scientific grounding for a future clinical academic career.

Despite female applications making up only 33% of the total, and only 25% of those invited to interview, over the last 5 years the number of Fellows appointed has been roughly equal between female and male (9 male and 8 female). Figure 5 shows how the percentage of female applications has increased since the launch of the scheme, and Figure 6 that the percentage of offers to women has also increased overall.

Figure 5

### Chain Florey Fellowship Applications and % female applied

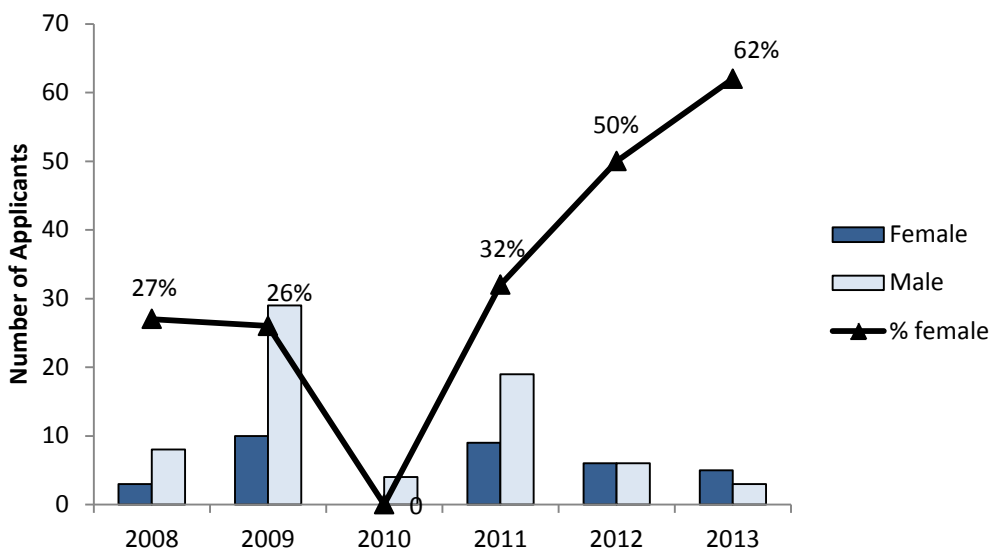
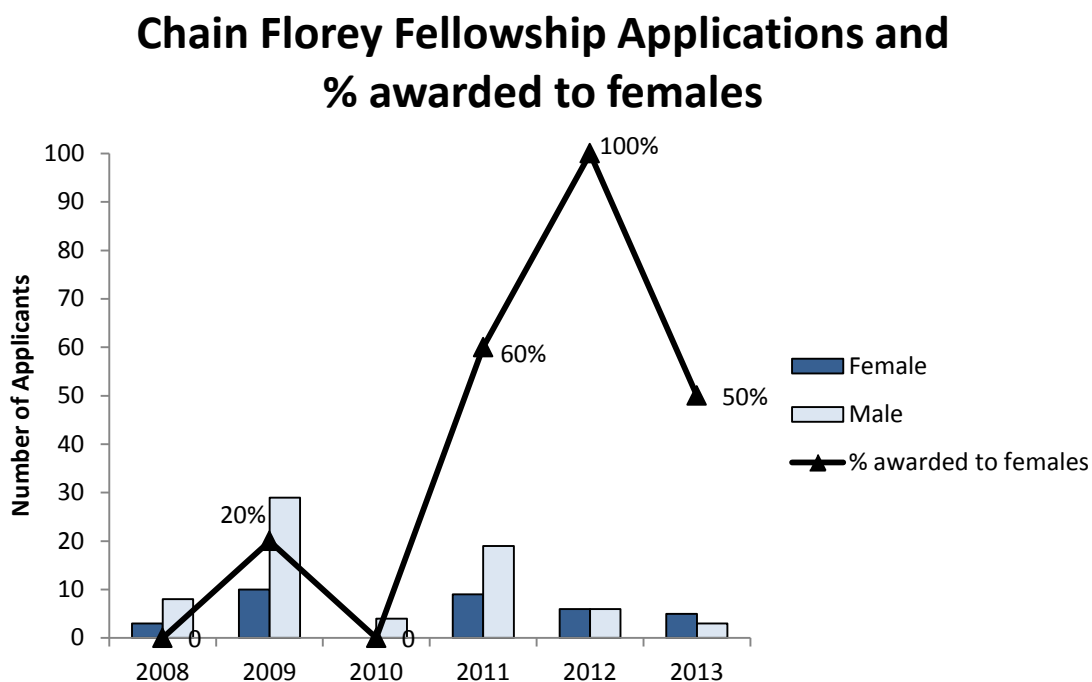


Figure 6



The variation in numbers of applicants is broadly linked to the number of campaigns run in that year; the information provided before and during the campaign has been refined in order to help screen out unqualified applicants. The maturation of the scheme may also have contributed to the increase in female applicants because it may be perceived as less risky, given the success rate of graduates. The recruitment process and advertising locations are regularly reviewed with the Fellows to ensure that they are as effective at reaching as many trainees as possible.

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### iii) Degree classification by gender

CSC/ICS PhD students nearly all attain their PhDs within the four years required by the College (if they are registered for full time study). Over the last three years there has only been one (male) student who has not completed (due to health reasons).

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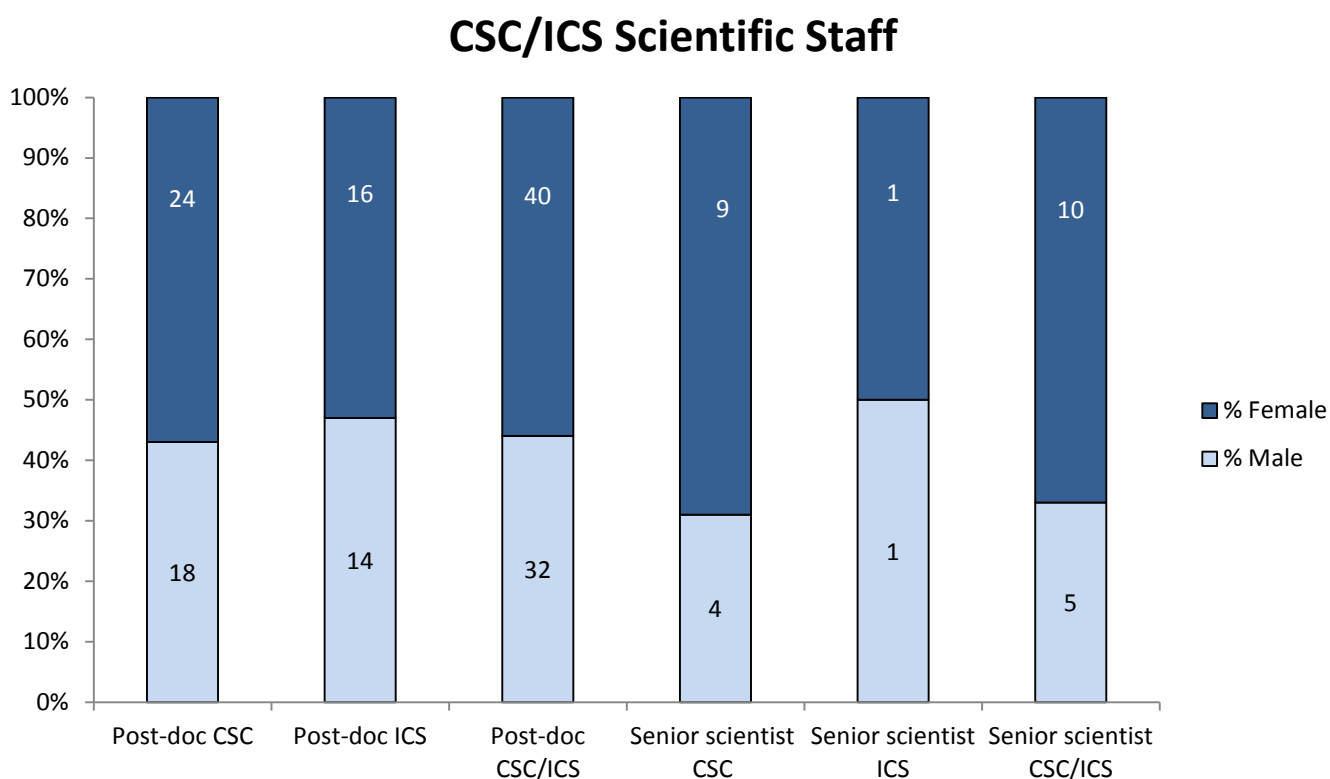
### iv) Staff data

#### Non-Group Leader scientific staff

Figure 7 demonstrates that ratios of scientific staff in the CSC and ICS are weighted towards women. In contrast to the University sector, the CSC retains its senior female scientific support staff well. The CSC has permanent Investigator Scientist and Senior Investigator Scientists support posts, which probably helps significantly to retain senior female scientific support staff and results in the slightly higher female percentage in the CSC than ICS.



Figure 7



### Group Leaders

The CSC's Director identified and brought to the attention of the Executive Committee (IPOG) a few years ago that despite active recruitment of women scientists, and creative strategies to retain them (additional resource, pay and benefits), the ratio of women leaders at the CSC (from Lecturer to Professor equivalent level) was declining; for example one senior female CSC Group Leader was headhunted to a European Institute which itself was actively recruiting female scientists to address an imbalance amongst their top scientists. The CSC/ICS does not suffer from attrition in female Group Leader numbers because they leave science (except retirement); most move to scientific positions at other high profile organisations for career development reasons.

The problem in recruiting women is caused by the smaller pool of female scientists at this level to recruit from.

The CSC has been actively recruiting for new Group Leaders almost constantly since 2010, but recruitment has been difficult recently against a competitive background of university recruitment for the REF; the usual advantage that the CSC has as a core-funded MRC Institute has been eroded by the large packages of resource being offered to recruits by Universities. During this time we have therefore recruited mainly junior Group Leaders at the Career Development Award (CDA) level. The table below illustrates this change over time.

	2011			2012			2013		
	CDA/Lec	PLT/SL	PL/Reader or Prof	CDA/Lec	PLT/SL	PL/Reader or Prof	CDA/Lec	PLT/SL	PL/Reader or Prof
Male Group Leaders	0	10	14	1	9	11	5	6	10
Female Group Leaders	2	2	8	2	1	3	2	3	1

The CSC introduced this new CDA level of junior Group Leader in 2008, and since then has recruited 10 Award Group Leaders, of which 4 have been women. The Career Development Award provides a post with associated resources at an earlier stage in a scientist's career than the previous entry level of Programme Leader Track. This provides more stability for female Group Leaders at a stage when many would be considering starting a family or have already done so, due to their age; most babies in the UK are now born to mothers aged just under 30 which is around or just after when most scientists move to their first independent (and probably not permanent) posts. Women will be supported by the organisation during maternity and their return to work, if they choose to have children at this stage. The 40% female recruitment figure to this cadre is promising and indicates that the strategy may help to support female scientists through a well-known attrition point when moving towards scientific independence.

The CSC has 7 established scientific facilities which are well managed to deliver outstanding services to its scientific groups. Women manage three of the facilities.

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#### v) Staff turnover

Due to the prevalence of fixed term contracts turnover is relatively high, but this is considered to be generally appropriate. For the CSC the turnover of post-docs is linked to the MRC's mission to promote and support post-graduate training, for ICS this is due to these posts being funded by fixed term grant funding.

Group Leaders/Academics leave the CSC/ICS because they move to prestigious positions elsewhere which offer (more) appropriate opportunities for their science, or because their outputs do not reflect the expectations of the MRC or the Faculty of Medicine for academic performance, or because their science no longer fits the strategic direction.

The majority of post-docs are on fixed term training posts and will therefore all leave the CSC/ICS; the gender balance of our leavers matches the gender balance of those in post. Post-docs may move on to independent positions or 2<sup>nd</sup> post-doctoral positions in order to develop further

towards independence, or they may leave research. The information we have on next destinations of post-docs is not collected in any consistent manner currently; as part of our Action Plan we will include this in exit interviews going forward, and monitor the gender balance for equality of opportunity in next destinations (Action 1.3).

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1687 (2000)

## 4. Supporting and advancing women’s careers

### Key career transition points

#### a) Key data

##### i) Job applications and success rates

Figure 8 illustrates that over the last three years the MRC CSC has received a higher number of applications for posts from men. The data further indicates that the more senior the post is, the higher the percentage of male applicants. Figure 9 shows that the percentage of women being offered posts has risen from 35% in 2011 to 55% in 2013.

Figure 8

### MRC CSC Number of Applications Received

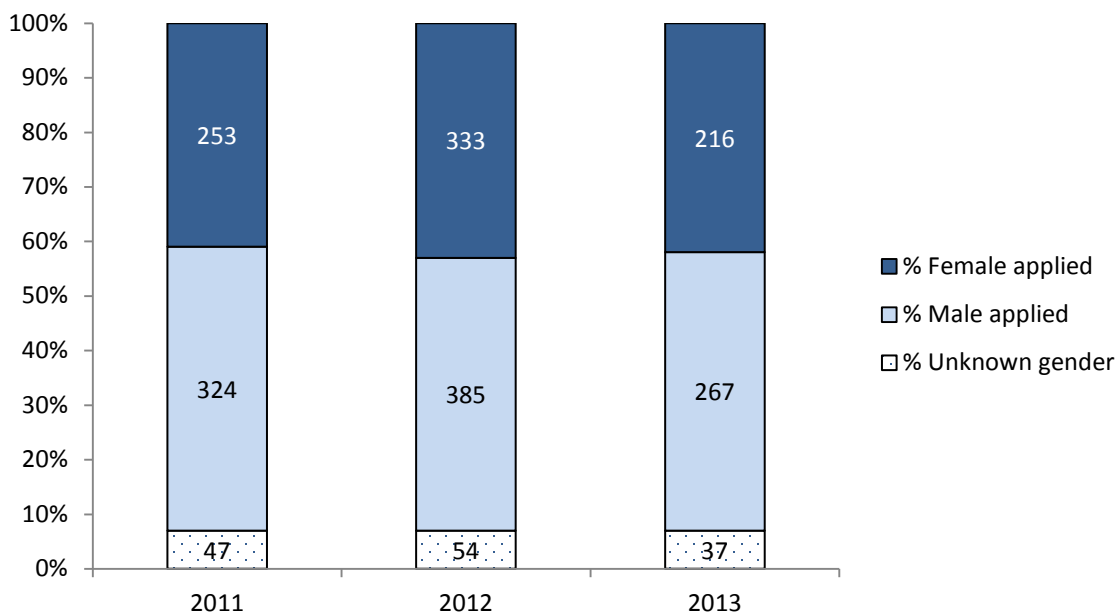
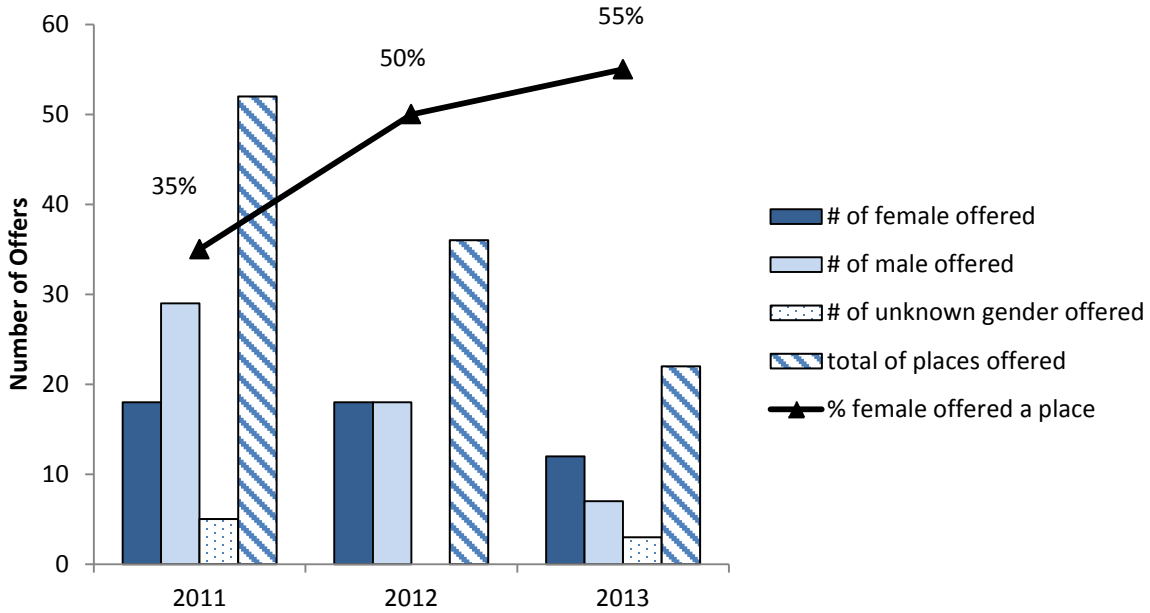


Figure 9

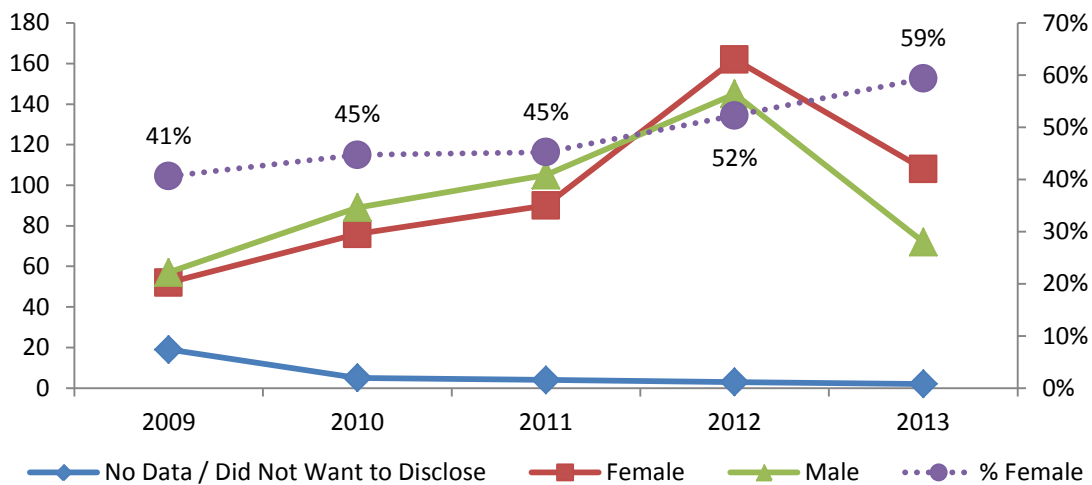
### MRC CSC Number of places offered and percentage offered to females



In Figure 10 it can be seen that the percentage of female applications for ICS research posts has gradually increased over the last 5 years, but this does represent a relatively small number of posts per year (3 – 5).

Figure 10

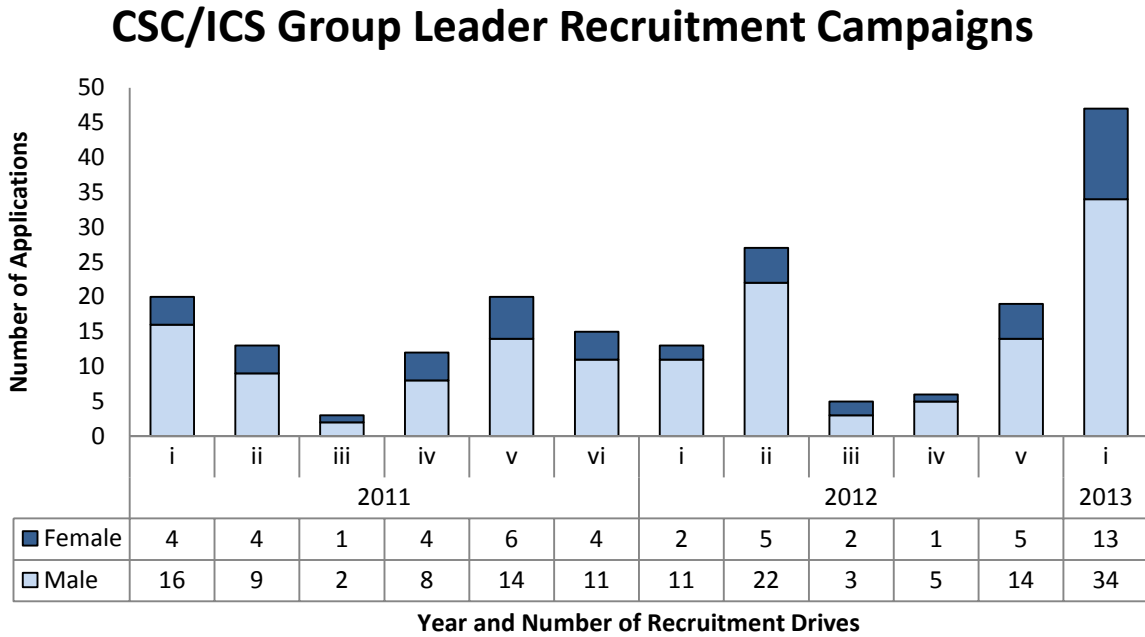
### ICS Number of Applicants for Non-Clinical Research Posts



## Group leader Recruitment since 2011

Figure 11 provides an overview of group leader recruitment campaigns since 2011. The total number of applications over these campaigns was 200, of which 149 (75%) were from male applicants. Offers were made to 9 male and 6 female group leaders (6% of the male applicants and 12% of the female applicants), 5 male and 3 female accepted.

Figure 11



At this level, fewer female applications are received but a higher percentage of offers are made to female applicants.

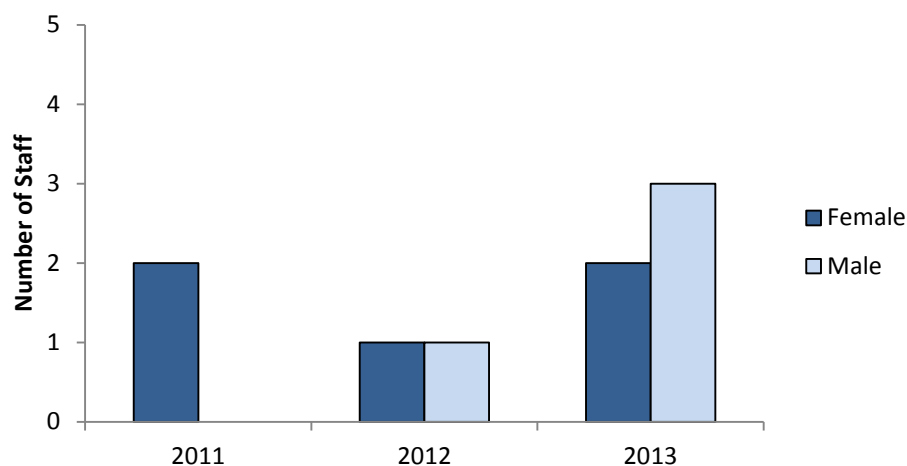
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### ii) Applications for promotion and success rates

Within the CSC, non-Group Leader promotions occur infrequently when there is an increase in the level of responsibility of a role usually identified by their line manager, or when someone applies for a vacant post at a band above. Figure 12 illustrates data from the last three years, during which 5 female and 4 male staff have been promoted.

Figure 12

## Number of Promotions 2011-2013



### CSC GROUP LEADERS

CSC/ICS Group Leaders have different options for promotion depending upon their employer and funding; their promotion options are discussed with them at key points in their career.

Group Leaders who are appointed at Career Development Award (CDA) level have a 'light touch' review by the CSC's Scientific Advisory Board (SAB) and Section Chairs before promotion to a Programme Leader Track position. Criteria for this promotion are that the Group Leader will have established their programme at the CSC and begun to generate interesting data which is moving them towards their research proposal aims, and that their proposal remains a good scientific fit within the CSC. 2 female Group Leaders achieved this during the last four years, which was 100% of those eligible (there were no eligible men during this time).

PLTs have a six-year tenure-track term in which they must prove that they can deliver a productive scientific programme at a level which is competitive for MRC core funding. The 'tenure' decision is based on whether the individual has demonstrated they can initiate and pursue independent and original research aimed at addressing a key, fundamental scientific question, which is internationally competitive and has the potential to make major impacts in the field. Over the last four years, 2 women (66% of the total eligible) and 2 men (40%) have achieved this.

**Academic Promotions:** The College process for Academic Promotion is followed by CSC Group Leaders in substantive College posts, and also as Honorary Academics. It is an annual process which takes into account research outputs and income, teaching, administration and any additional aspects of their role such as mentoring, outreach, Athena SWAN work. The CSC/ICS Director and Head of HR consider all Group Leaders before the College process starts, and assist people with applications as appropriate.

Over the last four rounds there have been 3 successful applications for promotion to Senior Lecturer and 3 to Professor amongst male candidates (a success rate of 86%), and one successful female promotion to Professor (100%).

The aim is to increase the comfort of all staff with career advancement processes, to provide more effective support to the 32% of men and 42% of women whose survey responses indicated that they did not understand the process and criteria to progress their careers. Actions to clarify and communicate the career advancement processes have been identified, and more emphasis will be put on discussions around this area at appraisal (Action 3.4).

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## **b) Present achievements and future Action Plans**

### **i) Recruitment of staff**

Recruitment into the CSC and ICS is carried out according to the relevant organisation's Recruitment and Equal Opportunities Policies, and there is a comparatively high level of HR involvement/oversight at each stage. Panels are always set up to be mixed gender and have at least one member who has received Equal Opportunities training.

Focus groups (which included recently recruited Group Leaders) identified problems with the Group Leader recruitment process such as the length of time it takes and a lack of information provided to candidates. The CSC will address these as part of the Athena Action Plan in order to improve the Institute's ability to attract the best scientific leaders in the future (Action 3.5).

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### **ii) Support for staff at key career transition points**

The main area of concern regarding gender balance for the CSC is at Group Leader level. At Group Leader level the ratio of women to men is lower than 50/50, and falls as seniority within the hierarchy rises. All other staff groups have a slightly higher ratio of women to men.

The CSC introduced a mentoring programme for its junior group leaders in 2008, and recently reviewed it to improve the clarity of the scheme and provide more documentation. The aim of the CSC Programme Leader Track (PLT) mentoring scheme is to support and develop the skills of new Group Leaders throughout their 6-year tenure track period.

All CSC Programme Leader Track (PLT) and Career Development Award (CDA) Group Leaders select an internal sponsor and an external mentor to provide them with guidance and support towards achieving tenure. The external mentor is of high scientific standing, someone with whom the mentee believes they can build a helpful relationship based upon mutual trust and respect; they will be someone to whom the mentee may turn for advice at points of change, conflict or difficulties with the progress of the mentee's programme. The internal sponsor provides more regular, easily accessible support to the mentee in any area of concern but usually not specifically

about their science; they act as advocates and coaches. The Director has the final decision on choices of sponsor and mentor.

Each CDA/PLT presents annually at a meeting of CSC Group Leaders and Scientific Advisory Board members, to which their external mentor is invited. These presentations give the CDA/PLT the opportunity to experience challenging questions from senior scientists, which is a key element of their development.

The support provided to our junior Group Leaders has been indicated as an important factor in attracting people to accept positions by recent Group Leader recruits. It is therefore critical for us that this scheme works as well as it can, so an area of the Action Plan looks at ensuring that the PLT scheme is continuously reviewed and improved (Action 3.1).

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## **Career development**

### **a) Present achievements and future Action Plans**

#### **i) Promotion and career development**

ICS employs most of its staff as post-doctoral scientists on fixed term contracts attached to external funding. The majority of postdoctoral scientists will normally expect to move on to positions elsewhere, which is important for the individuals' research training and experience, as well as providing flexibility to recruit the expertise required for our research programmes.

In order to achieve the aims of the Roberts review, and to encourage mobility amongst post-docs, the MRC made a specific decision to invest in training at the early post-doctoral level, and to encourage post-docs to move out of the organisation after this. There is no internal route for promotion from post-doc to Group Leader; this route would be extremely unlikely at the CSC due to the nature of Programme funding in an MRC Institute, where two scientific Programmes in a similar area would not be supported.

Our role is therefore in encouraging post-docs to take appropriate routes towards their future, equipping them with the training to do this, either via a second post-doctoral post, by obtaining personal grant funding to move elsewhere, or on occasion leaving scientific research. Postdoctoral scientists therefore normally join the CSC on fixed term contracts. The MRC's mission is not confined to training scientific researchers for academic careers; it also includes training scientists for careers in other industries.

ICS and CSC post-docs are encouraged to take advantage of opportunities offered by the excellent Post-doctoral Development Centre run by Imperial College which provides transferable skills training, careers and funding advice including, for example, advice to women returners. The Athena Action Plan will further publicise this and uptake will be monitored (Action 4.2). The Athena survey indicated that women (57%) are more likely than men (34%) to feel unclear about the options and



support available; a SAT working group will explore options for addressing this imbalance and providing better information about the processes (Actions 3.4, 4.2).

The International seminar series provides an important part of the scientific training for students and post-docs. Attendance and audience participation are lower than we would expect; this will be investigated further, with actions to investigate the reasons and increase the understanding of the importance of attendance and asking questions as part of a scientist's professional development (Action 5.4).

Athena survey responses indicated that fewer women (29%) than men (51%) identified as having a mentor. In order to address this, as part of the CSC's Action Plan the SAT will form a working group to review mentoring arrangements for staff groups that do not currently have them (Action 3.2).

The CSC and ICS have an annual appraisal process. The HR team monitors appraisal returns; near 100% of those eligible is the norm. The HR Manager reads all appraisals in order to extract any development needs for which a course is available but has not been identified within the document, sources the course and sends the information to the employee to further encourage uptake of identified training needs. The Athena survey found that women (61%) identified as less encouraged than men (78%) to undertake development activities and courses; this will be followed up as part of the CSC's Action Plan, to review training opportunities, and monitor uptake (Action 3.3).

The Athena survey found that more women (24%) indicated a lack of satisfaction with the provision of effective feedback from supervisors than men (14%), which will be further explored and addressed by the SAT working group. Actions to provide training in delivering effective feedback and supporting resources have been identified (Action 4.1).

580

## **ii) Induction and training**

### **Staff:**

New starters are invited to a HR induction within their first month of employment. In this session a brief overview is given of their main terms of employment and policies, including the Equalities and Diversity Policies. The Employee Assistance Programme and Employee Benefits Programme are highlighted to promote work-life balance and emotional well being.

A key issue raised at the Focus Groups was a lack of easily available information about who is responsible for what and their contact information, and the lack of a handbook. We will use the development of an Intranet this year to remedy this; further work to improve the provision of information will flow from actions within the Action Plan, including work on internal communications (Action 5.1).

Work will be undertaken to provide more effective support to post-docs across a variety of themes linked to development and networking following feedback from the survey and focus groups. This

will include implementing a revised MRC post-doctoral training scheme incorporating a formal training element, and a new mentoring scheme (Actions 3.0, 3.2, 4.0, 4.2).

### **Students:**

Induction is carried out at the start of the academic year for the majority of students, but individual one-to-one inductions are arranged for those who start at other times of the year. It covers: Introduction to the Institute/Centre, Postgraduate Timeline including milestones, Professional skills development courses, Advice and Support including who you should contact if you have a problem, Welfare Resources and Peer Support.

A three-week introductory lecture programme is held annually and includes tours of the research facilities and talks by all Group Heads. One of the aims of this is to enable the new students to establish a strong peer group. Networking with other students occurs at weekly seminars, particularly at the student seminars where refreshments are provided to encourage students to interact and mingle. Networking with visiting scientists also happens at the weekly seminars.

All students are expected to attend and present a talk or poster at one national and one international conference during their studies (fully funded by the CSC) which presents another valuable networking opportunity.

Information on Professional Skills Development (PSD) courses is emailed to students on an ad-hoc basis. The PSD programme is promoted to the students during their induction. It is a requirement that students complete 4 of these courses before they can progress past their early stage milestone. The CSC also organises a Computational Biology Week and a presentation skills workshop, which are tailored to our students training needs. In addition to this Supervisors are responsible for identifying, discussing and implementing further training for individual students.

The CSC Student Community began organising quarterly Careers Seminars during 2013 and these have been opened up to post-docs; they are organised by students supported by the CSC Student Administrator, with catering funded by the CSC. The seminar speakers (often ex CSC students or staff) provide information about people's post-PhD experiences of alternative careers outside research.

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### **iii) Support for female students**

Each student is assigned 2 academic mentors who they are encouraged to speak to about any issues arising during their PhD; if a student requested a female mentor this would be arranged – it has not been requested to date, and changes will be made to the student handbook so that students are aware that they may make this request. Further support is provided in the form of PTAG (Postgraduate Training Advisory Group) of which two members are female. The Director of Postgraduate Studies and Student Administrator (both of whom are female) are available to talk about any issues including career development. There is a tutor system for all our students within Imperial, featuring a female tutor. Students are often asked for their feedback about the

postgraduate programme at the CSC and have never voiced concern about a gender bias in mentors or support staff (Action 2.0, 2.2).

Focus groups raised support for students as a key theme, in terms of strengthening what was provided and publicising it more effectively. This will be addressed within the Athena Action Plan, including a review of student assessment, introduction of a buddy scheme to support students in career aspirations and with personal issues, and providing further organisational and administrative help with social and networking events (Actions 2.0 – 2.3).

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## Organisation and culture

### a) Key data

#### i) Male and female representation on committees

Membership of a committee within CSC/ICS is often as a consequence of holding a certain position (i.e. IPOG, Group Heads), which means that the gender balance will vary according to who holds those positions. Committees may be formed by a request for volunteers who are then selected on a first-come-first served basis to ensure an even spread of gender/position type and band or experience i.e. the Special Award Scheme panel (SAS) and PTAG.

	2011		2012		2013		2014	
	M	F	M	F	M	F	M	F
IPOG (Institute Planning and Operations Group)	63% (5)	37% (3)	50% (4)	50% (4)	67% (6)	33% (3)	69% (9)	31% (4)
Group Heads meetings	72% (26)	28% (10)	71% (25)	29% (10)	76% (25)	24% (8)	75% (27)	25% (9)
PTAG (Postgraduate Training and Advisory Group)	57% (4)	43% (3)	71% (5)	29% (2)	57% (4)	43% (3)	57% (4)	43% (3)
CSC Local Joint Negotiating and Consultative Committee (LJNCC)	71% (5)	29% (2)	50% (4)	50% (4)	43% (3)	57% (4)	50% (4)	50% (4)

Special Awards Scheme Panel (SAS)	34% (2)	66% (4)	34% (2)	66% (4)	34% (2)	66% (4)	34% (2)	66% (4)
CSC/ICS Self-Assessment Team (SAT)							31% (5)	69% (11)

**IPOG (Institute Planning and Operations Group)** is the CSC’s executive committee, which is consulted by and advises the Director. IPOG is made up of the CSC Section Chairs and Head/s of ICS Divisions plus the Heads of Operations, HR and Communications, and the Director of Post-Graduate Studies. A (female) tenure-track Group Leader will be invited to join this committee to provide a communication link to the junior group heads.

**Group Heads meetings** involve all CSC/ICS Group Leaders plus the Head of Operations and the Head of HR. The male/female ratio therefore reflects the under-representation of women in Group Leader positions at the CSC.

**PTAG (Postgraduate Training and Advisory Group)** is led by Professor Anne Soutar (Chair and Director of Postgraduate Studies), who has invited additional female Group Leaders to join this year to increase female representation.

The **CSC Local Joint Negotiating and Consultative Committee (LJNCC)** currently has 50% male/female membership.

The **Special Awards Scheme Panel (SAS)** which oversees fairness, transparency and consistency in these awards at the CSC, has had 66% female membership (4 female, 2 male) since it was set up in late 2012.

The **CSC/ICS Self Assessment Team (SAT)** currently has 5 male and 11 female members.

345

## ii) Academic and research staff on fixed-term contracts and open-ended contracts

### Non-Group Leader research staff

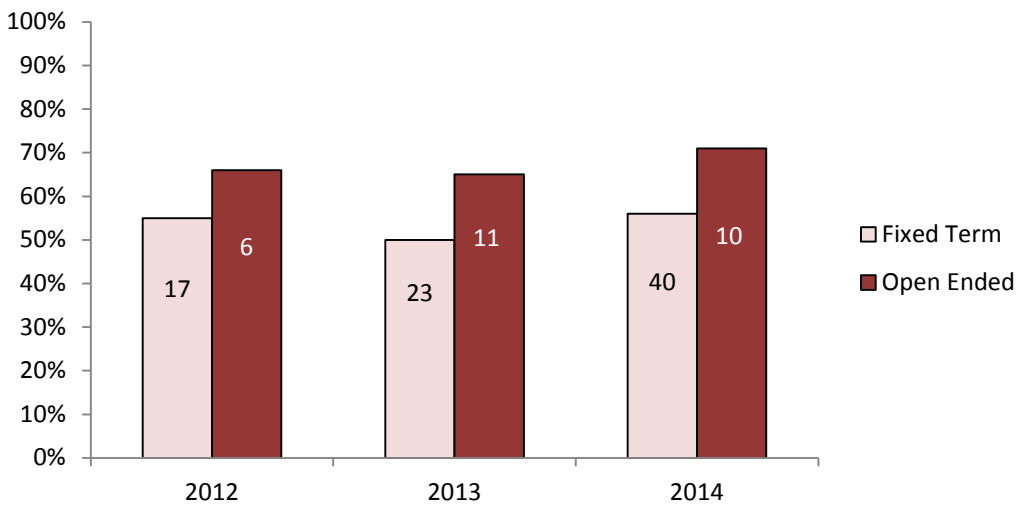
Within ICS, all research staff are recruited into fixed term, externally funded posts. The researchers showing in the table below as holding open-ended contracts have been employed by the College for more than 4 years, but are still employed on fixed-term funding. This represents a very small proportion of the total number of research staff; ICS does not advertise or recruit to open-ended research positions as all its funding is fixed term.

ICS RESEARCH TOTAL	NON-CLINICAL STAFF	Women on Fixed Term Contracts	Women on Open-ended Contracts	% of Women on Open-ended Contracts	Men on Fixed Term Contracts	Men on Open-ended Contracts	% of Men on Open-ended Contracts
2008		16	1	6%	15	0	0%
2009		18	1	5%	16	1	6%
2010		16	1	6%	19	1	5%
2011		13	2	13%	15	4	21%
2012		13	2	13%	15	4	21%
2013		18	0	0%	15	1	6%

The balance of fixed term and open-ended contracts held by women within the CSC is shown in Figure 13 below. The majority of research posts are early post-doctoral and these are all fixed term positions. The CSC has a small number of open-ended positions such as Investigator Scientist and Senior Investigator Scientist. Of the fixed term positions, the ratio of male to female is roughly equal, while open-ended positions are slightly more likely to be occupied by women (60%+).

Figure 13

### Female CSC Research Staff



152

## b) Present achievements and future action plans

### i) Representation on decision-making committees

Internally, representation on the more influential committees is restricted to Section Heads and tenured Group Leaders in order to protect the workload of tenure-track group leaders, who have a limited time to demonstrate scientific productivity before their tenure panel.

Tenured Group Leaders are all encouraged to put themselves forward for external committees, for example MRC Boards, Wellcome Trust Boards. This is seen as a developmental activity which is helpful to individuals in broadening their view of the scientific field that they work in, highlighting emerging areas and providing networking opportunities across organisations.

The CSC/ICS does not have a large number of internal committees. All tenured Group Heads suffer, to some degree, from 'committee overload' and may take breaks from committees or Section duties to concentrate on their science for a period of time; this is a rare occurrence which is agreed between the Director and the Group Head on an individual basis and may result in a more junior group head substituting for a fixed period of time. Due to the culture of CSC/ICS, and the Director's leadership style, such decisions would be mutual, and might be suggested by either the Group Head or the Director.

196

## **ii) Workload model**

Section Heads at the CSC are appointed on a rotational basis among the tenured Group Leaders, rather than being permanent appointments. The length of such appointments will be influenced by their other commitments, interests, personal strengths and things happening in the external environment (e.g. QQR). This rotational arrangement gives the CSC agility and flexibility, maximising our ability to respond quickly to emerging new areas of science, or growing areas of strength.

The CSC Director tries to spread administrative and pastoral responsibilities evenly amongst senior Group Leaders. These responsibilities are often offered as an opportunity to volunteer, but equally Mandy, the Institute's Director, tries to encourage people to take responsibilities which are appropriate for their interests on a personal, developmental or scientific basis. For example, each of our Scientific Facilities has 3 Academic Advisors, one from each Section. Academic advisors are selected as experts who are also users of those Facilities, so they have a vested interest in the Facility operating well and remaining at the forefront of the science. The lead Academic Advisor, who acts as the line manager for the Facility Manager, is always a senior Group Leader, other Academic Advisors may be junior Group Leaders since this responsibility is considered to be developmental. These workload responsibilities are discussed at appraisal and/or raised by the Director or the Group Head at any relevant time.

225

## **iii) Timing of departmental meetings and social gatherings**

Departmental meetings are held between the hours of 10 and 4. The CSC's International seminar series is mid-week at lunchtime.

The CSC has held its annual Scientific Retreat over two afternoons within the Hammersmith Campus for the last two years, rather than at an external venue. Initially this was due to the economic situation and a desire to keep costs to a minimum, but a majority of Group Leaders appreciated the accessibility of the venue when a vote was held in 2013. The Athena Focus groups indicated that there was some dissatisfaction with this amongst other staff groups, and attendance

at the whole Retreat was felt to be lower than it would be if it were off-site. Many responders felt that this should include an overnight stay, which can be difficult for those with young families. This will be reviewed again by a SAT working group as part of the CSC's action plan (Action 5.6).

The level of social activity at the CSC is low. Evening events tend to be the more formal 'dinner with potential recruits' (when there is a time limitation for a visit), or those organised by students and post-docs (Happy Hour) which are informal and might include food and drinks. The Focus Groups and Survey did raise a lack of social and networking events and a SAT sub-committee will be formed to action this (Action 5.2).

Ad hoc and special meetings may be held late afternoon/early evening (e.g. Innovation Mixers, which are workshops aimed at bringing scientists together cross-Faculty to investigate new potential collaborations); these are usually organised in advance around the availability of specific people and include food and drinks. Such meetings cannot always be held during the day as they depend on the availability of external speakers/visitors whose journeys may not be straightforward.

299

#### **iv) Culture**

The CSC/ICS Director is female and is a role model for female post-docs and Group Leaders. The Director is keen to maximise her visibility within the Institute; she attends Seminars, uses the CSC coffee room, and regularly moves the 'Director's Office' to different locations within the CSC buildings in order to ensure that she is in touch with and visible to all members of the CSC/ICS, while retaining space in a shared scientific office near her laboratory. Although the number of female senior Group Leaders at the CSC is low, this is not a comfortable situation for the CSC and there is a real awareness of the need to find ways to increase the numbers of female Group Leaders. The overall percentage of female employees is more than 50%, and therefore there is a high female presence within the Institute.

The culture of the CSC is not internally competitive. The Athena survey carried out by the SAT found that people generally felt valued for the work they do (76% of women, 80% of men), and employees and students reported a very low incidence of unsupportive language or behaviour (women registered as 7.3 comfort level, men as 7.65 out of 10).

A working group will be set up to look at communication, which was one area which the focus groups highlighted as in need of improvement. This covered both internal and external communications, including the promotion of the CSC's profile. The Director had already identified the need for improvement in Communications, and a CSC Head of Communications has recently been appointed. The post-holder is a member of the SAT team, and will lead the appropriate working groups to address these areas of the Action Plan (Action 5.1).

292

## v) Outreach activities

The MRC's mission includes engagement with and education of the public; the CSC has a Facility which delivers Public Engagement projects. Mandy our Director is an active and creative leader of Public Engagement (e.g. Fabrics of Life, SCOPIC), with one on-going project celebrating the impact and contributions of women in science (Suffrage Science). CSC/ICS scientific staff take part in and attend these events; within the MRC's Special Awards Scheme Public Engagement activities may receive financial recognition.

2010 – Professor Amanda Fisher was recognised as an RCUK 'Woman of Outstanding Achievement in SET' (science, engineering and technology) for Communication.

2011 – Suffrage Science – inaugural publication – to mark the centenary of International Women's Day (8 March), the CSC published a booklet featuring conversations between leading women in life sciences and, inspired by suffragette jewellery, collaborated with Central Saint Martin's College of Art and Design to run a competition to design jewellery and textiles celebrating the collective contribution of female pioneers in life sciences. The two winning jewellery designs were created and given to the leading women scientists and communicators featured in the publication, to pass on as heirlooms to other up-coming women scientists they admire. The publication was launched and jewellery presented at a debate entitled 'Are women changing science?' at the ICA on 9 March 2011.

2012 – Nurturing Nobels – 8 March event at the Dana Centre (heirloom handover)

2013 – Suffrage Science – a second Suffrage Science booklet was published, promoting the work of female medical, physical and engineering scientists. Central Saint Martins College of Art and Design ran a competition for jewellery and textiles students, whose work was exhibited at an awards ceremony on 8 March 2013. The two winning designs were created into jewellery for the women featured in this booklet, which will also be passed on as heirlooms as above.

There is an active schools engagement programme including, for example, Microscopy workshops for primary schools. CSC/ICS scientists contribute to an annual visit by the University of the 3<sup>rd</sup> Age, and other more ad-hoc activities such as one female researcher who works compressed hours in order to spend one day a week teaching science voluntarily at a local primary school, individual post-docs take part in science festivals such as Cheltenham, Big Bang.

Scientific groups at the CSC offer work experience to undergraduate and 'A' level students through the Nuffield project which particularly encourages students without a family history of going to university, or from schools in less well-off areas. Over the last three years, 65% of the 44 students on the scheme at the CSC at undergraduate and 'A' level have been female.

430



## Flexibility and managing career breaks

### a. Key data

#### i) Maternity return rate

2 members of staff on maternity leave are currently making plans with their line manager for their return. Since the beginning of 2011 there have been 14 periods of maternity leave; of these four were on fixed term contracts which expired during maternity leave, all others returned. As part of the Action Plan, a maternity handbook is being designed to address the queries that staff and line managers might have before, during and after periods of maternity (Action 6.0).

79

#### ii) Paternity, adoption and parental leave uptake

The level of recorded paternity leave uptake is low; 4 periods of paternity leave for the birth of a child and 6 periods of parental leave over the last three years, each over a spread of grades. There have been no recorded periods of adoption leave.

46

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

The number of formal applications for flexible working is low. However the survey conducted as part of the self-assessment indicated a high level of informal flexible working arrangements (see b(i) below).

As many men as women make formal flexible working requests to assist with childcare arrangements or for other reasons (<=2 per year).

The Athena process will help to publicise the quantity of flexible working arrangements, to underline for managers and employees how successful flexible working can be for both.

80

### b) Present achievements and future action plans

#### i) Flexible working

When surveyed, 58% of respondents across all staff/student groups said they worked flexibly with an informal agreement (59% women, 57% men) and 4% that they had a formal agreement (6% women, 2% men).

Amongst research staff the percentage with a flexible working arrangement (formal or informal) rose to between 71% and 86% across the different groups of research staff/students. This implies that understanding of the benefits of flexible working for work/life balance and promoting

employee health is high amongst employees and line managers. Actions have been identified to further promote the benefits of flexible working and to publicise the potential advantages of expanding the range of options which people utilise (Action 6.3).

112

## **ii) Cover for maternity and adoption leave and support on return**

Researchers often move between MRC core funding and either personal fellowship or other externally funded posts employed through ICS. The CSC/ICS has recently agreed (December 2013) with the MRC and Imperial College that service with each will be counted for maternity leave and pay purposes. This will ensure that female employees are as supported as their male counterparts when moving between the two organisations, and that these career moves are not detrimental in the event of pregnancy.

The MRC is amending its Maternity Leave policy to reduce the qualifying period of service for occupational maternity pay to 2 weeks before the 15<sup>th</sup> week before the Expected Week of Confinement (from 26 weeks). This will have a substantial impact for women joining the MRC who may already know that they are pregnant, and will significantly increase the number of women qualifying for occupational maternity pay. It is hoped that other organisations will follow this lead.

Maternity back-fill cover is provided for any female employee who takes maternity leave, and funded centrally by either the University (if not by the funding body) or the CSC. Where possible this cover is arranged to start before the employee takes her maternity leave and carry on for a period when she returns, allowing a comfortable handover, and helping to minimise any decrease in scientific productivity.

Contracts are extended for CSC core-funded post-docs whose fixed term contract would otherwise expire during their paid maternity leave period to enable them to benefit from the whole paid period of leave.

Additional support is provided to female Group Leaders who take maternity leave, tailored to their individual requirements, for example funding additional posts to continue specific pieces of work.

Student bursaries are continued during maternity leave (up to 6 months of paid leave).

It became clear during focus groups that there was insufficient knowledge about the support which the Institute provides, and therefore there are items in the action plan to raise awareness generally, including the production of a Maternity Handbook (Action 6.0). Researchers should feel confident that their career progress will not be hampered by their pregnancy and leave, and that they will feel comfortable with the arrangements for working hours and childcare when they return.

368

**4996 (5000)**

## 5. Other comments

The MRC HR Director is considering a request from the CSC to remove any qualifying period for occupational maternity pay.

CSC HR has recently started to carry out exit interviews with employees. It is hoped that this will continue to provide details of any issues within the Institute which need to be addressed, and begin to indicate the success of the Athena Action Plan as it rolls out. Next destination information for post-docs will be collected within these interviews (Action 1.3).

The MRC has carried out an employee survey for the last two years as part of the Civil Service scheme. There are very few opportunities to tailor the questions to the MRC, and therefore it is difficult to interpret some of the responses. The richness of the responses from the Athena Survey, in particular the detailed 'free text' boxes, was found to be a more useful in interrogating the issues that were important to people at the CSC/ICS, however the CSC staff and student responses to the MRC survey will be explored further as part of the Athena Action Plan by a working group looking at any correlating or conflicting responses (Action 1.4).

The CSC has a Scientific Advisory Board (SAB); we experience difficulties in identifying women in senior scientific positions who are prepared to take on this additional responsibility and some have had to withdraw due to other commitments. The first SAB Chair was female, but now only 2 of our 11 SAB members are female. This is something which the CSC's Group Leaders actively consider whenever a new scientific advisor is invited to join.

271 (500)

## CSC/ICS Athena SWAN Action Plan

### 1. Baseline Data and Supporting Evidence

No.	Description of Action	Action taken already & outcome at April 2014	Further Action Planned from April 2014	Responsibility	Start Date & Time Scale	Success Measures
1.0	<b>Student and Employee Cohort Data:</b> Review gender balance of data of applicants, appointees and progression.	Data reviewed Feb 2014.	<ul style="list-style-type: none"> <li>Identify any key gaps in data &amp; plan data collection &amp; keep under annual review.</li> <li>Take remedial action if any gender imbalance is identified, including escalate to Director.</li> <li>Publish Data on the intranet.</li> </ul>	SAT Chair Dr Christian Speck & Head of HR Dr Sharon Citrone.	May 2014 agree any data gaps to be closed. Data on Intranet Sept 2014. Review 2015 and 2016.	Improved data quality able to identify gender imbalances & on-going parity between genders.
1.1	<b>Promotions and Awards Data:</b> Review gender balance data for applying & attaining tenure, promotions and awards.	Data reviewed Feb 2014.	<ul style="list-style-type: none"> <li>Identify any key gaps in data &amp; plan data collection &amp; keep under annual review.</li> <li>Take remedial action if any gender imbalance is identified, including escalate to Director.</li> <li>Publish Data on the intranet.</li> </ul>	SAT Chair Dr Christian Speck & Head of HR Dr Sharon Citrone.	May 2014 agree any data gaps to be closed.  Data on Intranet Sept 2014.  Review May 2015 & 2016.	Improved data quality able to identify gender imbalances.  On-going parity between genders.
1.2	<b>Group and Committee Membership:</b> Monitor gender balance of members of key decision-making, support & communication groups.	Data reviewed Feb 2014.	<ul style="list-style-type: none"> <li>Record gender balance data of those representing CSC/ICS internally &amp; externally at meetings and groups.</li> <li>Publish membership data on intranet.</li> <li>Review annually.</li> </ul>	SAT Chair Dr Christian Speck & Head of HR Dr Sharon Citrone.	Publish on intranet July 2014.  Review July 2015 and 2016.	Improved data quality able to identify gender imbalances.  Parity between genders on groups & committees.
1.3	<b>Exit Interviews:</b> Implement exit interviews for all employees.	Pilot exit questionnaire implemented in Nov 2013	<ul style="list-style-type: none"> <li>Refine the questionnaire based on the pilot experience &amp; include Athena SWAN specific questions, including 'Next Destination'.</li> <li>Collate key or recurring themes for improvement and report to SAT on a 6 monthly basis to promote</li> </ul>	Head of HR Dr Sharon Citrone	June 2014 launch new questionnaire.  Dec 2014 report	100% take up of Exit Interviews for employees who leave.  Record of outputs with

## CSC/ICS Athena SWAN Action Plan

			<p>discussion of remedial actions and improvements.</p> <ul style="list-style-type: none"> <li>• Review initiative and impact annually.</li> </ul>		<p>themes to SAT. Review June 2015 and 2016.</p>	<p>identifiable themes for improvements &amp; actions taken.</p>
1.4	<p><b>MRC “Speak UP” employee survey</b> Analyse results by gender.</p>	<p>MRC Survey run in Oct 2013.</p>	<ul style="list-style-type: none"> <li>• Review gender analysis of results and identify any Athena SWAN related themes for action.</li> <li>• Correlate with local Athena SWAN survey and Focus Groups to identify actions that would better support women in science.</li> <li>• Identify any areas of good practice &amp; employee satisfaction and publish.</li> <li>• Incorporate into Athena SWAN focus groups to obtain feedback on impact of actions taken.</li> </ul>	<p>Local ‘Speak UP’ Survey Working Group, chaired by Gabriela Ahmadi-Assalemi.</p>	<p>Analyse results in May 2014 &amp; agree Action Plan. Publish progress on actions Oct 2014 on website/noticeboard.</p>	<p>Identifiable actions for improvements &amp; areas of good practice to celebrate.</p>
1.5	<p><b>Athena SWAN Survey</b> Design and implement a follow-up Athena SWAN survey.</p>	<p>Designed &amp; implemented an Athena SWAN survey in Nov 2013 for employees, students &amp; recent leavers. Analysed results by gender &amp; role &amp; developed actions.</p>	<ul style="list-style-type: none"> <li>• Run updated survey annually with key questions to assess impact of actions taken to date and areas for further improvements.</li> <li>• Use survey results to inform Focus Groups.</li> </ul>	<p>SAT Chair Dr Christian Speck.</p>	<p>August 2014: Design new survey.  Sept 2014: Open survey.  Oct 2014: Analyse results.  Repeat survey in 2015 &amp; 2016.</p>	<p>Response Rate increased from 41% in 2013 to 50% in 2014.  Improved results in 2014 in areas that have been targeted by the Action Plan.</p>
1.6	<p><b>Athena SWAN Focus Groups</b> Plan and implement new Focus Groups.</p>	<p>Implemented Athena SWAN Focus Groups in Dec 2013.</p>	<ul style="list-style-type: none"> <li>• Rerun Focus Groups annually to analyse progress on the Action Plan and identify common themes for improvements.</li> <li>• Review report and use to inform actions of Working Groups.</li> <li>• Monitor Action Plan and progress of the actions against the Faculty of Medicine Action Plan.</li> </ul>	<p>Head of HR Dr Sharon Citrone &amp; SAT Chair Dr Christian Speck</p>	<p>Nov 2014 run Focus Groups.  Dec 2014 review report.</p>	<p>20% increase in participation in Focus Groups.  Detail gathered from Focus Groups enhances or clarifies feedback provided in survey.</p>

## CSC/ICS Athena SWAN Action Plan

### 2. PhD Students

2.0	<p><b>Postgraduate Training Advisory Group (PTAG):</b> Clarify the role of PTAG and publicise the support available to students.</p>	<p>PTAG is a long established advisory group to support the training, welfare and governance of the PhD programme.</p>	<ul style="list-style-type: none"> <li>Publicise PTAG membership, Terms of Reference and remit of PTAG</li> <li>Include PTAG information in employee &amp; student induction and ensure the Student Handbook is available to students &amp; supervisors.</li> <li>Develop &amp; publish a FAQ to outline what PTAG can help with &amp; how to access support.</li> <li>Monitor support requests by gender</li> <li>Develop the PTAG webpage on the intranet.</li> <li>Annually review progress.</li> </ul>	<p>PTAG chaired by Professor Anne Soutar, Director of Postgraduate Studies</p>	<p>Publish Information in June 2014 by email.</p> <p>FAQ published Oct 2014.</p> <p>Launch PTAG webpage May 2015.</p> <p>Review Aug 2015 &amp; 2016.</p>	<p>Athena SWAN survey shows 100% of students and supervisors are aware of PTAG.</p> <p>Focus Groups show that information about PTAG is effective and students feel comfortable accessing PTAG support.</p>
2.1	<p><b>Student Committee:</b> Strengthen organisational support and encouragement for student activities that build the community spirit.</p>	<p>The student committee is long established &amp; is supported by informal access to budgets.</p>	<ul style="list-style-type: none"> <li>Agreed annual budget for activities &amp; identify a named Administration representative for event funding &amp; guidance with planning &amp; catering.</li> <li>Formalise succession planning by having annual recruitment of new members from each intake year.</li> <li>Formalise with TOR and monitor gender balance of committee.</li> <li>Agree a term in advance a minimum annual programme of 2 career/social events per academic term and encourage more <i>ad hoc</i> events.</li> <li>Encourage working in concert with the Postdoc Committee by having mutual 'Liaison' officers who sit on each committee.</li> <li>Provide support to develop an intranet presence.</li> </ul>	<p>PTAG chaired by Professor Anne Soutar, Director of Postgraduate Studies &amp; Student Committee &amp; Administration Rep.</p>	<p>April 2014 agree budget and rep.</p> <p>Recruit Sept 2014, 2015 &amp; 2016.</p> <p>Annually June, agree programme.</p> <p>Develop webpage May 2015 &amp; review May 2016.</p>	<p>Regular programme of 6 organised &amp; funded activities with high attendance.</p> <p>Continuity in leadership from planned succession.</p> <p>Improved &amp; regular liaison with the Admin Rep for support and close working with the Postdoc Committee.</p>

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2.2	<p><b>Student Assessment/ Review:</b> Consider why female PhD students report their experience of planned periodic assessment as less positive than male PhD students</p>		<ul style="list-style-type: none"> <li>• Run a separate male &amp; female Focus Group for students to explore their concerns about assessments, reasons for dissatisfaction and suggestions for improvements.</li> <li>• Review &amp; determine if there is equity of opportunity and provision of assessment/review &amp; support offered/available by gender and review the questions asked in the assessment &amp; review process</li> <li>• Modify the 3<sup>rd</sup> year review to involve a senior female scientist and have a stronger focus on 'career'.</li> </ul>	PTAG chaired by Professor Anne Soutar, Director of Postgraduate Studies & Student Committee	<p>May 2015 run Focus Groups</p> <p>Report to SAT Sept 2015.</p> <p>Implement improvements Oct 2015</p> <p>Repeat review by Focus Group Oct 2016.</p>	<p>Agreed actions for improvements to arrangements.</p> <p>Annual Athena SWAN 2015 &amp; 2016 survey shows 10% increase in positive experience by female students until parity is reached in 2017.</p>
2.3	<p><b>Student Support:</b> Design and implement a Postdoc 'Buddy' scheme for students to provide an avenue to access personal support &amp; a career review mechanism outside of the academic hierarchy. (Students already have mentors for science &amp; training.)</p>		<ul style="list-style-type: none"> <li>• Develop Guideline + FAQ to formally define the scheme but run it informally.</li> <li>• Provide training for Postdoc volunteers</li> <li>• Assign 'Buddies' &amp; develop a feedback mechanisms on benefits and challenges.</li> <li>• Agree exit process if 'Buddy' relationship is not working.</li> <li>• Agree support arrangements for Postdoc Buddies' cohort, including quarterly networking &amp; shared learning meetings.</li> <li>• Collate periodic targeted &amp; 'mirrored' feedback from students &amp; 'Buddies', including metrics on access levels &amp; reasons.</li> <li>• Keep records/metrics of scheme take-up, duration of relationship and feedback &amp; report annually to SAT for analysis and improvement suggestions.</li> <li>• Annual review of scheme by take-up metrics, feedback survey and Focus Groups, with annual reports &amp; recommendations to SAT.</li> </ul>	PTAG chaired by Professor Anne Soutar, Director of Postgraduate Studies & Student Committee supported by Head of HR Dr Sharon Citrone.	<p>Develop Guidelines &amp; FAQ Oct 2014</p> <p>Recruit &amp; train postdoc volunteers Feb 2015</p> <p>Implement May 2015</p> <p>Succession planning for postdoc 'Buddies' May 2015.</p> <p>Review May 2016 &amp; 2017</p>	<p>4 Postdoc 'Buddies' trained by April 2015.</p> <p>Mirrored feedback forms will measure satisfaction levels, improvement areas &amp; participant student experience.</p> <p>Metrics on access levels &amp; access reasons will indicate if more 'Buddies' should be recruited.</p>

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### 3. Key Career Transition Points, Appointments and Promotions

3.0	<b>Postdoc Scheme:</b> Review and redesign of the postdoc scheme to improve the pay & training arrangements.	In 2013 the CSC contributed to a review and redesign of the MRC postdoc scheme as influential stakeholders due to one third of our employees being postdocs.	<ul style="list-style-type: none"> <li>• Locally implement the new postdoc scheme once final NTU &amp; corporate approval received.</li> <li>• Develop training contract &amp; agree training progression metrics to be recorded.</li> <li>• Develop supporting briefings, paperwork pack for new and existing postdocs.</li> <li>• Develop the transition arrangements for existing postdoc's to move to the new scheme.</li> <li>• Strengthen the postdoc's understanding of personally 'owning' their careers and building a 'portable' career to support a successful transition to their next opportunity.</li> <li>• Review annually through training progression metrics, survey &amp; Focus Groups.</li> </ul>	Head of HR Dr Sharon Citrone & Professor Amanda Fisher Institute Director	Develop CSC implementation plan and supporting documents July 2014.  Implement Aug 2014  Review Aug 2015, 2016 & 2017	Survey shows increased overall satisfaction levels with the new arrangements.  7% increase in female postdocs receiving effective feedback.  10% increase in female postdocs feeling encouraged to undertake development activities.  Parity between female & male postdocs having career advancement strategies discussions.
3.1	<b>Programme Leader Track (PLT) Scheme:</b> Review and improvement of the Scheme.	In 2013 the Institute reviewed its PLT scheme.	<ul style="list-style-type: none"> <li>• Develop FAQ to explain the existing &amp; improved PLT arrangements and publish by email and on the intranet.</li> <li>• Implement changes to the mentoring and support provided by the scheme and review in effectiveness of changes in 12 months.</li> </ul>	PLT Review Working Group chaired by Head of HR	Implement May 2014  Review May 2015.	5% increase in senior female responders understanding how to advance their career.



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<p>3.2</p>	<p><b>Sponsors, Coaches and Mentors:</b> Review mentoring arrangements for scientific employees and understand why fewer women than men identify as having a mentor.</p>	<p>PhD students and Programme Leader Track's (PLT's) already have mentors.</p>	<ul style="list-style-type: none"> <li>• Research published evidence of the effectiveness / impact of having a sponsor /coach/mentor on supporting professionals in building self-belief, self-esteem, confidence and personal resilience.</li> <li>• Seek examples of good practice from other units in MRC and ICL and from Athena SWAN and consider perceptions of formal &amp; informal mentoring &amp; who can be viewed as a 'mentor'.</li> <li>• Undertake a scoping exercise to devise opportunities for female scientists to avail of a suitable &amp; effective sponsor, coach or mentor.</li> <li>• Identify 3-4 suitable and available GH's to mentor or act as 'sign posters' to Postdocs and Investigator Scientists for career advice and the Post Doc Development Centre.</li> <li>• Work in concert with the 'Postdoc Liaison reps'.</li> <li>• Develop outline 'Job Role' and provide training for mentors, 'Sign posters' and 'Validators', including Equality &amp; Diversity and Unconscious Bias.</li> <li>• Formalise recruitment &amp; succession planning when a mentor or 'sign posters' leaves.</li> <li>• Publicise the availability of the mentors, 'sign posters' and 'validators' and set up mentor /'sign poster' peer-support group as a supportive measure &amp; to share good practice.</li> <li>• Identify a 'Validator' for Lab Staff who will have a periodic diary slot to meet with Lab Staff periodically e.g. 1 morning every 1-2 months to discuss CV, progress and capture positive progress.</li> <li>• Monitor mentor programme usage by gender, grade &amp; support topics.</li> </ul>	<p>Mentoring Working Group Chair</p>	<p>Working group June 2014.</p> <p>Develop Job Role and Training Aug 2014.</p> <p>Launch training Oct 2014 &amp; implement for Postdocs Nov 2014 &amp; Lab Staff Aug 2015.</p> <p>Sept 2014 scoping exercise</p> <p>Review annually 2015 &amp; 2016, with reports and recommendations to SAT.</p>	<p>Aug 2014 have 4 trained 'sign posters'.</p> <p>Aug 2015 have 'validator' in place for lab staff.</p> <p>Continuity in mentoring from planned succession.</p> <p>'Validator' diary slots show 70% booking level.</p> <p>Survey shows overall increase of 15% in employees who have a mentor.</p> <p>10% increase in female employees who have a mentor.</p>
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3.3	<p><b>Continuing Personal &amp; Professional Development:</b> Explore why fewer women have or feel encouraged to undertake key development activities.</p>		<ul style="list-style-type: none"> <li>• Review reports of recorded CPD activity on MRC Oracle and ICL employee &amp; student records.</li> <li>• Ensure that opportunities are advertised &amp; communicated broadly by use of notice boards and email &amp; attendee selection is equitable</li> <li>• Identify Key CPD courses and activities, particularly for women and ensure group members have opportunity to participate.</li> <li>• Monitor CPD participation by gender and escalate any imbalance to the Institute Director.</li> <li>• Encourage CPD activity to be recorded on the annual appraisal forms.</li> <li>• Link with 'Sign posters' and 'Validators', and encourage them to champion CPD. (Ref. Action 3.02)</li> </ul>	CPD Working Group Chair	<p>Review data in May 2014.</p> <p>Review and report participation metrics and progress made May 2015</p>	<p>10% increase in female postdocs feeling encouraged to undertake development activities.</p> <p>10% increase in number of women undertaking key supportive courses.</p>
3.4	<p><b>Career Advancement Process and Strategies:</b> Improve women's understanding of the processes and how they can access support and take action to progress</p>		<ul style="list-style-type: none"> <li>• Clarify and communicate the career advancement processes. Develop a web page on the intranet to increase the availability of information on career topics, in particular how to progress at key points including from Junior Group Head to Senior Group Head.</li> <li>• Publicise on the intranet and on notice boards the support available and how it can assist and enable 'readiness' for progression.</li> <li>• Modify appraisal and assessment forms to include section to record discussion of advancement processes &amp; strategies.</li> <li>• At the launch of annual appraisal rounds, communicate by email with appraisers and appraisees that career advancement discussions are a key element of the meeting.</li> </ul>	CPD Working Group Chair	<p>Collate information Nov 2014</p> <p>Publish on noticeboards and the intranet Dec 2014 &amp; update quarterly.</p> <p>Communicate key messages for annual appraisal Jan 2015</p>	<p>Audit of annual appraisal forms for evidence of discussion.</p> <p>Monitor level of access to support measures available.</p> <p>10% increase in women reporting understanding of career advancement.</p> <p>Parity between female &amp; male scientists having career advancement strategies discussions.</p>

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3.5	<p><b>Recruitment of Group Heads:</b> Review the ability of the institute to appeal to and attract excellent female candidates.</p>	<p>The institute has used a number of strategies to recruit female Group Heads in the last 5 years, including recruiting at a lower level where there are greater numbers of women in the talent pool &amp; supporting their advancement.</p>	<ul style="list-style-type: none"> <li>• Improve the consistency in the management of the process &amp; time to hire to ensure that 100% of offers to female candidates are accepted.</li> <li>• Review the information provided about life and work at the institute and collate the positive work-life arrangements into a framework to illustrate how attractive our working arrangements are for female scientists.</li> <li>• Develop Applicant Guidance document to illustrate the process &amp; indicative timelines.</li> <li>• Add positive endorsement strapline to the job advert on supporting the potential in women scientists to excel.</li> <li>• Scope the potential for an earlier career award to support women pre-Career Development Award.</li> <li>• Add strapline to adverts and the Athena SWAN logo once achieved.</li> </ul>	<p>Professor Amanda Fisher Institute Director &amp; Head of HR Dr Sharon Citrone</p>	<p>May 2014 develop the Applicant Guidance documentation</p> <p>July 2014 Develop local framework of work-life arrangements</p> <p>Review progress May 2015 and 2016.</p>	<p>5% increase in the number of female applicants.</p> <p>Candidates better informed of the recruitment process &amp; shortened time to hire.</p>
3.6	<p><b>Postdoc Committee:</b> Reinvigorate and support the postdoc committee.</p>	<p>The postdoc committee is long established &amp; is supported by informal access to budgets.</p>	<ul style="list-style-type: none"> <li>• Agreed annual budget for activities &amp; identify a named Administration representative for event funding &amp; guidance with planning &amp; catering.</li> <li>• Formalise succession planning by having an annual recruitment of new members from new intake.</li> <li>• Agree to organise a term in advance a minimum programme of 10 social events per year and publicise.</li> <li>• Encourage working in concert with the Student Committee by having mutual 'Liaison' officers who sit on each committee.</li> <li>• HR support by providing an up to date Outlook email distribution list.</li> <li>• Formalise with TOR and monitor gender balance of committee.</li> <li>• Provide support to develop an intranet presence.</li> </ul>	<p>Social Networking Working Group Chair</p>	<p>April 2014 agree budget and Rep.</p> <p>Sept 2014, 2015 &amp; 2016 recruit to committee.</p> <p>June 2014 and annually agree programme</p> <p>Develop webpage May 2015 &amp; review</p>	<p>Regular programme of 10 organised &amp; funded activities with high attendance.</p> <p>Continuity in leadership from planned succession.</p> <p>Improved &amp; regular liaison with the Admin Rep for support and close working with the Student Committee.</p>

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### 4. Career Advice and Support

<p>4.0</p>	<p><b>Postdoc 'Liaison' Reps:</b> Provide 'Liaison' support for postdocs to understand differing needs of female and male postdocs.</p>		<ul style="list-style-type: none"> <li>• Identify female and male GH's to undertake role</li> <li>• Define remit of role:               <ul style="list-style-type: none"> <li>○ For when things go wrong</li> <li>○ Pastoral Role (Agony Aunt/Uncle)</li> <li>○ Raising Concerns</li> <li>○ Work in concert with the postdoc 'Sign posters'.</li> </ul> </li> <li>• Support for role:               <ul style="list-style-type: none"> <li>○ Induction/training</li> <li>○ Bank of resources/ information</li> </ul> </li> <li>• Publicise role to postdocs, along with remit and contact information</li> <li>• Liaison Reps meet quarterly for mutual support, sharing good practice, lessons learned and to seek advice.</li> </ul>	<p>SAT Lead &amp; HR representative &amp; Postdoc 'Liaison Reps'</p>	<p>Sept 2014: define role</p> <p>Nov 2014: identify and train GH's for the role</p> <p>Launch Jan 2015</p> <p>Report to SAT 2015 &amp; 2016.</p>	<p>4 Liaison Reps trained by Jan 2015.</p> <p>Informal feedback gathered by Liaison Reps indicate value of scheme.</p>
<p>4.1</p>	<p><b>Feedback:</b> Explore why fewer women report having received regular and helpful feedback and take action to ensure they receive timely and effective feedback.</p>		<ul style="list-style-type: none"> <li>• Convene focus groups to further clarify the varying perceptions and experiences of women and men regarding feedback.</li> <li>• Provide training in delivering effective, constructive and formative feedback to scientists, and incorporate Gender Diversity and Unconscious Bias awareness into the training.</li> <li>• Source suitable reference text book for new Group Heads</li> <li>• Promote the use of regular constructive feedback using               <ul style="list-style-type: none"> <li>○ Lab Meetings / Joint Lab Meetings</li> <li>○ 1:1's</li> <li>○ Team Meetings</li> <li>○ Assessments and Appraisals</li> </ul> </li> <li>• Develop web pages on the new intranet with supporting resources for employees, students and line managers on good practice in feedback.</li> </ul>	<p>Mentoring Working Group Chair</p>	<p>May 2015: Run focus groups.</p> <p>June 2015: launch intranet resource pages</p> <p>July 2016 &amp; 2017: Review impact of training by Focus Group.</p>	<p>100% of Group Heads to have received training by Dec 2015.</p> <p>7% increase in female postdocs receiving effective feedback.</p>

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4.2	<b>ICL Graduate School and Postdoc Development Centre:</b> Understand how the services can be used to support female scientists.		<ul style="list-style-type: none"> <li>• Review the service available &amp; how it supports women &amp; the uptake by gender.</li> <li>• Publicise the programmes available by email.</li> <li>• Emphasise the value of programmes that support independence and commission blogs/case studies from female scientists who have attended the courses to reflect how the development has specifically benefited them.</li> <li>• Communicate to Group Heads the signposting they can use to these services &amp; the benefits.</li> </ul>	CPD Working Group Chair	Oct 2014: publicity email monthly.  Jan to Dec 2015: Develop & publish case studies of female attendees.	100% of female junior Group Heads have completed core courses by Dec 2015.  Case studies of positive development experience for women.  10% increase in female postdocs feeling encouraged to undertake development activities.
4.3	<b>Careers Seminars:</b> Ensure careers related seminars on-site are gender balanced and balancing family and career is discussed.	Commenced Dec 2013, and to date there have been 2 events.	<ul style="list-style-type: none"> <li>• Monitor gender balance of speakers &amp; increase the number of Academic speakers.</li> <li>• Include Postdocs in the audience.</li> <li>• Ensure speakers are primed to discuss their personal experience of balancing family life with career advancement and the support they had.</li> <li>• Write-up mini biography for blog on intranet, with emphasis on work-life balance and what worked for the speaker.</li> </ul>	CPD Working Group Chair & Postdoc 'Liaison' Reps & Student Rep	Review Dec 2014	Gender balance of 50:50  Case Study of exemplar female careers and strategies they used.
4.4	<b>Mentors on Tour:</b> Invite speakers to present science and career talk with particular emphasis on what helps women advance their careers in science.		<ul style="list-style-type: none"> <li>• Invitation to lectures from Director – high level endorsement</li> <li>• Role Model visibility</li> <li>• Engage with seminar/visiting speaker in advance to have a section at the end of their talk on             <ul style="list-style-type: none"> <li>○ Their work/career</li> <li>○ Work Life Balance</li> <li>○ Confidence and Support</li> <li>○ What worked for them</li> </ul> </li> <li>• Case Study information published on intranet.</li> <li>• Postdocs to meet speaker</li> <li>• Informal atmosphere &amp; setting.</li> </ul>	Postdoc 'Liaison Reps' & the Social Networking Working Group Chair	Identify potential speakers May 2015.  Launch programme Sept 2015.  Review by Focus Group May 2016.	3 events per year, one per term, high attendance.  Beneficial tips and guidance for female scientists  Event valued by female scientists

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4.5	<p><b>Networking:</b> Understand why female scientists network less and feel less encouraged or supported to network or to represent the institute internally/externally.</p>		<ul style="list-style-type: none"> <li>• Run focus groups to understand the issues, including how more senior colleagues influence these perceptions, identified blocks and barriers to networking for women.</li> <li>• Consider how to support, encourage and facilitate greater internal &amp; external networking in our female scientist community.</li> <li>• Identify any events, meetings and activities that are scheduled outside of core hours and take action.</li> </ul>	Social Networking Working Group Chair	<p>Run Focus Groups Dec 2014.</p> <p>Review and report to SAT June 2015 and June 2016.</p>	<p>10% increase in women reporting that they have opportunities to network internally and externally.</p> <p>10% increase in women reporting that they feel supported by their supervisor or more senior colleagues in networking.</p>
4.6	<p><b>Encouragement &amp; support to attain Group Head:</b> Consider how best to support female scientists to see group head positions as realistic and attainable.</p>		<ul style="list-style-type: none"> <li>• Identify reasons why fewer female scientists report that their research experience at the CSC has encouraged them to be an independent Group Leader and develop a strategy to address this.</li> <li>• Identify Case Studies and the Key Themes or Critical Components that led to Group Head attainment for female &amp; male scientists.</li> <li>• Build up an information resource for post-docs to refer to.</li> <li>• Implement an information forum for post-docs and PLTs on career advancement</li> <li>• Intranet Forums and Workshops on Career issues.</li> </ul>	CPD Working Group Chair	<p>Oct 2015.</p> <p>Review May annually.</p>	<p>Next destinations show a gender balance of post-docs moving to independent positions.</p> <p>Increase in people reporting an understanding of the promotion/advancement process to 70%.</p> <p>Increase to at least 35% of women (parity with men) whose experience at the CSC encourages them to be an independent group leader.</p> <p>50:50 gender balance of Group Leaders.</p>

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### 5. Culture, Communications and Departmental Organisation

<p><b>5.0</b></p>	<p><b>Raise awareness about Athena SWAN:</b> Explain the Charter and how it supports the aims of the institute and aligns with our stated Equality and Diversity Strategy.</p>	<p>Survey November 2013</p> <p>Focus Groups December 2013</p>	<p><b>Raise awareness about Athena SWAN:</b></p> <ul style="list-style-type: none"> <li>• Web &amp; intranet pages Athena SWAN initiative:             <ul style="list-style-type: none"> <li>○ Athena SWAN Application &amp; Action Plan.</li> <li>○ Back-fill arrangements for maternity leave</li> <li>○ Childcare Vouchers</li> <li>○ Support for those returning to work</li> <li>○ “How I did it” &amp; “Career success” blogs</li> <li>○ Awards, funds &amp; resources for women &amp; grants to support female returners.</li> <li>○ Training &amp; Development and social events</li> <li>○ Link intranet page to on-line Induction Pack for new starters</li> </ul> </li> <li>• SAT act as envoys/ambassadors for Athena</li> <li>• “Women in Science” web page showcasing eminent female scientists.</li> <li>• Athena SWAN Notice Board with regular replenishment of information and actions.</li> <li>• Six-monthly e-letter briefings to the institute community about milestones and achievements with the Actions.</li> </ul>	<p>Communications Working Group, chaired by Dr Almut Caspary.</p>	<p>Oct 2014: Design and develop communication material</p> <p>Dec 2014: Launch web pages and notice board</p> <p>Publish e-letter briefings April and October annually.</p> <p>Review and report June 2015.</p>	<p>Focus Group reveals high level of Athena SWAN awareness.</p> <p>New question in Survey tests understanding of Athena SWAN charter principles &amp; how it supports the business of excellence in science.</p>
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5.1	<p><b>Internal communications &amp; provision of information in the CSC/ICS:</b> Implement an internal communications plan, improve information provision and promote the identity and raise the profile of the CSC within the MRC.</p>		<ul style="list-style-type: none"> <li>• Review current internal upwards &amp; downwards communications including cascade from meetings, seminars, retreat, intranet and blogs.</li> <li>• Develop proactive communication plan and get signoff from Institute Director and Group Heads.</li> <li>• Who are we, what do we do &amp; what we are good at – clarify &amp; publish internally &amp; externally and showcase individual successes.</li> <li>• Collate intranet &amp; communications ‘needs requirements’ identified in the survey and Focus Groups.</li> <li>• Consider how to provide this ahead of the intranet development &amp; keep updated e.g.             <ul style="list-style-type: none"> <li>○ Packs, Booklets, Leaflets &amp; pamphlets</li> <li>○ Noticeboards &amp; Shared Drive dropboxes.</li> </ul> </li> <li>• Implement a regular Institute e-Newsletter – in addition to the existing institute Blog and develop a new Student Blog.</li> <li>• Arrange to have local Photo Walls of ‘Who’s who’ &amp; where they are based, located on each floor to include all staff and students. Replicate this on the intranet.</li> </ul>	<p>Communications Working Group, chaired by Dr Almut Caspary.</p>	<p>April 2015 develop Communication s Plan.</p> <p>June 2015 develop communications material.</p> <p>July 2015 implement local Photo Walls</p> <p>Sept 2015 Information on Intranet.</p> <p>Review and report April 2016 &amp; 2017.</p>	<p>5% increase in students &amp; employees who say they were adequately supported or signposted to access support options for their role. Parity between genders in reporting a strongly positive response to this question.</p> <p>Focus Group show women feel better supported by the availability of reliable information and have a greater knowledge and understanding of what is happening in the institute.</p>
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5.2	<p><b>Social / Networking Events:</b> Increase the opportunities for socialising and networking on-site and ensure the events and their timing maximise female attendance.</p>		<ul style="list-style-type: none"> <li>• Institute Directors welcome 'reception' for all new people joining every 6 months.</li> <li>• Hold a focus group to engage with female scientists to find out what will work best for them &amp; gain their commitment to support social events.</li> <li>• Review current offer and consider new or revised events to attract a higher female attendance. Consider frequency &amp; timing e.g. quarterly lunch event.</li> <li>• Encourage cross-hierarchical communications</li> <li>• Review feasibility of re-establishing on-site bar or options such as periodic 'pop-up' bar.</li> <li>• Scope having a 'Family Day' on the adjacent Wormwood Scrubs.</li> </ul>	Social Networking Working Group Chair & Postdoc & Student Committees	<p>Oct 2014 Welcome Reception.</p> <p>May 2015: Review programme.</p> <p>June 2015: new programme of events launched.</p> <p>May 2016: review programme.</p>	<p>Revised timetable with event content and scheduling more acceptable to the female scientist community.</p> <p>10% increase in women reporting that they have opportunities to network internally and externally.</p> <p>3 Pop-Up bar events &amp; 2 welcome 'receptions' events per year with high attendance.</p>
5.3	<p><b>Employee Induction:</b> Review Induction for employees and increase the satisfaction level particularly within the female scientist community.</p>		<ul style="list-style-type: none"> <li>• Signpost to information about career development and support, CPD, family friendly arrangements and policy and practice in Maternity Leave and Flexible Working.</li> <li>• Provide additional information to non-UK employees – information about setting up Bank Accounts, NHS, tax system More information</li> <li>• Organisation charts &amp; who to contact for what</li> <li>• On-line / hardcopy Induction Handbook Pack.</li> </ul>	Head of HR Dr Sharon Citrone	<p>June 2014 prepare materials</p> <p>Launch on Intranet May 2015.</p> <p>Review Jan 2015.</p>	<p>Focus Group reports increased satisfaction with induction arrangements and increased number of females reporting ease of access to key supportive career and family information.</p>

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<p><b>5.4</b></p>	<p><b>Review internal seminars:</b> Review gender balance of speakers, attendance and understand why audience participation and asking questions is low especially among female postdoc scientists</p>	<p>Postdoc Committee chair has coordinated 4 very successful and well-attended 'Coffee with Speaker' events for external speakers in March &amp; April 2014.</p>	<ul style="list-style-type: none"> <li>• Look at the provision, programming and gender balance of speakers</li> <li>• Communicate 'Expectation of Attendance' - message from Director.</li> <li>• Involve younger/earlier career scientists in organising seminars.</li> <li>• Implement rota for PhD students &amp; Postdocs to have coffee, lunch &amp; dinner with speaker – by rota or name from hat</li> <li>• Link seminars to social events.</li> <li>• Record the balance of women asking Q's</li> <li>• Communicate that attendance and asking questions is mandatory. Encourage students &amp; postdocs to ask Q's &amp; network with more senior colleagues. Group told in advance they expected to ask Q's. Give prize for best Q.</li> <li>• Posters for talks – badge to say all staff &amp; students to attend.</li> <li>• Scope having a Tannoy System or Text Messaging to call delegates to the seminar.</li> </ul>	<p>Postdoc 'Liaison Reps' &amp; Social Networking Working Group Chair &amp; CPD Working Group Chair</p>	<p>May 2015 confirm gender - balanced programme for next term.</p> <p>July 2015 develop roster of organisers for seminar speakers.</p> <p>Review and report to SAT Oct 2015 &amp; 2016.</p>	<p>50:50 gender balance of speakers on programme</p> <p>High attendance by postdocs &amp; students.</p> <p>10% increase in women saying they feel confident asking questions at seminars.</p>
<p><b>5.5</b></p>	<p><b>Quarterly meeting for New Postdocs:</b> Implement event to improve community interactions and spirit.</p>		<ul style="list-style-type: none"> <li>• Invite new postdoc starters and provide updates on all new issues</li> <li>• Key messages to communicate: <ul style="list-style-type: none"> <li>○ Culture of CSC</li> <li>○ Induction Packs available</li> <li>○ Required to attend seminars &amp; participate in discussion at seminars &amp; ask Q's</li> <li>○ Opportunity to have coffee, lunch, dinner with speaker.</li> <li>○ Create 'appeal' around attending seminars e.g. might miss something important for your development / thinking / research / collaboration and it shows respect for speakers.</li> <li>○ Career and development support available from the Postdoc Development Centre.</li> </ul> </li> </ul>	<p>Postdoc 'Liaison Reps' &amp; Social Networking Working Group Chair &amp; CPD Working Group Chair</p>	<p>Oct 2015 develop outline for event and coordinate speakers.</p> <p>Sept 2015 launch event.</p> <p>Sept 2016 review value of event.</p>	<p>Improved quality of induction of post docs, 5% more say they felt adequately supported in role.</p> <p>Greater understanding of culture &amp; key messages.</p>

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5.6	<p><b>Annual Retreat arrangements:</b> Review 2013 retreat and consider how it can be improved to support high attendance across the institute's scientific community.</p>	<p>Annual Retreat is a long running pre-existing event. In 2013 it was run over 2 consecutive afternoons, with a social event on the first evening.</p>	<ul style="list-style-type: none"> <li>• Understand why the level of postdocs attending and/or presenting at the retreat is low.</li> <li>• Assess the degree to which the networking opportunities and their timing at the retreat support women to network effectively.</li> <li>• Assess the ease of attendance, expectation of attendance and potential to support collaboration that the retreat offers.</li> <li>• Ensure adequate notice is given of dates and programme.</li> <li>• Devise scheme for more postdocs to present.</li> </ul>	<p>Professor Amanda Fisher, Institute Director &amp; Institute Section Chairs, CPD Working Group Chair &amp; Postdoc Liaison Reps</p>	<p>Jun 2014 review feedback from the 2013 retreat and identify areas for improvement.</p>	<p>Feedback forms collected from Annual Retreat will show a well-attended Retreat with attendance from across the Institute.</p> <p>20% increase in number of postdocs presenting at the retreat.</p> <p>10% increase in women reporting that they have opportunities to network internally and externally.</p>
5.7	<p><b>New Postdoc Retreat:</b> Scope having a post doc retreat</p>		<ul style="list-style-type: none"> <li>• Investigate models for a separate Postdoc Retreat E.g. the Edinburgh model.</li> <li>• Develop design in collaboration with Postdoc Committee and a Group Head sponsor.</li> <li>• Prize for best presentation in each 'Section' and then overall best presentation prize for winner.</li> </ul>	<p>Social Networking Working Group Chair &amp; CPD Working Group Chair &amp; Postdoc Liaison groups</p>	<p>Scope and design from June 2015</p> <p>Implement June 2016 and review feedback Aug 2016.</p>	<p>Institute decides to hold an annual postdoc retreat.</p> <p>Feedback forms from the June 2016 event will show female postdocs welcomed opportunity to present science earlier in career and found it a supportive forum for confidence building.</p>

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### 6. Career Breaks and Flexible Working

6.0	<b>Maternity Leave and Maternity Pay:</b> Support female scientists and their research groups in managing maternity arrangements positively.	Nov 2013 agreed reciprocal arrangement between MRC and ICL to have length of service recognised to qualify for maternity pay	<ul style="list-style-type: none"> <li>• Launch the Maternity Handbook for line managers and employees and offer briefings to line managers.</li> <li>• Implement Research Councils (RC) harmonised Maternity leave policy to reduce the 26 weeks service qualifying period for maternity pay to 2 weeks.</li> <li>• Agree reciprocal arrangement between MRC and ICL to have length of service recognised to qualify for paternity pay.</li> <li>• ICL Maternity Pay is significantly shorter than MRC. Lobby ICL to improve the offering.</li> <li>• Seek approval to implement “Zero weeks service” to qualify for maternity pay at the CSC/ICS. Provide cost-benefit analysis for decision making about implementing “Zero weeks service” qualifying period to MRC HR Director</li> </ul>	SAT Chaired by Dr Christian Speck, Head of HR Dr Sharon Citrone & LJNCC	May 2014 publish Maternity Handbook  June 2014 implement new “2 week” qualifying period.  Review maternity arrangements annually in May.	100% line managers briefed on the Maternity Handbook..  New RC harmonised Maternity Leave policy implemented.  “Zero weeks” implemented.  100% female scientists qualify for occupational maternity pay.
6.1	<b>Childcare Costs:</b> Scope actions to support the challenges presented by arranging convenient and responsive childcare and to reduce the burden of childcare costs as deterrents to female scientists		<ul style="list-style-type: none"> <li>• Explore the feasibility of matching the ICL Child Care Support Scheme to provide an allowance of £124 per month per parent for childcare vouchers for children under 5 years of age</li> <li>• Publicise the costs and salary sacrifice/income tax arrangements for the on-site nursery and how on-site nursery users are prioritised for on-site car parking permits.</li> <li>• Publicise childcare costs and consider affordability when setting CSC salaries.</li> <li>• Publicise EAP and Emergency Family Care support available from MRC EAP services &amp; “My Family Care” services</li> </ul>	SAT Chaired by Dr Christian Speck, Head of HR Dr Sharon Citrone & Mohammad Famili Head of Finance	Dec 2014 review cost-benefit data  Jan 2015 publicise info  Feb 2015 EAP on-site visit	Childcare Support matching scheme implemented.  5% increase in people who feel they can ‘have children now’ in their career.

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6.2	<p><b>Taking career breaks and leave from work and returning to work:</b> Explore how we support those taking a break and returning</p>		<ul style="list-style-type: none"> <li>Publicise arrangements for providing back-fill to posts or replacement posts to facilitate scientific continuity in groups during a career break.</li> <li>Develop 'Taking a Break' pack with a range of information articles. Make the pack available by email, web pages and hard copy from HR or the LJNCC.</li> <li>Promote Career Breaks &amp; publish case studies of successful arrangements</li> <li>Publicise what is available &amp; canvass as to what improvements would help</li> <li>Review arrangements &amp; facilities for return to work post break or leave</li> <li>Publicise and promote the life transition training and coaching options available from "My Family Care" services.</li> <li>Research and publicise what grants/fellowships and awards are available to support returning to research after a break</li> </ul>	Head of HR Dr Sharon Citrone & SAT Chaired by Dr Christian Speck	<p>May 2014 develop pack.</p> <p>Aug 2014 develop web pages</p> <p>Review May 2015 &amp; 2016.</p>	<p>Increased interest in career breaks from female scientists</p> <p>100% return rate for female scientists returning following a break.</p> <p>20% increase in female scientists saying they are aware of grants/fellowships that support women returning to work after a break.</p>
6.3	<p><b>Flexible and Part-Time Working:</b> Publicise existing high uptake of flexible working and scope actions to support part time working and Job Share arrangements.</p>		<ul style="list-style-type: none"> <li>Review current options available for part time working and publish case studies of existing successful flexible working arrangements and encourage the present high uptake to continue.</li> <li>Scope feasibility of a further support or awards that could be provided to enable part-time working e.g. backfill to support continuity of experiments etc.</li> <li>Research potential for 'Job-Share' arrangements in science at the CSC/ICS.</li> </ul>	Head of HR Dr Sharon Citrone	<p>June 2015 promote policy by email.</p> <p>Oct 2015 publish on the intranet.</p> <p>Dec 2015 publish details of 'Job Share' arrangements in science.</p>	<p>5% increase in female scientists working flexible hours.</p> <p>Published case studies of exemplar female scientists working flexibly.</p> <p>Job-Share arrangements implemented successfully by 2016.</p>