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Athena Swan Bronze application form for research institutes

Applicant information

Name of research institution	Earlham Institute
Date of current application	29 July 2022
Level of previous application	Bronze
Date of previous application	2015
Contact name	Christine Fosker
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Section	Words used
An overview of the research institute and its approach to gender equality	2,827
An assessment of the research institute's gender equality context	3,453
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	6,500 (including COVID word count)

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 6500 words

COVID WORD ALLOWANCE: 500

COVID references:
P6 - 22 words
P9 - 67 words
P22-23 – 123 words
P29 - 36 words
Total: 248 words.

- **Blue shading of text or data indicates that information has been redacted to preserve individual anonymity or confidentiality.**

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Section 1: An overview of the research institute and its approach to gender equality

1. Letter of endorsement from the Head of the Institute

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Earlham Institute
Decoding Living Systems

26 July 2022

Dr Ruth Gilligan
Assistant Director for UK Equality Charters
Athena Swan Charter
Advance-HE
First Floor, Napier House
24 High Holborn
London
WC1V 6AZ

Dear Dr Gilligan,

I am delighted to fully support this application for a Bronze Athena Swan award by the Earlham Institute. The action plan from our previous successful Bronze award has added depth and value to our activities over the last six years and I am personally excited to see a new plan in place which combines with our overall strategic aims and strengthens our work on equality.

The last six years have been a period of growth and change for EI and latterly we have worked hard to counter the challenges of the pandemic. As life began to return to a more normal pattern, and with the new Athena Swan framework now in place, the time seemed right to revise our actions and regain our award, although we have worked continuously since our previous Bronze, to address gendered issues.

We have improved our recruitment practices by placing adverts for recent senior vacancies on sites which target women and people from minority ethnic groups. A specific challenge is that the recruitment pool of women, from which we can draw for our 'Technical' scientists whose backgrounds are in computer and data science, is comparatively small even at undergraduate level (~20%F). Nevertheless, we will strive, through our action plan, to attract those who are potentially available and to inspire women to study to PhD level with dedicated careers advice and support. Development of our Early-Career Researchers is a key part of our strategy to improve the overall cycle of attrition.

The importance of training and development in sustaining longer term career aspirations for both students and staff cannot be overstated. We are pleased that feedback from our Athena Swan Staff Survey showed that the support we already provide is positively rated (69%F/60%M/100%PNTS) but we need to improve the range of courses and workshops provided at the intermediate and advanced level so staff throughout the pipeline are supported and can see a range of steps available to them, both externally, and internally where the size of the Institute allows.

UKRI Biotechnology and Biological Sciences Research Council

norwich research park

Earlham Institute
Registered in England No. 06655533
VAT Registration No. 100 1080 05
Registered Charity No. 1136213

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Communication remains a key area of future action for us. Due to the large proportion of staff who, determined by funding streams, are on fixed-term funded contracts leading to high turnover, we cannot be complacent about repeating information; for example, family-friendly policies, the Family Dependent's Support Fund, Stop the Tenure Clock and our commitment to dignity and respect.

We also need to clarify some 'key-stone' practices. For example, it was clear from feedback in the 2022 Staff Survey that our process relating to complaints concerning dignity and respect issues is not widely understood.

I look forward to engaging with the new action plan and can confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true reflection of the Earlham Institute.

Yours sincerely,

Professor Neil Hall
Director

Word Count: 461

2. Description of the research institute and its context

Figure 1 Earlham Institute

The Earlham Institute (EI, Figure 1) is a hub of life science research, training and innovation focused on understanding the natural world through the lens of genomics. Embracing the full breadth of life on Earth, our scientists specialise in developing and testing the latest tools and approaches needed to decode living systems and make predictions about biology.

Our mission is to unravel the scale and complexity of living systems so we can understand, benefit from and protect life on Earth. Our scientists bring together multi-disciplinary expertise in the life sciences with data science, computational science and biotechnology.

We are helping to make sequencing an enabling technology for everyone involved in life science research. By exploiting the potential of high-throughput sequence generation, combined with a well-established model for data sharing, we are putting genomics at the forefront of modern life science research. These skills came to the fore during the pandemic when EI was part of a rapid response to provision of COVID-19 testing. Currently, the Institute is contributing to the UK based 'Darwin Tree of Life' project which is part of the global project to sequence the genome of every known living organism on earth.

Earlham's Culture

We are proud of sustaining a friendly and welcoming culture at EI. Of our respondents to our Athena Swan Staff Survey 2022 (AS-2022) 84%F/89%M felt they belonged and 89%F/76%M felt welcomed when they joined. We aim to improve via our Athena Swan Action Plan, from this excellent position.

We work hard to attract new, diverse talent into the Institute but equally value our existing staff and recognise the need to help individuals develop sustainable career paths to enable advancement either internally or externally. Although the Institute is small internal progression is available depending on the aspirations and flexibility of staff.

Our Community

The Earlham Institute sits within parkland (referred to as the Norwich Research Park (NRP)), at the western edge of Norwich, together with:
- University of East Anglia (UEA);
- John Innes Centre (JIC);
- Quadram Institute Bioscience (QIB);
- The Sainsbury Laboratory (TSL) and
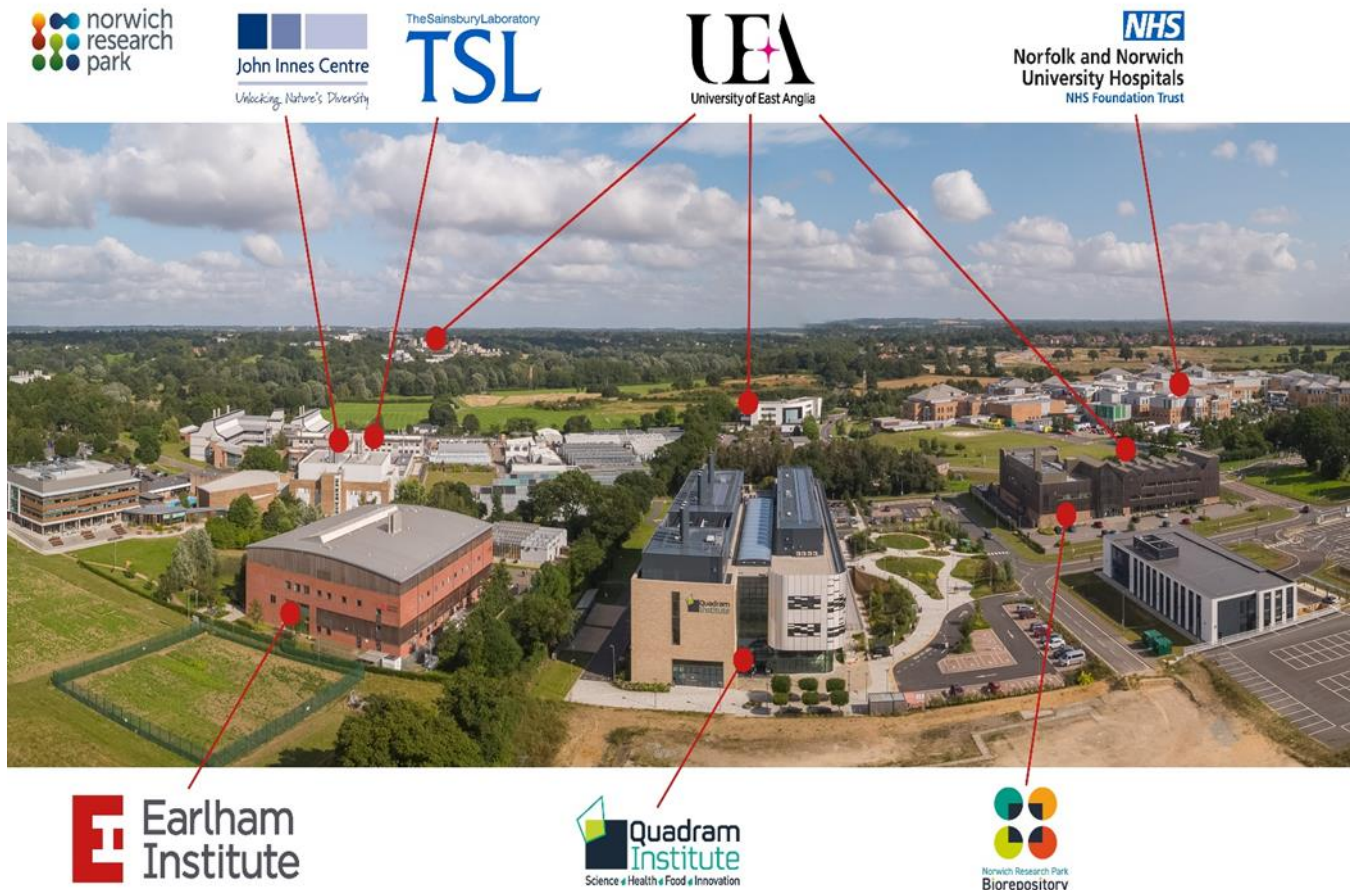- Norfolk and Norwich University Hospital (NNUH) (Figure 2).

Figure 2 Norwich Research Park with Earlham Institute (bottom left)

Within the park, the smaller cluster of EI, JIC, QIB and TSL are referred to collectively as the Norwich Bioscience Institutes (NBI).

This unique position enables close collaborations and synergy between EI and our partner organisations, above, exemplified during the recent pandemic where our proximity to the NNUH enabled the development of rapid-response testing for our community.

EI originated in 2009 as The Genome Analysis Centre (TGAC), one of eight institutes, nationally, receiving strategic funding from the United Kingdom Research and Innovation (UKRI) Biotechnology and Biological Sciences Research Council (BBSRC). TGAC was created to 'advance bioscience by enabling and developing computational and genomics data-driven approaches in biology'.

TGAC changed its name to the Earlham Institute in June 2016 and has grown from 12 members of staff in 2009 (6F/6M) to 112 (48F/60M/4PNTS) on 31 December 2021 (Data-Table 26).

Our strategic research is conducted via three Work Packages within our Core Strategic Programme (CSP) which fulfil our strategy to 'accelerate life science research and deliver global societal impact':
- Analysing and Interpreting Genomes important in food security
- Systems Genomics - approaches to understand complex phenotypes
- Data Science for integrative biology

And collaborative research with partner institutes via the Designing Future Wheat cross-Institute programme – developing novel wheats with increased yield potential, disease resistance, climate tolerance and nutritional qualities.
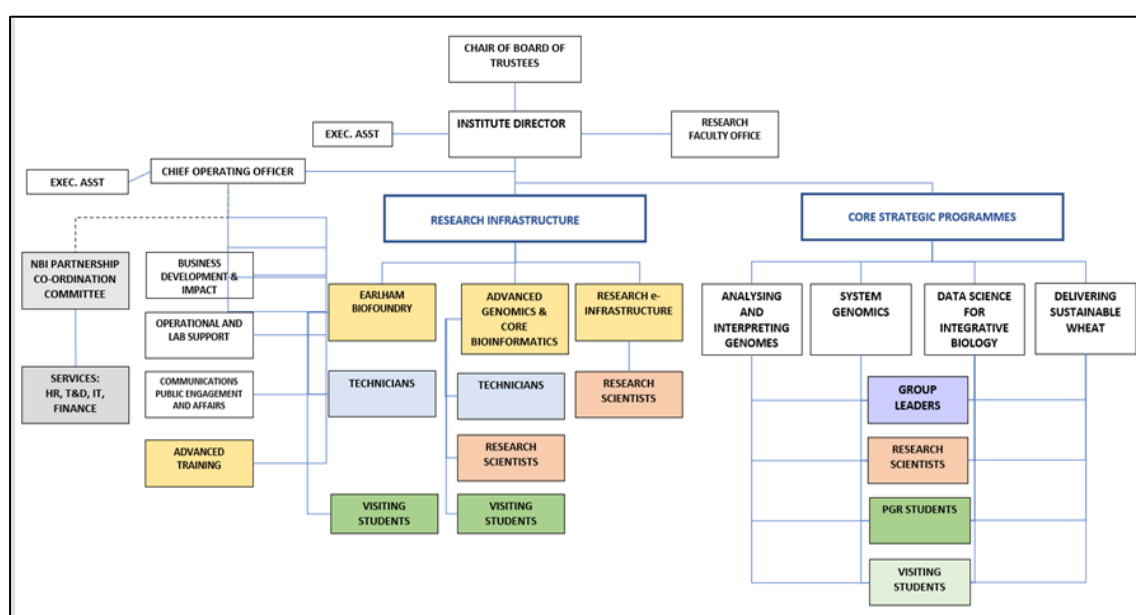
Figure 3 Organogram – structure of key teams at the Institute

The Institute also has a number of research infrastructures (Figure 3):

- Earlham Biofoundry
- Advanced Genomics – Genomics, Single Cell Analysis and Core Bioinformatics
- Research e-Infrastructure (High Performance Computing) and
- Advanced Training

EI is also a partner in the ambitious 'Darwin Tree of Life' project which has the aim of sequencing the DNA barcodes and full genomes of all 66,000+ described UK species.

Due to the small size of the Institute, the basis of our data for this Athena Swan application is for the most part a simple division between Scientific staff and Professional, Technical and Operational staff. Where useful, we drill further by dividing Scientific staff from our 'Technical Scientists', those staff whose backgrounds are based in Computer and Data Science.

3. Governance and recognition of equality, diversity and inclusion work

Equality, Diversity and Inclusion are well embedded in EI's decision-making framework (Figure 4). The main development forum is the Inclusion, Diversity, Equality and Accessibility Committee (IDEA-C) (9F/5M). This group was originally established in 2015, and reconstituted in 2021 (Figure 5), meeting three times a year until the pandemic when meetings lapsed for a short period as the Institute adjusted to new requirements and restrictions. The meetings then resumed virtually while virulent COVID infection rates were highest and are now a hybrid of in-person and virtual attendance, ensuring as many Committee members as possible contribute. During the preparation of our submission and Action Plan the IDEA-C met three times and our Self-Assessment Team, a working-group of the IDEA-C met five times (Table 1).
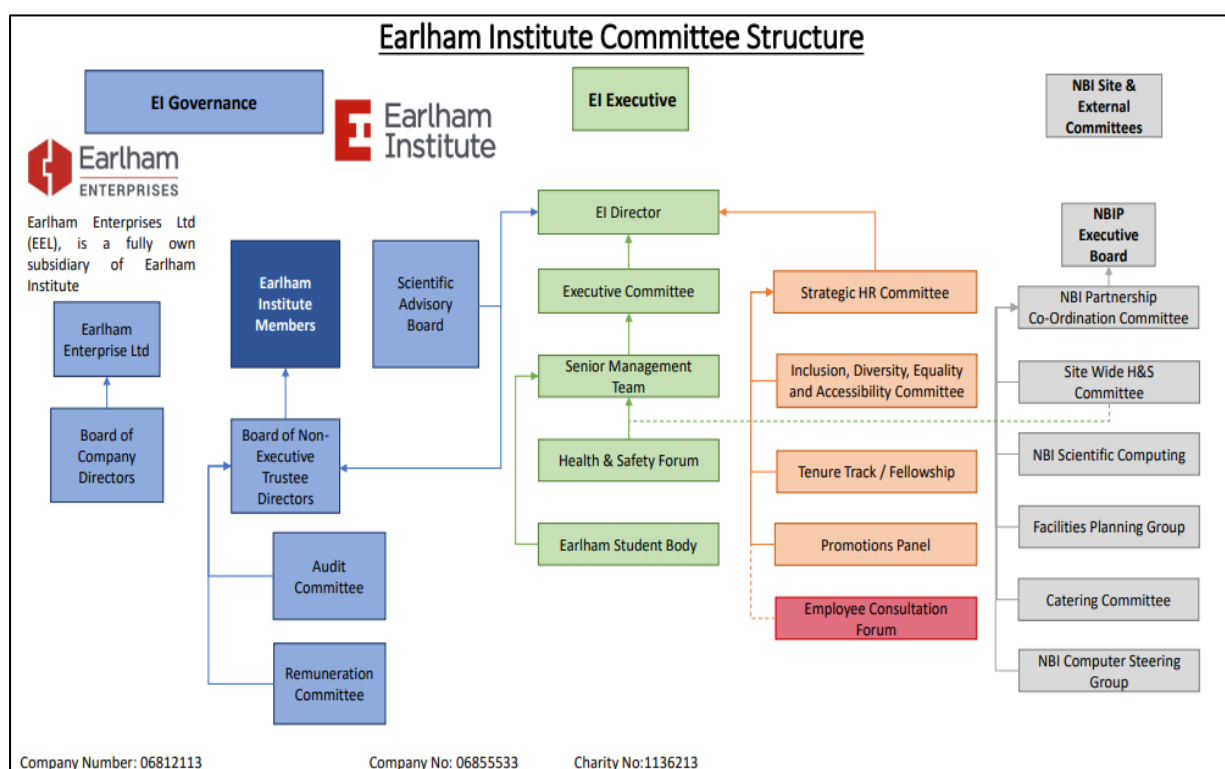
Figure 4 Governance of EDI at EI
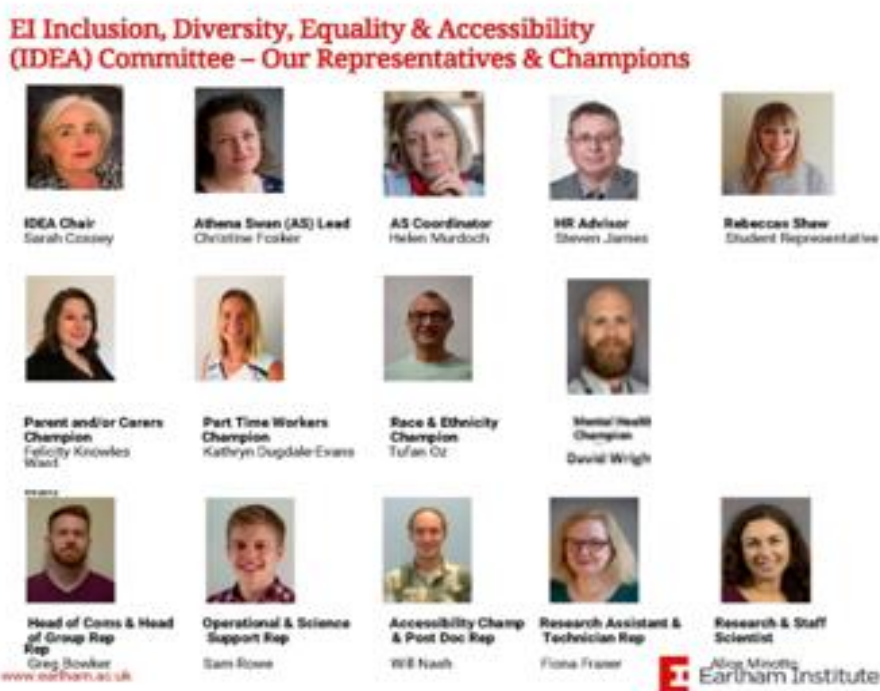
Figure 5 Members of the IDEA-C and SAT Team, from presentation to EI-All

Date	Duration	Discussion
30-Mar-22	60 Minutes via Teams	Overview of template and our goals; examples of actions from previous plan; consideration of initial data sets.
25-May-22	120 minutes in person	Discussion of data and staff survey results; identifying key areas for action; beginning to plan actions.
08-Jun-22	90 minutes workshop	Action Planning
29-Jun-22	90 minutes	Narrative development by whole team
12-Jul-22	60 minutes	Review of draft submission by IDEA Committee

Table 1 AS Self-Assessment Team meetings

The IDEA-C's Terms of Reference include oversight of policies, horizon scanning for areas of impact and development and positive action to encourage students and staff from minority groups to join EI, including Champion Roles (Table 2). Oversight of dignity and respect policies and practice also rests with IDEA-C. Subgroups may be formed to research and develop solutions for more complex issues. IDEA-C reports annually to EI's Executive Team (ET) and subgroups may report more regularly at EI-All meetings or via EI's intranet.

Chair and Representatives	
Senior IDEA Representative (Chair from the EI Executive)	
Athena Swan Lead (Deputy Chair)	
Representatives	Champion Roles *
Manager/Group Leader Representative	LGBTQ+ Champion
Post Doc Representative	Race and Ethnicity Champion
Student Representative	Parents and/or Carers Champion
Research Assistant & Technician Representative	Part-time workers Champion
Operational and Science Support Representative	Mental Health Champion
Research & Staff Scientist Representative	Accessibility Champion
HR and Comms Membership	Secretariat
EI HR Manager	EI Directorate
Head of Communications	

* Champions of other protected characteristic can be added to the Committee, or its working groups, as and when required. Not all Champion roles need to be filled if nobody steps forward.

Table 2 Membership of Inclusion, Diversity, Equality and Accessibility Committee

Meeting content is determined by a variety of factors:

- Equality-related issues emerging from Staff/Student Surveys, or other staff feedback
- Planned reviews of existing policies or practices
- Need for new policy or practice in response to national or sector information, or good practice in the sector
- Work relating to an equality standard such as Athena Swan

Where initiatives for action or new policies are developed, they pass up to the Strategic HR Committee (2F/2M) and if required, further discussion and sign off is given via the ET (2F/4M), (Figure 4).

The Chief Operating Officer (COO, 1F) is actively responsible for overseeing co-ordination and development of EDI work and is Chair of IDEA-C.

Developments which become Institute practice are announced via EI-All, the Institute's all-staff/student meeting held approximately every six weeks. Pre-pandemic this took place in person but has translated well into the virtual format with +90% of staff joining each meeting. Details are also circulated as shared slides via all staff email and recordings of the full meeting provided.

Athena Swan was re-introduced formally to all Institute staff at EI-All on 24 February 2022 by the ID. The Institute's new strategy was also presented, part of which is a theme of 'Supporting Our People' (Figure 6) with the goal to ensure every individual can realise their full potential and this was directly linked back to the Institute's work on Athena Swan (Figure 7).
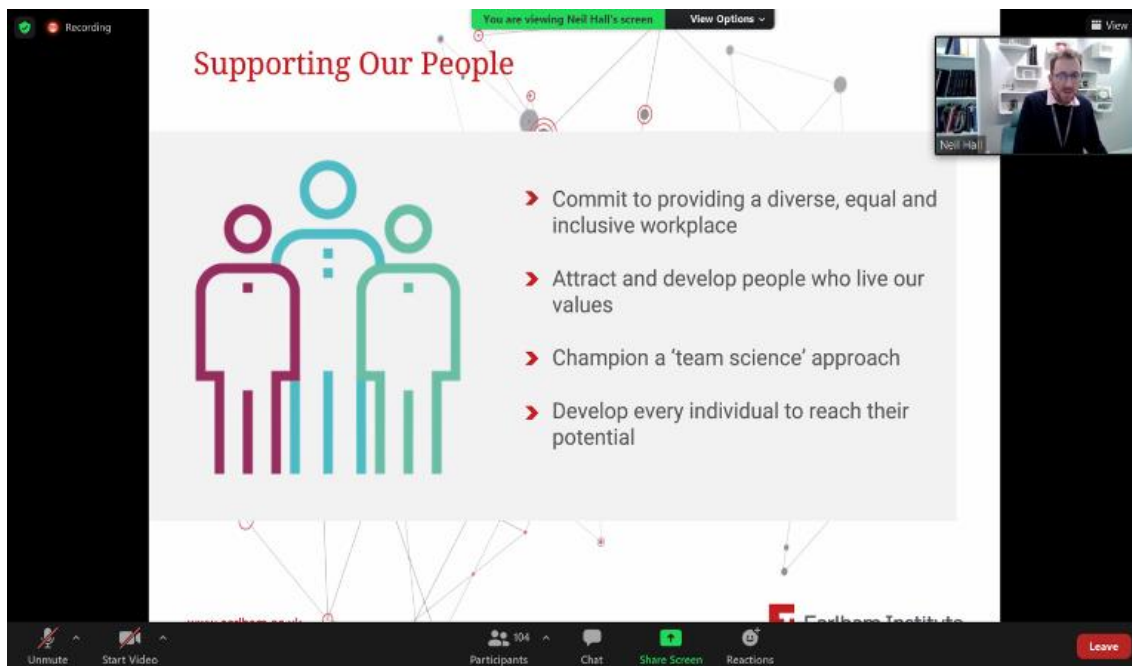
Figure 6 Institute Director, presenting new strategy at EI-All

EI successfully gained a Bronze Athena Swan award in 2016 and the actions taken under our previous action plan have proven valuable in advancing our work on equality.

Figure 7 Slide from EI-All re-introducing Athena Swan to staff

The original Bronze Action Plan was key in prompting development of new/revised policies and practices and progress against the plan has been regularly monitored and discussed in IDEA-C meetings. The Action Plan has 56 Actions of which 72% have been completed and 28% are on-going. The IDEA-C continues to monitor and initiate progress on the plan (which will be replaced by the new plan from this submission) and reports overall activity to the Senior Management Team (SMT), ET and Board of Trustees (BoT), annually.

In addition to clear Governance structures, work on EDI can spring from several sources including:

- the IDEA-C,
- the Executive or Senior Management Teams,
- from Line Managers,
- From the Human Resources Team,
- From grass-roots networks (e.g. LGBTQ+ Group),
- Or from individuals, Equality Champions or representatives.

Recognition for work on equality issues may happen, particularly if it is a normal area of workload, but we will formalise this by:

- putting a specific prompt in the appraisal process;
- introducing a new specific reward system for contribution to EDI at EI;
- adding an EDI award to the Institute's existing annual awards and;
- exploring how to include this appropriately in the promotion and bonus systems (all under **AP10**).

4. Development, evaluation and effectiveness of policies

Two types of policy affect EI's staff and students. There are those policies which are developed for, and exist solely within, EI; these are approved by EI's ET. Secondly, are those developed across the Norwich Bioscience Institutes (NBI) which apply to all the NBI institutions (EI, JIC, QIB, and often TSL). Policies developed across NBI are usually initiated either via a request from one, or more, institutions on the site which is then recognised as universally beneficial by HR to ensure compliance or to formalise a practice, for example, in recruitment. Nascent policies are discussed at the HR Strategic Committee meetings, involving the ID, COO, HRM and Head of HR (2F/2M).

The EI Directorate has compiled a list of policies which are internally developed and considered each one against an Equality Impact Assessment screening process. Each policy is assessed against protected characteristics as well as from a wider EDI perspective to determine whether any groups are excluded or potentially disadvantaged by the policy. The policies have been ranked from A to C, A indicating a need to review within the next six months and C indicating bi-annual review sufficient. Two policies, the Alcoholic Beverage policy and the Social Media Policy were reviewed immediately, the first to take religion, belief and cultural practices explicitly into account and the second, which was being rewritten, was further developed to be explicit about EDI considerations when using work-based social media communications.

It has been agreed that all EDI-related policies under review and new EI policies being developed will, additionally, be seen by the IDEA-C before sign-off by the ET to ensure a wide range of perspectives are included thus reducing the risk of unintended exclusion or of disadvantage being overlooked.

Staff Surveys are run annually and, in addition, an Athena Swan Survey (using the full question set required for university applicants) for both staff and students was run in 2022 (AS-2022) and will be continued annually as this allows a focus on issues of culture and impact of practice and policies. Ideally, a combined annual survey will be used in future.

The 2022 survey showed that 90% of respondents would recommend EI as a great place to work and 90% also felt that they were kept well-informed about matters that affected them.

Via this annual survey, the Institute can 'temperature check' areas or ranges of policies which might need attention. The results are presented at EI-All to students and staff by the HRM (Figure 8). Past staff surveys have not been disaggregated by gender, but it is proposed that future surveys will be **(AP7).**
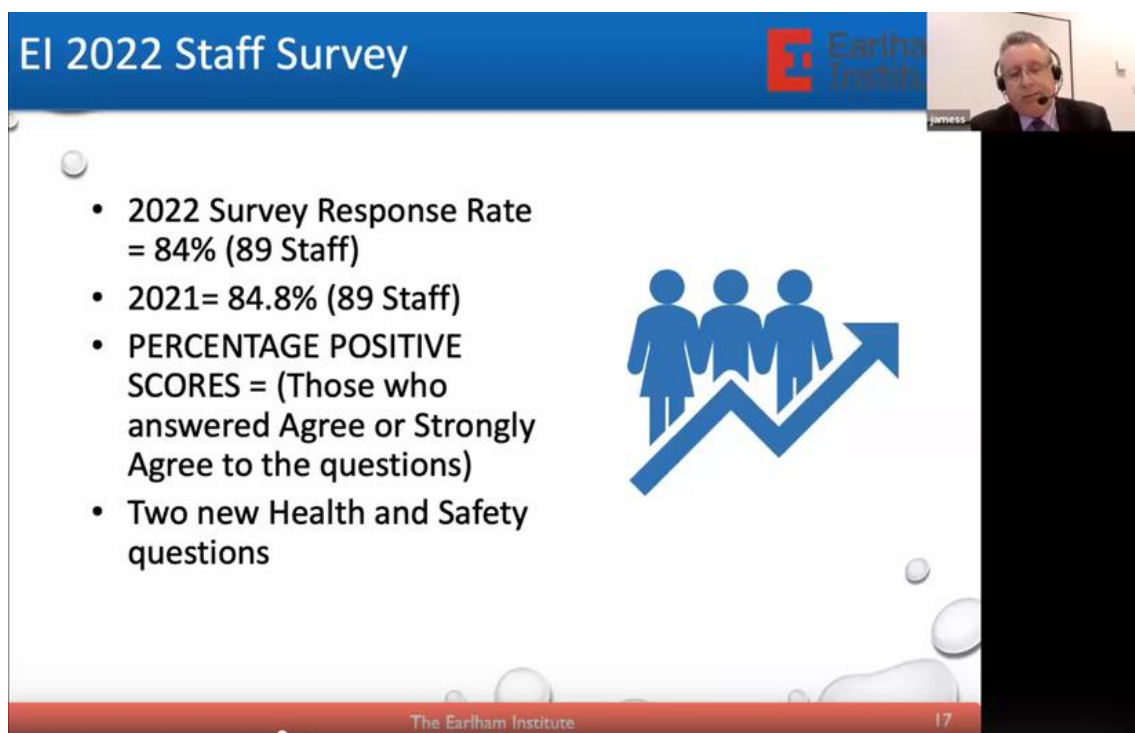
Figure 8 Slide from 2022 presentation at EI-All of the Staff Survey Results

5. Athena Swan self-assessment process

IDEA-C membership includes Champions of specific-issue groups (Table 3) as well as job-category representatives. The Chair of IDEA-C is also a member of the SAT, establishing a direct link between the two groups as well as evidence of senior management commitment.

Date	Duration	Discussion
30-Mar-22	60 Minutes via Teams	Overview of template and our goals; examples of actions from previous plan; consideration of initial data sets.
25-May-22	120 minutes in person	Discussion of data and staff survey results; identifying key areas for action; beginning to plan actions.
08-Jun-22	90 minutes workshop	Action Planning
29-Jun-22	90 minutes	Narrative development by whole team
12-Jul-22	60 minutes	Review of draft submission by IDEA Committee

Table 3 Self-assessment Team meetings

The IDEA-C met in March 2022 and discussed whether all members would like to form a SAT. Most wanted to be involved and where gaps remained, applications were invited from parts of EI which were not represented. People in relevant groups (e.g. Group Leader, Professional, Technical and Operational) were also approached by the AS-Academic Lead and membership was discussed. The result was a team which is fully reflective of staff at the Institute and inclusive of roles, job families and a variety of protected characteristics, (18 members, 13% of staff and students) (Table 4).

Where members of the SAT have since left to take up new posts elsewhere during the self-assessment process, we put an open call among the relevant group for new members to fill the specific gaps (e.g. Technical staff representative).

The SAT reported progress and development to the IDEA-C at each meeting. This approach allowed the Institute to continue with a broader range of equality work alongside the specific focus on gender required by Athena Swan.

Name	Job Category	Department	Role on SAT
			Research Faculty Staff Representative
Christine Fosker	Head of Research Office	Research Office and ET	Athena Swan Lead
Felicity Knowles	Support Staff	Business Development & Impact	Parent and/or Carer's Representative

Name	Job Category	Department	Role on SAT
Fiona Fraser	Research Assistant	Genomics Pipelines	Technician's Representative
Greg Bowker	Head of Communications	Communications	Communications
Helen Murdoch	Athena Swan Co-Ordinator	Research Office	Athena Swan Co-Ordinator
			Mental Health Champion
Rebecca Shaw	PG Student	Organisms and Ecosystems	Student Representative
Richard Leggett	Group Leader	Digital Biology	Research Faculty Group Leader representative
			LGBTQ+ Champion
Sam Rowe	Senior Support Specialist	Communications	Operational and Science Support Representative
Sarah Cossey	Chief Operating Officer	Directorate and ET	Chair of IDEA-C
Sathish Thiyagarajan	Post-Doctoral Scientist	Organisms and Ecosystems	Post-Doc Representative
Steve James	HR Manager	Human Resources	HR Advisor
Tufan Oz	Post-Doctoral Scientist	Engineering Biology	Race and Ethnicity Champion
Will Nash	Post-Doctoral Scientist	Organisms and Ecosystems	Accessibility Champion
Michelle Grey	Research Assistant	Organisms and Ecosystems	Research Faculty Staff Representative
* Replaced by David Wright	Post-Doctoral Scientist	Engineering Biology	Mental Health Champion

Table 4 Self-assessment Team Membership (**to June 2022 – replacement in hand)

We ran a short survey to determine the range of experience within the SAT (Table 5). The survey shows the SAT includes people with experience/insights into many key areas of EDI.

SAT Members Life-Experiences			
	%		**%**
Work flexible hours	72.7	Experience of elder care	45.5
Work flexible pattern of days	9.1	Parent with children aged:	
Work fixed hours	36.4	<5	9.1
Work a fixed pattern of days	81.8	>5	18.2
Born outside the UK	36.4	Mixture of ages	18.2
Experience of living and/or working outside home country	63.6	Have taken:	
Part of a minority ethnic group (when in the UK)	18.2	maternity leave	18.2
Mental Health First Aider	9.1	paternity leave	9.1
Long-term disability/condition	9.1	shared parental leave	9.1
Married/In a long-term relationship	72.7	Part of the LGBTQ+ community	9.1
In a dual academic relationship	27.3	Worked on EDI in different sectors	18.2

Table 5 Range of experiences within the SAT.

The staff data used in this application (Data-Tables 26-58) were drawn from our HR system which provides a master spreadsheet from which we can create pivot tables. Our student data (Data-Tables 23-25) are from our Graduate School Office (GSO) records. Benchmarking data have been taken from the most relevant source and referenced in each instance.

Our AS-2022 was run in April 2022 for three weeks. Our response rates were 64% for staff and 61% for students. Calculated against total numbers of women and men respectively, our response rate was 65.3%F/59.3%M. Seventeen of twenty-eight students responded, of which three were men. We will build on these results by running the survey annually. Progress made against our new action plan will be regularly communicated via EI-All and other internal communications to raise awareness among both students and staff (**AP1**).

Our key priorities for the Action Plan were derived from our data trends alongside our consultation data/feedback and are:

- Gender Polarisation in different Job Categories
- Sustained Career Development and Support
- Recruitment and Selection
- Culture: Dignity, Respect and Inclusion
- Trans and Non-Binary Staff and Students
- Family Friendly and Wellbeing Support

An action-planning workshop was held by the SAT, with key priorities identified to focus thinking. More than ninety ideas were generated by the team. These were then developed further, combining ideas where feasible and adding to them as the development of the narrative highlighted further needs. This led to the creation of the Action Plan (AP).

The narrative developed from the data and survey feedback and was posted on the SAT shared digital space in June so that the whole team could comment and add to both the narrative and the AP. In this way the draft developed, both through discussions in the meetings, from which narrative could be added, and via individual contributions during the submission's development. In late July, the document was closed for further comment and refined for sign-off by ET and, finally, submission.

Plans for Future Work

Following our submission, the SAT will be re-absorbed into IDEA-C. Activity and progress against the AP will be tracked by IDEA-C, with AS becoming a standing item at each meeting. Progress will be reported quarterly to the SMT and ET and annually to the Board **(AP2)**.

Regular communication of progress to staff and students will take place via EI-All and at least annually in 'Inside EI', the Institute's internal newsletter and via the IDEA-C intranet pages. A review of priorities for the AP will take place annually and further actions may be added over time if needed to support EI's five-year strategic plan or if critical gaps are perceived **(AP2)** either through staff/student feedback in surveys or issues which arise organically.

The AS Lead will be a rotational post, once every three years, in line with most other Chair posts, although they can remain in place for two terms where continuity is desirable and the individual is happy/able to do so. Future Leads will be appointed by putting an 'open call' across the Institute.

Where specific projects are needed to achieve a particular aim, Task-and-Finish Working Groups will be established, reporting into IDEA-C.

Figure 9 Earlham Institute – our community of Scientists

Total Section 1 word count: 2,827

Section 2: An assessment of the research institute's gender equality context

2.1 Culture, inclusion and belonging

The seven subsections below navigate through the key areas which combine to create and support an inclusive culture and instil a sense of belonging at EI.

2.1.1 Values and Policies

EI works consistently to create an environment which is welcoming and fair to all. This aim forms part of our values statement which can be found on EI's Intranet pages (Figure 10). To support this intention, we have several formalised policies and practices, including the Equality and Diversity Policy. A wider Equality, Diversity and Inclusion Strategy will be created as part of our Athena Swan Action Plan (**AP3**). We will ensure the Policy, Strategy and Plan are a) easy to locate and b) fully accessible on our website (**AP3**).
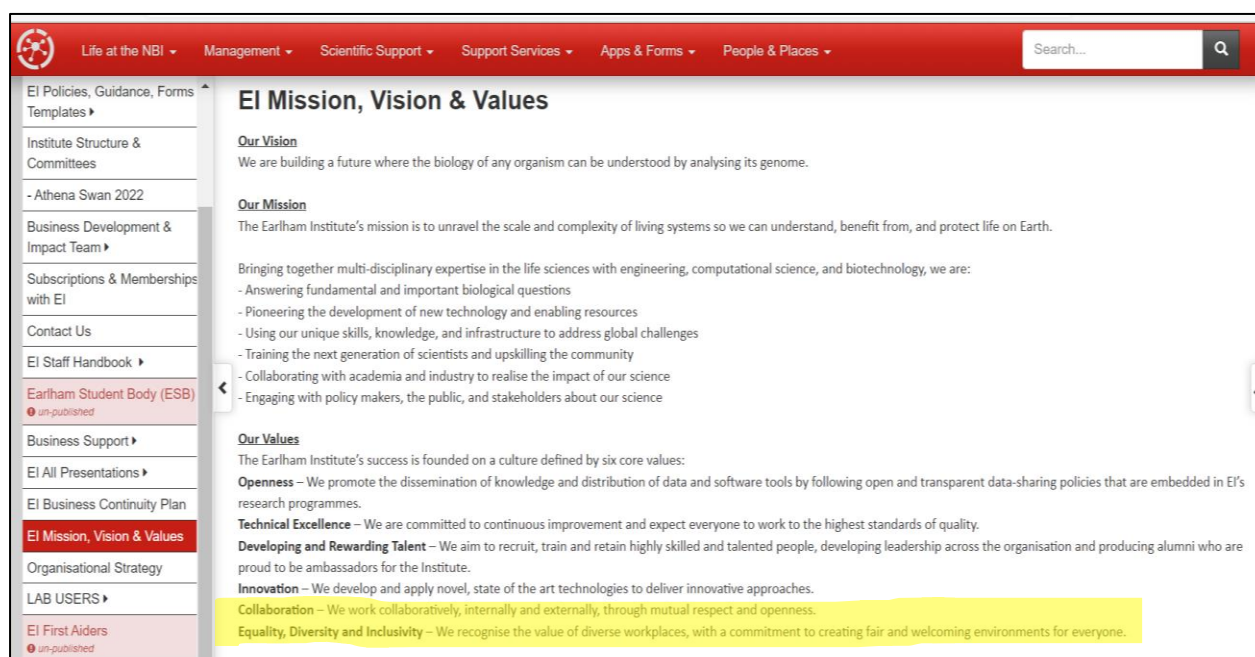
Figure 10 EI's Mission and Values Statement

The EI Staff Handbook is online (Figure 11) and is included in our Induction information for new staff. The introductory information reaffirms our commitment to the principles of equality, diversity and inclusion and our welcoming working culture. The Staff Handbook has several sections including a Competency Framework in which we outline the behaviours we hope to see from our staff and students (Figures 12 & 13) to ensure dignity and respect are kept to the fore.
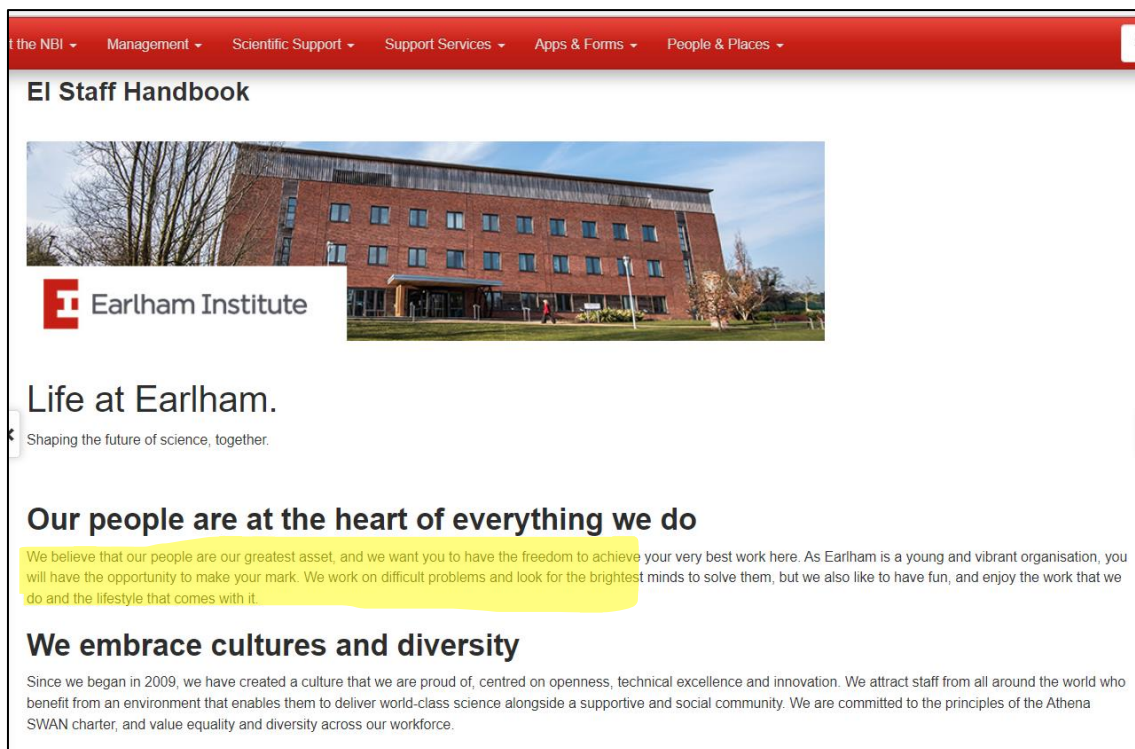
Figure 11 The 'landing page' for our Staff Handbook

Our competency framework.

Figure 12 & 13 From EI's Competency Framework

2.1.2 Belonging: Induction and Inclusion

A sense of belonging is initiated from arrival. Staff are walked around the building as part of their induction, to cover key health and safety awareness and orientation and this also initiates a cheery introduction to the wider institute members that they meet during this tour.

All new staff are welcomed by the Director, by name and their role, at the regular EI-All meetings. Further, when a new member of staff begins, a message is circulated to encourage people to welcome their new colleague (**Figure 14**). Whilst good practice and widely enacted, we know sometimes new starters get missed so we will regularly remind Managers to participate in this practice **(AP35)**.

From: V[redacted]
Sent: 24 May 2022 12:16
To: EI-all <[redacted]
Cc: business support (EI) <[redacted]
Subject: Evening Cleaning

Good afternoon All

We would like to inform you that we are trailing an evening cleaner at EI to assist the two morning cleaners [redacted]

[redacted] will be starting with us tomorrow at 5:00pm and working till 9:00pm, helping with emptying waste bins, hoovering and cleaning of offices, desks, possibly labs and any other general areas.

If you would like your desk cleaned please help in having a clear desk to allow Ian to clean.

If you have any feedback or questions please do let me know and if you see [redacted] on your travels please do say hello or evening.

Kind Regards

[redacted]

For and on behalf of Business Support
Senior Business Support Assistant

Figure 14 Example of an email encouraging a warm welcome to a new member of staff

Every new member of staff or student is required to complete several mandatory training modules, one of which focusses on Equality, Diversity and Inclusion. This includes dignity and respect to ensure staff understand what behaviours may be perceived as bullying or harassment as well as how to challenge unacceptable behaviour and what support is available where this may occur. The course also includes a section on understanding bias, conscious and unconscious.

Our Staff AS-2022 showed that 84.3%F/88.6%M agreed/strongly agreed that they felt they belonged at the Institute (Data-Table 6). 11.4% of men were ambivalent but no men disagreed whereas 12.5% of women (4F) disagreed/strongly disagreed. Fewer staff agreed that 'people really care about me at the Institute' (75.0%F/74.3%M/33.3%PNTS, Data-Table 8) but were also less likely to disagree/strongly disagree (1F/0M/0PNTS). We note that female respondents therefore recorded, if marginally, less sense of belonging than men, generally. The student survey showed the opposite, with 90.9%F/66.7%M agreeing/strongly agreeing they felt they belonged at the Institute (Data-Table 7). We note the lower score from male students (**AP38**).

We recognise that this sense of belonging is important at pre-Induction and Induction stages but must also be sustained during the whole employment cycle. There is an opt-in email list for social events, for the sharing of open and inclusive activities.

It should be noted that our survey ran at the end of the pandemic which had resulted in most staff working from home, inevitably fostering some disconnect from the Institute. However, most staff respondents to AS-2022 felt supported by the Institute during the pandemic (90.6%F/82.9%M/33.3%PNTS, Data-Table 9) and were in frequent touch with team members (93.8%F/94.3%M/33.3%PNTS, Data-Table 10). Only 3M disagreed that they felt supported (0F/0PNTS).

Far more women than men (93.8%F/62.9%M/66.6%PNTS, Data-Table 11) were aware of the support webinars on offer, promoted via the Intranet, providing support on different aspects of well-being, e.g.:

- Living with Someone with COVID – Tips for the Home (Feb 2021)
- Returning to Work and Easing Lockdown Anxiety (May 2021)
- Children, Teenager and Young People's Mental Health Awareness (May 2021)

AP35: To regularly remind managers to promote EI social events and ensure all team members feel encouraged to participate (e.g. July Sports event and BBQ for EI's 13 Birthday, Figure 15 & 16).

AP36: To highlight a range of roles and achievements across the Institute via EI-All and 'Inside EI'; to ensure a diverse range of staff from all levels are included

AP37: To regularly remind managers to highlight and celebrate within their teams and/or to the wider institute individual and team successes;

Figures 15 & 16 Tug of War and picnic at EI's 13th Birthday Celebrations - July 2022

2.1.3 Data Collection and Profile

Data for this submission have been drawn, (for staff) from our HR data system and (for students), from records in our Graduate School Office (GSO). Recruitment data are also drawn from these systems. All data trends are shown at **Appendix 2.**

Our AS-2022 covered staff and students and the most pertinent of these data are shown at Appendix 1. We centred our questions on the Advance-HE model for universities.

EI has grown slightly in the last five years from 99 staff in 2018 (40F/59M) to 112 in 2022 (48F/60M/4 PNTS), thus an increase of 20%F. No staff have formally self-declared as gender-fluid or non-binary although, anecdotally, we know we include staff who identify as non-binary. We will endeavour to increase the trust of our staff by ensuring it is clear why we collect staff data and that it is kept strictly confidential (**AP8**). We are proud of our track record in keeping personal data strictly confidential.

As well as job category, working pattern and other contract-related data, we hold - where the individual chooses to declare - data about age, disability, gender, nationality, race, religion and belief and sexual orientation. Our range of options for gender identity is:

- Female
- Male
- Non-binary (e.g. androgyne people)
- Prefer not to say

Staff can access their HR record from the NBI intranet and update their personal details at any time, including their preferred personal pronouns.

Data-Tables 41-47 profile our staff by ethnicity. We note that our total proportion of minority ethnic staff is 15.2% (Data-Table 45, Figure 52) which is very close to that reported by Advance-HE for BAME staff at HEIs (15.4%; *Advance HE Equality in Higher Education Staff Statistics – 2021*, p252). Most of our minority ethnic staff are in research posts (13/17, Data-Table 46). ▮▮▮. We will pay particular attention to BAME career development alongside gender in our Action Plan (**AP15, AP23, AP28, AP39, AP41, AP45**).

To improve our understanding of the development of our staff and student population we will provide an annual report to SMT, ET and HRSC, monitoring trends on gender, ethnicity, disability, religion and belief and sexual orientation (**AP5**).
To lead by example, we will endeavour to recruit members to the BoT from a diverse background as membership is reviewed (**AP4**).

2.1.4 Appraisal, Career Development and Support

Every new member of staff has a period of probation and, once employment is confirmed, an appraisal each year between April–June providing an opportunity to reflect on progress and next career steps.

All appraisees have a meeting with their Line Manager and receive written comment from a co-signatory, whose role is to provide an independent review on progress and development. This also provides an avenue for mentorship outside the line management relationship. There is 100% completion rate. Both probation and appraisal use on-line systems which engage line management at each stage of the process.

In answer to the AS-2022 question 'I receive useful feedback on my career development through performance reviews' most respondents rated the process positively (68.8%F/60.0%M/66.7% PNTS,) but men were more likely to disagree/strongly disagree (9.4%F/22.9%M/0%PNTS) (Data-Table 12).

For future appraisal rounds we will:
- emphasise to appraisers the requirement to provide constructive and developmental feedback to staff at all career stages (**AP11**);
- review training for appraisers to ensure it equips them to provide such feedback successfully (**AP11**);
- suggest to appraisees via appraisal guidance that they request further discussion if they do not feel they have received useful feedback (**AP11**).

Figure 17 Careers Clinics, promoted via NBI Intranet, June 2022

All students and staff are offered support via the NRP-wide, UEA-based Careers Central (CC). Career Clinics are promoted on the intranet. During the pandemic these moved onto Microsoft Teams rather than in-person meetings with the result that overall engagement increased.

Confidential guidance is available by phone, email or Microsoft Teams for career-related concerns, guidance and interviews. CC also provides PGR students with:

- Employer talks;
- Career development workshops;
- Enterprise support - funding and start-up advice;
- Graduate internships.

PhD students can receive support for applications for professional internships as well as a post-internship reflective-review appointment.

To improve awareness of CC's services we will:
- promote forthcoming Career Clinics at EI-All and via email updates to all staff and students (**AP13)**;
- invite the NRP-Careers Adviser to speak at EI-All annually (minimum) to improve engagement with available services (**AP13**).

Throughout the year, all staff are encouraged to improve and refresh their skills through learning and development opportunities (such as cross-training) and fulfilled, in part, by attending training courses. Many courses are provided by the NBI Training and Development (T&D) team to all Institutes on site and attendance is, therefore, also an opportunity to enhance networking with those at partner Institutes.

Career development courses fall into five main categories:

- Leadership and Management (e.g. HfP (EMBO) Leadership Course (postdoctoral and PI);
- Professional Development and Personal Well-being (e.g. Networking Skills Workshop, Managing Mental Health in the Workplace);
- Scientific and Technical Training (e.g. Horticultural Training for Scientists, Laboratory Techniques, Experimental Design, Research Statistics and Ethics);
- Computing (e.g. Endnote Introduction to Scientific Referencing, Intranet Content Management) and;
- Scientific Computing (e.g. High-Performance Computing Skills and Introduction to Bayesian Statistics for Biologists using R).

Data on training attendance is not currently easily available. We will work with the NBI IT Computer Services to ensure we can extract accurate data to establish take-up trends (**AP9**).

Many other learning and development opportunities are available and encouraged within the Institute, such as supervision of staff or students. Cross-training between platforms, research groups, disciplines and departments has been requested and facilitated. Feedback from staff has been that they would like to have more options for cross-training. The new strategic research programmes are built on an ethos of team science with interdisciplinary working. The leaders are keen to support and encourage this further which, this funding, if awarded, will enable from 2023 (**AP22**).

A pool of trained mentors is also available. EI has eight members of staff across the Institute who have undergone training (6F/2M). A mentor or coach from either within or outside the Institute can be requested, confidentially, at any time by a member of staff, via the T&D webpage on the NBI Intranet (Figure 18):
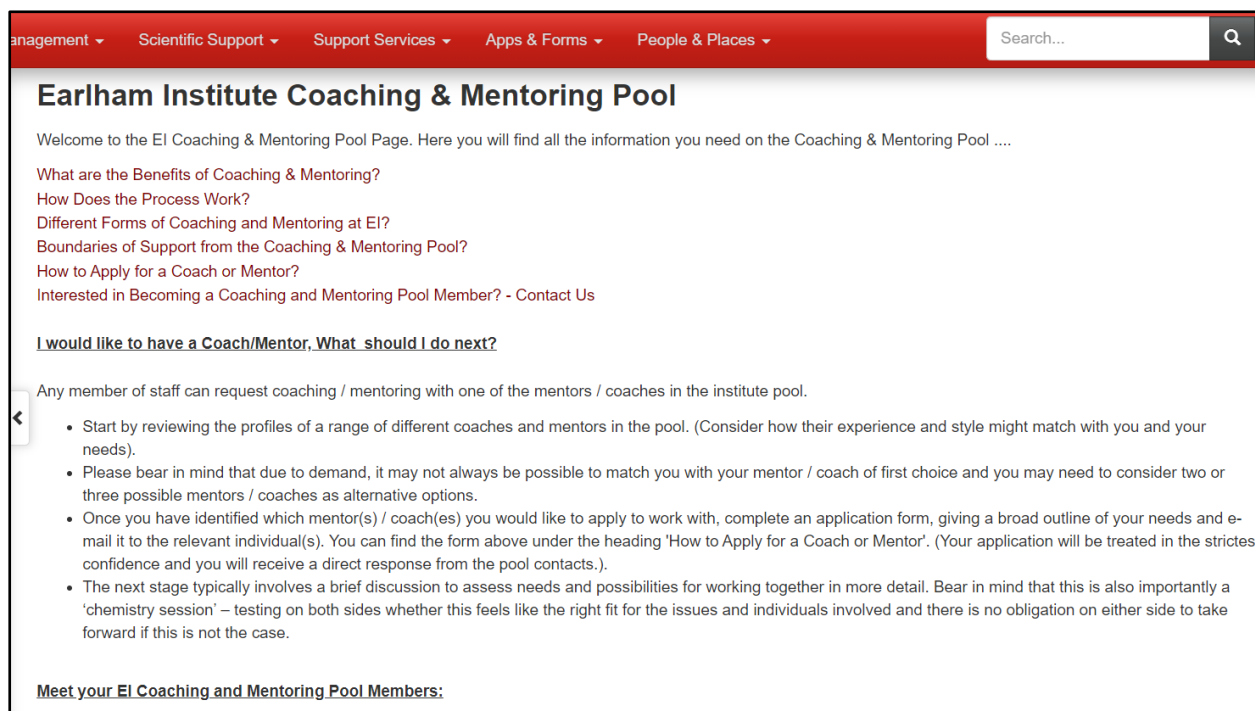
Figure 18 Mentoring information on the Training and Development webpage.

While the scheme is useful, we note there are fewer male or minority ethnic coaches. The scheme will be relaunched but first encourage more coaches to be trained and the scheme promoted widely (**AP23**).

Mentorship is provided by the Head of the RFO to all senior PDRAs considering independent research careers. This comprises identifying opportunities, supporting fellowships applications and establishing a team to support and mentor these applicants. Female staff entering executive positions (F4 and above) are also offered mentoring via the Head of the RFO. We will formalise this scheme (**AP23**).

More generally, most respondents felt their Line Manager supported their development: 81.3%F/80%M/66.7%PNTS agreed or strongly agreed that this was the case (Data-Table 13). However, results were mixed when asked whether the Institute provides enough development options to be able to plan next career steps:

- 37.5%F/31.4%M/0%PNTS agreed/strongly agreed while
- 31.3%F/37.1%M/66.7%PNTS disagreed/strongly disagreed (Data-Table 14**)**.

As this had a polarised response, further actions to tackle these issues are outlined under 'Key Priorities for Future Action', p30.

2.1.5 Family Friendly Policies and Support

EI is covered by, and benefits from, the range of policies applying across the NBI, comprising our maternity, paternity, shared parental and carers leave entitlements. The EI intranet has its own policy page linking directly to the HR 'A-Z' policy page to help staff find what they need quickly.

These are complemented by two additional EI-only policies:

- the Family and Dependent Support Scheme Policy (which provides some financial support for staff and students who wish to attend conferences, networking events, professional development events etc, but who have child/other dependents care which may make it difficult) and;
- the Group leader Carer Fund Policy (covering the costs of a post-doctoral researcher or equivalent for up to one year in the case of maternity, adoption or other significant leave to minimise impact on GL's research programmes).

EI parents can also apply for child places at The Chestnut Nursery an Ofsted-approved, on-site nursery, opened in 2018 following a cross-NBI staff survey in 2015 which confirmed a clear need for childcare provision. Staff whose partners work at UEA can also apply to UEA's Nursery and Busy Bees, linked to the NNUH is also nearby (within half a mile). Since 2017-18 three other new nurseries have opened nearby.

Childcare information is not currently included at job application stage. However, 7F/7M/1PNTS respondents to AS-2022 agreed/strongly agreed that the Chestnut Nursery or another local nursery was essential to their continuing to work at the Institute. We will include the information as standard in future recruitment packs (**AP32)**.

Clear guidance is also in place to raise Line Managers' awareness of the impact caring can have on employees (*Supporting Employees who have Caring Responsibilities*), the random nature of family emergencies and the process for requesting/granting Special Leave. However, we note that some staff may not feel empowered to request this and some managers may interpret the guidance more generously than others, resulting in unequal uptake across EI.

We will:

- clarify parameters for Special Leave
- promote its availability and uses widely to empower staff to ask for it when needed
- ensure managers understand its uses and when to offer it
- review uptake annually to determine areas where managers may be reticent to offer it (all under **AP54**).

As part of EI's *Guidelines for Appointment of Tenure Track PIs and IFs*, there is provision to 'Stop the Tenure Clock' where there are 'compelling personal circumstances.' These could include Maternity Leave, Adoption Leave, severe illness or a period of significant caring responsibilities taken either by the Group Leader/Fellow or a key member of staff. Each circumstance is considered individually and up to a year's extension may be awarded. As such caring responsibilities still disproportionately impact women, it is anticipated this will primarily support the advancement of female research staff. It should also remove any potential bias due to any perception that hiring staff likely to take parental leave may disadvantage or disrupt a research programme (further mitigated by the Group Leader Carer Fund Policy).

An NBI Parent and Carer's Group (PACG) is open to EI staff. This offers an informal, friendly networking group, meeting bi-monthly. PACG also raises appropriate issues with relevant Institutes and/or Human Resources and provides an on-line directory to all the facilities and signposting to useful policies for parents and carers. EI is developing its own guide, specific to EI facilities/policies, which we will promote on EI's A-Z Policy and Guidance list on the Intranet and share with new starters. For example, it will reference EI's dedicated Nursing Room, equipped with a fridge and an appropriate chair to support baby-feeding (**AP32)**.

Survey responses indicated most staff have positive experiences in respect of support around types of family leave (░░░░░░░░░░░░░░░░░░░░░░░░░░░░ ░░░░░░░░░░░scores were more negative about support on return to work than before or during taking Maternity/Paternity or Adoption Leave), we are keen that support is consistent, positive and sustained for all staff balancing parental or care duties with work.

2.1.6 Wellbeing and Workload

Workloads are reviewed at appraisal and are agreed between appraiser and appraisee while establishing their forward objectives. Most respondents to AS-2022 (62.5%F/65.7%M/66.7%PNTS) agreed/strongly agreed that their 'workload is manageable'. Women were more likely to disagree (28.1%F/20%M/0%PNTS, 9 of 32F/7 of 35M, Data-Table 15). When asked whether workloads are allocated fairly, a much greater proportion of women than men agreed/strongly agreed they were (65.6%F/54.3%M). Men were more ambivalent (6.2%F/22.9%M). 4F/3M (12.5%F/8.6%M) disagreed/strongly disagreed (Data-Table 16). To help improve these issues we will review Appraisal Training for Managers, emphasising the need to discuss workload and equipping them with techniques to support staff, particularly when managing small teams (where individual burden may be higher) (**AP53**).

We felt that the results may be influenced by tensions that may exist between pastoral care/student supervision and other incidental but essential work. Research shows that, more widely, gendered difference can exist in academic workload allocation, for example, in pastoral care of students, administrative duties or teaching *(Morley, 1994; Barrett and Barret, 2013*). It is possible that staff have also recently been affected by home-schooling or additional elder care during the pandemic which may have impacted their feelings around workload. We will monitor this aspect in future surveys (**AP53**).

To provide support, beyond line management, with stress-related issues or other workplace and personal matters, all staff have access to an Employee Assistance Programme (EAP). This includes a confidential telephone counselling and information service and online support via a website. EAP Information Specialists are trained by Citizens Advice while Counsellors are professionally qualified and BACP accredited. All contact with the EAP is strictly confidential.

2.1.7 Dignity and Respect

Clear expectations of behaviour are communicated from Induction onwards. New staff complete a mandatory, online, training module about dignity, respect and EDI which is refreshed every four years.

As part of the online Staff Handbook there is also a Competency Framework, setting out expected behaviours, including 'Respect for the dignity, belief and abilities of every individual' which provides positive and negative examples of behaviours (see Figures 12 & 13, p20).

Where a grievance or complaint is raised about bullying or harassment and a formal investigation is required it will be dealt with by trained investigators to help ensure objectivity. Due to EI's size, we feel it is important for complainants to feel able to come forward and this process is designed to support that. We were very disappointed, therefore, to find that five staff (2F/3M) reported in our survey that they had experienced bullying or harassment in the last twelve months (cf. zero students) (Data-Table 18). Seven staff (3F/3M/1PNTS) had also witnessed B&H in the same time period (cf.1M student) (Data-Table 19). While most staff know how to report B&H, thirteen staff (5F/7M/1PNTS) did not cf. 6F/1M students (Data-Table 20).

Most staff agreed/strongly agreed that EI's management are active in tackling D&R issues (50%F/42.9%M/0%PNTS) although eight staff (3F/4M/1PNTS) disagreed/strongly disagreed (Data-Table 21). Ten staff respondents (4F/5M/1PNTS) (Data-Table 22) were not satisfied with the way B&H issues are handled at the Institute (cf.1F/1M students). We have identified that Institute policies follow good practice, but that the process for managing B&H are not well understood by staff. We believe this may be due to the confidential nature of many cases, but to not be complacent, we will ensure our D&R processes are transparent and promote awareness on a regular basis to ensure all students and staff know how to raise an issue effectively (**AP33 & AP34**).

2.2 Key priorities for future action

1. GENDER POLARISATION IN DIFFERENT JOB CATEGORIES

It is clear from our data, split by gender, role and job category (Data-Tables 27-46) that we have gender polarisation of key roles in the EI workforce.
Key issues here are:

- A need for advancement of female scientists into senior grades
- A need for attraction of men into administration roles.

Data-Tables 37 & 38 show Research staff by grade and gender. Several points can be noted:

Most female research staff are employed between grades A9-F4 in the five years 2018- 2022 (1F at PC2, 2018-2020), with the bulk clustered on grade D6. Male research staff are employed between grades B8-PC1. Most men are also on D6, but a significant number are also employed on grades E5 and F4. Research at EI requires a mix of disciplines:

- Bioscience
- Computing Science and Data Science

Some staff have backgrounds in mathematics, physics or engineering.
While HESA statistics (2021 Report) show 47% of Bioscience staff in HEIs are female, Engineering is at 28%, Mathematics has 24%, IT and computer software engineering is at 23% and Mechanical Engineering has 18%. There are therefore, in the UK, far fewer women working in some of the key areas of research at the Institute. At grade D6, the proportion of women is on average 20% and this proportion has remained at least 10% lower than men (Data-Table 38). The talent pool is challenging in our sector and we recognise that over the previous five years we have not been able to positively influence the balance within the Institute.

The need to improve is clear. Our actions interlink with 2. *Sustained Career Development and Support* and 3. *Recruitment and Selection* below.

We will:

- improve transparency around progression/promotion and ensure staff know how to find the process (**AP25**);
- ensure all recruitment opportunities are promoted internally (**AP14**);
- prepare a recruitment brief for use when putting jobs out via informal networks to ensure equality issues are properly considered (**AP26**);
- particularly encourage female scientists at Earlham to consider applying for senior roles (positive action) since research shows they are less likely to consider themselves ready for promotion/progression (**AP14**);
- continue and extend the executive mentoring provision offered to senior female staff in both Research and PTO roles (**AP23**) and;
- ensure, via appraiser training, that career development plans of all staff are discussed at appraisal and reviewed mid-year (**AP11**).

PTO staff show a different pattern (Data-Tables 39 - 40). From 2018–2022 women occupy grades B8-PC2. Apart from three individual posts (2018, 2022) men are employed between D6 and G3. Most men and women are clustered at grades D6 and E5 and there is a higher proportion of men than women at E5 but there are twice as many women than men at D6 and overall ~a third more women than men in PTO posts.

Two issues are suggested here:

1. Attraction of men to PTO positions, but also,
2. Encouraging women to advance to E5+

We will:

- review job specifications and adverts to ensure gender neutral language is used throughout when vacancies arise (**AP27**);
- review job specifications to ensure 'essential' criteria are kept to a minimum and have a clear rationale linking to the job in question when advertising roles(**AP26**);
- publicise case studies on different roles on the operational/technicians teams to show career progression opportunities, including those who have redirected their administration/technical careers within EI (**AP27**);
- source Institute of Leadership and Management (ILM), or similar training for women in administration roles (**AP15**);
- include inspirational articles in our communications based on staff/student experiences of career progression and support (**AP24)**.

2. SUSTAINED CAREER DEVELOPMENT AND SUPPORT

Evidence from AS-2022 suggests early career training is well received, but staff also need intermediate and advanced skill sets to progress effectively. Actions around appraisal are outlined at 2.1.4 above.

Due to the size of the Institute (we believe we may be one of the smallest to engage with Athena Swan), with a relatively flat structure, and the proportion of staff directly affected by fixed-term funding, we must support our staff in four ways to:

1. develop with readiness for any internal promotion/progression opportunities in mind;
2. enable them to build transferable skill sets to equip them for opportunities related to core specialisms for both internal and external opportunities;
3. support them in building on existing specialisms to enable them to advance successfully in an external position;
4. specifically consider sustained support for minority ethnic staff (see Data-Tables 46 and 47).

These aims also link to the need for women to advance further in Research and to some extent in PTO posts. We will:

- explore gender and BAME-specific leadership and management training, e.g. Aurora, ILM, and fund places centrally (**AP15**);
- ensure T&D needs are effectively collected at appraisal and fed into the central T&D team (**AP16**);
- discuss intermediate and advanced skills training with the TDM and determine which can be run as NBI courses (**AP17**) and;
- triage those T&D requests which need to be sourced externally and ensure they are followed up (**AP16**).

As well as preparing staff to advance in their specialisms we will better equip them to think about external opportunities and linked careers:

We will:

- hold an annual Athena Swan talk, inviting alumni who have chosen different career paths to share their experiences (**AP18**);
- publish a guide called 'Career Paths' which will outline possible routes and what may be needed to advance (**AP12**);
- examine career routes in detail to determine where next steps are not clear or may be varied and improve clarity of options, e.g. for PDRAs (**AP12**);
- invite the NRP Careers Adviser to talk, annually, at EI-All, about the services on offer (**AP13**);
- improve development, career and networking opportunities for our Technical staff, an essential group who are often in the background of our achievements, we will commit to the Technician's Commitment (**AP19**) and develop a connected Action Plan;
- promote technician opportunities via EI-All, Inside EI, etc (**AP19**);
- encourage 'Good Culture Conversations' by highlighting, via EI All, and within research groups, which training experiences people have found positive so that others may follow (**AP20**);
- send EI-All emails about internal roles which become available and the experience/qualifications needed to apply (**AP14**);
- Introduce regular meetings between Head of T&D and COO to review progress against requests (**AP16**) and;
- Provide placements/observation opportunities in other parts of Institute for skills development and future progression potential (**AP21**).

3. RECRUITMENT AND SELECTION

Recruitment and selection data appears in Data-Tables 51-54

Gendered variations in application rates are evident – men dominate in applications to Research, Technical Scientist and Research Leader posts and more women have applied for PTO posts. Despite the disparity in applications there is little gendered difference in shortlisting rates and women do not appear to be disadvantaged by our recruitment process, although may be slightly less likely to take up a post, once it has been offered.

Our key challenges are therefore:

- how do we encourage more women and a more diverse range of candidates to apply for senior research posts, leadership roles, senior admin posts and 'technical scientist' posts?
- Is there more we can do to encourage candidates to accept offered posts or understand why they don't?

In response, we will:

- Review recruitment training to ensure it encapsulates how to create a job description based on needs, ensure essential requirements are truly essential (and limit their number), ensure interview questions link to key skills needed (**AP26**);
- Review our online application process to ensure good candidates are not unnecessarily excluded (**AP30**);
- Encourage managers to advertise posts as potential part-time roles as frequently as possible, to consider combining part-time posts and to include flexible working where it is feasible, particularly at senior levels (e.g. GL) (**AP31**);
- Include PACG information and link in every recruitment drive, ensuring it is equally highlighted in senior roles as more junior (**AP32**);
- Consider more flexible entry routes, i.e. not purely the traditional academic track (**AP26**);
- Advertise roles in channels which are highly rated by women and more diverse communities to try and attract a more diverse staff base (**AP28**).
- Diversify interview panels as much as possible, to broaden diversity (**AP29**).

4. CULTURE: DIGNITY AND RESPECT and INCLUSION

Consultation Data, Data-Tables 18-22.

We refer to issues which emerged through feedback in AS-2022 regarding issues of bullying and harassment, indicating a lack of trust in our processes. We recognise the need (especially as a relatively small organisation) to ensure people both perceive issues are handled effectively and that complainants' expectations are clarified and managed appropriately (i.e. to consider what they want from the process and that outcomes may or may not involve formal disciplinary processes, depending on the circumstances).

To build trust and improve our effectiveness we will:

- Highlight the process by which complaints are dealt with to counteract loss of such knowledge through staff turnover (**AP33**).
- Introduce an informal route through which people can be advised or signposted on D&R issues to try and resolve them before they escalate (**AP33**).
- Review our process to ensure complainants' expectations of outcome are considered (**AP34**).
- 'Temperature check' D&R issues more frequently with short surveys (**AP34**).
- Highlight more frequently, through EI-All, behavioural competency and expectations (**AP34**).
- Proactively highlight and develop behaviours to equally respect all individuals regardless of their role in the business (**AP34**).

Other issues of inclusivity which we will address include:

1. Greater engagement with our staff from minority ethnic groups. When analysing our AS-2022 results we were disappointed to see that responses had been received from only two of our 17 BAME (11.7%) staff. We will carefully consider our communications around the inclusivity of our Athena Swan work and when we launch our next AS survey, engaging champions to promote the benefits of engagement in addition to line managers (**AP39**) and ensure the IDEA-C membership retains its BAME representation as members are replaced through the Terms of Reference (**AP40**). We will explore the potential for a BAME Staff network (**AP45**).
2. We will improve our intersectional data via our annual report (**AP6**) and in the longer term and with partner institutes, explore the possibility of an 'Equality Dashboard', i.e. an IT solution whereby equality/intersectional data can be constantly and easily monitored.
3. We believe our Institute imagery to be representative of our different staff groups but we will review this (**AP41**) and ensure it is the case and is sustained by our Communications Team.
4. Responses to AS-2022 showed that women felt somewhat less comfortable than men in speaking up and expressing an opinion ( ) 11F cf. 8M were ambivalent. 19F cf. 26M felt comfortable. We will explore the possibility of assertiveness training with the aim of empowering staff to feel comfortable in this respect as well as adding 'listening to all' and accepting 'outside' views within our management

training/EI-All presentations (**AP42**) and as part of our D&R awareness generally.

5. We will introduce an IDEA Series within our communications to specifically highlight an inclusive range of information around our minority groups (i.e. all protected characteristics (**AP43**).

6. We will establish an IDEA Board in our Atrium where a range of inclusive information can be displayed (**AP44**).

7. We will host Athena Swan-themed networking events/talks (**AP43**).

8. Having piloted Active Bystander training at EI for NBI this will become a mandatory part of our D&R training (**AP34**).

9. We will explore whether we can establish a sustainable network for equality issues or whether we can engage with those already established on NBI or the wider NRP (e.g. JIC REED, for minority ethnic staff) (**AP45**)

5. TRANS AND NON-BINARY STAFF AND STUDENTS

Currently, we have no staff who self-declare as either trans or non-binary, although anecdotally we are aware of non-binary colleagues. This potentially indicates an issue of trust in the confidentiality of our systems. Additionally, we need to work to:

- Improve the experience for these groups
- Make EI a welcoming place for trans and non-binary colleagues
- Improve understanding around gender transition

We will work to reassure staff of the Institute's integrity in this respect by:

- Improving our explanation to new staff and when running surveys which collect such data, of how the protected characteristic data is held, who has access and how the collective information will be used to improve trust (**AP8**).
- Exploring the possibility of joining Stonewall and through engagement with them determine how we can improve our provision for these staff (**AP46**).
- Ensure our recruitment information uses gender neutral language and is inclusive of information for trans/non-binary people (**AP47**).
- Providing a guidance document for staff who are transitioning/approaching transition to ensure they know how to get the help they require on practical issues, for example, changing their identity card, changing records, handling a return to work after transition etc (**AP48**).
- Ensuring IDEA-C regularly includes work on this area (**AP49**).
- Providing Trans and Non-Binary Awareness Training for staff to ensure that people are able to work confidently and harmoniously with trans or non-binary colleagues (**AP50**).
- Developing our Teams space to discuss LGBTQ+ issues, resources and initiatives (**AP51**).
- Providing sanitary wear in all toilets (**AP52**).

6. FAMILY-FRIENDLY and WELLBEING SUPPORT

EI has a strong range of family support policies/wellbeing practice in place already but there are areas we can improve, and it is critical that we sustain or improve on good practice in future years. Survey responses showed most staff on maternity, paternity and shared parental leave felt well supported prior to and during their leave (4F/5M). � All scores were positive relating to taking time off for caring responsibilities (3F/8M/0PNTS), however, marginally lower scores were recorded on return from family-linked leave (▬▬▬▬▬▬▬▬▬▬). We will:

- review our processes around family leave, support on return and Line Manager refresher training/awareness raising practices, aiming for 100% positive experiences (**AP54)**,
- ensure frequency of communication of our support policies, to ensure those on fixed-term contracts are fully aware of the range of support available (**AP55**).
- Include experiential pieces in our communications (e.g. via Inside EI, EI-All) about leave and how good support helps (**AP55**).
- Inform the workforce (with the individual's permission) when someone leaves and returns to encourage supportive responses (**AP35**).
- Introduce a returners' survey (**AP54**).
- Highlight regularly who our Mental Health First Aiders are to encourage staff to approach them if needed (**AP56**).
- Ensure Line Managers receive well-being support information and provide training for all via EI-All (**AP56**).
- Highlight lesser-known policies in our communications, such as bereavement support/emergency leave (**AP55**)
- Set up an email box 'equality@earlham.ac.uk' to enable staff as individuals or in their capacity as managers to ask for clarification on issues (**AP57**).
- Offer science skill refresher training to returners after lengthy breaks (e.g. maternity/adoption leave, etc) (**AP54**).
- Review training of appraisers/appraisees to heighten awareness of potential mental health issues and how to support staff (**AP56**).

78.1% Female respondents to AS-2022 agreed/strongly agreed their 'mental health and/or wellbeing are supported by the Institute' compared with 60%M/33.3%PNTS (Date Table17). However, 21.9%F/20%M disagreed/strongly disagreed.

The Institute marks Mental Health Awareness (MHA) Week in early May and circulates all-staff emails highlighting events such as a Bake Sale to raise funds for the Mental Health Foundation and also the Crochet/Craft Club which meets for an hour every other Thursday. EI's Director sent an all-staff email explaining this year's theme was 'loneliness', something many of us experience particularly during the pandemic, and encouraging people to get involved with the activities. Training sessions in 'Menopause Awareness' as well as 'Mental Health Awareness' 3.5 hour workshops provided by MIND are regularly provided (Figure 19).

We will:
- highlight mental health support services and more frequently during the year and give training sessions higher profile in our Communications (**AP59**);
- ensure Line Managers receive training in MHA (**AP56**);
- roll out menopause guidance for managers, and explore the possibility of an NBI-wide Menopause Café in collaboration with other on-site Institutes (**AP58**) and;
- mark the national Men's Health Week each year and introduce a Women's Health Week, in collaboration with NRP partners, annually (no national week exists in the UK for this yet) (**AP59**).

Who Can Attend	Employees across NBI (EI, JIC, QIB, TSL, NBIP) Please ensure that you discuss this training course with your line manager in advance of booking a place on this course. If you are from either TSL or Earlham, you will also need to check financial approval to attend from your budget holder. Please enquire within for expected per person costs via training@nbi.ac.uk.
Who Benefits	Anyone with an interest in mental health and/or supporting others
Course Content	- Looking at how much of an issue poor mental health is - Understanding some of the mental health effects of the pandemic - Understanding mental health as a continuum - The Recovery model - a holistic approach to health - The role of stigma and discrimination - Human emotional development and Paul Gilbert's model of emotional regulation - The effects of shame and trauma, and how these influence our helping styles - How to know that someone may need support - Empathy skills - Understanding stress - Gaining understanding from lived experience of mental distress - Self-care and how to actively look after your mental health: key elements, including the 7 Ways to Wellbeing. - Resources and support services.
Objectives	- To introduce key concepts around mental health and how and why we become "unwell" - To develop delegate's understanding of the lived experience of mental ill-health - To enable delegates to feel more confident in approaching and supporting people who are experiencing mental distress - To develop delegate's understanding of their own mental health and how to optimise it

Figure 19 Mental Health Awareness Course Outline – June 2022

Total Section 2 word count: 3,453

Section 3: Future Action Plan

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
COMMUNICATIONS							
AP1 p16	To raise awareness of Athena Swan activity among Staff and Students	Overall response rates to our Athena Swan Survey 2022 were average (64% staff; 61% students). We also note there was very low engagement from male students (3 of 9 potential) and members of BAME staff (2 of 17 potential),	a) To include regular updates on activity on the Action Plan in EI-All, 'Inside EI' (internal newsletter) and all-staff emails. b) For IDEA members to champion the aims of the charter and benefits (actions taken) from engaging with the survey when open.	Athena Swan Lead with support from Head of Comms and IDEA-C members	Minimum two updates at EI-All per annum. Standing item in 'Inside EI' (content can be case studies, career stories, activities etc)	01/07/2022 and on-going	90%+ overall response rate for our future Athena Swan surveys.
GOVERNANCE							
AP2 p17	To ensure activity is undertaken against our commitments in this plan and reported to senior groups in our governance structure.	To ensure actions are followed through and we stay true to our commitment to these actions; to ensure transparency and oversight.	Activity on AS will be reported to each IDEA-C and ET and quarterly to the SMT and Board of Trustees Action Plan priorities will be reviewed as a standing item at each IDEA-C, adding further actions if critical gaps are identified. A part time dedicated EDI project officer post will be recruited to support delivery of EDI initiatives in EI and report on and monitor our progress.	Chair of IDEA-C	Reports and review of activity takes place as outlined on an on-going basis. Action Plan is tracked with RAG system and a log of activity undertaken, showing which actions are outstanding, in hand and completed.	from August 2022 and on-going	Actions are completed. Evidence is built via our RAG Log system to enable us to advance to Silver Athena Swan award level.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP3 p19	Make explicit the link between Athena Swan and other equality work to EI's Strategic Plan	For greater synergy and clear direction between work on equality and EI's overall direction.	Establish an Equality, Diversity and Inclusion Strategy to connect to our AS Action Plan and EI's Strategic Plan.	Director/Chair of IDEA-C	Equality, Diversity and Inclusion Strategy is approved by ET and BoT; EDI Strategy is published on our Intranet and launched to all staff via EI-All/Inside EI	By June 2023	Clear links between EDI work and EI's strategic direction are established, published and communicated.
AP4 p23	To have a Board of Trustees which reflects the diversity of the Institute	To improve diversity from the top level down, beyond gender balance.	As membership of the Board of Trustees is reviewed seek to recruit members from a diverse background, taking all protected characteristics into account.	Director/ Chief Operating Officer	New recruitment brief for head-hunting/recruitment exercises for these positions to explicitly include this requirement; Board of Trustees has a more inclusive membership and shows increased diversity.	By July 2027	Board of Trustees has ~ 50% gender balance; BAME, LGBT+, disability is improved from current status across next 6 years, with a better reflection of diversity of the Institute initially. [noting board is <9 persons, and terms are up to 6 years].

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
DATA							
AP5 p23	To improve our understanding of staff and student populations and their development over time	Tracking of our staff and student profile is essential for understanding the Institute's development and ensuring access to work and study is not restricted	We will formalise our monitoring of staff and student populations on an annual basis and present the trends for key protected characteristics to ET, SMT and HR Strategic Committee annually. We will include recruitment and admissions trends.	EI EDI Project Officer with the support of HR and the Graduate School Office	Annual reports as described for ET, SMT and HRSC.	From August 2023 and on-going	Reports are sustained each year and contribute to our planning processes and policy review.
AP6 p34	To improve accessibility of equality monitoring data	Equality data takes time to extract and put into a meaningful form but the data is increasingly required. This is true for all Norwich Bioscience Institutes. We may be able to improve efficiency and reduce staff cost in this area.	Improve data retrieval for equality information by exploring the possibility of developing an 'equality dashboard' for NBI.	Chief Operating Officer with support from Head of ITCS	Equality Dashboard' in place with all protected characteristics included and the ability to intersect data inbuilt.	Development of the underlying databank in hand by 2024 and dashboard in place by c.2026.	Immediate retrieval of 'real time' data (or daily updated data) in place and accessed by all institutes by end 2026.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP7 p13	Disaggregation of staff survey by gender	Staff surveys are run frequently but the results are not currently disaggregated by gender creating a missed opportunity for our work on gender equality.	Explore using an external survey provider to ensure anonymity. Ensure future reports are disaggregated by gender, as a minimum. Run annual surveys.	Chief Operating Officer	Future staff surveys will be disaggregated by gender; Surveys will be run annually; Steps will be taken to reassure staff about anonymity and confidentiality.	From 2023 Survey	External provider in place and staff/student surveys running with results disaggregated by gender as a minimum. No concerns re. anonymity expressed by staff.
AP8 p23, 35	Improve levels of trust regarding personal data collection.	Feedback from the Athena Swan survey showed that a handful of respondents (<5%) expressed concerns about anonymity when survey data is disaggregated.	Explain use of personal data at all points where it is collected and revise current statements on documents to build trust among all our minority groups.	Chief Operating Officer	Improved statements regarding use of personal data at all points of collection, including surveys.	For all surveys from September 2022 onwards	0% negative responses from Athena Swan and Staff Survey respondents in respect of data handling.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP9 p25	Develop training data to an accurate level by gender and job category as a minimum	Training data is not currently accurate enough to enable tracking of training uptake effectively by gender and job category. The records also conflate Professional Development with Wellbeing training and these are more useful and relevant when separated to determine uptake of each.	Work with ITCS to: ensure Training Data can be accurately extracted by gender and job category as minimum disaggregation; disaggregate the Professional Development/Wellbeing training as these are not the same training types	Chief Operating Officer with support of Head of ITCS and TDM	Training data is included in report to ET and SMT each year.	By end 2024	Training data can be accurately disaggregated as described on an ongoing basis; Professional Development and Wellbeing training are disaggregated and reportable as separate training types.
ADDRESSING GENDER POLARISATION/CAREER DEVELOPMENT							
AP10 p12	To formalise recognition for work on equality.	Recognition for work on equality is not consistently recognised.	To include a prompt in the appraisal form and to include the rationale in appraisal training. To introduce an new specific reward system for contributions to EDI at EI; Add an EDI award in to the Institute's existing annual awards. Explore how to include EDI in existing promotion and/or bonus systems.	COO with support from HRM and AS Lead	Outlined steps are added, with appropriate accompanying guidance, and recognised and applied across EI as part of staff reward and recognition.	All in place by end Q4 2024	Staff feedback in surveys reflect that work on equality is recognised and rewarded; aiming for 0% negative feedback.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP11 p24, 30	To improve developmental feedback from appraiser to appraisee in annual appraisal	Response rates to the AS 2022 Staff Survey showed that 22.9% men (cf. 9.4% of female respondents) disagreed/strongly disagreed that they received useful feedback on their career development through appraisal.	To proactively remind appraisers, via training and via EI-all appraisal reminders, that developmental feedback is at the heart of appraisal.

To review appraiser training to ensure it equips Line Managers to provide such feedback to their staff.

To review appraisal guidance to empower appraisees to request further discussion if they do not feel they are receiving the guidance they need.

To ensure a mid-year review of career development plans is held for all staff. | Chair of IDEA-C with support from HRM | Revised training in place.

Positive responses to future staff and student surveys (i.e. All staff/students agree or agree strongly that they receive useful feedback on their career development) at appraisal or during other review discussions. | August/Sept 2022, in preparation for the next appraisal round in April 2023 with refreshers/reminders in place minimum of annually thereafter | To increase satisfaction rates for developmental guidance, particularly for men, by ensuring appraisers are equipped to provide this aspect and it is not overlooked. Aiming for 0% negative feedback in future surveys. |

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP12 p32	Publish a guide called 'Career Paths' which will outline possible routes forward in different job categories or roles and what may be needed to move forward	To improve career development advice and information provided to staff at all stages; Examine career routes in detail to determine where next steps are not clear or may be varied (e.g. for PDRAs, software engineers or data managers) and clarify options	A document called 'Career Paths' is under development. This needs to be completed, published on-line and widely disseminated to students and staff. Establish working group/road test document	Chair of IDEA-C with support from Head of Comms	Published Career Paths guide. Visible on intranet. Guide widely disseminated - high awareness among students and staff; Students and staff have improved awareness of career development options, reflected in survey feedback.	Completed document to be online and widely disseminated by November 2023.	Aiming for 0% negative feedback in response to questions about career development support in future AS surveys.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP13 p25, 32	To promote forthcoming Career Clinics via EI-All or all student and staff emails; To invite the NRP Careers Adviser to speak at EI-All/part of IDEA series annually, as a minimum, to improve engagement with Career Central services.	There are a range of services available for career development advice but awareness is low. Improving knowledge of the service will raise engagement with it and improve the sense of support along with understanding of potential career moves.	To heighten awareness of and engagement with the Careers Central services for career development by email and other communications routes. To invite the NRP Careers Adviser to speak at EI-All/part of IDEA series annually, as a minimum, to improve engagement with Career Central services. To monitor engagement of EI students and staff with CC	Head of Comms with support from Athena Swan Lead	Promotion of Careers Central services at EI-All and in Inside EI. CC Adviser talk at least once a year. Greater engagement by EI students and staff with CC services (data to be disaggregated by gender)	Sept 2022/by April 2023 in tandem with AP11.	Engagement by staff and students increases by 10% minimum between Oct 2022 to Oct 2023
AP14 p30, 32	Maximise progression opportunities	Currently advertised opportunities are not usually flagged to staff in the Institute. This action will improve access to career progression opportunities within the Institute.	To ensure recruitment opportunities advertised by EI are circulated internally as well as include a positive action statement to encourage woman to apply for senior roles.	HRM Institute Director	Opportunities appear regularly by email to all staff and are also highlighted at EI-All A log will be kept by HR of internal staff who respond to these vacancies and reported to IDEA-C annually.	Aug-22	Staff apply for highlighted posts. This will be monitored by log.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP15 p23, 31,32	Improve opportunities for women to increase their 'career capital' by undertaking leadership training (offering bespoke-for-women options).	Women in scientific roles are not achieving Group Leader positions. Women in administrative roles do not always progress (data shows a cluster at D6). Currently there are no bespoke leadership courses running for women or staff from minority ethnic groups.	Source Institute of Leadership and Management (ILM) or similar training for women in administration roles who have been at the Institute for three years or more. Fund a place on Aurora Leadership training and subject to positive evaluation, fund up to three places per annum. Source BAME leadership training and fund places.	Chief Operating Officer	An increase in the proportion of women and minority ethnic staff attending these courses. Positive evaluation of the courses from the attendees.	Jan-23	Courses are identified and offered to female staff and minority ethnic scientists and administrators by end 2023 and on-going. Update of at least 60% of those courses offered to.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP16 p32	Ensure Training, Learning and Development needs are effectively collected at appraisal and passed to the central T&D team. Monitor the extent to which the needs are met across the Institute.	Feedback from our Athena Swan survey showed training requests were often getting lost/forgotten after appraisal.	Strategic HR Committee will get report of all training requested and follow through with the TDM to ensure there is action/a clear rationale given if training cannot be delivered plus a report of progress against training requests x 3 per annum. Regular meetings between the Head of T&D and the Chief Operating Officer to review progress against requests and raise awareness of any difficulty sourcing requested training.	Chief Operating Officer	95%+ training requests receive a response with a clear rationale if training is not possible and a 'carried forward' list, which is subsequently reviewed x 3 per annum for training which is volume related etc.	Feb 2023	95%+ of approved training requests are delivered.
AP17 p32	To improve intermediate and later-stage career development delivery.	Early career training was well-received in the Athena Swan Survey, but training for those in later career stages, less so.	Discuss intermediate and advanced skills training needs annually with the TDM, post-appraisal, and determine which can be run as NRP courses Triage those T&D requests which need to be sourced externally and ensure they are followed up and linked back to the appraiser/appraisee	Chief Operating Officer with support from TDM	Delivery against intermediate and advanced training requests to be explicitly reported on by TDM in reports to HRSC.	Report to be established for 2022 training requests and ongoing.	90%+ staff feel appropriate intermediate and advanced training opportunities are available to them.

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Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP18 p32	Establish an annual talk to inspire career development using Athena Swan branding.	To inspire those in early career stages and clarify some of the broader routes that women take to advance in their careers.	Hold an annual Athena Swan talk, inviting individuals who have chosen different career paths to speak about their experiences	Athena Swan Lead with support from Head of Communications	Talk held each year. Positive evaluations from attendees.	Apr-23	Annual talk takes place and 90%+ attendees rate it a positive experience
AP19 p32	To provide Technicians with greater career support and development.	Technician's provide essential support to the Institute but currently may have fewer development options than other staff.	Sign up to the Technician's Commitment and develop a connected action plan. Promote Technician opportunities via EI-All, Inside EI and staff email.	Chief Operating Officer with support from TDM	Technician's Champion is identified who will work with Athena Swan Lead and others to set up the required support for the Commitment; Institute to provide time and formalise the role for the Champion to recognise contribution to the success of the Commitment.	Apply by Mar-23	Commitment is in place within timescale; Champion is identified and supported appropriately; Information and career development events are promoted specifically for Technicians. Aiming for 95%+ positive feedback in surveys about career development for this group.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP20 p32	Disseminate positive evaluation of training experiences among staff.	To improve awareness of training availability and which courses prove useful to colleagues, to encourage uptake.	Encourage 'Good Culture conversations' by adding, as a standing item on Group Leaders' agendas in their team meetings, which training experiences people have found positive so that others may follow.	Senior Management Team	Training regularly discussed in team meetings - verified by Athena Swan Survey feedback Checked at SMT Meetings	Sep-22	Responses in future Athena Swan surveys show that 95%+ staff agree that training/successful training options is a standing item at Team meetings
AP21 p32	Broaden staff awareness of different roles at the Institute.	To broaden staff awareness of different roles at the Institute to help inform career development and progression for staff whose progression opportunities are potentially narrower.	Provide observation opportunities for all staff in other parts of the Institute.	Chief Operating Officer with support of Line Managers	Mini-placements/ observation opportunities take place regularly each year. Opportunities for observation are identified at annual appraisals & consideration of observation of other roles where useful to appraisee. Evaluation of observation experience takes place to assess effectiveness.	From January 2023 and on-going	Staff take part in observation opportunities and evaluate the experience positively. Better feedback on awareness of different roles in future surveys.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP22 p25	Broaden skillsets across research/technical teams.	To enhance inter-disciplinary working and provide staff with a broader skillset.	To determine where cross-training is useful and appropriate. To offer these opportunities as part of career development process. Ask new questions in staff surveys about interdisciplinary working to check experiences. Make appointments to roles in the new Institute Strategic Programmes that work across groups (shared line management or move line management during the grant).	Group Leaders and Line Managers	Cross-training opportunities identified; Staff uptake of cross-training; Increased number of staff with shared line management involved in delivering across Institute Strategic Programmes and/or Research Infrastructures.	From January 2023 and on-going	Staff feedback in surveys reflect opportunities are in place and accessible to staff in the relevant teams; aiming for 0% negative feedback.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP23 p23, 26, 30	Refresh Coaching scheme.	There are fewer male and minority ethnic coaches in the scheme and the availability of coaches could be promoted more widely.	To recruit more male mentor/coaches and those from a minority ethnic background to the EI Pool. To train new coaches and refresh training for the existing coaches. To promote the scheme widely. To formalise the mentorship provided by the Head of the RFO to senior PDRAs and female staff entering executive positions.	Chief Operating Officer with support from TDM and Head of Communications Head of RFO with support from Chief Operating Officer.	An increased proportion of male Mentors/ Coaches and those from a minority ethnic background, available in the EI Pool. Increased awareness and uptake of mentorship/coaching from the pool. A written process and guidance for this initiative forestalling any change of role. Annual review of staff to ensure no qualifiers are missed.	From April 2023 (both action sets).	Mentors report an increase in uptake of their services. Achieve a gender balance and increased diversity in the EI coach and mentor pool. All qualifiers for support from Head of RFO are invited to be mentored.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP24 p31	To include inspirational articles based on staff/student experiences of career progression and support in our internal communication.	To be part of our overall 'toolkit' encouraging female scientists to progress and overcome career hurdles or barriers.	To include inspirational articles based on staff/student experiences of career progression and support via family-friendly policies as regular features in EI communications and on web pages.	Head of Communications with support from Athena Swan Lead/ IDEA-C Chair	Experiential pieces are evidenced in Inside EI, on our webpages, in recruitment information, as part of our PACG information.	From Aug 2022 and ongoing	Future Athena Swan and Staff/Student surveys show a high level (95%+) of staff who are aware of policies and practices at EI.
AP25 p30	Improve transparency around progression/promotion opportunities.	Based on survey feedback, many staff felt current practices were opaque and information not readily available.	To work with HR to determine how to be clear with staff about expectations. Make sure people can find the information that already exists.\n\nRun workshops on building a career, including ways to progress at NBI and alternative career pathways to be piloted.	HRM with support from Chief Operating Officer and Head of Communications\n\nTraining and Development Manager	Agree appropriate ways to publicise route for promotion, whilst managing expectations.\n\nWorkshop pilot takes place and if positively evaluated becomes an annual event.	From 2023 and on-going.\n\nPilot to take place by end of 2024.	Future surveys show staff feel promotion process and context is transparent.\n\nWorkshop receives positive evaluation.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
RECRUITMENT AND SELECTION							
AP26 p30, 31,33	To upskill those involved in recruitment.	To ensure that our recruitment training includes essential information regarding gender neutral language and effective, non-exclusive criteria to attract a diverse range of applicants.	In recruitment training: Revisit job specifications and adverts to ensure a) gender neutral language is used throughout; b) essential criteria are kept to a minimum and c) have a clear rationale linking to the job in question; d) prepare a recruitment brief for use when putting jobs out via informal networks, to ensure equality issues are properly considered; e) consider more flexible entry routes, i.e. not solely the traditional academic track.	TDM with support of Athena Swan Lead	Revision of recruitment training with improved version in place and mandatory for all those involved in recruitment; Improved job adverts and specifications across all types of recruitment; Greater diversity of applicants (compared to the diversity recorded to date in terms of gender and ethnicity), particularly in those roles where a particular gender is hard to recruit.	Revision of training by end of Q2 2023; Complete round of training run by end Q2 2024 and refreshed every two years; Greater diversity noted from 2024 onwards	Greater diversity of applicants to roles is noted, of +10% for both female and BAME applicants, as a minimum, by 2025.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP27 p31	To encourage more men into Professional, Technical and Operational posts	Data shows these posts are female dominated, especially at D6.	Publicise case studies on different roles on the operational/technicians teams to show career progression opportunities, including those who have redirected their administration/technical careers within EI. Review language in job titles and specifications for bias.	Recruiting managers with support from HRM and Athena Swan Lead	Training as in action above; a checklist for managers to remind them of how to achieve this.	Training as above; Checklist by end 2023	Revised training and checklist and inclusion of relevant case studies result in a greater proportion of applications (+10% minimum) from men into PTO roles by 2025.
AP28 p23, 33	To encourage more women and applicants from minority communities.	Data shows that our research leadership (E4) and senior PDRA (F5) roles lack diversity.	Advertise all roles in channels which are highly-rated by women, minority ethnic groups and other diverse communities to try and attract a more diverse staff base. Simplify our role requirements, hold two-stage interviews to allow long-listed candidates to be seen in-person; Promote all leadership roles as available part-time and flexible.	Recruiting managers with support from HRM and Athena Swan Lead	To embed as standard practice, a diverse range of recruiting routes, as piloted in advertising for recent senior management roles	From Q3 2022 and ongoing.	Targeted advertising results in an increase of minimum +10% applications from women and people from minority ethnic backgrounds by 2025.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP29 p33	To extend diversity of recruitment panels, including gender but beyond with other protected characteristics	To ensure a wide range of perspectives are engaged in recruitment of new staff, whilst not overburdening those staff who identify in a minority group.	Be aware of the need to be as diverse as possible on interview panels, with the aim of broadening diversity beyond gender balance (already achieved).	HRM with support from Chief Operating Officer and Athena Swan Lead	Recruitment Panel Checklist as part of revised recruitment training process	From Q3 2022 and ongoing.	HR records can evidence our success to achieve recruitment panels are inclusive and diverse against protected characteristics from 2023 onwards.
AP30 p33	To check online recruitment form remains fit for purpose	Review our online application process to ensure good candidates are not unnecessarily excluded by poorly designed system.	Every two to three years IDEA member to try out the process and check it remains fit for purpose. Check what was the experience of applying online, with a sample of applicants.	Chair of IDEA-C	Evaluation and testing results presented to IDEA-C; Issues for review sent to relevant computing area.	From Q1 2023 and at intervals as outlined.	Evidence from testing shows that the online recruitment form does not exclude good candidates; Issues detected are promptly dealt with by ITCS.
AP31 p33	To further encourage posts to be advertised as part time at all levels	To encourage those who may have other responsibilities and wish to work part-time at all levels of grade.	To 'flip' the existing question regarding part time/job share on the recruitment form filled by managers, to ask: is there any reason why this role cannot be managed as a job share or part time	HRM with support from Athena Swan Lead	Revised question on recruitment form. Increase in proportion of jobs advertised as a part time/job share; Roles at different grades offered as part time/job share.	By end Q42023	HR records show an increase in posts advertised as available as part time/job share.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP32 p27, 28, 33	Prioritise information about support for parents and carers in recruitment information as standard in every recruitment exercise	Currently, PACG information is sometimes included but not consistently. Create an EI-specific version which can be shared externally and from there a recruitment pack with all benefits of working at EI.	Include PACG information and link in every recruitment drive, ensuring it is equally highlighted in senior roles as those at a lower level	Head of Communications with support from HRM	PACG Information is clearly linked to recruitment packs.	By end Q4 2022	PACG information and link is included in recruitment information every time from end Q4 2022 onwards.
DIGNITY AND RESPECT							
AP33 p29, 34	Build trust in grievance/complaint processes	Feedback from our Athena Swan survey showed a lack of belief in the processes designed to address issues of Dignity and Respect.	Clarify process and routes on D&R issues - so people know their options on D&R issues to try and resolve them before they escalate; Introduce an informal route through which people can be advised or signposted on D&R issues; Regularly highlight the process by which complaints are dealt with to counteract loss of such knowledge through staff turnover; Re-introduce HR surgery.	Chief Operating Officer with support from HRM, Athena Swan Lead and Head of Communications	Regular information at EI-All, in all staff emails and via Inside-EI (minimum twice a year)	January 2023 and ongoing	Future Athena Swan surveys show incremental increase in trust in grievance and complaint processes and handling over life of action plan.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP34 p29, 34,35	Review our process to ensure complainants' expectations of outcome are considered/managed.	When a complaint is raised EI's HRM meets with the complainant to discuss options and to discuss expectations regarding outcome.	To review this process and to see what additional information can be added about outcomes without reference to specific cases or in any way compromising individual confidentiality at any time. To 'temperature check' views on this and the overall processes/handling of D&R issues with mini-surveys every eighteen months during the action plan. Highlight, annually, EI values, including behavioural competencies, emphasising respect for all colleagues. We will introduce Active Bystander and Incivilities Training as a mandatory part of our Dignity and Respect training for all staff.	Athena Swan Lead with the support of HRM	Revised information and possible adjustments to existing process; Mini-surveys every eighteen months to check aspects of trust in D&R processes; Manage expectations of complaints and grievances (i.e. that these might remain confidential and do not automatically result in a public outcome such as a dismissal). Behavioural competencies appear annually as part of EI-All/Inside EI information. All staff attend Active Bystander and Incivilities training.	To complete review of processes by 31 12 2023; First mini-survey during Q4 2023 Active Bystander and Incivilities training is launched during 2023 and is mandatory training for all staff thereafter.	To increase satisfaction rates and improve perceptions of grievance and complaint handling year on year until 90%+ staff and students give positive evaluations

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
INCLUSION AND BELONGING							
AP35 p20, 22,36	Improve wider awareness of new colleagues and colleagues who are leaving.	This is in response to results from the feedback in the staff and student surveys which showed a minority of staff had not felt welcomed (men were less satisfied than women on this point). Our aim is to ensure all staff feel welcome on arrival and that people are aware when staff leave.	Remind managers to let the wider institute know when a new staff member arrives or when someone leaves, with individual's consent in all cases. To establish this as a regular notification from Communications Team. Remind supervisors to welcome new students and make a wide range of introductions (NB survey results suggest that male students in particular may need earlier support). To regularly remind line managers to promote EI social events.	Head of Comms	Starter/leaver information is circulated weekly; Staff are regularly informed of upcoming social events.	from August 2022 and on-going	Future surveys show staff and students feel welcomed and included at the Institute without exception.
AP36 p22	To raise awareness of different job categories and roles across EI and to enhance appreciation of colleagues' contribution to the Institute.	The emphasis in many communications is on Research staff's achievements. We would like to extend this to all job categories.	To highlight a diverse series of roles at EI to improve a sense of belonging across all job categories	Head of Communications	Articles in communications highlighting different roles or successes by staff in different categories.	From Q4 2022 onwards.	Articles are published on a regular basis as outlined during the course of this action plan.

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Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP37 p22	To further develop a culture of inclusion and belonging.	To build on an existing, positive culture to increase appreciation of work across the Institute	Introduce a voucher and 'thank you' e-card. To remind managers regularly to highlight and celebrate individual and team successes, both to the wider institute and within their teams	Senior Management Team and Line Managers	Budget for e-vouchers is established and used; Log maintained of areas using e-vouchers with annual reminders issues to those who are not.	From Q4 2022 onwards.	Survey results reflect a feeling that good results are appreciated (80%+).
AP38 p21	To improve induction practices	To ensure all staff are told about recreational facilities available to staff, as standard part of Induction (currently this practice is not consistent).	Improve induction - ensure new staff receive written information about social facilities, boat, pool etc, where these are located and how to access them.	COO Chair of IDEA to ensure information is disseminated to Line Managers and incorporated into Induction pack.	Information about recreational facilities is disseminated via Induction and also available via Line Managers	By end of June 2023	Surveys show wide awareness (95%+) among staff of the facilities available.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP39 p23, 34	To improve engagement with future Athena Swan Staff and Student Surveys.	We noted that of 17 potential BAME Staff respondents only two took the survey and of 9 potential male students only 3 took the survey.	We will carefully consider our communications around the inclusivity of our Athena Swan work and when we launch our next AS survey we will ask IDEA-C members and Student Group to engage with the communications and promotion of the survey with the aim of improving the diversity of those who respond to future surveys.	IDEA-C members to promote survey Student groups to promote the Student Survey	Promotional and survey launch information using a diverse range of staff.	When surveys are launched.	Engagement with 80%+ of minority groups/male students in future surveys.
AP40 p34	Retain and, where possible, increase BAME representation on the IDEA-C and to improve diversity on all EI Committees	As members leave there is a risk that the IDEA-C becomes less diverse and less representative of staff groups. Action to be taken to mitigate this risk. This principle to be extended to all committees.	Ensure the IDEA-C membership retains (and increases if possible) its BAME staff and student representation as members are replaced; Aim to increase the diversity of all Committees. Create a log to track proportions of gender and ethnicity on each committee year by year.	EDI Project Officer Chairs of other Committees	This principle to be reflected in the Terms of Reference of the IDEA-C. An email reminder to be sent to Chairs of all Committees each year to prompt a review of membership with a view to diversifying membership over time.	Ongoing	Proportions of staff on Committees are representative of our staff in terms of gender and ethnicity as a minimum

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP41 p23, 34	To review our imagery currently in use and bank of images held in reserve.	To ensure the imagery we use in publications on line is inclusive and in line with our values and equality commitments.	To carry out a review of our imagery and ensure it is representative of our range of staff; Add a question to the survey to check perceptions of representation.	Head of Communications with support from IDEA-C members	All imagery used in publications or on our web/intranet pages meets a high standard regarding the portrayal of diverse students and staff. Add Q to future Athena Swan surveys to check perceptions of representation on our web/ communications and intranet.	Primary review complete by Q2 2023; New question is added to next survey and on-going	Feedback from staff and student surveys is 100% positive in respect of images used.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP42 p35	Work to create a culture where all staff feel empowered to express their views.	Feedback in our survey showed that a minority of staff may not feel comfortable expressing a view. We will work to ensure all staff feel empowered in this respect.	We will promote assertiveness training with the aim of empowering staff to feel comfortable in this respect as well as adding 'listening to all' and accepting 'outside' views within our management training and meeting etiquette guidelines.	Chief Operating Officer with support from SMT and Head of Communications	Management training content is reviewed to ensure this value is explored and emphasised; Assertiveness training promoted.	2023 and ongoing as outlined.	Uptake of assertiveness training increases. Increased awareness of EI Meeting etiquette. Staff and student feedback in surveys shows 0% negative feedback and all feel able to express views.
AP43 p35	To raise awareness of work on equality, highlighting Athena Swan specifically, with a range of talks reflecting different aspects of our work on gender equality.	To ensure staff are aware of the framework and have the opportunity to hear about different aspect of our work on equality and why it is important.	We will introduce an IDEA Series within our communications (including an Athena Swan 'branded' talk annually) to specifically highlight an inclusive range of information around our minority groups (i.e. all protected characteristics	Athena Swan Lead with support from the IDEA-C	Regular articles and news about IDEA topics in our internal communications An IDEA Seminar series on equality issues is established and sustained.	From Q3 2022 and ongoing.	Talks take place and receive positive evaluations from attendees; Feedback from future surveys show high staff/student awareness of the talk series (90%+) and rate it positively(85%+)

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP44 p35	Disseminate information and raise awareness about IDEA-C's work on equality via a noticeboard in our Atrium	We have a large Atrium area which is also a social hub and close to our main entrance. Following an exhibition in 2022 of LGBTQ+ artwork the Committee feels this space provides an opportunity to raise awareness.	We will establish an IDEA Board in our Atrium where a range of inclusive information can be displayed	Chair of IDEA-C with support from Athena Swan Lead and IDEA-C members.	Information updated regularly during the year. Board is monitored by IDEA-C and information on it is a standing item for discussion at IDEA-C meetings.	Board in place and populated with information by end Q4 2022	Survey feedback shows a high awareness by staff and students of the board and the information on it.
AP45 p23, 34,35	Explore possibility of establishing sustainable equality networks or linking collaboratively with other local Institutes.	As a small Institute we are conscious that to sustain a network requires work from individuals in addition to established workload. We recognise the benefits of staff and student networks and will explore the most effective and sustainable options to establish them.	We will explore whether we can establish a sustainable staff network for equality issues or whether we can engage with those already established locally (e.g. JIC REED, for minority ethnic staff)	Athena SWAN Lead with support from IDEA-C.	Access is created to a wider range of support networks for staff in minority groups.	Q4 2022 and ongoing	Access to support networks for staff in minority groups increases.

Action Point ref.	Action	Rationale/reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
SUPPORT FOR TRANS AND NON-BINARY STAFF AND STUDENTS							
AP46 p35	We will explore the possibility of using a wider range of frameworks to improve our equality practice	Frameworks relating to LGBTQ+, disability and race to be explored with the aim of improving our practices	We will explore the possibility of joining Stonewall to improve our work on LGBTQ+ inclusion; We will evaluate other diversity frameworks to determine the value of engagement.	Chair of IDEA-C	Evaluation of other frameworks and diversity bodies to determine the value of engagement	By end 2023 and re-visit the evaluation during 2025	Evaluation of frameworks as a minimum to be undertaken every two to three years; Where feasible additional frameworks to be in place by 2025.
AP47 p35	Improve the inclusiveness of our recruitment practices	To ensure Earlham Institute is a fully inclusive environment in which to work.	Ensure our recruitment information uses gender-neutral language and is inclusive of information for trans/non-binary people	HRM and recruiting managers with support from Athena Swan Lead	To include in Managers guidance, training and checklist.	By end Q4 2023	Recruitment information is reviewed and endorsed by members of trans/non-binary community.
AP48 p35	To improve communications and guidance relating to staff who are transitioning gender	Some information exists online, but it is not comprehensive or easy to find. A guidance document for managers is also needed.	Provide a guidance document for staff who are transitioning/approaching transition to ensure they know how to get the help they require on practical issues, for example, changing their identity card, changing records, handling a return to work after transition etc	Chair of IDEA-C with support from Committee members and HRM	Guidance as outlined is in place and easily retrievable.	By end Q2 2024	Guidance is complete and in place, with evidence by 2027 that those who have needed it have found it easily and it has provided useful information (to be checked by survey).

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP49 p35	To keep work to support Trans and Non Binary students and staff on the IDEA-C agenda.	This minority group currently appears less willing to disclose and we hope to improve both our engagement with them and their experience of EI.	To review, for each meeting, what work can usefully be done to support this group; To explore best practice at other Institutes/HEIs to help inform our own practice.	Chair of IDEA with support of the Athena Swan Lead	A range of work will emerge over time, which will be tracked via a specific log to evidence distance travelled.	From Q3 2022 and ongoing.	Review annually of Agendas and work outputs from IDEA-C reflect that this action has been completed.
AP50 p35	To raise awareness and upskill our staff in matters of gender identity.	This area is still much misunderstood and we would like all our staff to have a basic level of knowledge and awareness.	Provide Trans and Non-Binary Awareness Training for staff to ensure that people are able to work confidently and harmoniously with trans or non-binary colleagues	TDM with support of Athena Swan Lead	A training course is developed which provides a basic but consistent level of knowledge about gender identity.	Established by end Q4 2023 and run each year. Provided as mandatory (with the individual's permission) for teams where a member of staff transitions gender.	Figures from T&D Manager show that courses have been run each year from Q4 2023 and have received positive evaluations regarding content and delivery from 95%+ of participants.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP51 p35	To develop resources and initiatives for raising LGBTQ+ awareness;	To ensure we keep abreast of good practice and continue to raise awareness of issues affecting this community.	Develop our newly-established Teams space to discuss LGBTQ+ issues, resources and initiatives; To make a proactive contribution to NRP-wide improvements for LGBTQ+ students and staff	LGBTQ+ Champion on IDEA-C	Minimum of three new initiatives each year.	From Q3 2022 and ongoing.	Our practice is deemed to have improved by results from survey, over time (2023 - 2027) showing increased satisfaction levels.
AP52 p35	To extend sanitary wear provision to all toilets	To support students, staff or visitors who may be transitioning or non-binary.	Provide basic supply of sanitary wear in all toilets.	Chief Operating Officer	To be piloted during 2022/23; To be standard following positive evaluation (including cost evaluation) of provision.	Pilot to be in place by end Q4 2022 and during 2023.	Usage levels and feedback suggests this is useful and sustainable provision.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
FAMILY FRIENDLY AND WELLBEING SUPPORT							
AP53 p28	Review how best to equip managers with techniques to support staff regarding workload allocation and management	Survey feedback indicates women are more likely to feel workload is not manageable and men are less likely to feel workload is fairly allocated.	To add workload onto the appraisal form as a specific prompt for discussion; To include workload management in appraisal training.	Chair of IDEA with TDM	Revised appraisal form, guidance and training. Improved feedback in future AS Survey.	Q3 2022.	0% negative responses in future AS surveys in respect of fairness of allocation and manageability of workloads
AP54 p27, 36	To ensure all staff returning from long leave are appropriately supported by Line Managers	In response to feedback from the Athena Swan Survey, Improve experience of those returning from long-leave, e.g. maternity, illness, shared parental, caring, disability etc. The perception of support was slightly lower than for support before and during the leave.	To produce a one page managers guide as a checklist and informative guidance to how to support returners; To work with HRM to ensure this is adopted successfully into working practices, with HR prompts to Line Managers; Introduce refresher training for Line Managers on support around long leave; Include a requirement by Line Managers to specifically check if refresher skills training is needed. Check returners' experiences via a new HR Returner Survey run three to six months following return to work. Offer science skill refresher training to returners.	Chief Operating Officer with support from HRM and TDM	One page Manager's Guide for supporting staff returning from long leave periods Refresher training for Line Managers in place; HR Returners' survey run for every returner and results collated.	Outputs all completed by end 2024 and ongoing in practice.	Future Athena Swan surveys will show all returners, since date actions are completed, feel they have been appropriately supported.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP55 p36	Ensure frequent communication of support policies to counteract effect of staff turnover on overall awareness levels.	Large proportion of research staff, in particular, are on fixed-term contracts, leading to loss of awareness of support policies over time if that information is not repeated frequently. In turn, this can lead to a 'clique' of staff who know what they are entitled to and an 'outside' group who do not.	Frequent communication of our support policies, including case studies about how support can help, via EI-All/Inside EI and all staff emails, to ensure those on fixed-term contracts are fully aware of the range of support available Highlight lesser known policies such as bereavement or emergency leave.	Chief Operating Officer with support from Head of Communications	Information disseminated via: EI-All Inside EI all staff emails or emails to new starters over a rolling period of six months	from August 2022 and on-going	Future Athena Swan and Staff/Student surveys show a high level (95%+) of staff who are aware of policies and practices at EI.

Action Point ref.	Action	Rationale/ reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP56 p36, 37	To improve mental health support for staff and students.	Feedback in student and staff surveys showed that a level of discomfort remains which discourages people to seek help around mental health through work. To pick up on, and provide support for, issues early on to prevent escalation of any potential mental health issues where possible.	Highlight regularly who our MH First Aiders are to encourage staff to approach them if needed; Regularly promote EAP assistance programme available to all staff which includes counselling by trained Counsellors and is completely confidential. Ensure Line Managers receive wellbeing support information and provide training for all staff on wellbeing support via EI-All; Review training of appraisers/appraisees to heighten awareness of potential mental health issues and how to support staff; Include prompt on appraisal form: 'How do you rate your wellbeing at this point?'	Head of Comms with support from Mental Health Champion/ IDEA-C. Mental Health Champion/ HRM with support from Athena Swan Lead Chief Operating Officer with support from TDM and HRM	All main channels of communication including posters in communal areas highlight mental health and wellbeing support, Training sessions are run once a year. Revision of prompts within appraisal process and by supervisors during student progress reviews. All student supervisors undertake Mental Health Awareness training as a mandatory course within EI.	From Sept 2022 and ongoing. Prompt to be in place by end of 2022 and used in 2023 appraisal round.	Aiming for <3% students and staff who feel uncomfortable seeking help with mental health issues via EI's support services. Future Athena Swan surveys will show increases in proportion of staff and students who are comfortable discussing or reporting mental health issues. Aiming for 0% negative responses.

Action Point ref.	Action	Rationale/reference	Planned Action	Responsible	Key Outputs	Timeframe	Success criteria and outcome
AP57 p36	To increase the routes via which staff and students can seek support on equality matters.	In response to feedback from the Athena Swan Survey, which showed some staff were uncomfortable raising issues, e.g. mental health, bullying and harassment, or might need advice on support routes, this email is intended to provide a confidential 'equality In-box' which will provide dedicated, confidential support.	Set up an email box 'equality@earlham.ac.uk' to enable staff as individuals or in their capacity as managers to ask for clarification on equality issues	Chief Operating Officer with support from ITCS	equality@earlham.ac.uk is in place, promoted widely and has traffic.	by end of 2023	Surveys show wide awareness (90%+)of the email address and staff and students find it useful.
AP58 p37	Improve information and support around menopause.	This is an area in which we currently have no guidance or formalised explanation of support. It is also an area in which collaboration with other NRP partners would be beneficial.	Explore the possibility of an NRP-wide Menopause Café in collaboration with other on-site Institutes Introduce a policy/guidance on menopause support for staff/managers.	Chair of IDEA-C with support from Athena Swan Lead and HRM	Menopause Café takes place at least once and if positively evaluated by participants becomes a regular event. Menopause policy is approved and in place.	By end of 2023 By end of 2023	Future surveys and evaluations from events held show women feel supported and informed on menopause.
AP59 p37	Raise awareness of support services	To engage men and women separately on issues which may be hidden or hold stigma and improve awareness about support routes available.	Mark the national Men's Health Week each year and introduce a Women's Health Week, in collaboration with NRP partners, annually (no national week exists in the UK for this yet).	Chair of IDEA-C with support from Athena Swan Lead	Events and information provided each year to mark Men and Women's Health Weeks respectively.	From 2023 and on-going	Future surveys show staff and students evaluate support on health issues as positive (0% negative evaluations)

Appendix 1: Consultation data

All Tables and Figures below relate to Staff responses other than Figure 21 and Table 7, which show student responses.
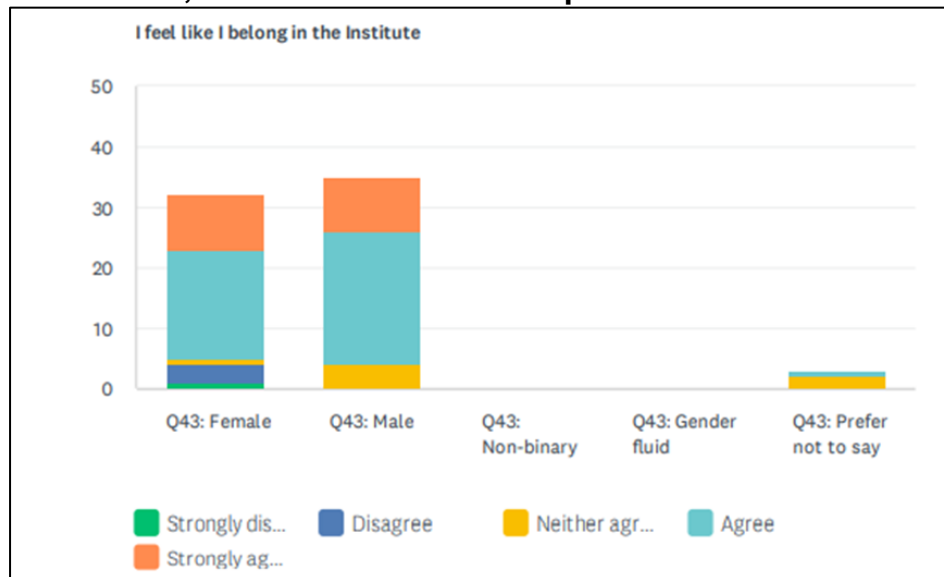
Figure 20 Staff responses: I feel like I belong in the Institute

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	4	1	27	32
M	0	4	31	35
PNTS	0	2	1	3
%F	12.5	3.1	84.4	
%M	0.0	11.4	88.6	
%PNTS	0.0	66.7	33.3	

Table 6 Staff responses, headcount and percentages
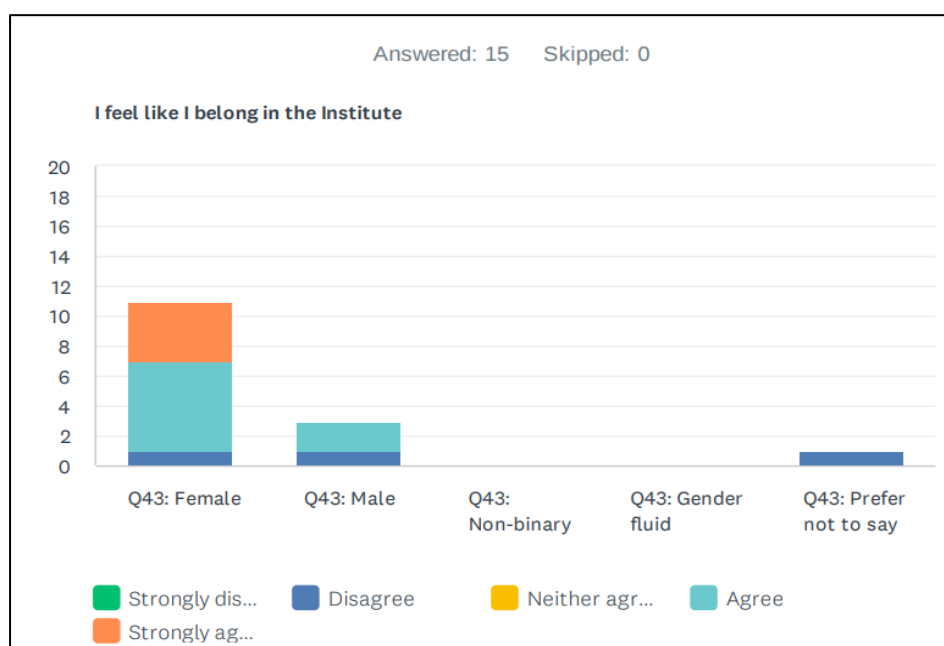
Figure 21 Student responses: I feel I belong in the Institute

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	1	0	10	11
M	1	0	2	3
PNTS	1	0	0	1
%F	9.1		90.9	
%M	33.3		66.7	
%PNTS	100.0		0.0	

Table 7 Student responses, I feel I belong in the Institute
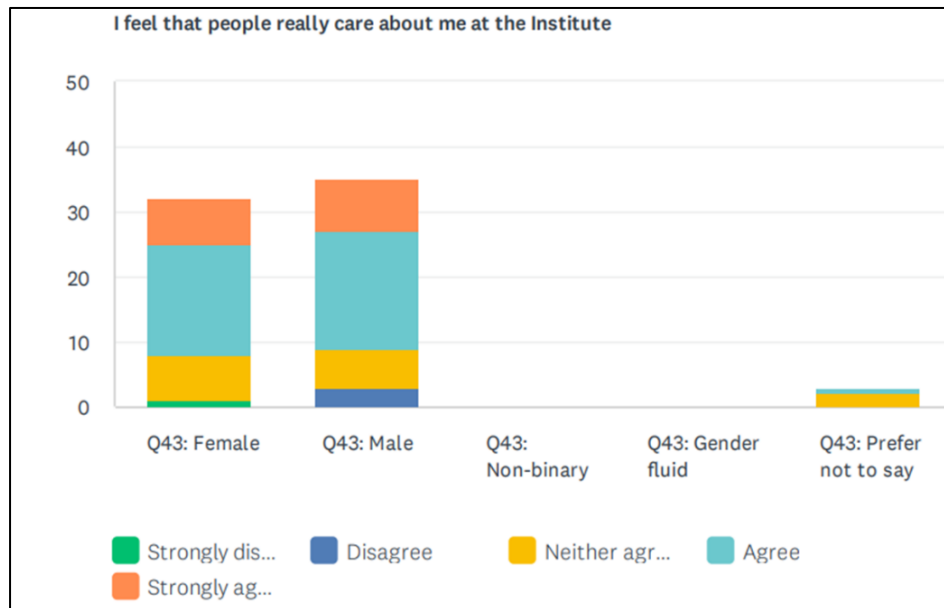
Figure 22: I feel that people really care about me at the Institute

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	1	7	24	32
M	2	6	26	34
PNTS	0	2	1	3
%F	3.1	21.9	75.0	
%M	5.9	17.6	76.5	
%PNTS	0.0	66.7	33.3	

Table 8: I feel that people really care about me at the Institute
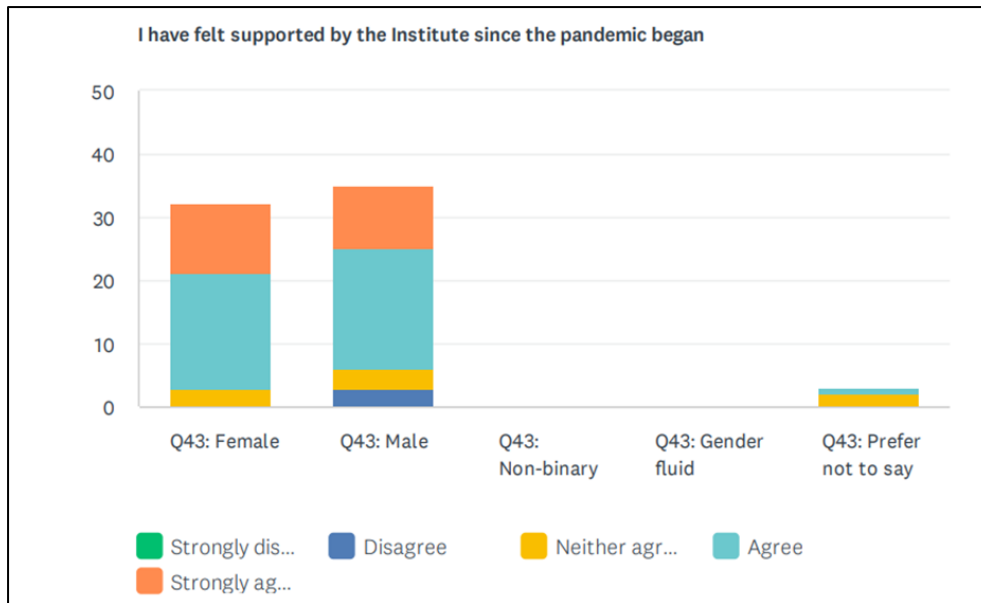
Figure 23: I have felt supported by the Institute since the pandemic began.

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	0	3	29	32
M	3	3	29	35
PNTS	0	2	1	3
%F	0.0	9.4	90.6	
%M	8.6	8.6	82.9	
%PNTS	0.0	66.7	33.3	

Table 9: I have felt supported by the Institute since the pandemic began.
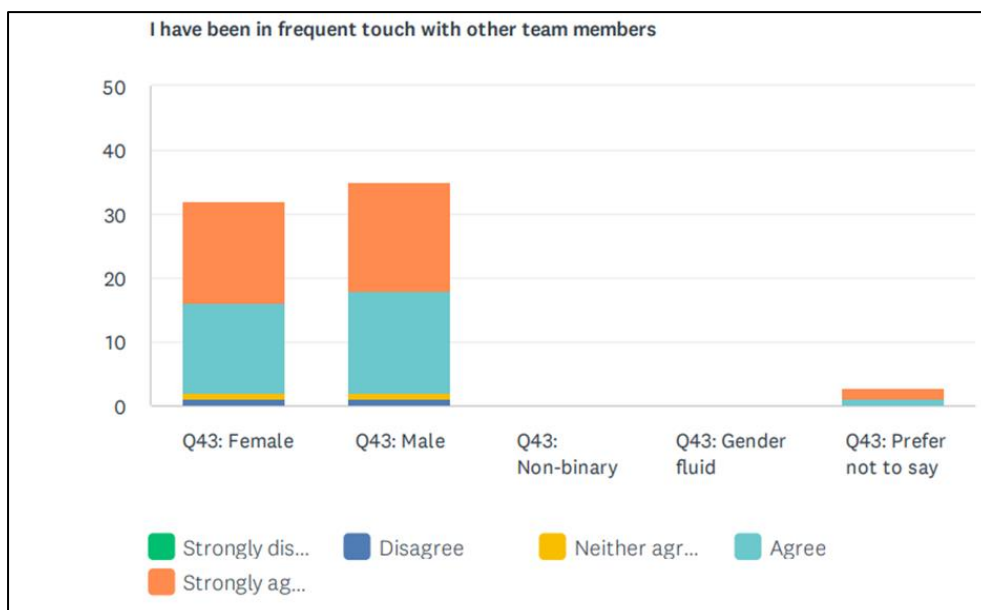
Figure 24 I have been in frequent touch with other team members

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	1	1	30	32
M	1	1	33	35
PNTS	0	0	3	3
%F	3.1	3.1	93.8	
%M	2.9	2.9	94.3	
%PNTS	0.0	0.0	100.0	

Table 10: I have been in frequent touch with other team members
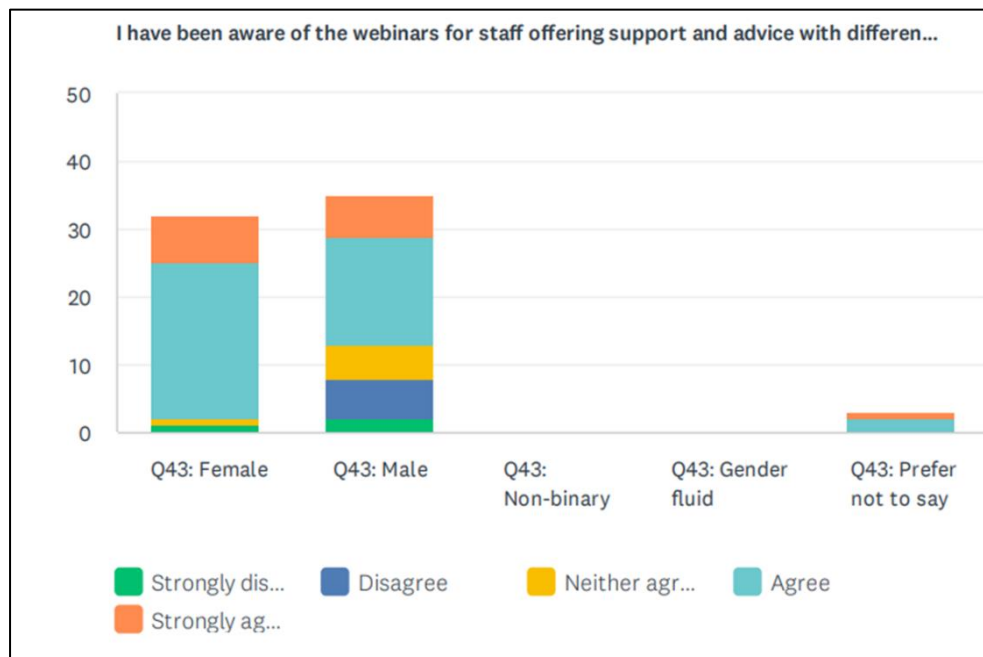
Figure 25: I have been aware of the webinars for staff offering support and advice

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	1	1	30	32
M	8	5	22	35
PNTS	0	0	3	3
%F	3.1	3.1	93.8	
%M	22.9	14.3	62.9	
%PNTS	0.0	0.0	100.0	

Table 11: I have been aware of the webinars for staff offering support and advice
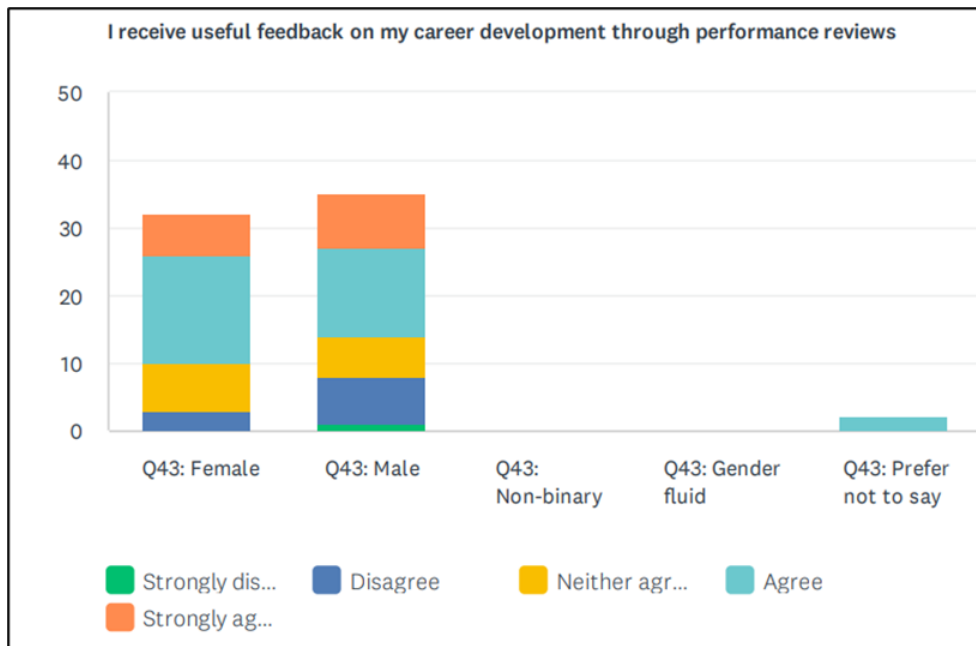
Figure 26: I receive useful feedback on my career development through performance reviews

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	3	7	22	32
M	8	6	21	35
PNTS			2	3
%F	9.4	21.9	68.8	
%M	22.9	17.1	60.0	
%PNTS	0.0	0.0	66.7	

Table 12: I receive useful feedback on my career development through performance reviews
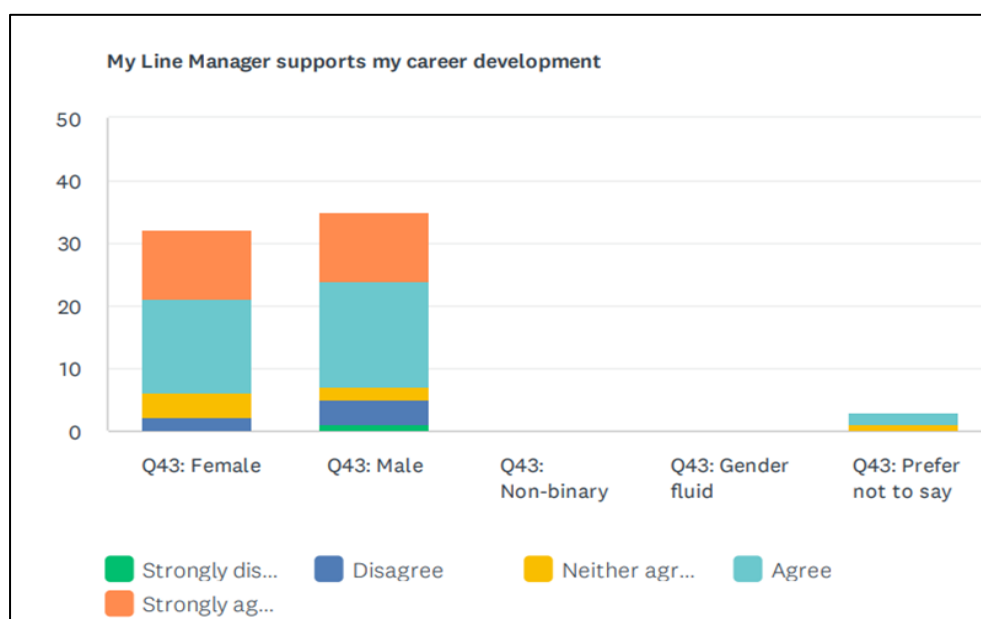
Figure 27: My Line Manager supports my career development

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	2	4	26	32
M	5	2	28	35
PNTS		1	2	3
%F	6.3	12.5	81.3	
%M	14.3	5.7	80.0	
%PNTS	0.0	33.3	66.7	

Table 13: My Line Manager supports my career development
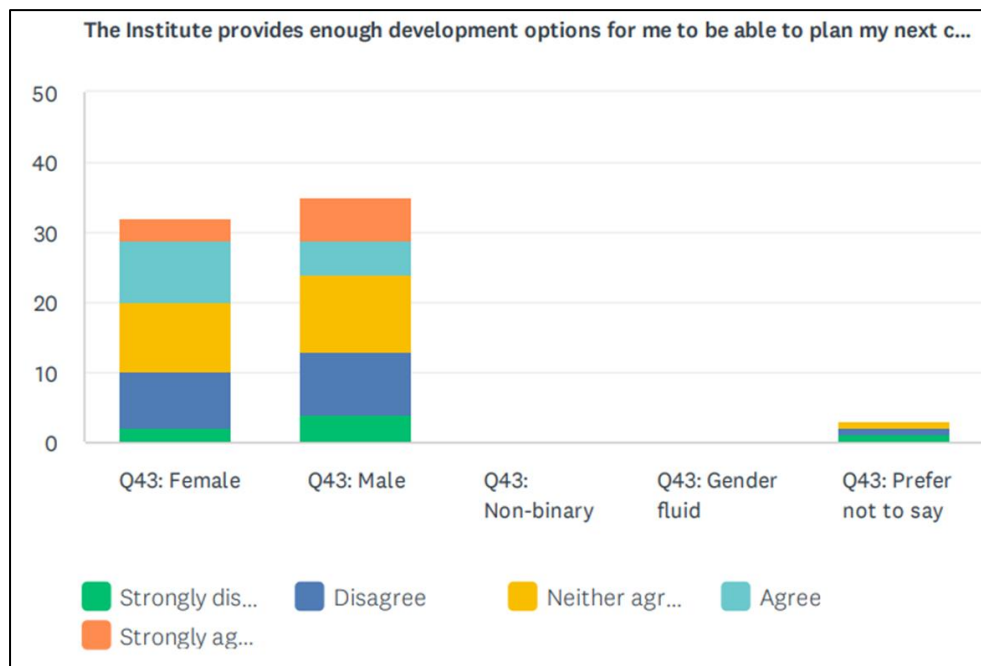
Figure 28: The Institute provides enough development options for me to be able to plan my next career steps

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	10	10	12	32
M	13	11	11	35
PNTS	2	1	0	3
%F	31.3	31.3	37.5	
%M	37.1	31.4	31.4	
%PNTS	66.7	33.3	0.0	

Table 14: The Institute provides enough development options for me to be able to plan my next career steps
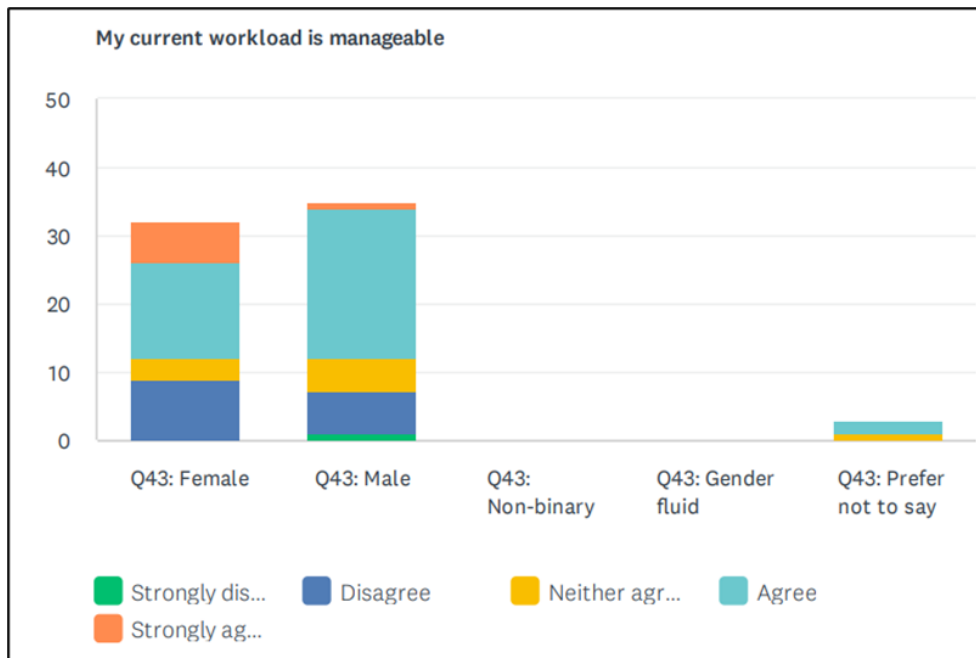
Figure 29: My current workload is manageable

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	9	3	20	32
M	7	5	23	35
PNTS		1	2	3
%F	28.1	9.4	62.5	
%M	20.0	14.3	65.7	
%PNTS	0.0	33.3	66.7	

Table 15: My current workload is manageable
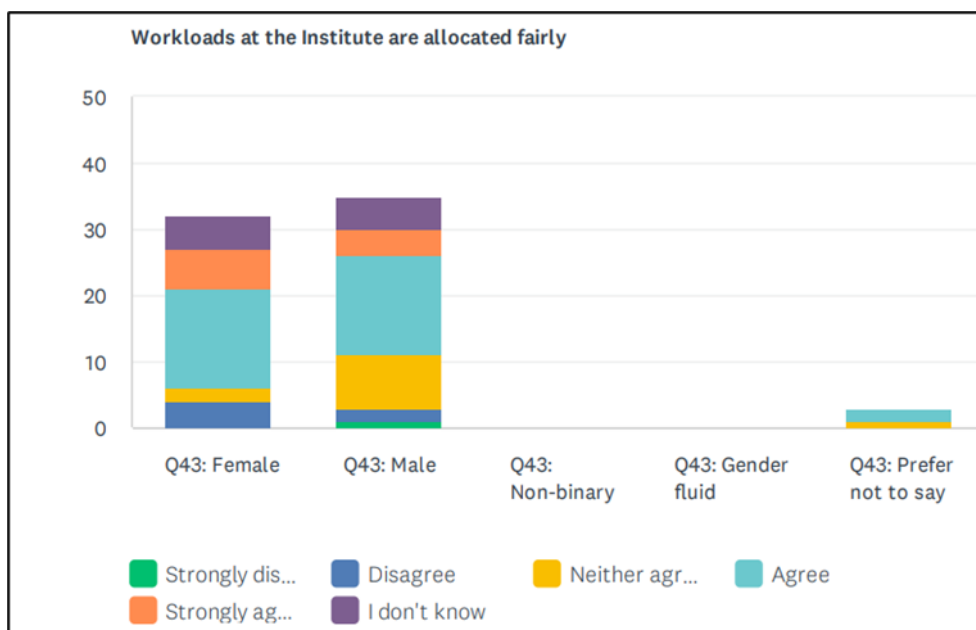
Figure 30: Workloads at the Institute are allocated fairly

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	I don't know	Total Responses
F	4	2	21	5	32
M	3	8	19	5	35
PNTS	0	1	2	0	3
%F	12.5	6.3	65.6	15.6	
%M	8.6	22.9	54.3	14.3	
%PNTS	0.0	33.3	66.7	0.0	

Table 16: Workloads at the Institute are allocated fairly
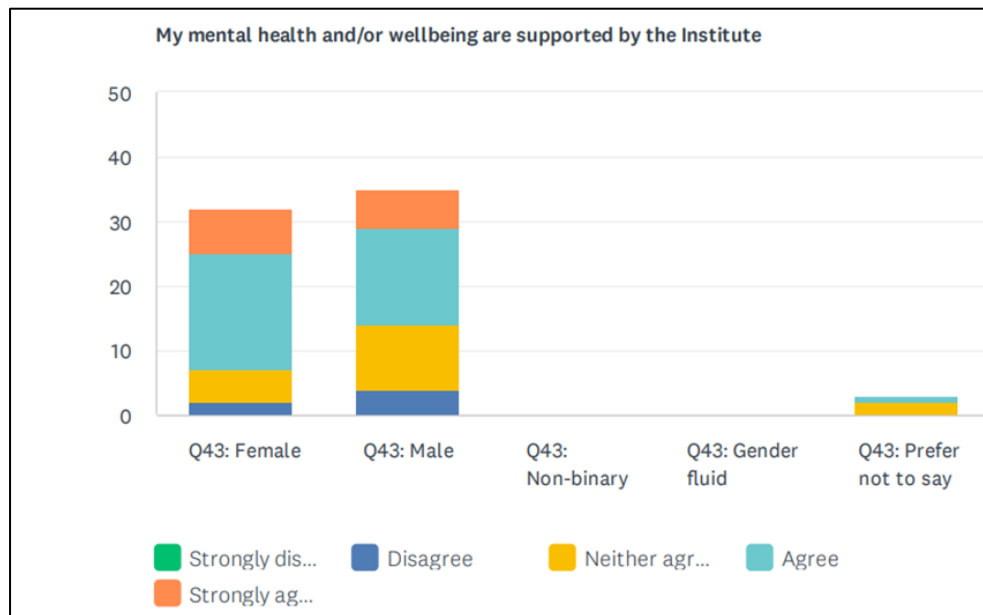
Figure 31: My mental health and/or wellbeing are supported by the Institute

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	Total Responses
F	2	5	25	32
M	4	10	21	35
PNTS	0	2	1	3
%F	6.3	15.6	78.1	
%M	11.4	28.6	60.0	
%PNTS	0.0	66.7	33.3	

Table 17: My mental health and/or wellbeing are supported by the Institute
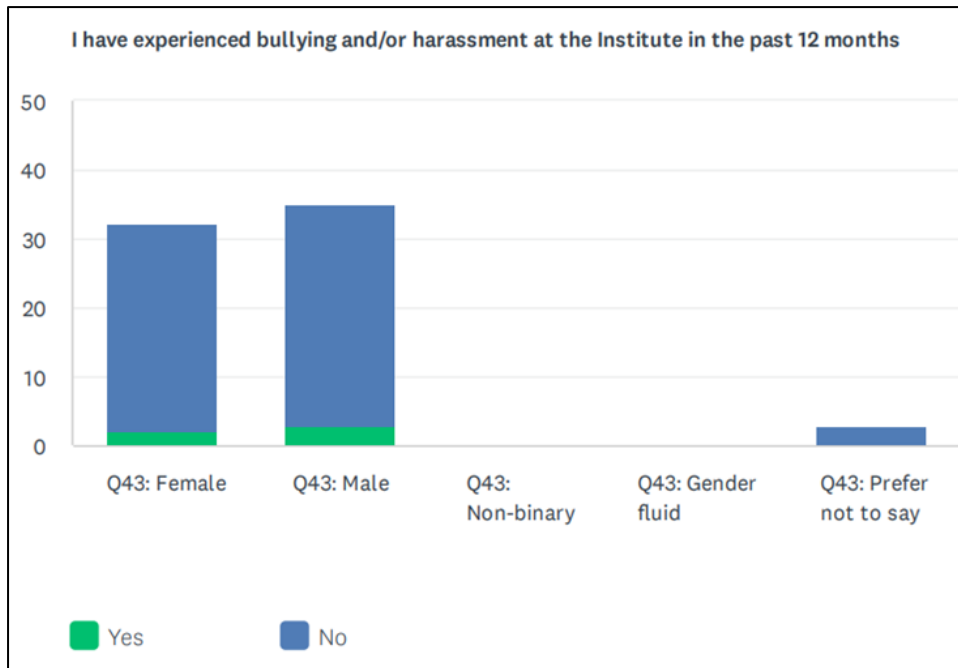
Figure 32: I have experienced bullying and/or harassment at the Institute in the past 12 months

	Yes	No	Total responses
F	2	30	32
M	3	32	35
PNTS	0	3	67
%F	6.3	93.8	
%M	8.6	91.4	
%PNTS	0.0	4.5	

Table 18: I have experienced bullying and/or harassment at the Institute in the past 12 months
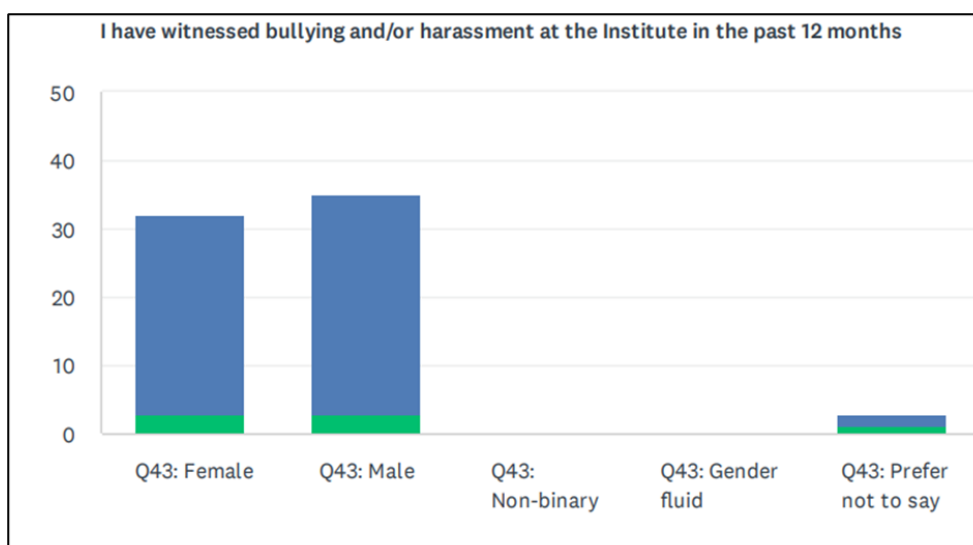
Figure 33: I have witnessed bullying and/or harassment at the Institute in the past 12 months

	Yes	No	Total responses
F	3	29	32
M	3	32	35
PNTS	1	2	67
%F	9.4	90.6	
%M	8.6	91.4	
%PNTS	1.5	3.0	

Table 19: I have witnessed bullying and/or harassment at the Institute in the past 12 months
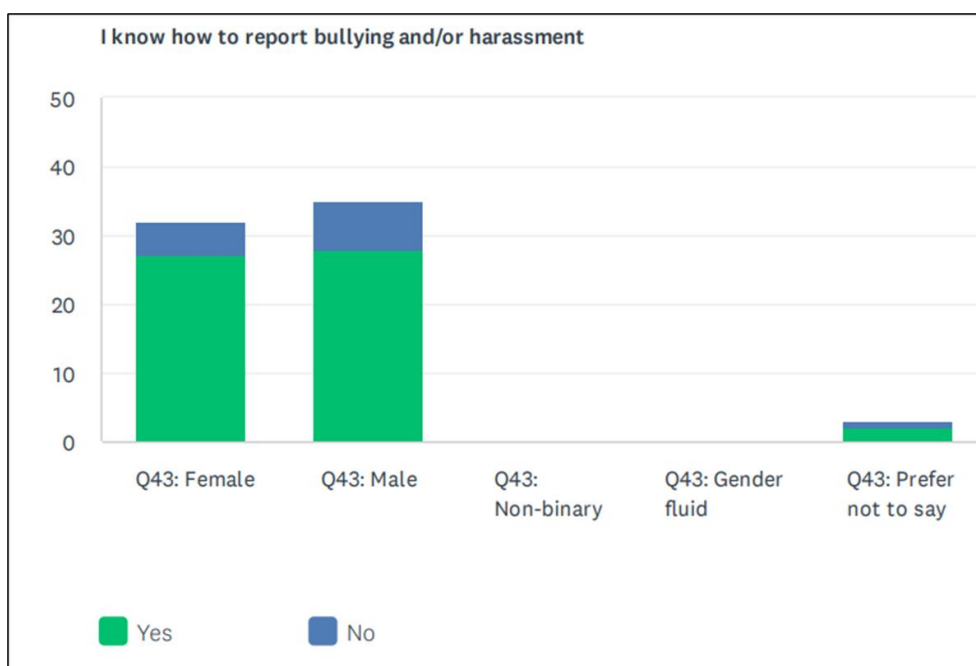
Figure 34: I know how to report bullying and/or harassment

	Yes	No	Total responses
F	27	5	32
M	28	7	35
PNTS	2	1	67
%F	84.4	15.6	
%M	80.0	20.0	
%PNTS	3.0	1.5	

Table 20: I know how to report bullying and/or harassment
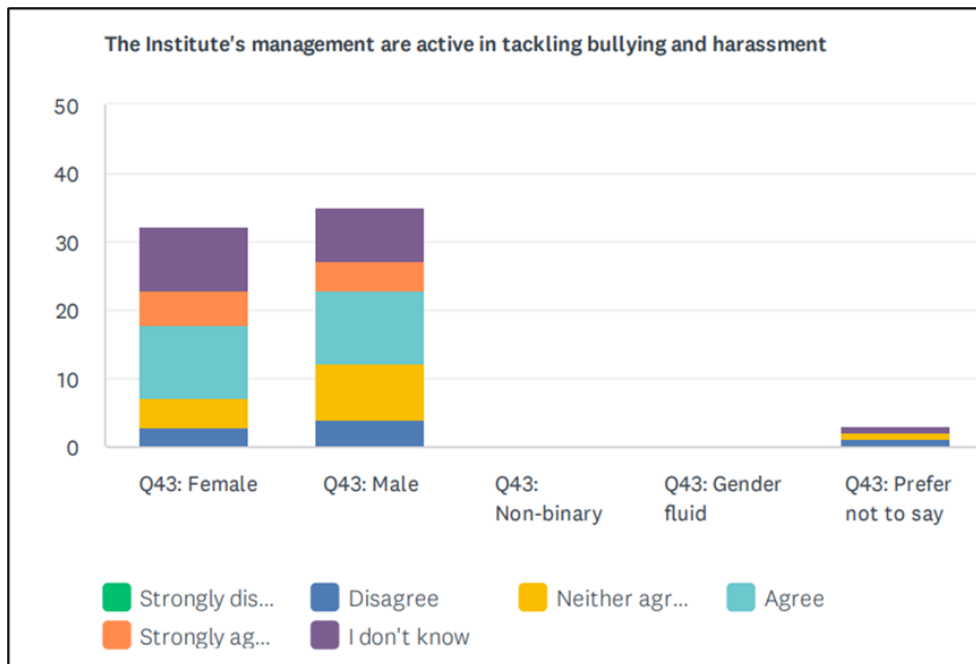
Figure 35: The Institute's management are active in tackling bullying and harassment

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	I don't know	Total Responses
F	3	4	16	9	32
M	4	8	15	8	35
PNTS	1	1	0	1	3
%F	9.4	12.5	50.0	28.1	
%M	11.4	22.9	42.9	22.9	
%PNTS	33.3	33.3	0.0	33.3	

Table 21: The Institute's management are active in tackling bullying and harassment
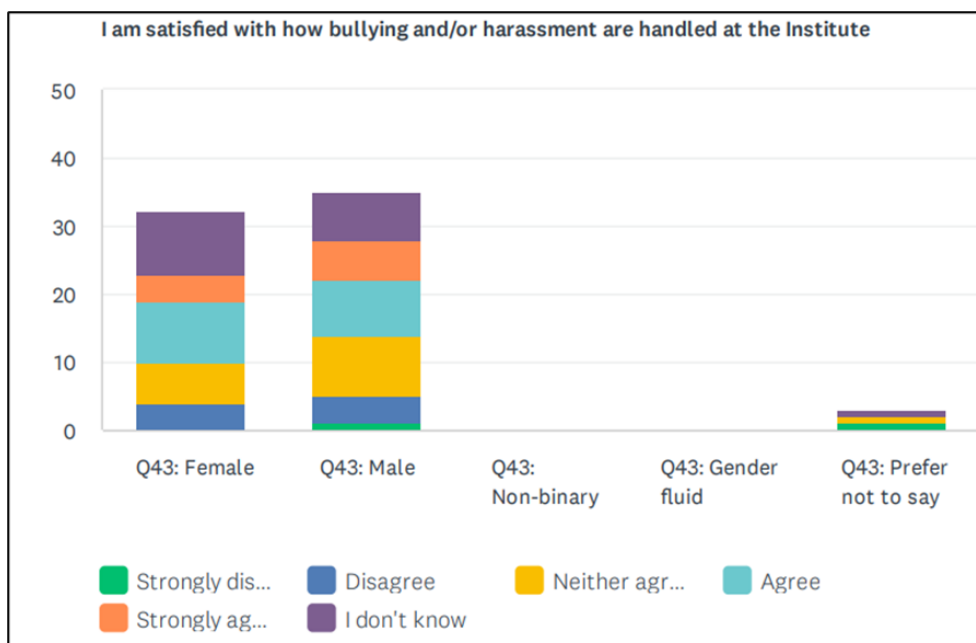
Figure 36: I am satisfied with how bullying and/or harassment are handled at the Institute

	Disagree/ Strongly disagree	Neither agree/disagree	Agree/Strongly agree	I don't know	Total Responses
F	4	6	13	9	32
M	5	9	14	7	35
PNTS	1	1	0	1	3
%F	12.5	18.8	40.6	28.1	
%M	14.3	25.7	40.0	20.0	
%PNTS	33.3	33.3	0.0	33.3	

Table 22: I am satisfied with how bullying and/or harassment are handled at the Institute

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

STUDENT DATA

	F	M	%F	%M
*2017	1	1	50.0	50.0
2018	2	4	33.3	66.7
2019	3	2	60.0	40.0
2020	1	1	50.0	50.0
2021	7	2	77.8	22.2
Total	**14**	**10**	**58.3**	**41.7**

Table 23 Students registered at EI 2017 – 2021 (* denotes study period has ended)

Submission Rates	PGR Submission Rates (Date of PGR registration)									
	2012/3		2013/4		2014/5		2015/6		2016/7	
	F	M	F	M	F	M	F	M	F	M
Eligible	0	1	0	0	1	1	1*	1	1	1
Submitted	0	1	0	0	1	1	0	1	1	1
%	N/A	100%	N/A	N/A	100%	100%	0%	100%	100%	100%
Completed	N/A	1	N/A	N/A	1	1	0	1	1	1

Table 24 EI PGR Submission Rates, 2012 – 2017 (*denotes student still studying in period of registration)

STUDENT CONVERSION DATA	APPLICATIONS		OFFERS		ENROLLED		APPS TO OFFER % CONVERSION		APPS TO ENROLMENT % CONVERSION	
	F	M	F	M	F	M	%F	%M	%F	%M
*2017	9	4	1	1	1	1	11.1	25.0	11.1	25.0
2018	20	14	2	4	2	4	10.0	28.6	10.0	28.6
2019	19	22	4	4	3	2	21.1	18.2	15.8	9.1
2020	13	20	2	2	1	1	15.4	10.0	7.7	5.0
2021	85	68	8	2	7	2	9.4	2.9	8.2	2.9

Table 25 Student Conversion Data
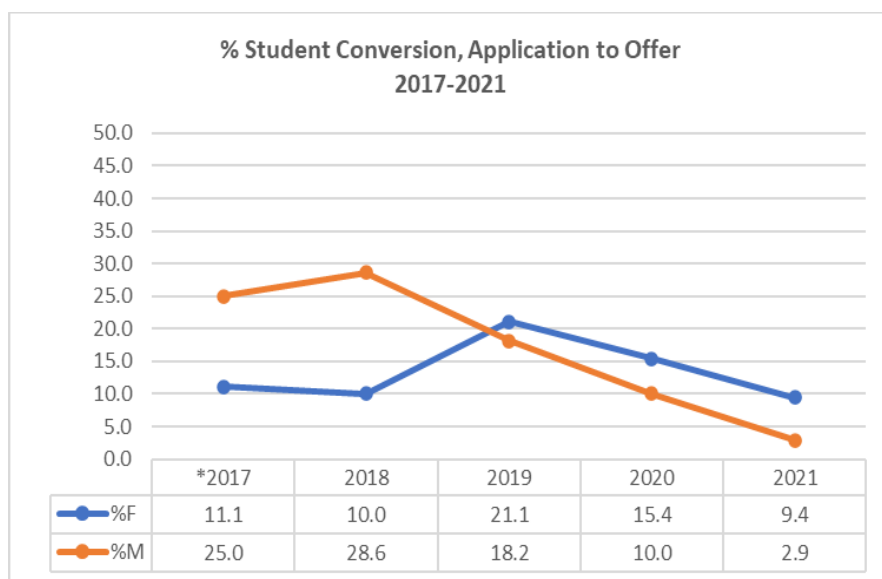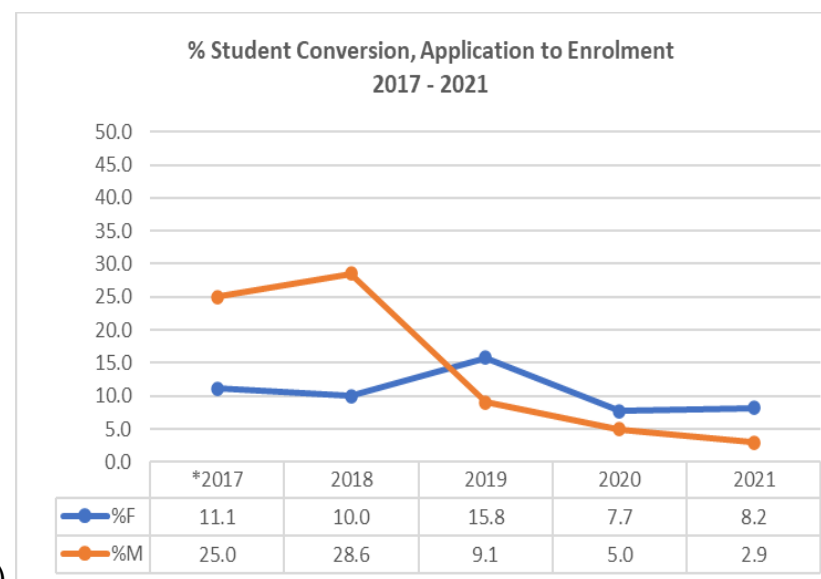
Figures 37-38 % Student Conversion by Gender – a) Applications to Offer, b) Applications to Enrolment

STAFF DATA

Total staff numbers by year:

	F	M	PNTS	Total		%F	%M	%PNTS
2018	40	59		99		40.4	59.6	0.0
2019	39	65	1	105		37.1	61.9	1.0
2020	45	59	1	105		42.9	56.2	1.0
2021	47	57	2	106		44.3	53.8	1.9
2022	48	60	4	112		42.9	53.6	3.6

Table 26 Total staff numbers by year and gender

STAFF BY JOB CATEGORY – FULL AND PART-TIME

Job Category	F 2018	F 2019	F 2020	F 2021	F 2022		M 2018	M 2019	M 2020	M 2021	M 2022
Professional, Technical and Operational Staff	15	16	20	21	24		10	12	11	12	15
Research Staff	22	21	23	25	23		39	44	39	34	35
Senior Research Leaders	3	2	2	1	1		10	9	9	11	10
Total	**40**	**39**	**45**	**47**	**48**		**59**	**65**	**59**	**57**	**60**
	%F 2018	%F 2019	%F 2020	%F 2021	%F 2022		%M 2018	%M 2019	%M 2020	%M 2021	%M 2022
Professional, Technical and Operational Staff	60.0	57.1	64.5	63.6	61.5		40.0	42.9	35.5	36.4	38.5
Research Staff	36.1	31.8	36.5	41.0	37.1		63.9	66.7	61.9	55.7	56.5
Senior/Research Leaders	23.1	18.2	18.2	8.3	9.1		76.9	81.8	81.8	91.7	90.9
% Total of all staff	**40.4**	**37.1**	**42.9**	**44.3**	**42.9**		**59.6**	**61.9**	**56.2**	**53.8**	**53.6**

Table 27 All staff by job category – includes full-time and part-time staff

Staff who prefer not to state their gender	%P 2018	%P 2019	%P 2020	%P 2021	%P 2022
Total (headcount)	0	1	1	2	4
% Total of all staff	**0.0**	**1.0**	**1.0**	**1.9**	**3.6**

Table 28 Staff who prefer not to state their gender (full-time and part-time)
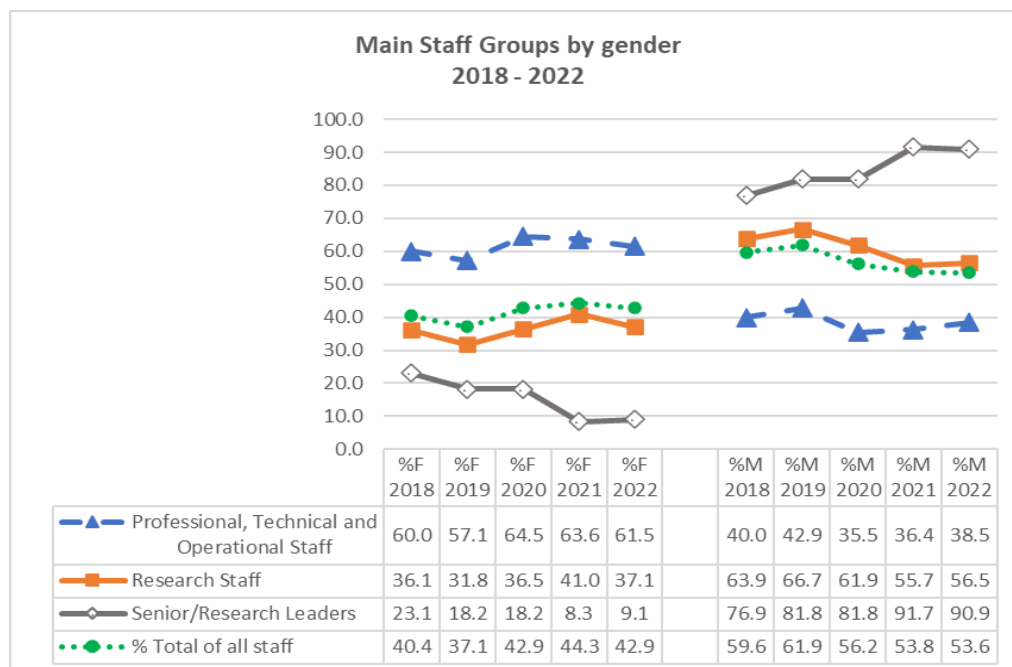
Figure 39 All staff, by gender and job category

STAFF CONTRACT TYPES – FULL TIME

Job Category - Headcount - Full-time	F 2018	F 2019	F 2020	F 2021	F 2022		M 2018	M 2019	M 2020	M 2021	M 2022
Professional, Technical and Operational Staff	13	12	15	14	14		9	11	10	11	13
Research Staff	19	21	19	22	22		37	41	37	32	33
Senior Research Leaders	3	2	2	1	1		9	8	9	10	9
Total Full-time Staff	**35**	**35**	**36**	**37**	**37**		**55**	**60**	**56**	**53**	**55**
	%F 2018	**%F 2019**	**%F 2020**	**%F 2021**	**%F 2022**		**%M 2018**	**%M 2019**	**%M 2020**	**%M 2021**	**%M 2022**
Professional, Technical and Operational Staff	38.9	36.5	38.7	41.1	39.4		40.9	47.8	40.0	44.0	48.1
Research Staff	33.9	33.3	33.3	40.7	38.6		66.1	65.1	64.9	59.3	57.9
Senior Research Leaders	25.0	20.0	18.2	9.1	10.0		75.0	80.0	81.8	90.9	90.0
Total Full-time Staff	**38.9**	**36.5**	**38.7**	**41.1**	**39.4**		**61.1**	**62.5**	**60.2**	**58.9**	**58.5**

Table 29 Full-time staff by gender

Job Category - Headcount - Full-time	P 2018	P 2019	P 2020	P 2021	P 2022
Total Full-time Staff - Prefer not to state gender			1	1		2

Table 30 Full-time staff who prefer not to state their gender
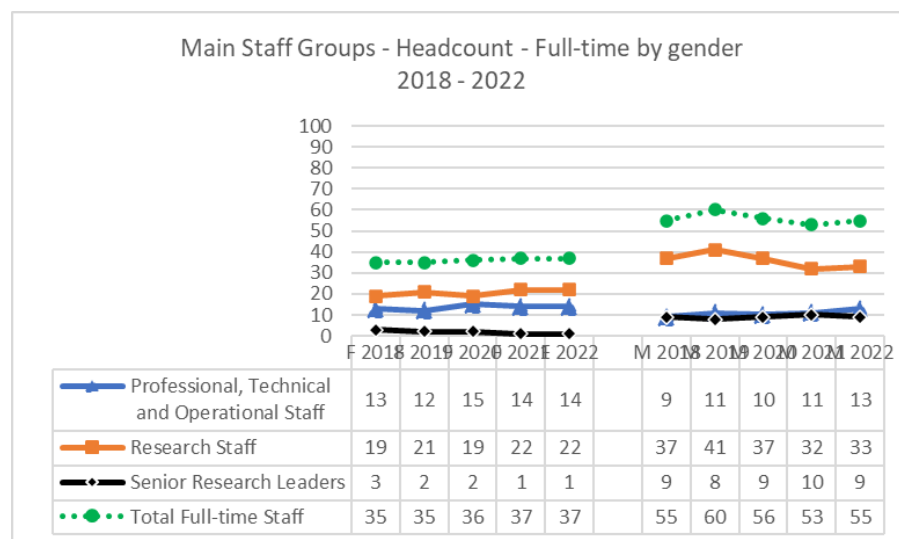
Figure 40 Full-time staff by job category and gender

Job Category - Headcount - Part-time	F 2018	F 2019	F 2020	F 2021	F 2022		M 2018	M 2019	M 2020	M 2021	M 2022
Professional, Technical and Operational Staff	2	3	5	7	10		1	1	1	1	2
Research Staff	3		4	3	1		2	3	2	2	2
Senior Research Leaders							1	1		1	1
Total Part-time Staff	**5**	**4**	**9**	**10**	**11**		**4**	**5**	**3**	**4**	**5**
	%F 2018	**%F 2019**	**%F 2020**	**%F 2021**	**%F 2022**		**%M 2018**	**%M 2019**	**%M 2020**	**%M 2021**	**%M 2022**
Professional, Technical and Operational Staff	66.7	75.0	83.3	87.5	83.3		33.3	25.0	16.7	12.5	16.7
Research Staff	60.0	0.0	66.7	60.0	33.3		40.0	100.0	33.3	40.0	66.7
Senior Research Leaders	0.0	0.0	0.0	0.0	0.0		100.0	100.0	0.0	100.0	100.0
% Total Part-time Staff	**55.6**	**44.4**	**75.0**	**62.5**	**61.1**		**44.4**	**55.6**	**25.0**	**25.0**	**27.8**

Table 31 Part-time staff by job category and gender, 2018 – 2022

Part-time Staff who prefer not to state gender	P 2018	P 2019	P 2020	P 2021	P 2022
Research Staff				2	2
Total Part-time Staff - Prefer not to state gender				2	2
%Total all Part-time Staff				12.5	11.1

Table 32 Part-time staff who prefer not to state their gender

% Part-time Staff by job category and gender 2018 - 2022

	%F 2018	%F 2019	%F 2020	%F 2021	%F 2022		%M 2018	%M 2019	%M 2020	%M 2021	%M 2022
Professional, Technical and Operational Staff	66.7	75.0	83.3	87.5	83.3		33.3	25.0	16.7	12.5	16.7
Research Staff	60.0	0.0	66.7	60.0	33.3		40.0	100.0	33.3	40.0	66.7
Senior Research Leaders	0.0	0.0	0.0	0.0	0.0		100.0	100.0	0.0	100.0	100.0
% Total Part-time Staff	55.6	44.4	75.0	62.5	61.1		44.4	55.6	25.0	25.0	27.8
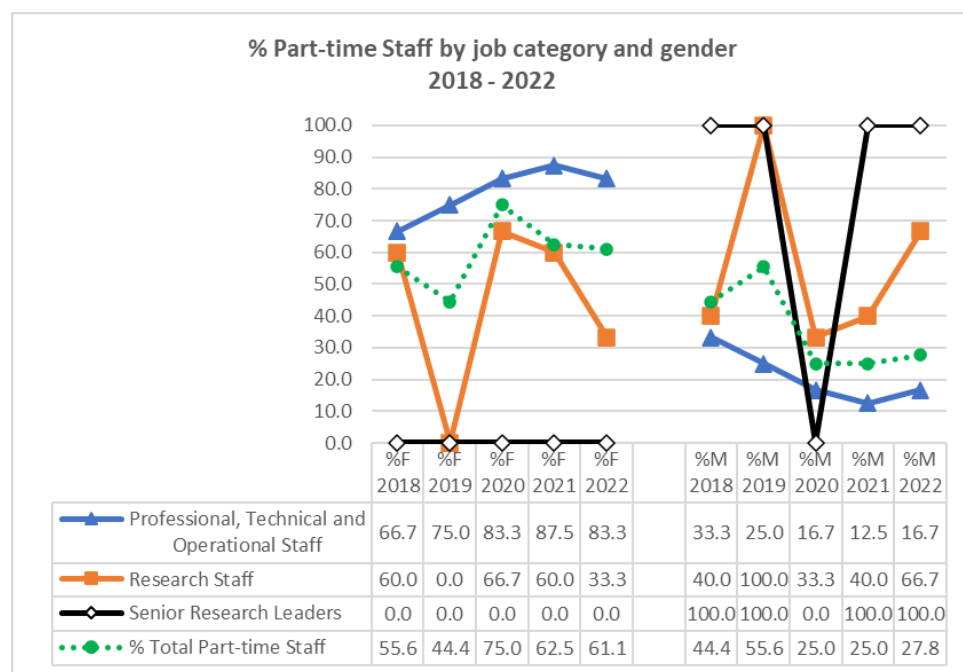
Figure 41 Part-time staff by gender and job category, 2018 – 2022

RESEARCH STAFF

	F 2018	F 2019	F 2020	F 2021	F 2022		M 2018	M 2019	M 2020	M 2021	M 2022
Post Doctoral Scientist	12	12	14	15	12		29	32	29	28	30
Research Assistant	10	9	8	9	10		8	10	9	5	4
Research Fellow			1	1	1		2	2	1	1	1
Total Research Staff	22	21	23	25	23		39	44	39	34	35
	%F 2018	%F 2019	%F 2020	%F 2021	%F 2022		%M 2018	%M 2019	%M 2020	%M 2021	%M 2022
Post Doctoral Scientist	29.3	27.3	32.6	34.9	27.3		70.7	72.7	67.4	65.1	68.2
Research Assistant	55.6	45.0	44.4	56.3	62.5		44.4	50.0	50.0	31.3	25.0
Research Fellow	0.0	0.0	50.0	50.0	50.0		100.0	100.0	50.0	50.0	50.0
Total Research Staff	36.1	31.8	36.5	41.0	37.1		63.9	66.7	61.9	55.7	56.5

Table 33 Research staff by job category and gender, 2018 – 2022, headcount and percentages

P 2018	P 2019	P 2020	P 2021	P 2022
0	1	1	2	4
%P 2018	%P 2019	%P 2020	%P 2021	%P 2022
0.0	1.5	1.6	3.3	6.5

Table 34 Research staff who prefer not to state their gender, 2018 – 2022
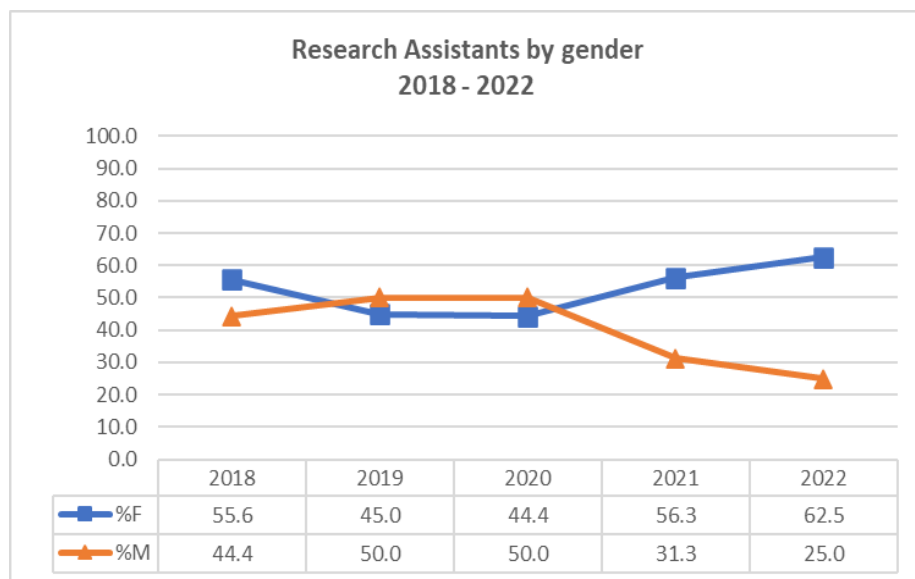
Figure 42 Gender trends, Research Assistants, 2018 – 2022

Research Assistants by gender 2018 - 2022	2018	2019	2020	2021	2022
%F	55.6	45.0	44.4	56.3	62.5
%M	44.4	50.0	50.0	31.3	25.0
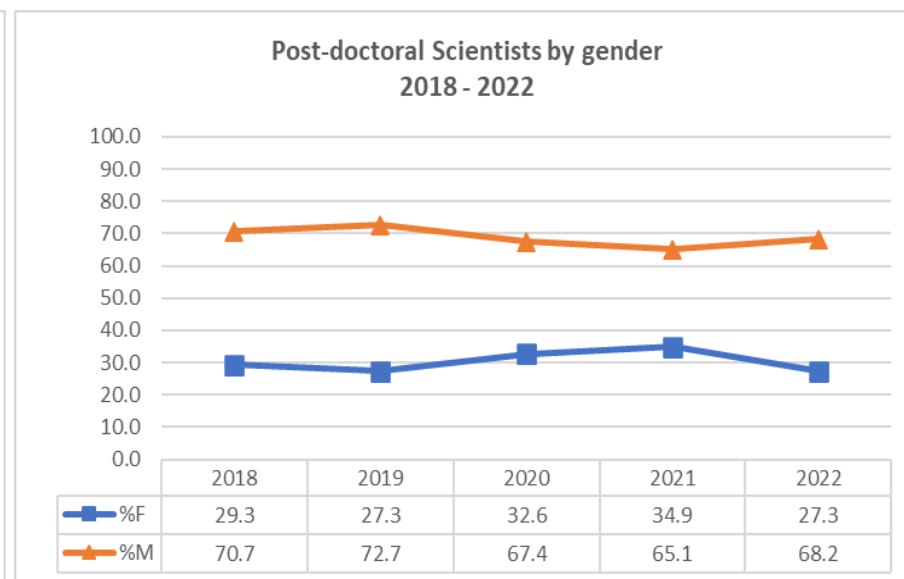
Figure 43 Gender trends, Post-doctoral Scientists, 2018 – 2022

Post-doctoral Scientists by gender 2018 - 2022	2018	2019	2020	2021	2022
%F	29.3	27.3	32.6	34.9	27.3
%M	70.7	72.7	67.4	65.1	68.2

Research Staff by gender and role 2018 - 2022

	%F 2018	%F 2019	%F 2020	%F 2021	%F 2022		%M 2018	%M 2019	%M 2020	%M 2021	%M 2022
Post Doctoral Scientist	29.3	27.3	32.6	34.9	27.3		70.7	72.7	67.4	65.1	68.2
Research Assistant	55.6	45.0	44.4	56.3	62.5		44.4	50.0	50.0	31.3	25.0
Research Fellow	0.0	0.0	50.0	50.0	50.0		100.0	100.0	50.0	50.0	50.0
Total Research Staff	36.1	31.8	36.5	41.0	37.1		63.9	66.7	61.9	55.7	56.5

Figure 44 Percentages of Research Staff by gender and job role/function

PROFESSIONAL, TECHNICAL AND OPERATIONAL STAFF

Headcount	F 2018	F 2019	F 2020	F 2021	F 2022		M 2018	M 2019	M 2020	M 2021	M 2022
Deputy Director	1	1	1	1	1						
Head of Department	2	1	2	2	3		1	1	2	2	2
PA/Administrator			1	1							
Programme/Project Manager		1	3	2	3		3	4	3	4	4
Senior Support Specialist	6	5	4	4	5		4	4	4	4	5
Support Specialist	6	7	9	12	10		2	3	1	1	2
Lab Attendant/Technician					2						1
Lab Manager									1	1	1
Total Professional, Technical and Operational Staff	15	16	20	21	24		10	12	11	12	15
%	%F 2018	%F 2019	%F 2020	%F 2021	%F 2022		%M 2018	%M 2019	%M 2020	%M 2021	%M 2022
Deputy Director	100.0	100.0	100.0	100.0	100.0						
Head of Department	66.7	50.0	50.0	50.0	60.0		33.3	50.0	50.0	50.0	40.0
PA/Administrator		100.0	100.0					0.0	0.0		
Programme/Project Manager	0.0	20.0	50.0	33.3	42.9		100.0	80.0	50.0	66.7	57.1
Senior Support Specialist	60.0	55.6	50.0	50.0	50.0		40.0	44.4	50.0	50.0	50.0
Support Specialist	75.0	70.0	90.0	92.3	83.3		25.0	30.0	10.0	7.7	16.7
Lab Attendant/Technician					66.7						33.3
Lab Manager			0.0	0.0	0.0				100.0	100.0	100.0
Total Professional, Technical and Operational Staff	60.0	57.1	64.5	63.6	61.5		40.0	42.9	35.5	36.4	38.5

Table 35 Professional, Technical and Operational Staff by gender and role, 2018 – 2022
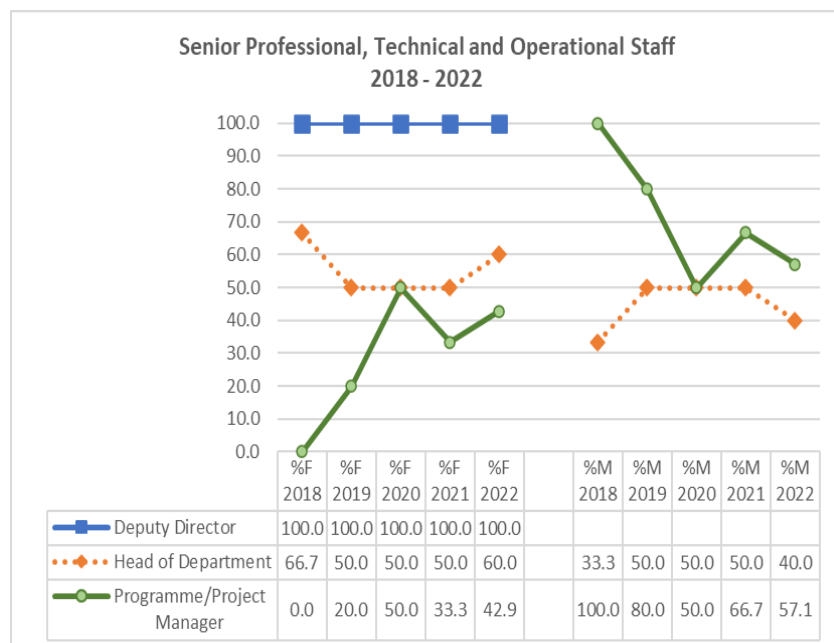
Figure 45 Senior PTO staff by gender and role
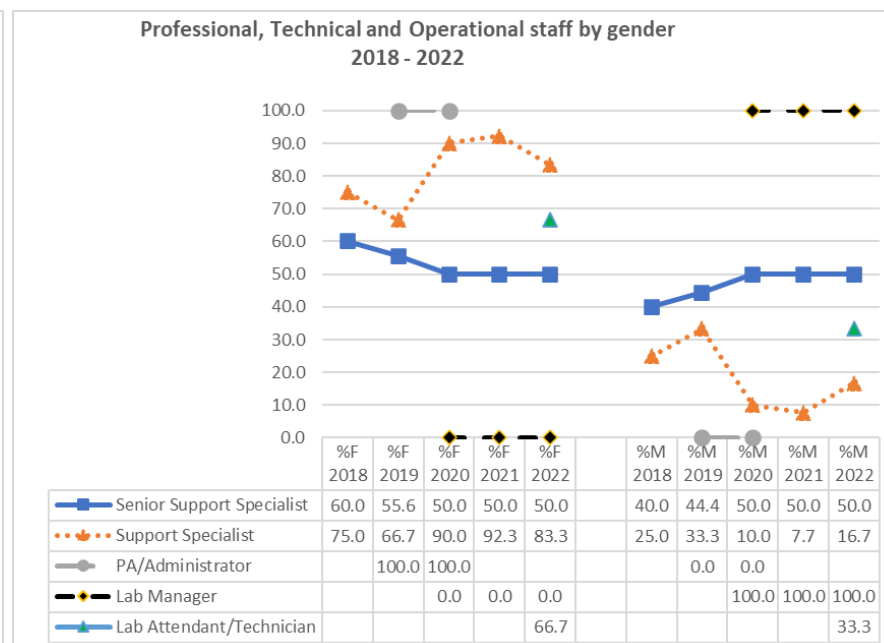
Figure 46 PTO staff, other grades, by gender and role

SENIOR RESEARCH LEADERS

Headcount	F 2018	F 2019	F 2020	F 2021	F 2022		M 2018	M 2019	M 2020	M 2021	M 2022
Director	1	1	1				1	1	1	1	1
Group Leader	2	1	1	1	1		6	4	5	7	6
Programme Leader							3	4	3	3	3
Total Senior Research Leaders	3	2	2	1	1		10	9	9	11	10
%	%F 2018	%F 2019	%F 2020	%F 2021	%F 2022		%M 2018	%M 2019	%M 2020	%M 2021	%M 2022
Director	50.0	50.0	50.0				50.0	50.0	50.0	100.0	100.0
Group Leader	25.0	20.0	16.7	12.5	14.3		75.0	80.0	83.3	87.5	85.7
Programme Leader							100.0	100.0	100.0	100.0	100.0
Total Senior Research Leaders	23.1	18.2	18.2	8.3	9.1		76.9	81.8	81.8	91.7	90.9

Table 36 Senior Research Leaders by gender and role, 2018 - 2022

Senior Research Leaders by gender 2018 - 2022

	%F 2018	%F 2019	%F 2020	%F 2021	%F 2022		%M 2018	%M 2019	%M 2020	%M 2021	%M 2022
Director	50.0	50.0	50.0	0.0	0.0		50.0	50.0	50.0	100.0	100.0
Group Leader	25.0	20.0	16.7	12.5	14.3		75.0	80.0	83.3	87.5	85.7
Programme Leader							100.0	100.0	100.0	100.0	100.0
Total Senior Research Leaders	23.1	18.2	18.2	8.3	9.1		76.9	81.8	81.8	91.7	90.9
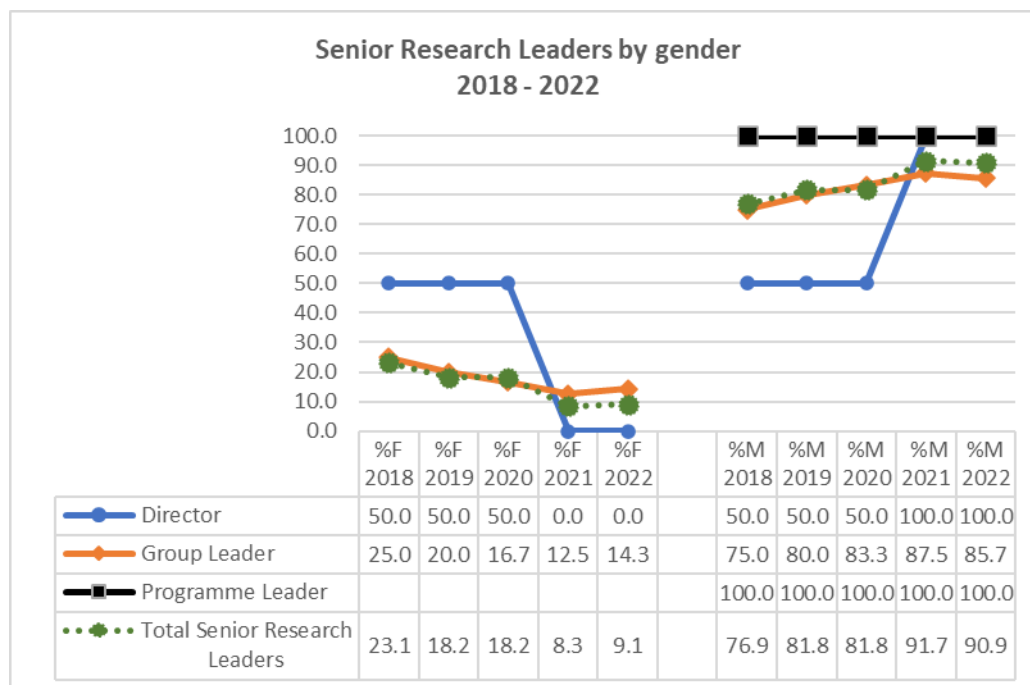
Figure 47 Senior Research Leaders by gender and role, 2018 – 2022

STAFF BY GRADE
RESEARCH STAFF (Including Senior Leaders)

Table 38 Research Staff by grade and gender, percentage

% Research Staff by gender
2018 - 2022

	2018	2019	2020	2021	2022
■ %P		1.3	1.4	2.7	5.5
■ %M	66.2	68.8	64.9	61.6	61.6
■ %F	33.9	29.9	33.8	35.6	32.9
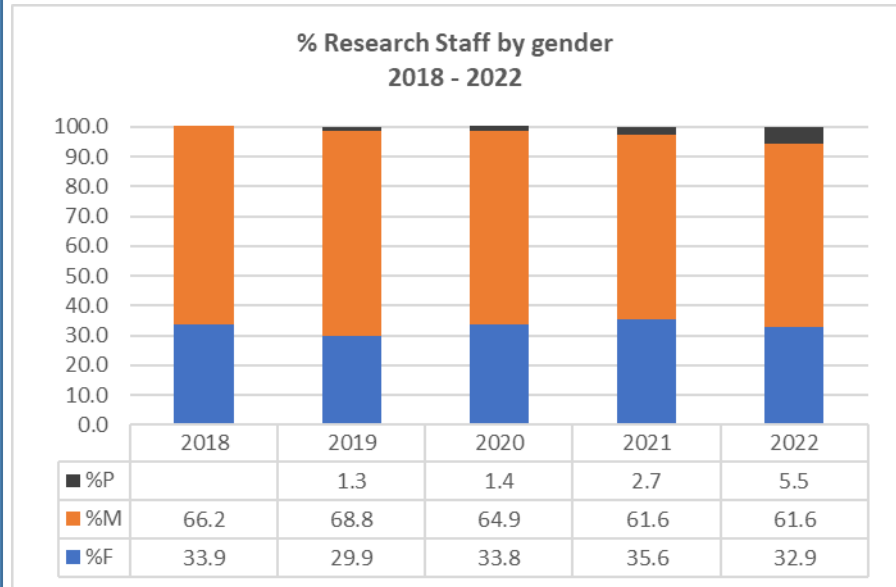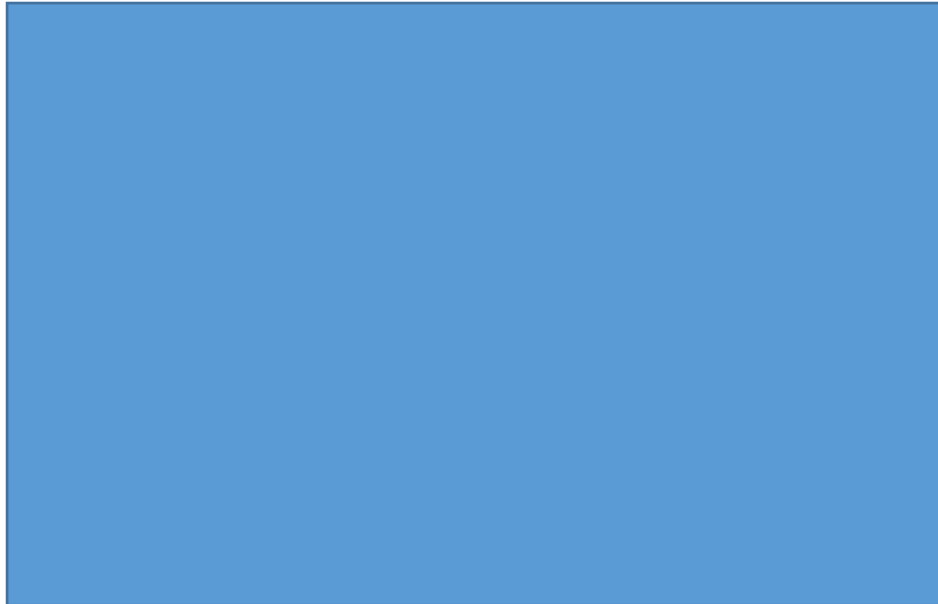
Figures 48 and 49 % Research Staff by grade and gender and % totals by gender, 2018 – 2022

PROFESSIONAL, TECHNICAL AND OPERATIONAL STAFF
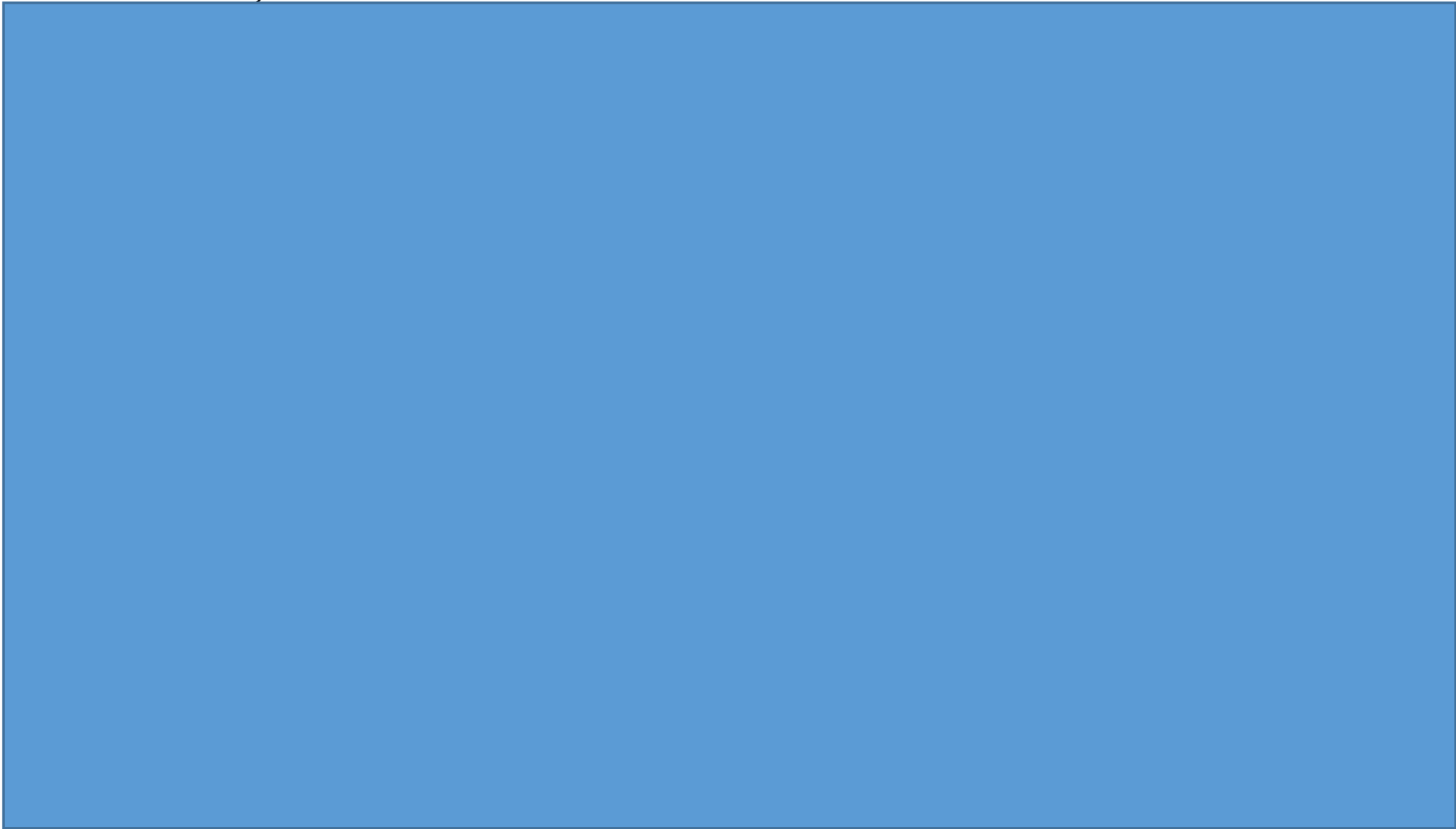
Table 40 % Professional, Technical and Operational Staff by gender and grade

% Professional, Technical and Operational Staff by gender 2018 - 2022

	2018	2019	2020	2021	2022
%M	40.0	42.9	35.5	36.4	38.5
%F	60.0	57.1	64.5	63.6	61.5
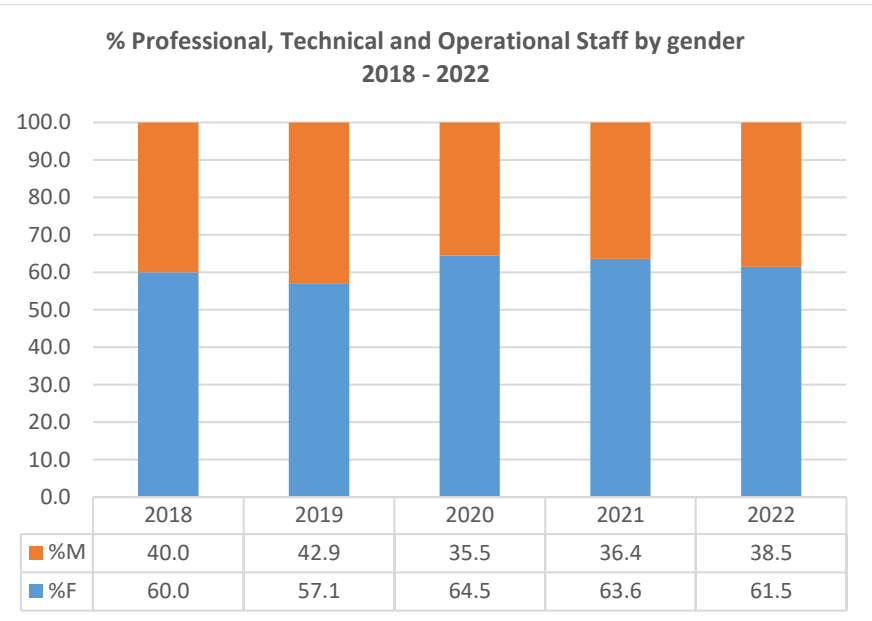
Figures 50 and 51 % Professional, Technical and Operational Staff by grade and gender and % totals by gender, 2018 - 2022

ETHNICITY
All Staff 2018 - 2022

2018	Headcount			Total
Ethnic Group				**Total**
Black, Asian, Minority Ethnic				20
White British				56
White Other				20
Prefer not to say/Unknown				3
Total				**99**
Ethnic Group				
Black, Asian, Minority Ethnic				**20.2**
White British				**56.6**
White Other				**20.2**
Prefer not to say/Unknown				**3.0**
Total				

2019	Headcount			Total
Ethnic Group				**Total**
Black, Asian, Minority Ethnic				23
White British				57
White Other				22
Prefer not to say/Unknown				3
Total				**105**
Ethnic Group				
Black, Asian, Minority Ethnic				**21.9**
White British				**54.3**
White Other				**21.0**
Prefer not to say/Unknown				**2.9**
Total				

2020	Headcount			Total
Ethnic Group				**Total**
Black, Asian, Minority Ethnic				24
White British				55
White Other				24
Prefer not to say/Unknown				2
Total				**105**
Ethnic Group				
Black, Asian, Minority Ethnic				**22.9**
White British				**52.4**
White Other				**22.9**
Prefer not to say/Unknown				**1.9**
Total				

2021	Headcount			Total
Ethnic Group				**Total**
Black, Asian, Minority Ethnic				18
White British				60
White Other				25
Prefer not to say/Unknown				3
Total				**106**
Ethnic Group				
Black, Asian, Minority Ethnic				**17.0**
White British				**56.6**
White Other				**23.6**
Prefer not to say/Unknown				**2.8**
Total				

2022	Headcount		Total
Ethnic Group			
Black, Asian, Minority Ethnic			17
White British			64
White Other			28
Prefer not to say/Unknown			3
Total			112
Ethnic Group			
Black, Asian, Minority Ethnic			15.2
White British			57.1
White Other			25.0
Prefer not to say/Unknown			2.7
Total			100.0

Tables 41 - 45 Staff ethnicity, 2018 – 2022
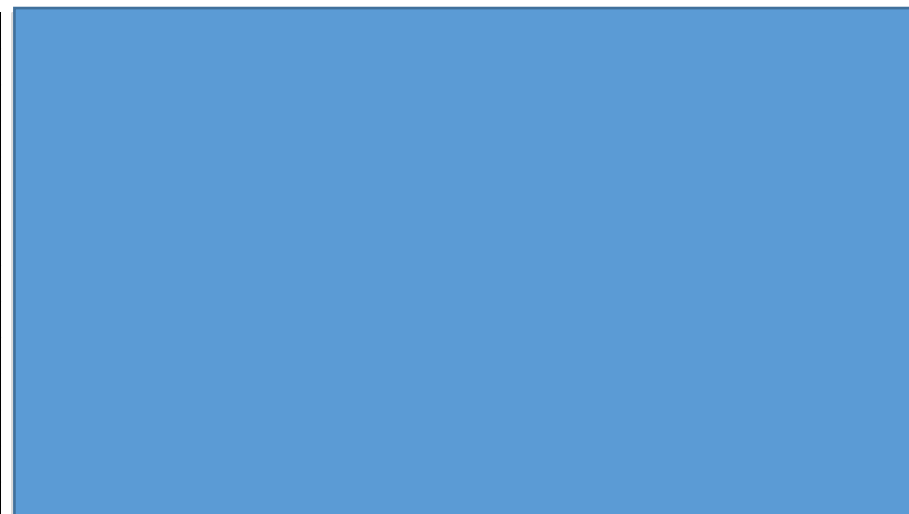
Figure 52Staff ethnicity, 2018 – 2022

RESEARCH STAFF (Including Senior Research Leaders) - ETHNICITY BY GRADE 2022
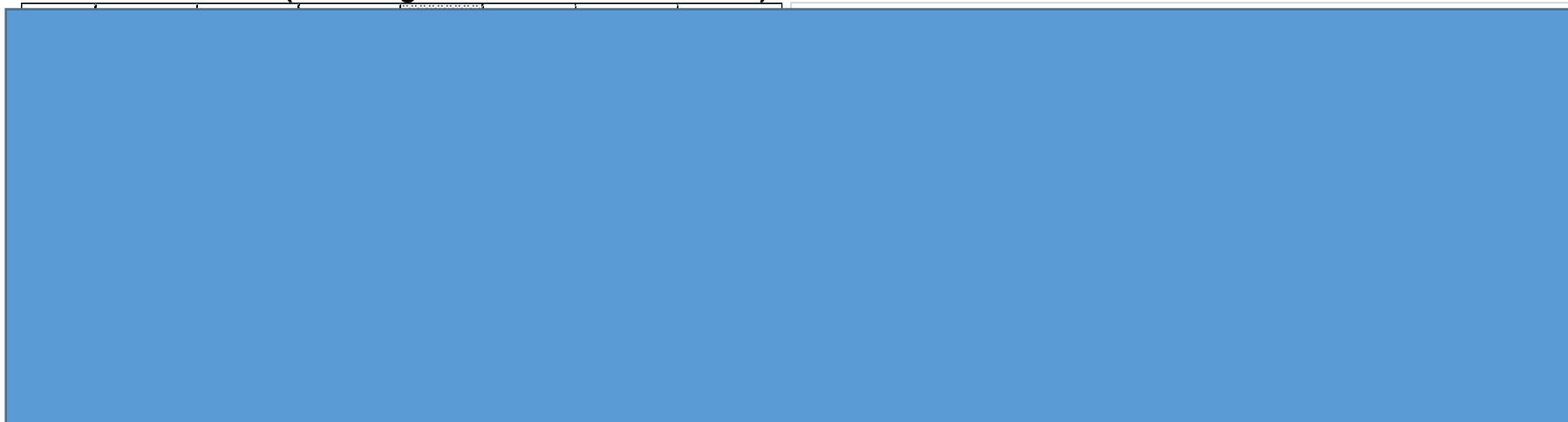
Table 46 Research Staff, ethnicity by grade and gender

Figure 53 Research staff, ethnicity by grade and gender

PROFESSIONAL, TECHNICAL AND OPERATIONAL STAFF – ETHNICITY BY GRADE 2022
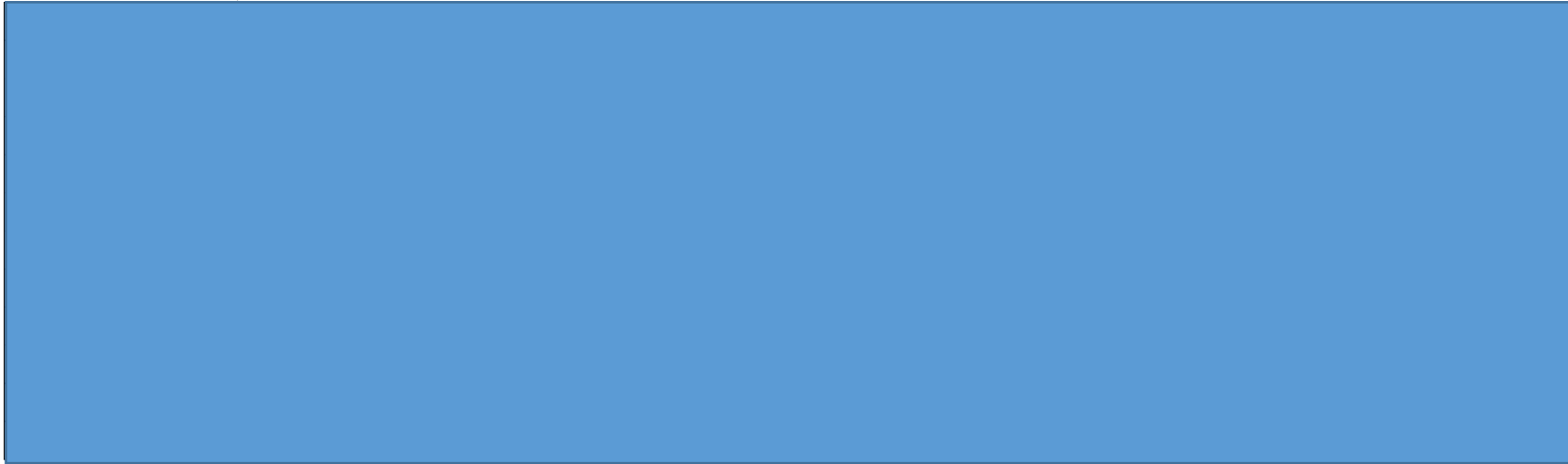
Table 47 and Figure 54 Professional, Technical and Operational Staff, ethnicity by grade and gender

CONTRACT TYPES

RESEARCH STAFF

FTC	F	M	P	Total		% FTC	F	M	P
2018	15	33		48		2018	68.2	84.6	
2019	15	36		51		2019	71.4	85.7	
2020	17	35		52		2020	73.9	89.7	
2021	19	31	1	51		2021	76.0	91.2	
2022	17	32	3	52		2022	73.9	91.4	
IND	F	M	P			% IND	F	M	P
2018	7	6		13		2018	31.8	15.4	
2019	6	6	1	13		2019	28.6	14.3	
2020	6	4	1	11		2020	26.1	10.3	
2021	6	3	1	10		2021	24.0	8.8	
2022	6	3	1	10		2022	26.1	8.6	

Research Staff by gender and contract type 2018 - 2022

	%F - FTC	%M - FTC	%F - IND	%M - IND
2018	68.2	84.6	31.8	15.4
2019	71.4	85.7	28.6	14.3
2020	73.9	89.7	26.1	10.3
2021	76.0	91.2	24.0	8.8
2022	73.9	91.4	26.1	8.6
Av. Rate	72.7	88.5	27.3	11.5
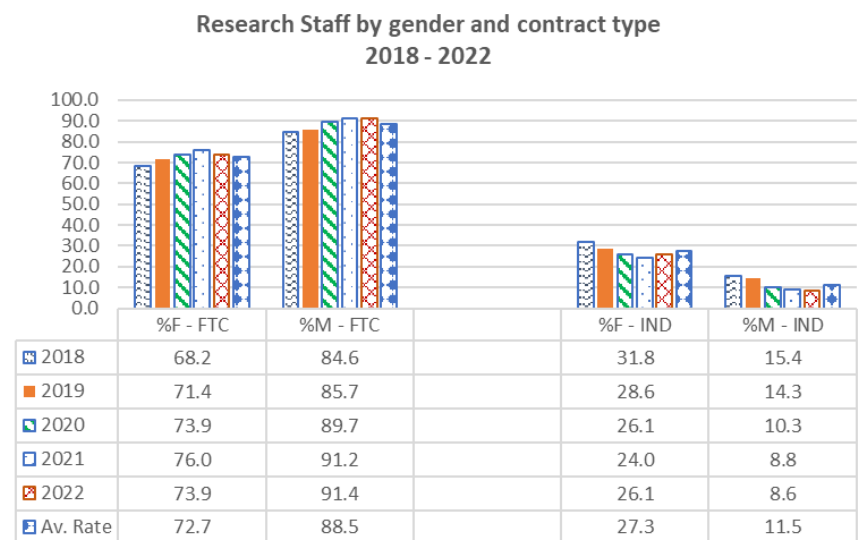
Table 48 and Figure 55 Research staff by contract type and gender, 2018 - 2022

FTC	F	M	P	Total		% FTC	F	M	P
2018	1	6		7		2018	33.3	60.0	
2019	0	4		4		2019	0.0	44.4	
2020	0	5		5		2020	0.0	55.6	
2021	0	4		4		2021	0.0	36.4	
2022	0	3		3		2022	0.0	30.0	
IND	F	M	P			% IND	F	M	P
2018	2	4		6		2018	66.7	40.0	
2019	2	5		7		2019	100.0	55.6	
2020	2	4		6		2020	100.0	44.4	
2021	1	7		8		2021	100.0	63.6	
2022	1	7		8		2022	100.0	70.0	

Senior Research Leaders by gender and contract type 2018 - 2022

	F - %FTC	M - %FTC	F - %IND	M - %IND
2018	33.3	60.0	66.7	40.0
2019	0.0	44.4	100.0	55.6
2020	0.0	55.6	100.0	44.4
2021	0.0	36.4	100.0	63.6
2022	0.0	30.0	100.0	70.0
Av. Rate	6.7	45.3	93.3	54.7
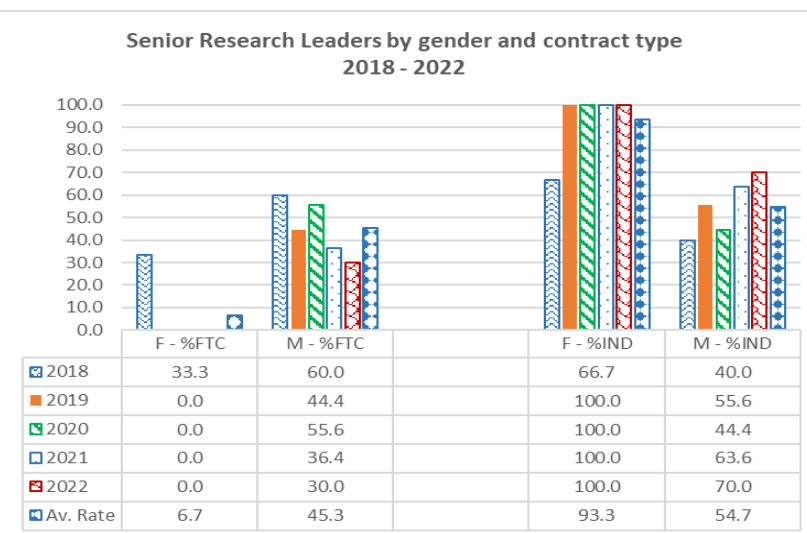
Table 49 and Figure 56 Senior Research Leaders by gender and contract type, 2018 – 2022

FTC	F	M	P	Total		% FTC	F	M	P
2018	6	4		10		2018	40.0	44.4	
2019	7	6		13		2019	43.8	50.0	
2020	7	5		12		2020	35.0	45.5	
2021	9	5		14		2021	42.9	41.7	
2022	13	8		21		2022	54.2	53.3	
IND	F	M	P			% IND	F	M	P
2018	9	5		14		2018	60.0	55.6	
2019	9	6		15		2019	56.3	50.0	
2020	13	6		19		2020	65.0	54.5	
2021	12	7		19		2021	57.1	58.3	
2022	11	7		18		2022	45.8	46.7	

Professional, Technical and Operational Staff by gender and contract type 2018 - 2022

	F - %FTC	M - %FTC	F - %IND	M - %IND
2018	40.0	44.4	60.0	55.6
2019	43.8	50.0	56.3	50.0
2020	35.0	45.5	65.0	54.5
2021	42.9	41.7	57.1	58.3
2022	54.2	53.3	45.8	46.7
Av. Rate	43.2	47.0	56.8	53.0
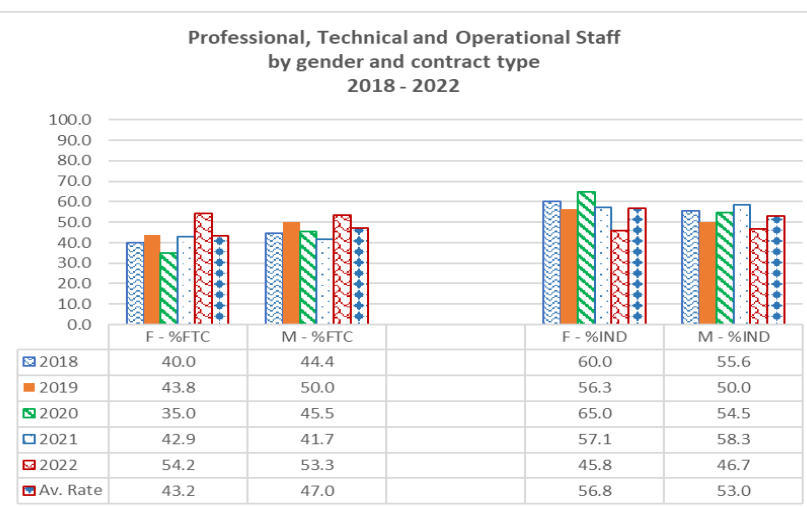
Table 50 and Figure 57 Professional, Technical and Operational Staff by gender and contract type, 2018 - 2022

RECRUITMENT DATA

RESEARCH STAFF

Research Scientists						%F	%M	%U
No. Posts								
11	**2018 Apps**	**2729**	**2523**	**122**	**2018 Apps**	50.8	46.9	2.3
15	**2019 Apps**	2095	3084	49	**2019 Apps**	40.1	59.0	0.9
7	**2020 Apps**	1896	3759	389	**2020 Apps**	31.4	62.2	6.4
11	**2021 Apps**	2173	2769	56	**2021 Apps**	43.5	55.4	1.1
*3	**2022 Apps**	383	209		**2022 Apps**	64.7	35.3	0.0
	2018 SLtd	23	16	1	**2018 SLtd**	0.8	0.6	0.8
	2019 SLtd	26	28	2	**2019 SLtd**	1.2	0.9	4.1
	2020 SLtd	3	14	5	**2020 SLtd**	0.2	0.4	1.3
	2021 SLtd	12	18	1	**2021 SLtd**	0.6	0.7	1.8
	2022 SLtd	3	3	0	**2022 SLtd**	0.8	1.4	0
	2018 Offd	7	5	0	**2018 Offd**	30.4	31.3	0.0
	2019 Offd	11	5	1	**2019 Offd**	42.3	17.9	50.0
	2020 Offd	2	8	1	**2020 Offd**	66.7	57.1	20.0
	2021 Offd	3	7	0	**2021 Offd**	25.0	38.9	0.0
	2022 Offd	1	1		**2022 Offd**			
	2018 Acptd	7	5	0	**2018 Acptd**	100.0	100.0	0.0
	2019 Acptd	10	3	1	**2019 Acptd**	90.9	60.0	100.0
	2020 Acptd	1	7	1	**2020 Acptd**	50.0	87.5	100.0
	2021 Acptd	2	6	0	**2021 Acptd**	66.7	85.7	0.0
	2022 Acptd				**2022 Acptd**			

Table 51 and Figure 58 Research Scientist recruitment stages, application, shortlisting, offer and acceptance, 2018 – 2022

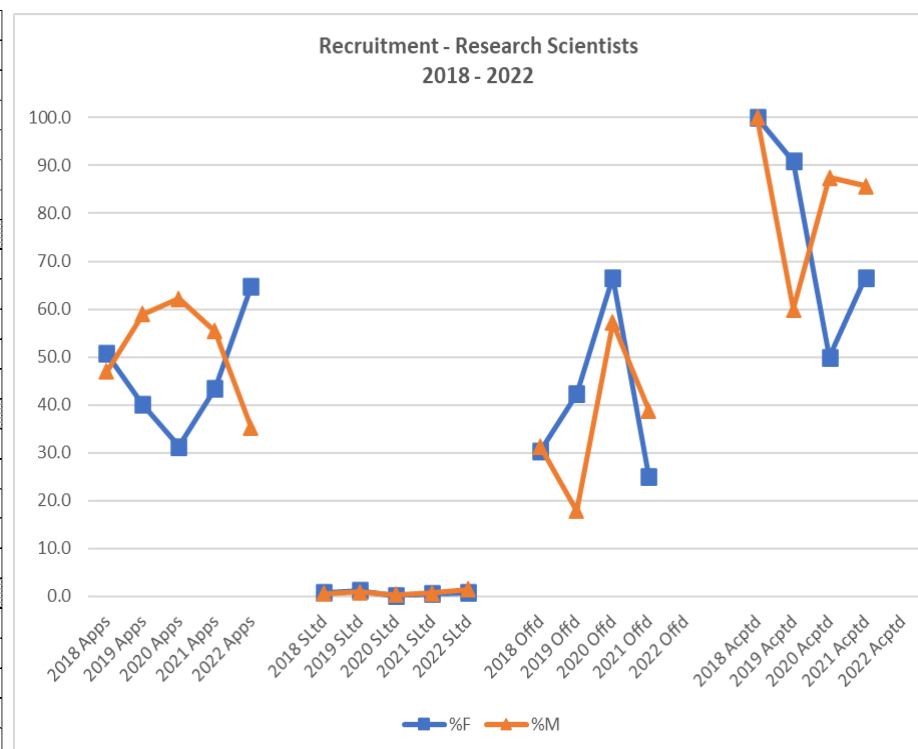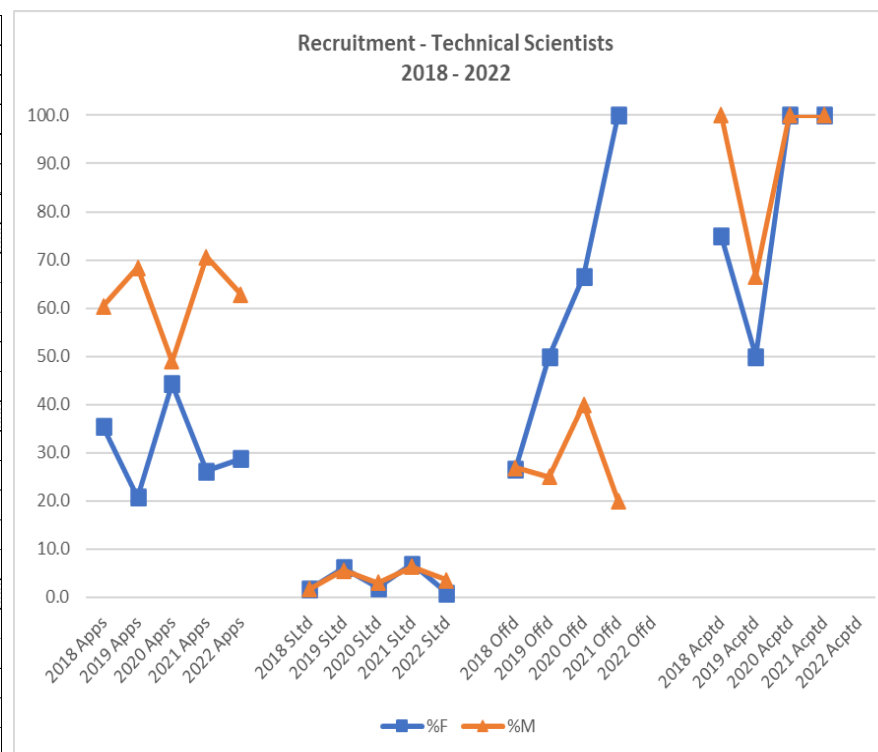| No. Posts	Technical Scientists						%F	%M	%U
16	**2018 Apps**	894	1527	105		**2018 Apps**	35.4	60.5	4.2
5	**2019 Apps**	65	214	34		**2019 Apps**	20.8	68.4	10.9
4	**2020 Apps**	151	167	23		**2020 Apps**	44.3	49.0	6.7
6	**2021 Apps**	58	156	7		**2021 Apps**	26.2	70.6	3.2
*5	**2022 Apps**	102	223	30		**2022 Apps**	28.7	62.8	8.5
	2018 SLtd	15	26	0		**2018 SLtd**	1.7	1.7	0.0
	2019 SLtd	4	12	4		**2019 SLtd**	6.2	5.6	11.8
	2020 SLtd	3	5	0		**2020 SLtd**	2.0	3.0	0.0
	2021 SLtd	4	10	0		**2021 SLtd**	6.9	6.4	0.0
	2022 SLtd	1	8	0		**2022 SLtd**	1.0	3.6	0
	2018 Offd	4	7	0		**2018 Offd**	26.7	26.9	0.0
	2019 Offd	2	3	1		**2019 Offd**	50.0	25.0	25.0
	2020 Offd	2	2	0		**2020 Offd**	66.7	40.0	0.0
	2021 Offd	4	2	0		**2021 Offd**	100.0	20.0	0.0
	2022 Offd	0	1	0		**2022 Offd**			
	2018 Acptd	3	7	0		**2018 Acptd**	75.0	100.0	0.0
	2019 Acptd	1	2	1		**2019 Acptd**	50.0	66.7	100
	2020 Acptd	2	2	0		**2020 Acptd**	100.0	100.0	0.0
	2021 Acptd	4	2	0		**2021 Acptd**	100.0	100.0	0.0
	2022 Acptd	0	1	0		**2022 Acptd**			

Recruitment - Technical Scientists 2018 - 2022

Table 52 and Figure 59 Technical Scientist recruitment stages. 2018 - 2022

SENIOR RESEARCH LEADERS

Senior Research Leaders							%F	%M	%U
No. Posts									
2	2018 Apps	58	123	0		2018 Apps	32.0	68.0	0.0
1	2019 Apps	45	135	45		2019 Apps	20.0	60.0	20.0
4	2020 Apps	540	1634	16		2020 Apps	24.7	74.6	0.7
*2	2021 Apps					2021 Apps			
*3	2022 Apps	363	479	72		2022 Apps	39.7	52.4	7.9
	2018 SLtd	4	4	0		2018 SLtd	6.9	3.3	0.0
	2019 SLtd	3	4	1		2019 SLtd	6.7	3.0	2.2
	2020 SLtd	5	11	0		2020 SLtd	0.9	0.7	0.0
	2021 SLtd					2021 SLtd			
	2022 SLtd	9	6	1		2022 SLtd	2.5	1.3	1.4
	2018 Offd	1	1	0		2018 Offd	25.0	25.0	0.0
	2019 Offd		1			2019 Offd		25.0	
	2020 Offd	1	2	0		2020 Offd	20.0	18.2	0.0
	2021 Offd					2021 Offd			
	2022 Offd					2022 Offd			
	2018 Acptd	1	1	0		2018 Acptd	100.0	100.0	0.0
	2019 Acptd		1			2019 Acptd		100.0	
	2020 Acptd	1	2	0		2020 Acptd	100.0	100.0	0.0
	2021 Acptd					2021 Acptd			
	2022 Acptd					2022 Acptd			
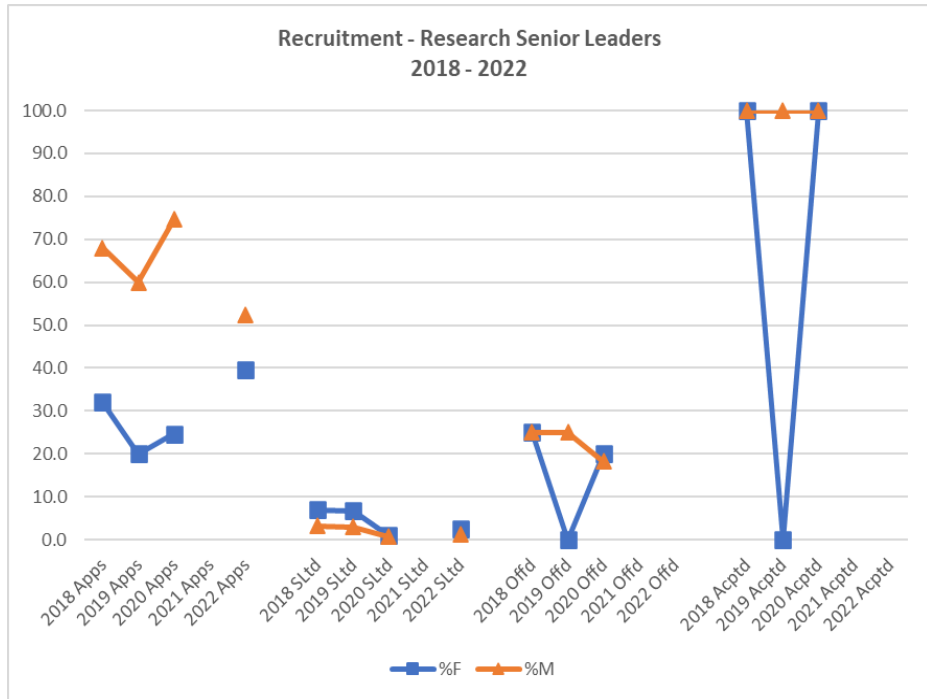
Table 53 and Figure 60 Senior Research Leader recruitment stages, 2018 – 2022

No. Posts		Headcount					%F	%M	%U
		F	M	U					
15	2018 Apps	2404	1099	249		2018 Apps	64.1	29.3	6.6
9	2019 Apps	1067	251	30		2019 Apps	79.2	18.6	2.2
6	2020 Apps	372	687	5		2020 Apps	35.0	64.6	0.5
8	2021 Apps	648	783	16		2021 Apps	44.8	54.1	1.1
4*	2022 Apps	226	125	0		2022 Apps	64.4	35.6	0.0
	2018 SLtd	17	17	1		2018 SLtd	0.7	1.5	0.4
	2019 SLtd	33	4	3		2019 SLtd	3.1	1.6	10.0
	2020 SLtd	11	9	4		2020 SLtd	3.0	1.3	80.0
	2021 SLtd	19	19	1		2021 SLtd	2.9	2.4	6.3
	2022 SLtd	9	1	0		2022 SLtd			
	2018 Offd	3	8	0		2018 Offd	17.6	47.1	0.0
	2019 Offd	5	2	1		2019 Offd	15.2	50.0	33.3
	2020 Offd	5	2	0		2020 Offd	45.5	22.2	0.0
	2021 Offd	8	4	1		2021 Offd	42.1	21.1	100.0
	2022 Offd					2022 Offd			
	2018 Acptd	3	8	0		2018 Acptd	100	100	0.0
	2019 Acptd	5	2	1		2019 Acptd	100	100	100
	2020 Acptd	4	2	0		2020 Acptd	80.0	100.0	0.0
	2021 Acptd	6	2	0		2021 Acptd	75.0	50.0	0.0
	2022 Acptd					2022 Acptd			

Recruitment - Professional, Technical and Operational Staff 2018 - 2022
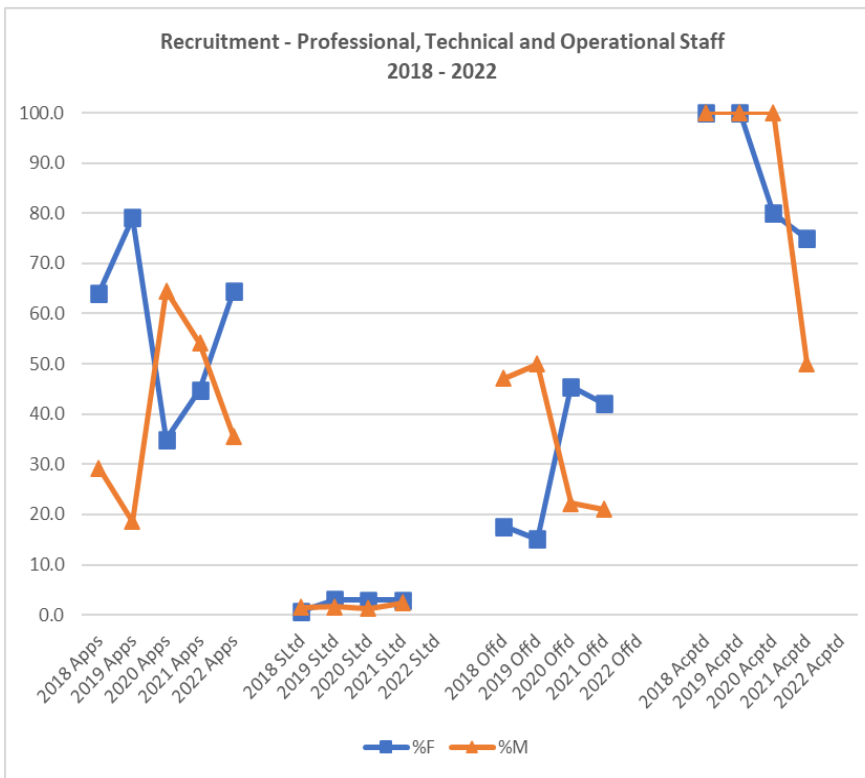
Table 54 and Figure 61 Professional, Technical and Operational Staff recruitment stages, 2018 – 2022

PROMOTION AND PROGRESSION

PROMOTION

Table 55 All Promotion and Grade Reviews 2018 – 2021
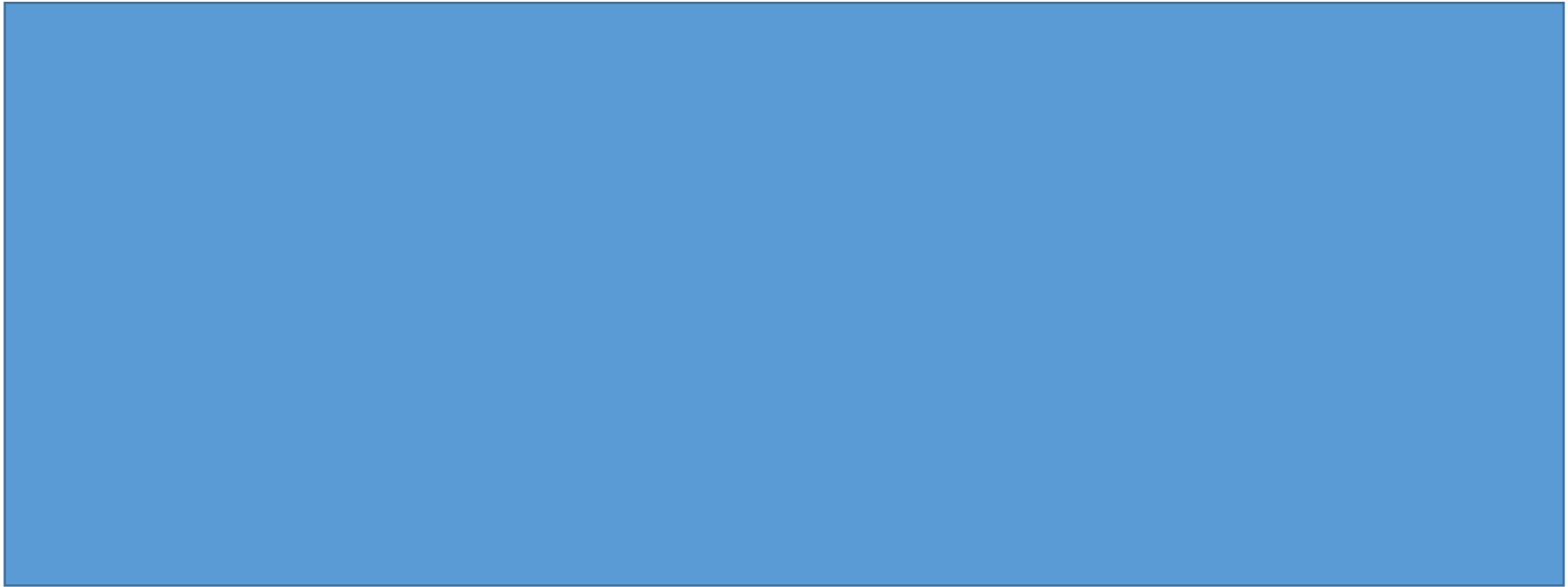
Grade = promoted to.

PROGRESSION

Table 56 and Figure 62 showing grade changes, by gender, achieved by role change, plus changes in role without change in grade 2018 – 2022

PROGRESSION WITHIN JOB CATEGORIES

Figure 65 Senior Research Leaders, progression by gender and role-only changes, 2018 - 2021

COMMITTEE MEMBERSHIP - 2022

2022	External		NBIP		Internal - P&S		Internal - Academic		Students		Total Members		In attendance		Secretaries/Co-Ords	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Board of Non-Executive Trustee Directors	3	5									3	5	1	1	1	
Executive Committee					1		1	4			2	4			1	
Senior Management Team			1	2	3	2	2	6			6	10			1	
Audit Committee	2	2									2	2	1	2	1	
Remuneration Committee	2	1									2	1		1	1	
Scientfic Advisory Board	4	7									4	7			2	
Health and Safety Forum					1		5	1	1		7	1				
Strategic HR Committee			1	1	1			1			2	2				
IDEA Committee				1	4	2	4	2	1		9	5	1		1	
Employee Consultation Forum			1	1	2	1	2	5			5	7			1	
EI Student Body									4	1						
Total	11	15	3	5	12	5	14	19	6	1	42	44	2	4	9	0
%	42.3	57.7	37.5	62.5	70.6	29.4	42.4	57.6	85.7	14.3	48.8	51.2	33.3	66.7	100.0	0.0

Table 58 Committee membership, attendance, secretarial support by gender

Appendix 3: Glossary

LIST OF ABBREVIATIONS USED IN THE SUBMISSION	
AS	Athena SWAN
AS-2022	Athena SWAN Survey (Staff and Students) 2022
BACP	British Association of Counselling and Psychiatry
BBSRC	Biotechnology, and Biological Sciences Research Council
B&H	Bullying and/or harassment
C&M	Coaching and mentoring
cf.	'confer'/'conferature' - meaning compare (with)
COO	Chief Operating Officer
EAP	Employee Assistance Programme
ECRs	Early Career Researchers
EI	Earlham Institute
EI-All	Meeting of all insitute staff, usually every six weeks
ET	Executive Team (reports to the Institute Director (ID))
F-BAME	Black, Asian and Minority Ethnic Women
F-OW	Women in the 'Other White' category
FT	Full-time
FTC	Fixed Term Contract
F-WB	White British Women
GL	Group Leader
GP	Genomics Pipeline
HRM	HR Manager for EI
HRSG	Human Resources Strategy Group
ID	Institute Director
IDEA-C	Inclusion, Diversity, Equality and Accessibility Committee
JIC	John Innes Institute
LGBT+	Lesbian, Gay, Bisexual, Transgender (plus other gender identities)
M-BAME	Black, Asian and Minority Ethnic Men
MHA	Mental Health Awareness
M-OW	Men in the 'Other White' category
M-WB	White British Men
NBI	Norwich Bioscience Institutes
NC	National Capability
NNUH	Norwich & Norfolk University Hospital
NRP	Norwich Research Park
PGR	Post-graduate Researcher
PL	Programme Leader
PT	Part-time
QIB	Quadram Institute Biosciences
SAT	Self-Assessment Team
SMT	Senior Management Team
TDM	Training and Development Manager
TGAC	The Genome Analysis Centre (fore-runner of Earlham Institute)
TSL	The Sainsbury Laboratory
TTGL	Tenure Track Group Leader
UEA	University of East Anglia
UG	Undergraduate