Action plan

Ref	Planned action/ objective	Rationale	Key outputs and milestones	Time frame	Person responsible	Success criteria and outcome
Theme: Implementing, communicating and monitoring our commitment to equality and diversity						
1	Restructure EWG into task-based subgroups [Section 3 (iii)].	To ensure progress is made with action plan by forming sub-groups with assigned responsibilities who focus on specific tasks. This will increase accountability and transparency.	Whole EWG meets 4-12 times a year with dates set up well in advance for good attendance. Minutes of these meetings are circulated to group for action. Sub-groups pursue tasks in between full meetings and report back, providing not only more frequent effort of delivering Actions, but also increased efficiency and effectiveness through this type of targeted delegation. EWG to continue to be a standing item on monthly PI Committee meetings.	Ongoing for next 4 years	HR Administrator	Member attendance at each meeting: 50% in year 1, Increased to 60% in years 2 & 3. Should see items progressing between main meetings, this will be identifiable from the minutes (i.e. number of times a 'task in progress' appears on the agenda).
2	Increase the amount and frequency of information about AS communicated to the members of the Institute and captured from them [Section 3 (iii)].	To communicate our actions more efficiently. To ensure that staff know we will act on their feedback. To allow the EWG to track changes and monitor impact.	Increase our web information from one page to a new dedicated section on AS that includes the action plan and the 'Helpful Institute Information' as web pages. Refer monthly in newsletter to changes made in response to staff feedback. Continue capturing data on staff knowledge and perceptions of the initiative in: - annual staff survey - exit interviews/ leavers form. Include some new questions in the staff survey related to how confident staff are that matters raised will be acted on, and	By end of June 2018 Monthly Annually in Jan/ Feb For the 2018 survey	Info & Comms Officer Info & Comms Officer Deputy Bus & Ops Manager and Bus & Ops Manager Deputy Bus & Ops Manager	Evidence of page views and repeat visits on web analytics. Maintain the high proportion of staff completing the annual staff survey (over 70%) and responses to questions on awareness of AS Continue to encourage all leavers to have exit interview and fill in leaver's form, aiming to maintain 90% of all leavers

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			to understand more about perceived barriers to action. Review delivery of staff survey, for example move from general annual survey to monthly themed and targeted questions. Have at least one EWG meeting per year dedicated to examining staff survey data and exit interview data. Decide best way to share information, consider a range of options including a Town Hall style meeting, or presentations led by different EWG subgroups., or presentation at the Institute retreat etc.		Deputy Bus & Ops Manager EWG jointly	Share non-confidential findings via the new AS section of website. Receive feedback and ideas for constructive measures which could be considered. Increase confidence that matters raised will be listened to and acted on.
3	Collect data from exit interviews and additional survey questions to investigate whether and why a leaver's career aspirations may have changed while at the Institute [Section 4.2 (iii)].	To help understand the reasons why female Postdocs are less likely than male Postdocs to become PIs. Preliminary evidence suggests that women postdocs are more likely to decide not to pursue careers as PIs than male postdocs, but we need larger datasets.	The second part of the leaver's form has a question about career aspirations. We will re-examine this to see if supplementary questions would be useful, and add them if so. Exit interviews include a question about next steps and often people volunteer information on how their plans have formed or changed.	Collect data over 4 years	Bus & Ops Manager	Add up numbers of leavers whose aspirations have changed while in the Institute and log reasons why, to see if we can draw conclusions on how we could encourage women to stay on the academic science track. Feed this information back to the EWG and plan further actions to address this.
4	Specifically track careers of alumni who move first to another postdoc to determine how many	Find out if there is a gender bias in how long postdocs take to become PIs in	Data on time to first PI position of female and male postdocs.	Data collection ongoing, monitor	Info & Comms Officer	Clear data on whether women postdocs take longer to secure PI positions.

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	eventually become PIs.	future career moves.		annually in January beginning 2019		If this is the case, we will consult with our alumni and consider what new actions might help women reach the PI level more quickly. The institute will also take this difference into account when recruiting our own GLs.
5	We will collect shortlisting data in order to monitor for any gender or ethnicity bias in choice of candidates; and data on offers made, but not accepted, to monitor confirmation of offers.	To ensure that there is no gender or ethnicity bias in our recruitment procedures.	Set up data collection system (data can be anonymised for sharing with EWG etc, for easy extraction of statistics). University Web Recruitment System will be the system encouraged for use by all as it is the most efficient way to capture information during the recruitment journey. We will provide training for staff involved. Shortlisting criteria will be set ahead of determining candidates for interview and used by all in the selection process.	Begin from June 2018 and monitor annually.	HR Administrator	Decisions will be evidenced by meeting the shortlisting criteria. Applicants going forward for interview will reflect the selection criteria. Increased number of staff trained in and given access to Web Recruitment for shortlisting. More comprehensive data available in web recruitment to use for monitoring purposes.
6	Make Equality & Diversity training and Implicit Bias training a requirement for all staff [Section 5.1 (i)].	All staff, and especially those involved in recruitment and interviewing, need	Make it a requirement of induction to complete the online training for new staff. Follow up for signed form to be returned	Begin in April 2018	HR Administrator	60% of staff to have provided proof of completion of both courses by end of 2018, 70% at end of 2019, 80%

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		to be aware of implicit bias and equality and diversity.	within 1 month of arrival, chase the remainder by email. Make completion of both courses a prerequisite any member of staff who has a role in any of the following: student selection; staff recruitment and interviewing. Offer an annual session in the tea room with computers set up for those who have not done the training. Investigate success rates of incentives used by other Departments. Use other opportunities, e.g. appraisal, to monitor whether training has been completed.		Line managers at appraisal	at end of 2020. All staff who have a role in selection, recruitment etc. to have provided proof of completion by mid-2018 Success will be monitored by increased completion rates*, feeding into outcomes in the form of comments collected via staff survey and exit interviews. *Some work needs to be done on systems centrally to ensure we can accurately track and monitor this.
	As an Institute we will join other Departments in the School of the Biological Sciences and sign up to join the Collaborating with Men research project, led by Dr Jill Armstrong - at Murray Edwards College (https://www.murrayedwards.cam.ac.uk/about/Collaborating-with-Men).	The experience will provide each participant with the opportunity to increase awareness about what makes an inclusive workplace.	Survey results and analysis will be provided to us giving ideas on how we can change behaviour to make our groups more inclusive for both women and men.	First half of 2018	Bus & Ops Manager	We will aim for a sign-up rate in excess of 50% The results are an opportunity for the Institute to identify particular areas that could be improved and learn the most effective ways to address these issues, which can be fed back to the EWG and used to inform future actions.

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Theme: Supporting career development within the Institute and beyond						
7	Ensure that nominations for staff promotions and increments are fair, gender-balanced, and representative of staff groups.	To ensure that all candidates are considered equally within the applicable scheme. This will include gender data. To enable senior staff to gain a fuller picture across the Institute and to work cohesively to address any discrepancies.	Managers will be provided with lists of all eligible candidates for promotions and pay increments within their groups. Management information will be shared with PIs on staff demographics (pay, gender, role, length of service), plus those who have been put forward for increments and success rates.	At each point in the year when increment deadlines approach Annual Detailed management report each Oct/Nov	Director Bus & Ops Manager	That those being put forward for increments are proportionally representative of their staff groups in terms of gender. That the Institute can benchmark gender and pay against wider University data.
8	Raise the profile of training that relates to AS objectives.	There are many cost effective resources available that provide help, guidance and inspiration for all staff. Some will be specifically targeted at women, some wellbeing or equality and diversity, etc.	We will ask some additional questions in the staff survey and at exit interview to see what the levels of awareness of current training are like, and to ask what events women specifically think would be helpful to have, or they would like to attend. We will make better links at Institute level with the Women's Staff Network. We will promote a range of talks, links and training on the new AS section of our website, covering topics such as resilience, imposter syndrome, leadership, grant writing, wellbeing and other areas of professional and personal development.	Starting in 2018 From June 2018	Deputy Bus & Ops Manager and Bus & Ops Manager Info & Comms Officer	One event annually specifically aimed at / designed for women, to be held in the Institute. Positive qualitative data from staff survey and exit interviews. Page on AS section of website with updated training links and information.
9	Increase uptake of relevant training opportunities	Improve productivity,	Relevant opportunities publicised in newsletter, posters around Institute,	Ongoing	Info & Comms Officer	Quantitative data on numbers of training

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	(5.3 (i) and 5.4 (i)].	engagement, and job satisfaction of staff; to address some comments in staff survey that there was a lack of support to attend training.	face to face meetings. Provision for staff to attend training.			courses attended from university system, qualitative data from staff survey
			Managers will be advised/reminded of Institute recommendation that staff attend at least 1 training event a year.	Start in 2018	Director, PIs & line managers and HR Administrator	50% Research staff and 30% of support staff attend at least 1 training session per year.
			Data on attendance collected and monitored (provided by University for their courses and via lab administrators / annual appraisal for external courses).	From Sept 2018	Scientific Facilities Manager	Statistics gathered will indicate an upward trend in percentage of staff attending relevant training from 2018-2021
			Collect qualitative feedback and information on 'wish list' courses and see if we have a critical mass to enable training on site. On-site training may make it more tailored and relevant and also make it easier for staff to attend and be released especially from bench work.	Annually beginning April 2018 after survey	Bus & Ops Manager	
			Offer in-house customised training courses (e.g. Bioinformatics & data processing, Image analysis, Programming) provided by Gurdon researchers with specialist expertise in these areas.	From Jan 2019	Scientific Facilities Manager	
Theme: Improve the number and quality of appraisals						
10	Improve the number and quality of appraisals (5.3 (ii)].	Some staff report ongoing lack of appraisals or that appraisal time is used to discuss project work.	Director to remind managers of importance of effective and regular appraisals.	Annually in September	Director	Increase proportion of staff who have taken appraisal training
			Retain and publicise September as 'Appraisal month'. Organise Appraisal training (provided by University HR) for		Bus & Ops Manager to organise	Specific targets for appraisal completion are:

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			new joiners and as a refresher. Hold training on site if there are sufficient numbers. Encourage Appraisees to complete their section and to be pro-active about asking managers for an appraisal Completed forms to be returned to Administration and counter-signed by the Director. Highlight the Appraisal guidance and support documents in the newsletter. The Institute will adopt the University's appraisal forms as standard as they are more comprehensive than the current Institute one and cover more of the areas we want to focus on. An up to date appraisal will be a pre-requisite for staff going forward for an increment or promotion. This will enhance motivation and incentive for both parties to complete appraisal. Statistics on completion rates will be shared at PI meetings, and on the AS section of our website. This will make progress more transparent and increasing visibility will highlight any groups needing more support.	Annually at beginning of September Update half-yearly	training HR Administrator to collect forms Deputy Bus & Ops Manager reports on survey Info & Comms Officer Director Director and Bus & Ops Manager	55% in year 1 (2018) 65% in year 2 (2019) 75% in year 3 (2020) Staff satisfaction will improve and we will see improvement in the quality and frequency of appraisals. We can also look at responses to the staff survey and other feedback.

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Theme: Increase provision of career guidance and support						
11	Increase awareness and regular use of the postdoc mentoring schemes [Section 5.3 (iv)], by proactively setting up initial, and 2-year, meetings and providing coffee vouchers to encourage uptake.	To ensure postdocs feel properly supported throughout their time at the Institute. These measures will help raise awareness, remind those who have forgotten who their mentor is, and increase satisfaction with the scheme by providing the option to change mentor.	Postdoc/PI matching mentor database set up to invite participants to a compulsory first meeting over coffee. Schedule a compulsory meeting after 2 years that focuses exclusively on career planning. We will encourage regular Postdoc/Mentor meetings by providing vouchers for free tea/coffee and cake to use in our tea room up to twice a year. Emphasise to mentors and mentees that all meetings are confidential. Add a specific question to exit interview on use and usefulness of mentoring. Create an area on the Institute's intranet concerned with mentoring where we have: 1) The scheme outlines and 2) a link for people to use to apply or to change their mentor.	Begin during second half of 2018 then review annually January 2019 Second half of 2018	Head of Mentoring Schemes Bus & Ops Manager IT Manager and HR manager	Double the number of Postdoc:Mentor meetings reported in database from the January 2018 baseline. Monitor improvement through the number of coffee slips redeemed by postdocs Improvement in qualitative feedback on appraisals in staff survey and exit interviews
12	Provide increased mentoring and tailored support to PIs.	To ensure they are equipped to be successful in obtaining a second five years of funding and in a strong position for promotion to a senior position.	Following the model of support offered to 2 female PIs, two SGLs to review each junior PI's progress yearly during their first 5 years. These meetings will be focussed on helping them renew their funding, but will also other needs, e.g. networking, gaps to fill on CV etc.	Annually from 2018 onwards depending on arrival date	Director	Our female PIs succeed in moving into senior positions at the Institute or secure tenured/ professorships at other institutions
13	Provide funding for graduate students to organise events for all years in the PhD cycle,	To enable PhD students to meet, network and access	Budget agreed for PhD students for specific events, such as the recently established PhD retreat, and other	June 2018 and annually	Bus & Ops Manager	There will be at least one event per year for all students.

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	and share information via a website. Involve students in surveying student cohort.	information and support throughout their time at the Institute. To understand the issues better from the source.	activities beyond the first-year 'beer and pizza' evenings. Dedicated PhD student section on the website (similar to the Postdocs section), including signposting information, such as visas and submission of theses; provide training to the students organisers on web editing if requested. Consideration and implementation of ideas coming from our student body.	December 2018	Info & Comms Officer	Qualitative feedback from students' own survey and from staff survey improves so that fewer students are at risk of feeling isolated in the middle years of their work.
14	Support GIPA to run annual meetings to introduce all new PhD students to their postdoc mentors.	Staff survey shows that some students are not aware of the mentoring scheme and who their mentor is, yet would like to use the scheme.	GIPA will run regular group meetings where new PhD students can be introduced to their postdoc mentors.	Annually in November	GIPA Chair	Increase in students who know who their postdoc mentor is (from 86% baseline) to 95% by end 2018.
15	Promote and encourage arrangements for internal peer review of grant applications at all levels [Section 5.3 (v)].	Share expertise and experience with peers to improve confidence, skill and chance of success.	Webpage set up to show awarded grants, with a list of project titles, funding bodies and lead PIs, to encourage face to face meetings and offers of support. Facility available for matching those writing grant applications with others volunteering to comment on them (potentially on same web page). Choose and implement system for capturing practice interviews for fellowships etc. and how support is provided, track success rates following	By December 2018 Begin in January 2019	Director with PIs and Info & Comms Officer IT Manager and Info & Comms Officer Bus & Ops Manager	Increase in number of successful applications for grants, fellowships, etc. from current baseline.

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			implementation. Capture information during application stage about where help has been solicited and in what form.	Begin in January 2018	HR Administrator	
16	Introduce an induction system for new PIs by existing PIs [Section 5.3 (v)].	New PIs can be overwhelmed by amount of new information to navigate and do not know what help is available.	Draft a list of induction areas to be covered, to bring to PI Committee meeting for approval (elicit help especially from those more recently arrived) Devise and deploy questionnaire for new PIs after one year in post to track how they are progressing. Director to review answers and meet PIs to ask how things are going.	During second half of 2018 During second half of 2018	Head of Mentoring Schemes Director	Questionnaire shows new PIs have made progress in settling in to their role. Feedback from new PIs is positive.
Theme: Promote maternity leave, other types of leave and flexible working						
17	Establish and embed systems to connect members of staff who have children, or become parents or adopt while at the Institute.	Increase support and opportunities within this group to meet, find support and share information. Raise the profile of having a family and working in Science/at the University.	Create a parents@gurdon database and mailing list by asking current staff if they would like to subscribe. We would aim to grow this by asking new staff if they would like to join at the point when they submit maternity/paternity/parental leave forms or when they arrive at the Institute if already parents.	Feb 2018	IT Manager	More positive experiences expressed through staff survey and exit interviews. We have a range of staff signed up to the database and there is communication through the email list.
18	Provide facility for nursing mothers/ returners to breastfeed and express milk [Section 5.5 (iv)].	Lack of a dedicated private space within the Institute.	Room(s) identified that can accommodate a chair and small table at a minimum, with lockable door for privacy. These may need to be allocated	Required for returner in November 2017, then more	Deputy Bus & Ops Manager	Breastfeeding mothers are able to return to work as soon as they desire and a breastfeeding space is identified and

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			temporarily and only when specific case demands, due to lack of space overall.	permanent solution by Dec 2018		communicated to staff.
19	Gather information on new mothers' and adopters' experience of returning in a three-month-post-return interview.	To discuss experiences and identify if there are areas where we can provide more support.	Develop a question set to be agreed at EWG. We have a body of information on experiences plus suggestions.	By June 2018 Begin collecting responses in June 2018, feed back first set of responses to EWG in Jan 2019 and then twice per year	Bus & Ops Manager	The information and ideas can be fed back to the EWG to include in future plans and actions for parents, with twice-yearly updates.
20	Promote information about all types of leave: adoption/ maternity/ paternity/ unpaid parental/ compassionate and flexible - ensuring all staff categories know about all types of leave options [Section 5.5 (v)].	Raise awareness about all these types of leave that are available and help staff navigate HR process. Such leave may assist with all types of caring responsibilities and work-life balance.	Create a specific link on the Private web section about leave, linking to the University information on these. Update Helpful information booklet to make the same information more prominent in the contents list. Publicise in the newsletter. Use the parents' database and mailing list to target relevant information.	Materials publicised by Dec 2018, data tracking over 4 years	IT Manager Bus & Ops Manager Info & Comms Officer HR Administrator	Increase in awareness and uptake of these different types of leave over the 4 years against current baseline. Note that uptake is also informed heavily by personal financial circumstances.
Theme: Review workload and committees						
21	Implement a work allocation model to ensure membership of internal	Committee membership in the Institute has become	There will be a review of all the committees at the institute capturing information on their composition,	Review will start Nov 17	Bus & Ops Manager	There are clear documents detailing our committees and who

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	committees and allocation of Institute-centred tasks is fair and representative of Institute members [Section 5.6 (iii) and (v)].	gender balanced in recent years but this should be formalised and the workloads and commitment monitored. Work on committees needs to be recognised. The operation of the committees should be as clear and transparent as possible to maximize efficiency and effectiveness.	purpose and remit, plus expectations around meeting length and frequency. The above information, as well as the non-confidential minutes and agendas will be published on the intranet. As part of this review, an annual data collection will be instigated of 'who does what' on which committee EWG (or sub group) reviews representation taking into account workload, gender balance, career point and aptitude and re-allocates tasks to ensure balance. EWG monitors the above data to ensure representation remains balanced. Director sets expectation that committee members will fulfil their responsibilities by attending and actively participating in meetings.	Annual collection beginning January 2018	IT Manager Head of Scientific Facilities Director and Bus & Ops Manager to review with EWG and at a PI Committee annually	does what, available on the intranet. There are a series of documents relating to the relevant committees available on the intranet. Committee membership work is fairly distributed and staff on Committees are visible and recognised for their contributions.
22	Targeted mentoring from experienced members to increase our female representation on influential external committees [Section 5.6 (iv)].	Provide people with experience and exposure to networks. Enable them to feed into policy and practice at a higher level – good for them and the Institute.	Encouragement and mentoring of PIs from other PIs with experience of securing such roles e.g. university influential committees, society committees, journal editorial boards, university-level committees, etc. Some external roles are also appropriate for postdocs; these may be discussed during appraisals and by showcasing role	2018 onwards	Director to lead, and senior / more experienced PIs All PIs, GIPA committee to	Increased participation over current baseline [see section 5.6 (iv)] by those who want to and are able to take up additional roles.

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			models - for example at GIPA events, or asking seminar speakers to describe the activities they are involved in.		ask speakers to describe the activities they are involved in.	
23	Review and monitor core hours agreement and remind staff when planning events designed for wider attendance. Continue to lobby the University for additional meeting room space (action in place) [Section 5.6 (vi)].	Ensure meeting times are suitable for all who need and want to attend. Feedback suggests difficulty for some staff in attending particular meetings or that they need to leave meetings before completion, some of this is due to lack of suitable room availability.	All group meetings suit the time schedule of all attendees and nobody needs to regularly leave earlier than the end of the meeting. Continue to lobby the University for additional meeting room space. (action in place).	Review in June 2018 and repeat annually Ongoing	Director Bus & Ops Manager	Feedback in survey and elsewhere suggests that number of people disadvantaged by timings is reduced.
24	Provide a balance of homepage news stories about men and women in the Institute.	We want to represent the balance we aspire to i.e. equal gender, rather than reinforce the status quo.	Annual summary statistics on news stories on home page shows equal number of stories about men and women/ male and female PIs publications.	Annual statistics collected in January beginning 2018	Info & Comms Officer	Gender balance in representation achieved by end 2018 and maintained in subsequent years.
Theme: Enhance public engagement (outreach) role models, recognition, and diversity impact						
25	Provide more formal recognition for contributors, to encourage more men, and a wider range of Institute members, to volunteer their time for public engagement activities [Section 5.6 (viii)].	The volunteering 'load' is falling disproportionately on women and postdocs, but everyone can benefit from taking part in PE activities and the audience benefit	Increased variety of activities at which different staff can find their preferred type of contribution. More frequent communication of the rewarding nature of PE activities on the website, internal newsletter, face to face; explore engaging a champion in each lab.	August 2018 July 2018	PE Manager and PE Assistant PE Manager and Info & Comms Officer	Improve gender ratio of volunteers over 4 years to 50:50 (reaching 45:55 after 2 years) PE is considered a core part of the scientific training and education to be experienced while

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		from seeing the Institute fully represented.	Work towards including PE participation as part of discussion in an individual's appraisal which will help recognise where individuals are contributing to this activity. Lobby the University to recognise 'Outreach' as a valued area, e.g. in assessments for promotion.	July 2020 Ongoing with partners in other departments	Director to lead	working at the Gurdon Institute.
26	Formalise administration of a structured programme of summer placements/ work experience, to target under-represented groups.	To encourage people from under-represented groups (e.g. BME) to take up careers in research. To increase the diversity of summer students and work placement students in the Institute by targeting schools in disadvantaged areas. If more such students are thereby inspired to study science at university, then this is the first step in increasing the diversity of the academic science workforce.	50% FTE PE Assistant in role who can create a systematic programme. Collaboration in place with Wellcome's new programme on mentoring school students from under-represented groups: 'Brilliant Club'. Targeting advertising in schools with high diversity. Funding identified.	Begin programme by July 2019 and continue annually	PE Manager and PE Assistant with support from PIs hosting placements in labs	A new programme that brings school students from backgrounds that have previously been under-represented in our informal arrangements.