

# Athena SWAN institute award application

Name of institute: **The Pirbright Institute**

Name of Research Council that governs institute: **BBSRC**

Date of application: **31<sup>st</sup> July 2013**

Date of Institute membership to Athena SWAN: **Pilot scheme**

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## TABLE OF ABBREVIATIONS

Abbreviation	Description
<b>AVD</b>	Avian viral diseases
<b>BBSRC</b>	Biotechnology and Biological Sciences Research Council
<b>CIPD</b>	Chartered Institute of Personnel and Development
<b>DEFRA</b>	Department for Environment, Food and Rural Affairs
<b>DFID</b>	Department for International Development
<b>EC</b>	European Commission
<b>EMBO</b>	European Molecular Biology Organisation
<b>EU</b>	European Union
<b>FAO</b>	Food and Agriculture Organisation
<b>FT</b>	Full time
<b>H&amp;S</b>	Health and Safety
<b>HESA</b>	Higher Education Statistics Agency
<b>HR</b>	Human Resource
<b>IEB</b>	Institute Executive Board
<b>INCC</b>	Institute Negotiating and Consultative committee

<b>IUC</b>	Institute Union Committee
<b>JEGS</b>	Job Evaluation and Grading System
<b>KIT</b>	Keep In Touch
<b>LVD</b>	Livestock Viral Diseases
<b>OIE</b>	World Organisation for Animal Health
<b>PC</b>	Personal Contract
<b>PIR</b>	The Pirbright Institute
<b>PPDR</b>	Performance and Personal Development Review
<b>PT</b>	Part time
<b>SMART</b>	Specific, Measurable, Attainable, Relevant, Time-bound
<b>TB</b>	Trustee Board
<b>VVD</b>	Vector-borne viral diseases

## **1. LETTER OF ENDORSEMENT FROM THE INSTITUTE DIRECTOR (481 words)**

As Director of the Pirbright Institute, I am extremely proud of our diverse community of staff, students and visitors, and I am committed to maintaining our excellent record of equality and opportunity for all.

Our mission is research and surveillance to prevent viral diseases of livestock and their transmission from animals to humans. The Institute is dedicated to world class research and training and our science has a global impact. As with our international impact and collaborations, our staff and students come from a wide range of scientific and cultural backgrounds.

I place great importance on the achievement of Athena SWAN's aims and I am committed to a number of specific actions at organisational and departmental level. The Institute has a culture where all can thrive, are equally valued and experience equality of opportunity. Enhancement of this culture is an objective owned and championed by me as Director, by our Trustee Board and by senior management at the level of the Institute Executive Board. Individual departments across the Institute also ensure that initiatives promoting gender equality are proactively implemented.

I am fully committed to promoting gender equality in all that we do at the Institute. Our recruitment strategy encourages applicants to consider the supportive nature of the working environment and the generous and flexible family support that we provide. I believe that flexible working should be a normal aspiration, helping staff to manage their family commitments. We monitor a range of policies and practices to ensure that both genders are appropriately supported

in advancing their careers and we have strong compliance (99%) with our annual appraisal process which includes discussion of leadership, professional development and succession planning. Through this and other processes, we support our staff to raise their profiles and undertake continuous professional development. We are building on our recent success in recruiting world-class, early career scientists, currently 30% of whom are women, to develop a team of successful and influential female staff at all levels in the Institute. I am especially pleased that some of our senior female staff have prominent national and international roles.

I have been impressed by the enthusiasm and commitment of our Athena SWAN self-assessment team who have contributed to this task in addition to their existing commitments. During this assessment we have all learnt a good deal more about the Institute and how we do our business, including our successes and areas where we can do better. The latter is a positive outcome and we will embed what we have learnt into our Institute vision and strategy which is regularly monitored and updated.

Continual progress on equality and opportunity will be monitored by the Institute's Athena SWAN team to ensure excellence going forward.

I am very pleased that the Institute is applying for recognition of its long standing work and future goals on promoting equality through this application for an **Athena SWAN Award**.



**Professor John Fazakerley**  
**Director**

## **2. THE SELF-ASSESSMENT PROCESS (999 words)**

### **a. A description of the self-assessment team**

The members of our team have a broad spectrum of diverse experiences and a personal interest in equality of opportunity. We represent research, academic affairs, human resources and training; individuals are members (including Chairs) of key scientific and Institute committees including Academic Committee, External and Internal Seminar Committees, IT committee, Institute Executive Board, Institute Negotiating and Consultative Committee, Pay and Grading Panel, Institute Personal Promotion Panel, Succession Planning Committee, The Performance Pay Panel and the Institute's Union Committee. Such representation continues to allow the team to synergise policy with regard to the Athena SWAN principles.

All team members had recognised the gender imbalance of the Institute's senior leadership and were concerned that talent was being lost; women are not proportionally represented at more senior grades. Each member was asked to be involved because they had continually demonstrated a commitment to addressing this issue and were working towards removing existing gender inequalities within the Institute. The team's scientists were specifically identified because of the depth and variety of their experiences with regard to women in science and because they have been actively championing the Athena SWAN ideal in running their research and in other forums. All members are committed to the importance of a good work life balance, and the majority are in dual career relationships.

**Mrs Carol Smith (Chair)** is the Institute's Head of Human Resources and a Chartered Fellow of the CIPD (Chartered Institute of Personnel and Development). Carol is an active member of 6 influential Institute committees and several research council networking groups. This enables her to positively encourage, influence and advertise Athena SWAN policies throughout the Institute. Carol has worked widely across the private sector, from which she brings experience of championing flexible working practices and diversity issues.

**Dr Lynda Moore (Deputy Chair)** is the Institute's Head of Postgraduate Studies and Knowledge Exchange (Training). Her responsibilities include all aspects of postgraduate studies, postgraduate/postdoctoral skills training, and external training courses. She is able to project Athena SWAN principles through student and training policies and activities. Lynda brings experience of admissions and widening participation from her previous positions as Head of Admissions and Head of Teaching at the University of Bristol's Veterinary School.

**Mr Graham Baulch** is the Institute's Learning & Development Manager. His remit includes all aspects of staff development and apprenticeships alongside the HR team, and he is the Institute's Diversity Champion. Graham also facilitates the personal promotion scheme and mentorship programme. His role allows him to lead further expansion of these processes in line with the Athena SWAN ideals.

**Miss Rebecca John** is the HR & Payroll Advisor and is a Chartered Member of the CIPD. She provides reports and statistics for a number of Institute boards and committees, and is highly involved with funding and redeployment of scientific staff. Rebecca has a strong interest in motivation and reward in the workplace and is well versed in the BBSRC employment code and the 'family friendly' policies that are already in operation at the Institute (flexible working, maternity arrangements, and staff development). Rebecca's position gives her a unique and comprehensive insight into issues raised during our Athena SWAN application and how effective our applied policies are.

**Dr Eleanor Cottam** is an early stage Fellow working in the field of virus evolution. She is involved in the running of her research group, postgraduate student supervision, grant applications and hands on laboratory research. She has an international research profile and is aware of the challenges ahead in terms of career advancement and work-life balance. Eleanor is a role model for female scientific staff.

**Dr John Hammond** joined the Pirbright Institute in 2009 as a Fellow. In 2012 he was promoted to lead the Immunogenetics Group and now manages a research group of five. He has an international research profile achieved while working within several different academic institutes in the UK as well as at Kyushu University (Japan) and Stanford University (USA). He contributes experience as a successful academic with a young family.

**Dr Sue Jacobs** entered science 30 years ago as a virology technician, progressing to achieve a PhD. Married to an army officer, she has pursued a career in academic research while often having to live apart from her husband and run two homes. Sue chooses to remain at post-doctoral level due to the flexibility of such a position and contributes over 25 years' experience as a post-doctoral scientist.

**Dr Geraldine Taylor** is head of the Vaccinology Group, currently managing a research group of 9. She has an international research profile with over 30 years' experience as a research scientist

including supervision of postgraduate students, post-doctoral scientists and fellows. She has also acted as Head of Division and Scientific Advisor to the Director. Geraldine contributes experience as a senior academic, who was awarded a Research Council's individual merit award (Band G) in 2001, and who has combined a successful career with raising a family.

**Dr Anthony Wilson** is a Fellow with an international research profile and he line-manages staff and students. He contributes expertise in statistical analysis to the team, as well as experience in the challenges of combining academic duties with a young family having just recently become a father.

#### **b. An account of the self-assessment process**

The team's inaugural meeting (14.11.2012) set the terms of reference (appendix 1) and aligned Institute strategy with the ethos of Athena SWAN. Our initial action was to formulate a survey in order to quantify perceptions of equality and diversity processes already in place within the Institute, as well as to identify any omissions that were important to staff. A summary of actions undertaken at subsequent monthly meetings is detailed in appendix 2. The team has also been represented on two BBSRC Athena SWAN workshops.

#### **c. Plans for the future**

The team, in its current format, has agreed to continue to meet under the Athena SWAN banner to promote its ideals. Future plans are outlined in the self-assessment team's terms of reference (appendix 1).

### **3. A PICTURE OF THE INSTITUTE (1730 words)**

#### **a. A pen-picture of the Institute**

The Pirbright Institute, formerly known as the Institute for Animal Health, is a world-leading centre of excellence in research and surveillance of economically important viral diseases of farm animals and medically important viruses that spread from animals to humans (<http://www.pirbright.ac.uk/>). The Institute has undergone, and is still undergoing, an intense period of change. A new science strategy, introduced in 2009, focused research exclusively on viral diseases of livestock and viral zoonoses, and the decision was taken for the Institute to consolidate onto a single site at the Pirbright campus. This resulted in a number of research groups moving to other establishments in the UK. A new Director, Professor John Fazakerley, was appointed in June 2011. Subsequently the Pirbright Institute introduced a focussed recruitment campaign that included several 'tenure track' fellowship positions.

The Institute is both a charity and company (limited by guarantee) and as such has both trustees, directors and is governed by a trustee board. The Institute Executive Board (IEB) makes strategic and business planning decisions and comprises the Director, Directors of Science and Operations, Change Programme Director, three science Programme heads, heads of Finance, Human Resources, Compliance, and Estates and Facilities. The IEB operates in concert with the BBSRC head office and the Institute's Trustee Board (TB). The Change Management Director co-ordinates the transformation of the Institute into the new single campus at Pirbright, and an experienced board is overseeing the major building works.

Current research is organised into three Institute Strategic Programmes: Livestock viral diseases (LVD), Vector-borne viral diseases (VVD) and Avian viral diseases (AVD). The heads of these programmes are all leading scientists, namely Dr Charleston, Professor Mertens and Professor Nair, respectively. Each programme contains 6-11 groups with each group being led by an experienced senior scientist, 3 of whom are female members of staff, and typically supported by a team of 5-10 post-doctoral scientists, research assistants and PhD students. The recently introduced fellowship scheme has appointed 10 young post-doctoral scientists, 3 of whom are women, to 5-year 'tenure-track' positions. One of these is a joint appointment with the University of Surrey. Following the relocation of 3 of the research groups in the LVD programme from Compton to Pirbright in January 2013, all of the VVD and LVD scientists are now on the Pirbright campus. However, the AVD programme will remain on the Compton campus until new laboratory and experimental animal facilities have been built at Pirbright in 2016. In addition to this research, which ranges from fundamental to applied, the Institute also provides diagnostic services, early warning and advice on 11 viral diseases of livestock through its Reference Laboratories. These Reference Laboratories work on behalf of national (DEFRA) and international (OIE, FAO, EC) organisations, and are integrated into the 3 Institute Programmes. Professor David Paton, Director of Science, has responsibility for management and coordination of the entire research portfolio.

The overall Institute structure and how the governance of the Institute interacts with the management and committee structure is detailed in appendices 3 & 4. For clarity, appendix 5 shows a representative band comparison between the Institute and universities.

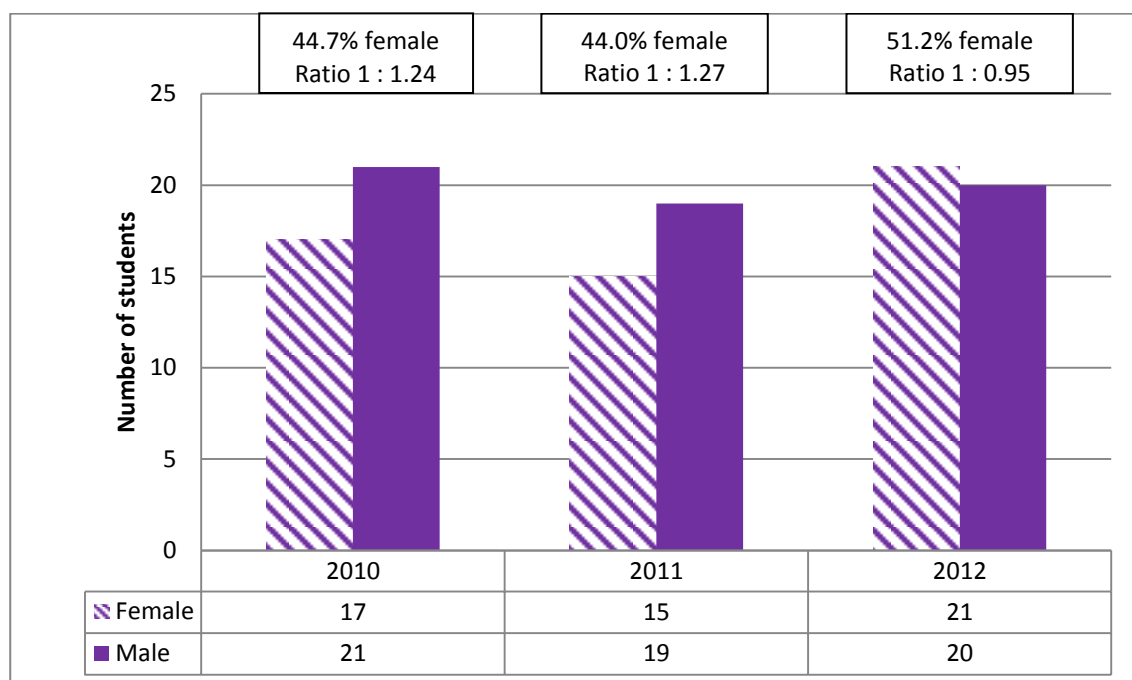
The Institute currently has approximately 165 scientific and 200 operations/support staff plus 35 PhD students. Approximately 38% of the annual budget of ~£29m comes from BBSRC core funding. In the last 5 years, the Institute has won 40% of submitted competitive grant proposals to BBSRC, securing ~£22.5m of funding. DEFRA provides ~£7m annual funding, £2m directly in support of the Reference Laboratories. EU funding also supports the Reference Laboratories and mainly strategic research. Commercial income from the sale of reagents and diagnostic services is ~£1m per annum. Two important sources of competitively won research funding are the Wellcome Trust (~£1.6m in 2010/11) and the BBSRC/DfID initiative on combating infectious diseases of livestock for international development (~£2.6m in 2010/11).

The Institute has a comprehensive staff development programme, with leadership and management training for all levels of employees including students. This supports staff and students through career progression; retaining Institute-trained students ensures that unique skills acquired within the setting of a high-containment research environment are both developed further and used to the benefit of the Institute's research. The Institute actively uses recruitment and retention allowances for hard-to-fill strategic posts, and open-ended and limited-term contracts to manage recruitment and retention of high calibre staff. Robust induction, probation and Performance and Professional Development Review (PPDR) processes are well embedded. Training is provided in all aspects of these processes and includes mandatory diversity training for all students and staff since 2007. We are also major providers of training to outside organisations, nationally and internationally, and members of staff regularly lecture to undergraduates and MSc students at the University of Surrey and the Royal Veterinary College.

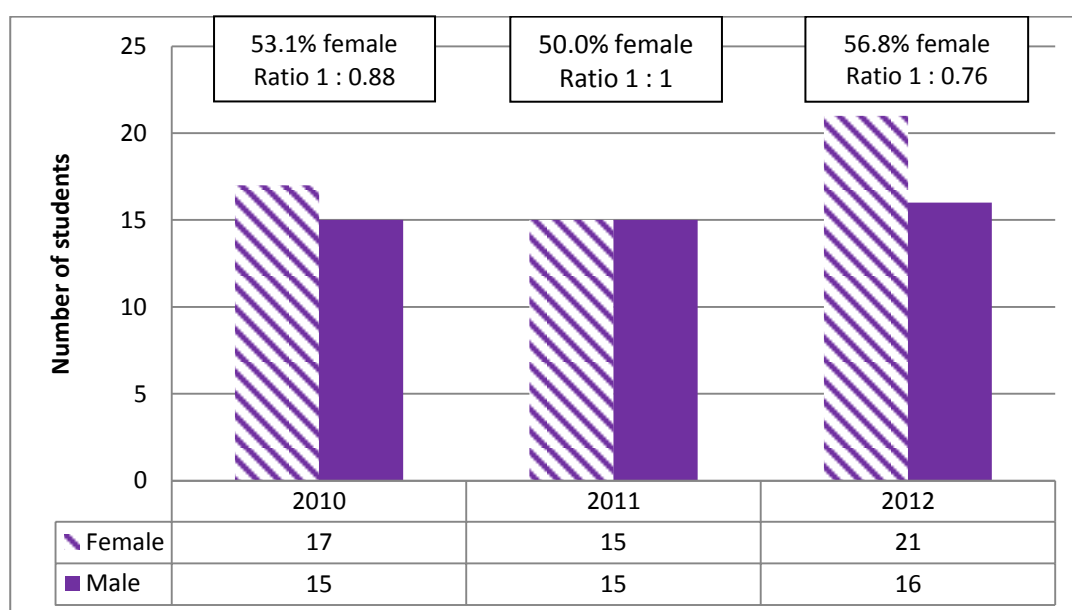
#### **b. Data for the past three years : Student data**

(i) Postgraduate female and male numbers on research degrees

**Figure 1: Total number of *all* full-time (FT) students present at the Institute in each academic year**



**Figure 2: Number of full-time (FT) students for which the Institute has input into the selection process present at the Institute in each academic year** *This excludes students on international scholarships who are selected by their home countries and tend, for cultural reasons, to be predominantly male. These include countries such as Iran, India and Egypt where it is internationally recognised that women do not, as a norm, progress through their education system.*





*Footnote: the national averages for FT research postgraduates in Biological Sciences are 59.2% female (2011/12) and 58.9% female (2010/11) (Higher Education Statistics Agency (HESA); personal communication, Katie Martin, 2013).*

Removal of the pre-selected scholarship students from our Institute data aligns our results with, although still slightly lower than, the national averages. The Institute results for 2012/13 are however very promising and the enhanced ratio of female: male students may be associated with a series of changes introduced to the Institute in 2012. These are discussed further in section (iii) below. This trend will be monitored to ensure that it continues.

## **ACTION PLAN. 1**

**Part-time (PT) students:** The Institute's strong staff development policy offers staff the opportunity to study part time for a PhD in post. We currently have 1 man in his third of 6 years, and 2 women who achieved their PhDs in 2012/13.

One of the women was originally being supported by the Institute to study an MSc in post. However, her Head of Programme recognised that her project was of a standard to merit a PhD. She was actively encouraged to apply for the necessary upgrade through the awarding body. She achieved her doctorate through hard work and dedication, with the financial and positive support of the Institute. The second woman has subsequently been elected as Director of the European Society for Vector Ecology and is the first female to hold this position.

The Institute does not have any other PT post-graduate students. We are aware that the nature of our work and work patterns, involving live viruses, cell cultures and animal models, can be difficult to integrate with PT research.

## **ACTION PLAN. 2**

### **(ii) Visiting students more than 6 months**

**Table 1: Numbers of visiting students (>6 months) per academic year**

Year	Female	Male
2010	0	0
2011	1	0
2012	3	0

The Institute hosts larger numbers of visiting students for <6 months; however, the number of students visiting for >6 months prevents any meaningful comparison with national data. All such visits are facilitated by waiving Institute bench and consumable fees and by provision of accommodation. The longer-term visits do however have implications for the students, e.g. disruption of project-time in their home Institutes and potentially their domestic arrangements.

## **ACTION PLAN. 3**

### **(iii) Ratio of applications to offers and acceptances by gender for visiting students more than 6 months, and for postgraduate research degrees**

All requests for visiting students (table 1 above) were accepted.

**Table 2: FT postgraduate research students selected by the Institute**

Information is incomplete for 2011/12.

Year	2010/11	2011/12	2012/13
<b>No. of studentships for which data is available</b>	7	3	10
<b>Total no. of applications</b>	82	21	106
<b>% female applications</b>	47.6	42.9	62.3
<b>Male</b>			
<b>Applications : Offers</b>	8.6 : 1	6 : 1	13.3 : 1
<b>Offers : Acceptances</b>	1 : 1	1 : 1	1 : 1
<b>Female</b>			
<b>Applications : Offers</b>	13 : 1	9 : 1	8.25 : 1
<b>Offers : Acceptances</b>	1 : 0.67	1 : 1	1 : 0.88

Two students, both women, have rejected our offers in the last 3 years; both had been offered an alternative studentship. Although numbers are low, we will seek feedback on any future rejections to ensure that we continue to be fair and transparent throughout our admissions procedures.

#### **ACTION PLAN. 4**

2010 and 2011 demonstrate a higher number of applications: offers for women compared with men. However, 2012 shows a reversal of this trend which may be linked to a series of changes implemented at the Institute in 2012. These include:

- appointment of a female Head of Postgraduate Studies with a background in university admissions and widening participation
- appointment of a female student administrator
- greater emphasis placed on supportive communication throughout the application and interview process
- change from male dominated, large interview panels to smaller, project-specific interviews with male and female interviewers including the Head of Postgraduate Studies
- alteration of the prerequisites for staff to act as postgraduate student supervisors resulting in more young scientists (including a significant number of female postdoctoral scientists and Fellows) offering projects

These changes have resulted in a more student-friendly application process and we will continue to monitor the effect on our applications and uptake rates.

#### **ACTION PLAN. 1 & 4**

#### **(iv) Research degree submission rates by gender**

**Figure 3: PhD submissions 2010 - 2012**



Footnote:

\* 1 woman gave up her PhD in post following maternity leave for personal reasons

1 woman gave up her PhD for reasons of chronic ill health.

\*\* 1 man left in year one (2008) for personal reasons

The total number of students submitting in each year is low but there is little to suggest any bias in terms of submission rates being affected by gender.

#### (v) Time taken to complete research degree by gender

**Table 3: Timeliness of PhD submissions**

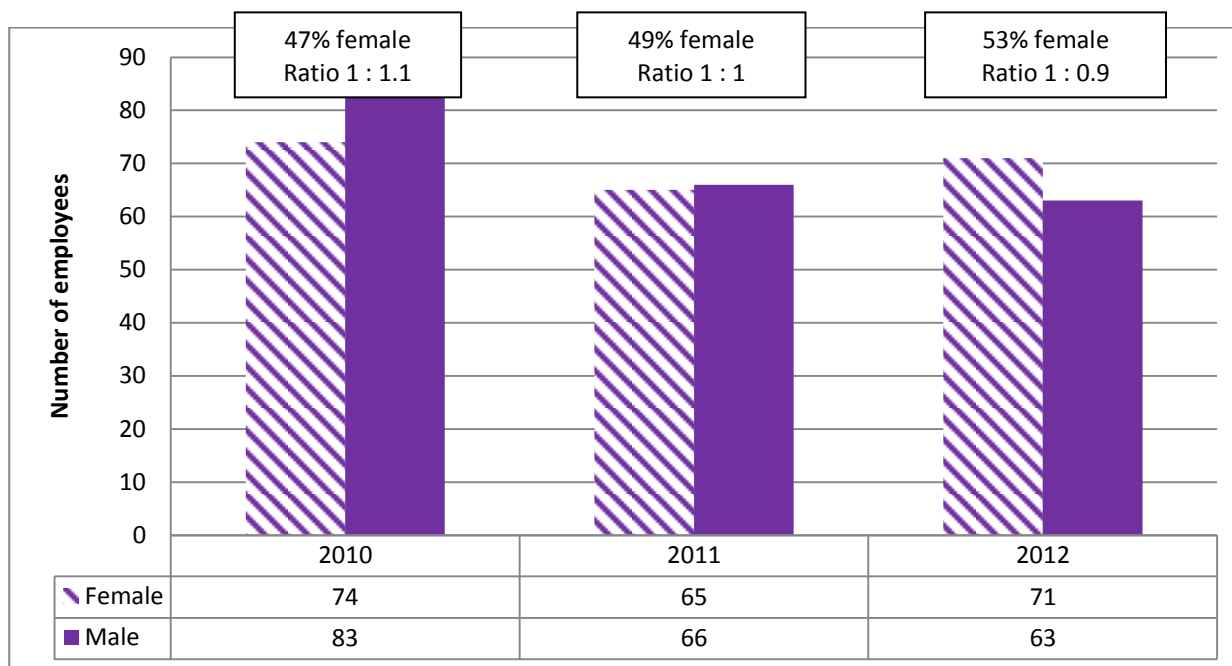
Submissions	Total no. of submissions	% submitted on time	Notes
2012	8	100	
2011	10	70	1 woman extended by 6 months for maternity leave. 2 men extended for 3-6 months due to laboratory disruption during the 2007 Foot and Mouth outbreak
2010	8	75	2 women extended for 3-6 months due to laboratory disruption during the 2007 Foot and Mouth outbreak

The total number of students submitting in each year is low but there is little difference between male and female students in terms of timeliness of submission.

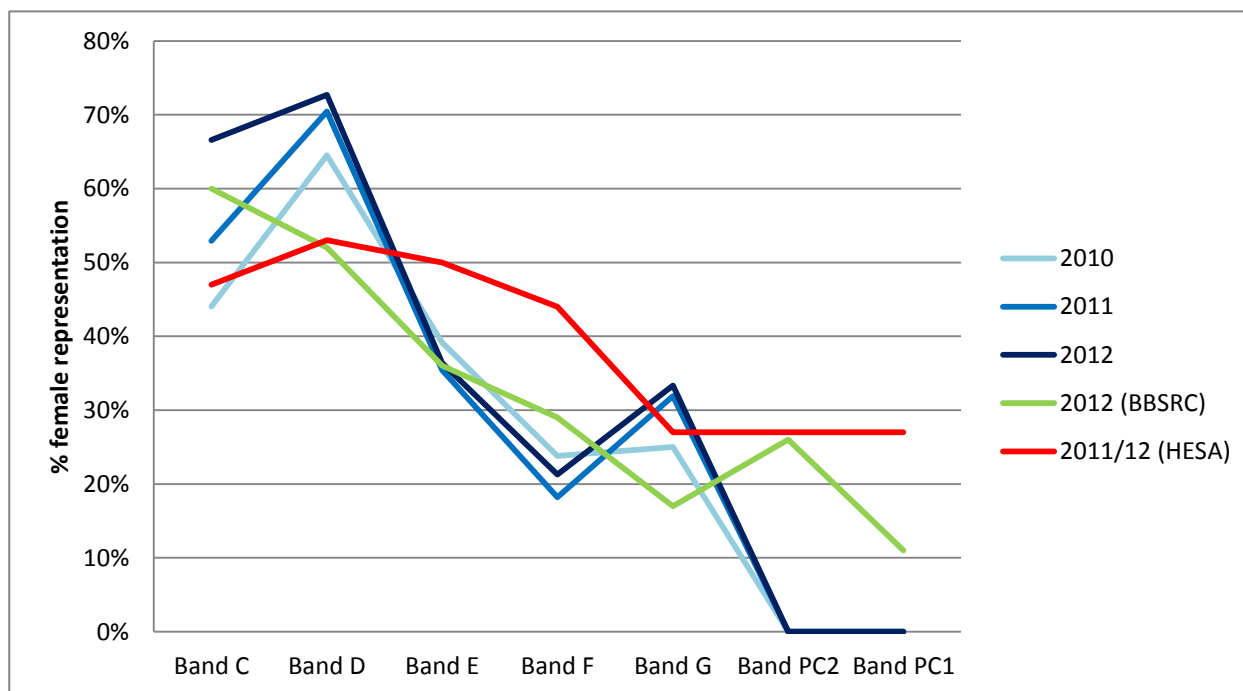
#### b. Data for the past three years : Staff data

(vi) Female : male ratio of all science staff

**Figure 4: Ratio of female : male science staff**



**Figure 5: Female representation by pay band (C to PC1)**



**Table 4: Numbers of female staff by pay band**

Year / Band	C	D	E	F	G	PC2	PC1
2010	12	38	17	3	3	0	0
2011	9	36	14	2	3	0	0
2012	17	33	14	3	2	0	0

In 2012 the Institute employed approximately 140 members of scientific staff with a gender split of almost 50:50 (figure 4). However, the ratio of women to men across the pay grades is not consistent (figure 5). There is a high percentage of female staff at the lower grades (C & D) reducing after Band D. This trend is consistent with BBSRC data, and to some extent the HESA data, for 2012 (N.B. HESA's salary bandings are not directly comparable to the BBSRC's which explains the flat line at HESA's higher grades). The greatest discrepancy in gender balance at the Institute is the percentage of women at Band E through to F, as although we have substantially more women at Band D than the BBSRC average this does not translate into the higher grades. For this reason, improving the rate of career progression and recruitment of women into Band E and above is a key overall aim of our action plan. Figure 5 implies a severe gender imbalance at the highest grades (PC2, PC1) but this may be due to the extremely small sample size; there are currently only 2 PC2, and 1 PC1 grade academic employees at the Institute. The gender ratios at these grades are not significantly different from 1:1. Although the limited senior grade female representation at Pirbright does not appear to be significantly different to either the BBSRC or HESA, addressing this imbalance is a fundamental aim of our action plan.

#### (vii) Turnover by grade and gender

**Table 5: Science leavers per year**

Year	Number of leavers	% female
2010	37	51
2011	24	54
2012	21	52
Reason for leaving (2010-2012)		% female
Compulsory Redundancy	20	60
Voluntary Redundancy	15	60
Resignation	35	49
Retirement	8	25
End of Limited Term Contract	4	75

The gender split of leavers over the last 3 years is consistent (table 5). The Institute has very few limited term contracts and an active redeployment committee in order to avoid redundancies and retain skilled employees. However, since 2009 the Institute has been undergoing considerable change due to the sun-setting\* of some scientific groups and this transition is the reason for the higher than expected redundancy numbers. This phase will however conclude with the closure of our Compton site and the fulfilment of our strategy to consolidate onto one campus.

\*Sun-setting was the title given to the closure programme at our Compton campus which focused on the relocation of specific science programmes to new institutions outside of the BBSRC.

## ACTION PLAN. 5

### 4. SUPPORTING AND ADVANCING WOMEN'S CAREERS (1875 words)

#### a) Key career transition points

##### (i) Job application and success rates by gender and grade

**Table 6: Applications on i-recruitment 2011-2012**

Band	Number of applications	% female	Number of vacancies at band
C	450	49	16
D	571	42	25
E	75	31	5
F	15	0	2

The Institute started using i-recruitment software on Oracle to process vacancies from December 2010; we therefore only have data on gender split of applications for the last 2 years. We are receiving fewer applications from women than men for the higher band vacancies.

## ACTION PLAN. 6

**Table 7: Proportion of female starters**

2010	C	D	E	F	G	PC2	PC1
No. of starters	4	16	7	0	0	0	0
% female	100	81	29	-	-	-	-
2011	C	D	E	F	G	PC2	PC1
No. of starters	11	12	5	2	0	0	1
% female	64	58	60	0	-	-	0
2012	C	D	E	F	G	PC2	PC1
No. of starters	16	16	13	3	0	0	0
% female	100	50	23	33	-	-	-

Over the last three years there have been high levels (>50%) of recruitment of women at Bands C and D. However, this reduces at Band E; there are fewer vacancies at the higher bands, therefore the sample size means that these gender split are not significantly different.

##### (ii) Applications for promotion and success rates by gender and grade

**Table 8: Science promotions 2010-2012**

Promotion Grade	No. of men	% of men	No. of women in	% of women
-----------------	------------	----------	-----------------	------------

	in post*	promoted	post*	promoted
<b>C to D</b>	9	44	17	35
<b>D to E</b>	13	23	33	12
<b>E to F</b>	24	17	14	0
<b>F to G</b>	10	0	3	33
<b>G to PC2</b>	4	25	2	0
<b>PC2 to PC1</b>	2	50	0	-

\* Numbers of posts at each grade are based on 2012 figures

**Figure 6: Promotion type by gender 2010-2012**

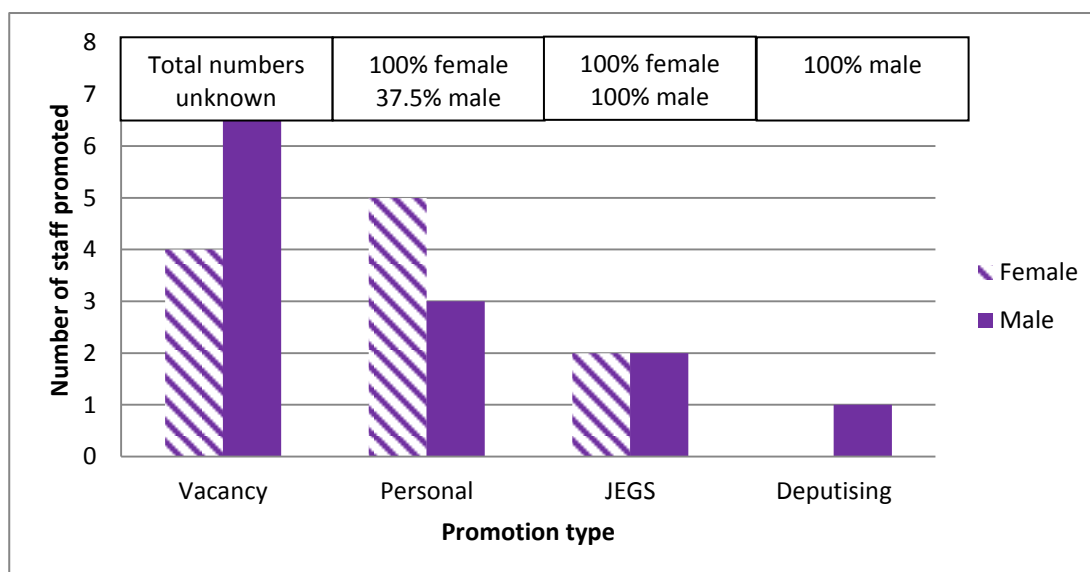


Figure 6 shows the routes available for promotion at the Institute. Vacancy promotion, personal promotion and the Job Evaluation and Grading System (JEGS) are all self-nomination methods. Deputising promotion is relatively rare. It is important to note that the 5 female personal promotions were predominantly in lower graded positions where it is easier to obtain personal promotion. In contrast, 4 of the 5 unsuccessful men were applying for Grade F or G banding which is far more difficult to achieve. This does, however, highlight the ability of junior female staff to advance internally at Pirbright. The data for vacancy promotions are currently not recorded.

**ACTION PLAN. 6**

## **b) Key issues in the Institute**

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

The Institute recruitment procedure is a fair and open process that involves a mixed gender interview panel. This includes a member of HR who is an active participant in the interview to ensure family friendly and diversity policies are promoted.

The self-assessment team has identified that this process needs to be enhanced by reviewing job advertisements and job descriptions to attract more female applicants, particularly at higher grades. This action will also require the formal recording of the gender split from submitted applications in order to monitor progress in attracting more applications from women.

**ACTION PLAN. 6**

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

The key areas of attrition of female staff at the Institute are lack of progression from bands D to E; E to F; F to G and G to PC2.

To address this problem we have introduced the following interventions:

- mandatory diversity training for all staff.
- a formal succession planning process that is discussed at the mandatory, annual appraisals with all staff. All line managers are also encouraged to conduct a mid-point discussion.
- a formal mentoring programme available to all staff launched in 2012. The self-assessment team has recognised the need to extend this to female staff on maternity leave (should they wish).

#### **ACTION PLAN. 7**

- leadership training at the Institute was historically provided by Roffey Park, and as in-house bitesize training by an external provider who works closely with the Institute's HR department. EMBO leadership training will be provided specifically for the scientists in 2013.
- a formal postdoctoral training programme is being formulated to provide a structured approach that supports the Vitae framework for career development.

#### **ACTION PLAN. 8**

### **(iii) Career development : promotion and career development**

Staff performance is monitored through our Institute appraisal system called: Performance and Personal Development Review (PPDR).

The PPDR process is mandatory and designed to help the job holder and their line manager to:

- reflect on past performance
- recognise individual abilities and potential
- develop knowledge, skills and attitudes
- build on successes and overcome difficulties
- increase motivation and job satisfaction
- enhance relationships and develop team working
- discuss individuals' future aims and aspirations
- recognise individuals' personal commitments outside work and enable work-life balance issues to be discussed during the review
- align succession planning

Line managers receive training in the appraisal scheme with particular emphasis on avoiding all forms of unfair discrimination and seek to treat staff in a fair and equitable way. The only consideration when carrying out a PPDR is the performance of the employee and whether they fulfil the requirements of the post. No consideration should be given to any other factors. Under no circumstances will changes in performance caused by pregnancy form any part of a review.

Line managers and jobholders are encouraged to use the review as an opportunity to discuss work-life balance issues and flexible working, and to assess if any adjustments need to be made. The PPDR is a planned and structured meeting that enables the line manager and jobholder to hold a workplace discussion including:



- performance to date against targets, activities and outcomes
- developmental or training needs
- future plans of the organisation
- aims and aspirations of the employee
- future performance

The PPDR is directly linked to the Institute's performance management process. This process requires the setting of objectives which helps to make sure that all work activities are relevant to the objectives of groups and departments, and ultimately to the Institute. The PPDR process offers a formal opportunity to recognise achievement along with a chance to address any problem areas as they arise. Learning and career development are also considered.

As the measurement of performance is through the achievement of objective-based criteria, the PPDR also has a strong relationship with Performance Pay, our Personal Promotion scheme and our Succession Planning scheme. It is important that line managers set SMART objectives for the role specific objectives along with promoting the Institute's core objectives which cover:

- compliance to H&S, Quality and Biosecurity procedures
- knowledge exchange and commercialisation
- outreach
- continual professional development

The Institute operates a system of open reporting which is designed to encourage jobholders to play a full and active part in the process. Jobholders are entitled to see all sections of the completed review form. The use of self-assessment is also encouraged.

#### **(iv) Career development : induction and training**

All new employees receive a first day induction which is delivered by the Institute's Learning and Development Manager. Within this, the new employee is introduced to the HR Intranet page which contains information on but not limited to: flexible working, the appraisal scheme, succession planning, mentoring and personal promotion. A high level overview is given with the advice that the HR team operates an "open door" policy so if they would like to discuss any of the aforementioned at a later date, the HR team would be willing to provide more in-depth information.

During the induction period the new employee will gradually be integrated into the Institute as a whole and their department in particular. Using the Induction Training Programme (appendix 9) we ensure that the individual receives any information necessary to their work and that it is communicated in a manner and over a period of time that is considered appropriate.

The Institute's formal induction process has benefits for both employees and the Institute. Employees who settle into the Institute quickly and comfortably will rapidly become productive and efficient. It is generally recognised that new employees are highly motivated and an effective induction procedure ensures that this motivation is harnessed and used beneficially. The induction process was supported in our staff survey and is reflected in a lower turnover in the early stages of employment.

The induction programme is also linked to the probationary period to afford the employee the opportunity to successfully complete this stage of employment by supplying them with the relevant information and training.

Diversity awareness training forms part of the induction programme for all new starters. This is a mandatory course which aims to raise awareness of equality and diversity issues, including relevant legislation, and to provide an opportunity for participants to:

- discuss the concept and benefit of diversity
- assess the implications of diversity as an integral part of BBSRC's culture for the Institute, their team and as individuals

The outcomes of this training with the new employee are that they can:

- explain what diversity is and how it differs from equal opportunities
- describe the key equal opportunities legislation
- encourage and promote diversity within working practices
- deliver non-discriminatory services within a culturally diverse environment

Within the new employee's team they are assigned a buddy to help them become familiar with team and Institute practices. The buddy system was introduced 4 years ago on a voluntary basis. Survey results suggest less than 50% uptake of this valuable part of the induction process and we would like to see an increase in this area. Team / job specific training plans are also created for new employees to support them through their probation and beyond.

#### **ACTION PLAN. 9**

##### **(v) Career development : support for female PhD students**

All students have a supervisory team (2-4 people) but this may or may not include female scientists depending on the project and research group. The Head of Postgraduate Studies also acts in a senior pastoral tutor role for all students and she operates an open-door policy for student access. Male and female members of staff and student representatives on the Academic Committee offer a more formal route to support. All students receive training in transferable skills and career development with most courses being run by a female trainer who was previously a scientist at the Institute; she therefore has a good insight into gender issues in science and is able to offer support and advice during courses, and also as an external mentor as required.

##### **(vi) Organisation and culture : female : male ratio of science staff on fixed-term contracts and open-ended (permanent) contracts**

**Table 9 : Number of staff on fixed-term contracts (FTC)**

	Total no. FTC	No. of women on FTC	No. of men on FTC
<b>2010</b>	2	0	2
<b>2011</b>	3	2	1
<b>2012</b>	6	6	0

The Institute has very few fixed-term contracts and we have been unable to identify any reason other than pure coincidence that in 2012 there was an increase to 6, all of which were female. We use this form of contract when a member of staff has resigned and there is only a short period of time left to run on the grant, or a Head of Programme has funds available to support a bespoke project. From the 2012 intake, 2 have now been accepted onto the Institute's PhD programme and we actively look to retain staff with essential skills. The Institute has a proactive Redeployment Committee which meets 6 times a year and which is acknowledged (by the Research Council, IEB and the local trade union) to achieve a high rate of successful redeployments.

The Institute also has an agreed local policy regarding short-term bridging finance when we are waiting for decisions on follow-on funding or new grants (table 10). This is agreed at the local Institute Negotiating Consultative Committee (INCC) which has representatives from senior management and the local trade unions. The pro forma which also details the criteria is attached (appendix 6)

**Table 10 : Number of requests for bridging finance**

	Female/Male	Approved/Not approved	Comment
<b>2010</b>	1/0	Not approved	The member of staff was redeployed into another post
<b>2011</b>	2/2	Approved	
<b>2012</b>	1/0	Approved	

**(vii) Organisation and culture : female and male representation on decision-making committees and workload model**

The considerable amount of change at the Institute has provided an opportunity to significantly improve bi-directional communication between decision-making committees and staff. A formal route of communication has now been established between science and operations staff and between these groups and senior management (appendix 4). In addition, decision-making committees meet at a defined recurrence to facilitate this communication in a timely manner and with regular attendance. Since the number of women at senior levels is limited, to ensure that their committee representation does not become a burden, at least one Athena SWAN team member is present on the majority of the key decision-making committees including the IEB and groups that can actively promote the Athena SWAN agenda, such as the Seminar, Academic, Succession Planning and Promotion committees. The Institute relies on its staff to populate many essential committees, some of which are limited term but others are permanent. We will develop a formal register of committee membership to ensure that the Institute is fully aware of all activities carried out by staff and to facilitate a rotating membership; we will ensure that Athena SWAN members remain represented on these committees after rotation.

**ACTION PLAN. 10**

In combination with scheduling meetings during standard working hours, balancing this workload will promote engagement of all staff by enabling flexibility and reducing the burden of administration. Moreover, these administrative duties have been specifically included within staff

appraisals and in their core objectives. This complements our mentorship programme and support networks within the Institute by identifying any over- or under-representation by individuals and ensures that all staff are aware of these duties. Consequently, the value of taking on committee membership is properly recognised.

#### (viii) Organisation and culture : timing of Institute meetings and social gatherings

All key Institute committee meetings are scheduled during core hours to accommodate staff with commitments such as parental duties.

The Institute fosters an inclusive culture through regular scientific meetings, a social club, bar and gym, an annual Ball, and a variety of social/family events. Our newly established weekly seminar programme begins with refreshments to offer an opportunity for staff to network and foster collaborations. After the event the speaker, staff and students meet in the on-site club to facilitate further discussion. A “Big Breakfast” is arranged twice a year by the Academic Committee as an informal means of introducing new PhD students to their colleagues.

The Institute social club arranges a number of family events during the year such as the children’s Christmas party, summer BBQs, quiz nights and charity events; these are held in the evenings and on weekends. Children are currently allowed to attend social events if staff express an interest in bringing them, subject to a risk assessment.

#### (ix) Organisation and culture : culture

The perceived culture at Pirbright is captured in the 2013 Institute staff survey (appendix 10). Staff support a gender-balanced Institute with the majority of respondents reporting that gender does not influence the way in which staff are treated or paid. Staff believe that the Institute is an equally good place to work for both men and women. The majority of staff did not feel disadvantaged by not working long hours or by flexible working; they felt that flexible working is supported at the Institute, and that carers/parents are provided with paid or unpaid leave as appropriate.

Other findings from the survey include:

- Only 28% of staff felt that action was taken to encourage them to apply for the more senior grades
  - Only 37% felt they had the opportunity to discuss personal promotion with their line managers
  - Only 30% believe they understand the requirements for promotion and 48% felt that the PPDR process took into account the quality rather than the quantity of their work
- ACTION PLAN. 11**
- Staff are concerned by a lack of female role models within the Institute and that women are not encouraged to network with other female scientists from inside or outside the Institute.

Notably only 2 of 11 members of our Science Advisory Board are women, 1 out of our 7 Trustees and 1 out of the 11 IEB members.

#### **ACTION PLAN. 12**

##### **(x) Organisation and culture : outreach activities**

61 women and 34 men took part in Institute outreach activities in 2012. These include visits to schools, colleges and universities as well as hosting visitors at the Institute; we also have a presence at 4 stakeholder meetings each year. We were able to utilise these opportunities to act as role models for girls considering a future in science; of particular note are the mentoring schemes run by one of our female members of staff at a local school. The annual staff review process has a requirement for all staff to participate in outreach activities if possible, with senior staff leading by example. The Institute awards annual prizes to recognise commitment from individuals in this area; both prizes were won by female colleagues in 2012.

We don't currently provide any formal training for participation in outreach activities but we will be introducing courses in 2013 to prepare people for different types of activity and boost their confidence.

#### **ACTION PLAN. 8**

##### **(xi) Flexibility and managing career breaks : maternity return rate**

**Table 11: Maternity leave and return rates for scientists 2010-2012**

Year	No. on maternity leave	No. returned
2010	3	2
2011	2	0
2012	3	1

The number of women on maternity leave over the 3 year period is too small to identify a trend. However, some took the advantage of the call for voluntary redundancy in order to spend more time with their family.

##### **(xii) Flexibility and managing career breaks : paternity, adoption and parental leave uptake**

**Table 12: Paternity, adoption and parental leave uptake for scientists 2010-2012**

Year	No. on paternity leave	No. on adoption leave	No. on parental leave
2010	0	0	0

<b>2011</b>	2	0	0
<b>2012</b>	4*	0	0

\*including one employee taking additional Paternity Leave

The requests for paternity leave are increasing. There were no applications for adoption or parental leave, possibly because the latter is unpaid. We actively make staff aware of any significant changes to the employment code particularly where there are beneficial enhancements to family friendly policies.

**(xiii) Flexibility and managing career breaks : applications and success rate for flexible working by gender and grade**

**Table 13 : Application and success rate for flexible working**

Number of science applications 2010-2012	Successful	Gender	Band
<b>12</b>	12*	8 female* 4 male	C-E

\* Two subsequently left the Institute

No formal applications have been refused, however we are aware that some science colleagues work flexibly on an informal basis. The Institute is looking to formalise this practice by introducing a flexi scheme.

**ACTION PLAN. 13**

**(xiv) Flexibility and managing career breaks : flexible working**

Ten science posts are currently on a formal flexible working contract (6 female and 4 male) within Bands C, D and E (table 13).

**(xv) Flexibility and managing career breaks : cover for maternity and adoption leave and support on return**

When employees notify the Institute that they are pregnant they are invited to a meeting with HR to discuss the many things the Institutes does to support them during their pregnancy and after. They are provided with a 'Maternity Booklet', a 35 page document detailing the Institute's maternity leave and pay policy. In addition they receive information relating to Keeping In Touch (KIT) days during their maternity leave and their right to request flexible working on their return to work, or during their pregnancy. Line Managers are encouraged to stay in touch with their staff on maternity leave, and where work needs to be covered, the HR department works with the manager to recruit a maternity cover post. Some scientific grants can be put 'on hold' to cover a maternity period and we try to do this where possible to reduce the impact on the employee's scientific career. In this situation the Institute provides the maternity pay from its core funds, even when the employee is funded from an external grant.

## 5. ADDITIONAL COMMENTS (423 words)

- All staff working in the high containment laboratories at Pirbright are required to change completely into Restricted Area clothing and they are required to exit via a timed shower in order to meet biosecurity requirements. It is acknowledged that this may be a barrier to some staff and hence the Institute is as supportive as possible, providing all necessary clothing plus a personal annual underwear allowance. A generic shower gel/shampoo is provided but staff are also permitted to provide their own if they prefer. Our redevelopment programme has allowed a re-design of the shower area; mirrors and hair dryers will continue to be provided and new laundry facilities will be available such that staff can wash their own Restricted Area clothing if desired.
- Our survey suggests that 61% believe that success is celebrated moderately well and approximately 14% each, very well or not well at all. This 75% success rate could be associated with the Director's enhanced communication through all-staff quarterly briefings and the introduction of a number of awards.

The performance element of the Pirbright Institute Allowance is a recognition of the Institute's performance measured against metrics which are set on an annual basis. This was initiated by the Director last year with IEB, TB, BBSRC and INCC support. The reasons behind the introduction of the performance element included a mechanism to reward improvement in key areas which would enhance the overall performance of the Institute based on staff contribution. The criteria selected last year included increases in grant and commercial income; journal publications and impact factors; increase in outreach activities and several operational measures.

The Director also wanted to identify and recognise some significant contributions to the Institute during 2012. It was envisaged that this would become an annual occurrence with the awards presented at the annual Ball. The areas identified for 2012 were:

Best Contribution to Public Engagement.

Excellence in Science - Early Career Science Award.

Employee of the Year - All round significant contribution.

Health & Safety Champion

Best contribution to Commercialisation

Highest impact from a member of staff in Operations

Highest impact from a member of staff in Science

Team award for knowledge exchange and commercialisation

Of the 7 individual categories above, 4 were awarded to women in 2012. The team category was awarded to the non-vesicular reference laboratory group; of the 9 team members, 7 were women.

- Suggestions Boxes have been established around the Institute which feed (anonymously if preferred) into IEB. Suggestions are discussed as a standing item on the IEB agenda with outcomes fed back through the Pirbright intranet.

## 6. ACTION PLAN

The application process for Athena SWAN has been extremely beneficial for the Pirbright Institute. It has highlighted the good procedures currently embedded that encourage women in science, but it has also revealed where we lack sufficient support and lose female representation at senior levels. Specifically, although our full-time student application and intake process has recently improved, we have recognised that the nature of the work at the Institute may discourage part-time students and that the shorter tenure placements for students may be disruptive for those with family commitments. For our female staff, the lack of career progression in combination with a lack of recruitment at more senior grades is also evident. Therefore, to maximise the benefit of both current and future measures to encourage women within the Institute, we must also make sure that women are attracted to work at Pirbright. This action plan aims to address these wider issues by tackling each area where improvements are needed, as highlighted in our application (appendix 7).

## 7. CASE STUDY: IMPACTING ON INDIVIDUALS (580 words)

Holly is a Research Fellow who joined the Institute in September 2011 on a 5 year programme. She has recently returned from a 6 month maternity break and recommenced her research work in April 2013. Holly originally studied for her PhD with the University of Leeds before taking up a post-doctoral position at Imperial College, London. Whilst working at Imperial she was highly influenced by a successful female professor who was combining her science career with bringing up a young family. This inspired Holly to progress her own career further and not feel restricted by the ambition of starting a family. This positive female role model also gave her the confidence to look for a fellowship. The key reasons behind applying to the Pirbright Institute were the excellent science and the positive reputation of the Institute as a family friendly place to work. A further factor that also made this fellowship attractive was that the Institute offered a generous maternity package. Prior to commencing her maternity leave Holly recruited a PhD student. This student was due to start in October 2012 when the maternity leave was scheduled to commence. The Institute therefore worked with Holly to delay the start date of the student until January 2013. Arrangements were then made for the student to work the first 3 months of the project with the University co-supervisors and, to support this, the Institute agreed to pay the additional travel costs incurred by the student. The benefit to Holly is that she has only lost 3 months of working with the student compared to a possible 6 months. Three months post return from maternity leave Holly has made a flexible working request to work one day a week from home. This will allow her to balance her childcare responsibilities and in addition wants to make this one day movable during the week so that she can accommodate her laboratory work. This request has the support of her line management and has been approved by the Institute.

John is a self-assessment team member who was recently appointed as a Group Leader, having joined the Institute in 2009 as a 5 year tenure-track Research Fellow. He joined the Institute at the Compton campus in Berkshire just before he and his wife had their second child; he therefore had to balance the challenge of starting a new science programme with supporting his family's child care needs. With the help of his Line Manager he was afforded the flexibility of running his laboratory around the needs of his family. She also provided John with one of her own laboratory technicians as necessary to maintain experiments and scientific momentum. John found this flexibility of great benefit and is thankful to his first Line Manager for her support. At the mid-stage of his 5 year programme he discussed his scientific achievements with senior management



in combination with the need for career stability to support his young family. The Institute leadership recognised this and offered him the opportunity to become a Group Leader at our Surrey campus. This required the relocation of his team from Compton to the Pirbright campus. John accepted this opportunity and has worked with the HR team to help negotiate specific relocation packages to enable his family to move and his team to work from the new campus. One example of this is where a flexible working arrangement was agreed that allowed one of his staff members to remain living a considerable distance from the campus to enable their partner to continue their chosen career. The combination of flexible working hours, working from home and the facility of low cost hostel accommodation provided by the Institute afforded this opportunity. In addition to his science John is also an Institute Mentor and provides this support to a female post-doctoral scientist who has ambitions to progress her career within the Institute.

## APPENDICES

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## Appendix 1

### TERMS OF REFERENCE: ATHENA SWAN SELF ASSESSMENT TEAM

#### Purpose

- To provide the strategic lead on the development, implementation and submission of the Athena SWAN application for the Pirbright Institute

#### Membership/Representation

- Membership will consist of representation from scientific and operational support areas of the Institute to reflect and utilise a diverse range of skill sets. The membership being:

Mr Graham Baulch	Learning & Development Manager
Dr Eleanor Cottam	Phylogenetics Fellow
Dr John Hammond	Head of Immunogenetics
Dr Sue Jacobs	Senior Post Doctoral Scientist Arbovirus Pathogenesis
Miss Becky John	HR/Payroll Advisor (Statistics)
Dr Lynda Moore	Head of Postgraduate Studies and Knowledge Exchange (Training)
Mrs Carol Smith	Head of Human Resources (Chair)
Dr Geraldine Taylor	Head of Vaccinology
Dr Anthony Wilson	Mathematical Biology Fellow

#### Quorum

- 6 is the minimum number of people who should attend meetings, in order for meetings to go ahead and actions be agreed

#### Sub Groups

- There may be occasion to undertake sub-group meetings to complete a specific piece of work, or where data or preparation needs to be undertaken by a specific area. Any sub-groups will be led by a member of the team, and report back to the full membership.

#### Frequency

- The frequency of meetings will be as agreed by the team to achieve the objectives in a timely manner. Initially these will be monthly due to the tight timescale for submission of the application. The frequency of meetings will be reviewed when appropriate but specifically post-submission.

#### Post Submission

- The self-assessment team has committed to remain in existence and active to ensure the delivery of the action plan.
- Terms of reference will be reviewed annually, to ensure continuing relevance and on-going development of the aims of Athena SWAN accreditation.
- IEB will review the progress of the action plan independently.
- Work toward maintaining the award and progressing in 5 years time.

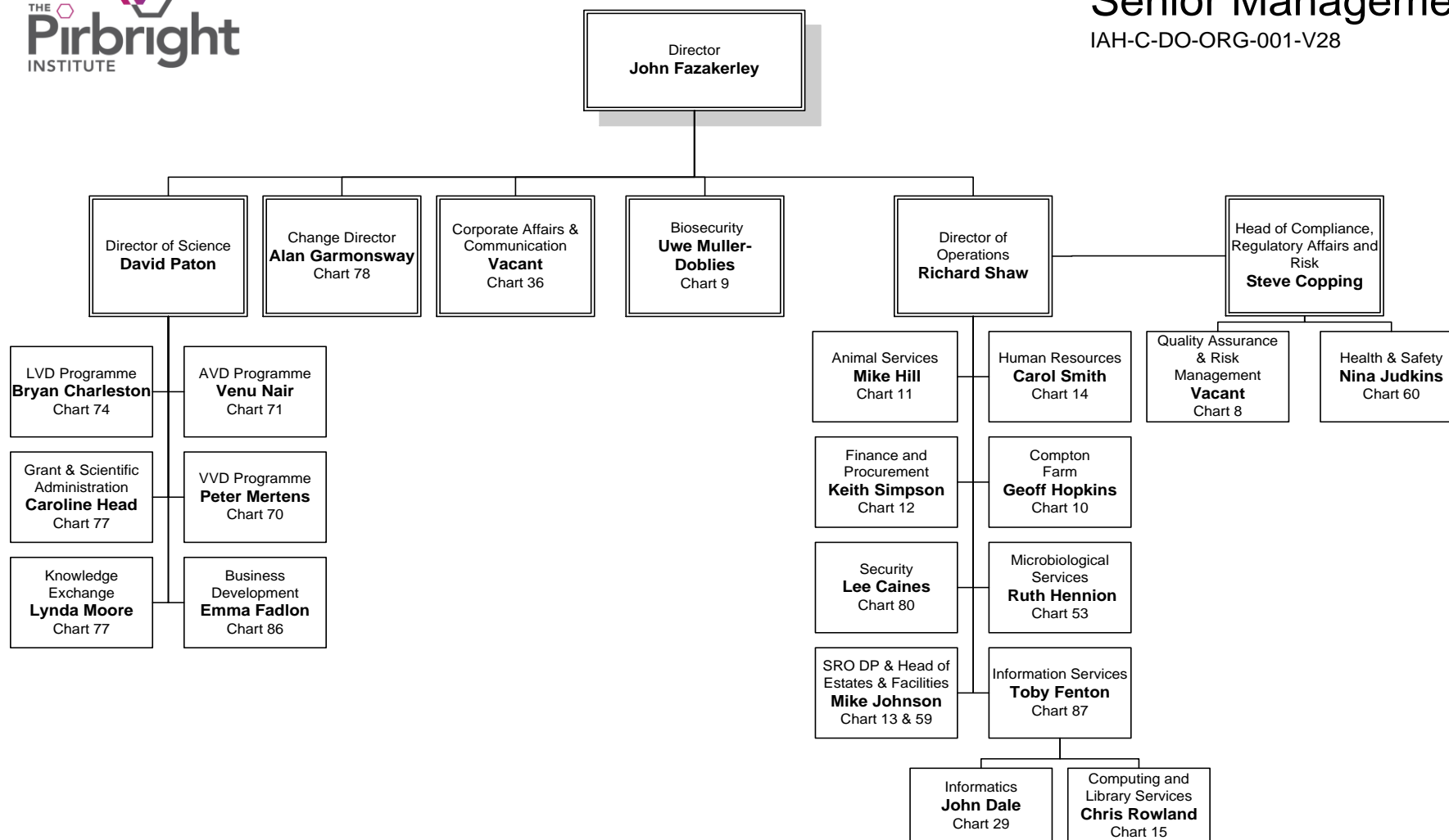
## Appendix 2

### TIMETABLE OF SELF-ASSESSMENT TEAM MEETINGS

Date	Key actions
14.11.12	Self- assessment team members submit pen pictures. Staff questionnaire drafted for next meeting. Data collated.
08.01.13	Staff questionnaire slightly amended. E-mail from Director to all staff regarding the questionnaire and importance. Draft terms of reference to be prepared for next meeting. Contact members off staff regarding case study profile.
20.02.13	Application process discussed. Each member assigned tasks against application completion.
16.04.13	Shared drive made available for all team members. Review and revamp of information already provided. Staff questionnaire results made available to all staff and students.
15.05.13	Further tasks assigned to specific members. Statistics and data to be reviewed and format agreed. Posters and intranet information to be produced and displayed to ensure wider understanding and promotion of Athena SWAN principles. Draft application to be ready by end of June 2013.
21.06.13	To complete any outstanding actions. Each team member to proof read draft application (in agreed rotation). Next team meeting on the 15 <sup>th</sup> July 2013 to formally approve the submission date of the 31 <sup>st</sup> July 2013 and to notify Athena SWAN.
15.07.13	Application reviewed. Amendments identified and actioned by 22 <sup>nd</sup> July 2013. Athena SWAN notified officially that the Institute would be submitting by 31 <sup>st</sup> July 2013 and would send via e-mail and 10 hard copies in colour.

# Senior Management

IAH-C-DO-ORG-001-V28



The work of the Reference Laboratories is integrated fully within the FMD and VBD Programmes and the organisation of the work reflects the Reference Laboratory function of the IAH

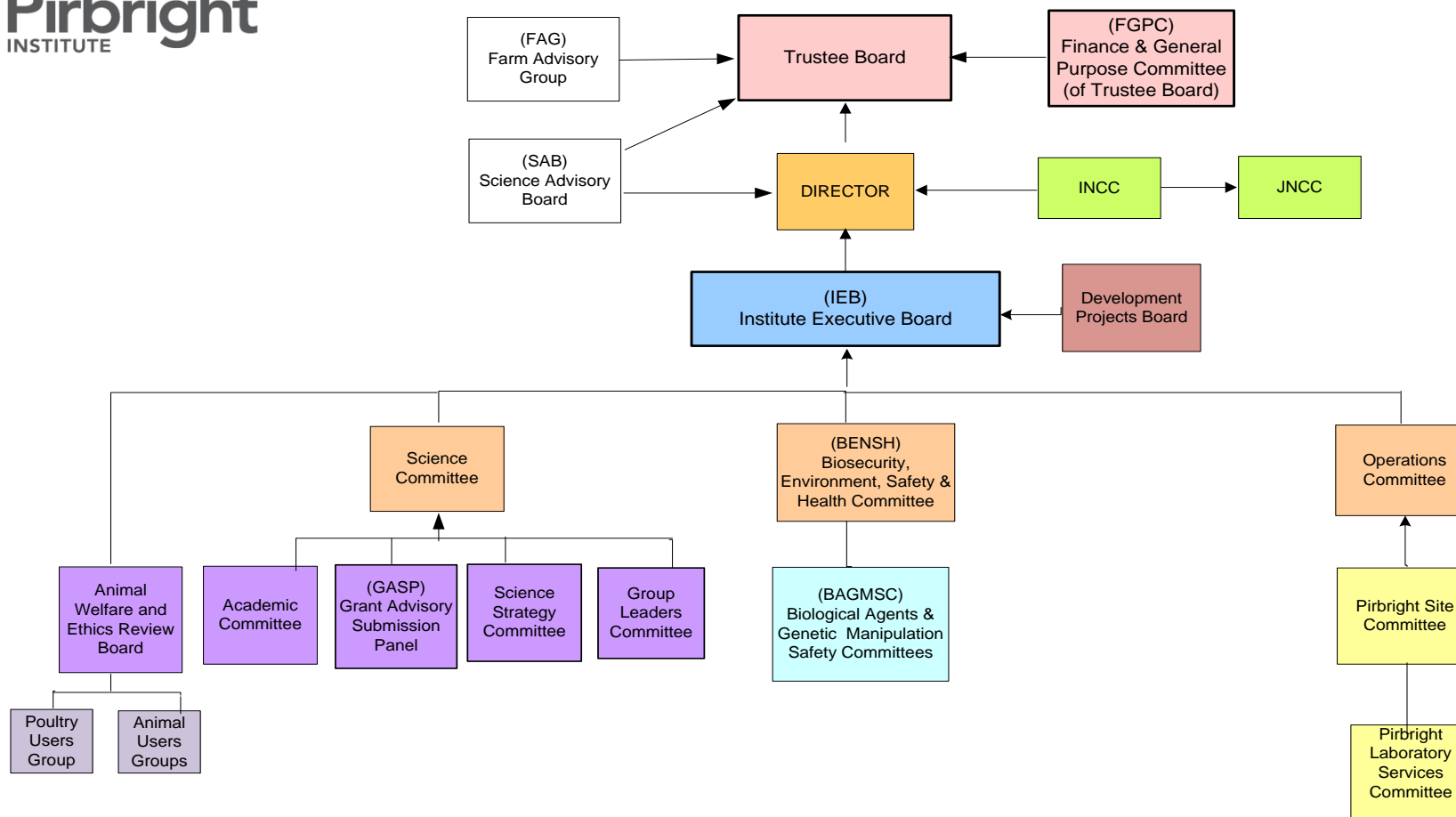
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Effective Date: 26/04/2013  
Authorised by: Becky John  
Comments:

## Appendix 4



### PI COMMITTEE REPORTING STRUCTURE



The following Groups hold formal meetings and matters discussed are raised as necessary through reports to regular IEB meetings.

1. Succession Planning Committee
2. Pay and Gratings Panel
3. Pirbright Refurbishment Board
4. Senior Science Group

**UNCONTROLLED IF PRINTED**

Effective Date: 22.04.2013

Authorised by: Richard Shaw

## Appendix 5

### BAND COMPARATORS

Pay bands					
Institute	<b>C</b> Research assistant	<b>D</b> Early-career post-doctoral scientist	<b>E</b> Mid-career post-doctoral scientist / fellow	<b>F</b> Group leader	<b>G</b> Principal investigator
University*	<b>H</b> Research assistant	<b>I</b> Research associate	<b>J</b> Research fellow	<b>K</b> Senior research fellow	<b>L</b> Reader

\* University of Bristol <http://www.bristol.ac.uk/hr/salaries/>

## Appendix 6

### APPLICATION FOR BRIDGING OF EMPLOYEE FUNDING

Employee Name:	
Funding End Date:	
Proposed Dates for Bridging of Funding:	
Justification for Bridging:	
Outline of what Employee will be working on during period of bridging:	
Signed (Head of Programme):	Date:
Authorisation of Director of Science (David Paton)	Date:
Received Head of HR/TUS INCC Chair	Date:

#### Criteria for Bridging As Agreed with INCC:

- Must support a priority area of research identified in ISPGs
- Up to 6 months duration
- Must be a specific and realistic plan for continued funding thereafter i.e. either individual is named on a new grant but there is a gap in funding, or has been recruited/ redeployed to a new vacancy but there is a gap in funding
- To be nominated by HoP and agreed by Science Director
- Must only be used in situations where funding start/end dates of external projects cannot be negotiated.

#### Suggested approval process:

Head of Programme must submit a robust case for bridging funding for an individual to the Director of Science. The case will then be sent to HR & a trade union representative to approve on behalf of INCC/ redeployment committee.

N.B. Bridging is expected to be used very rarely, and only in circumstances where there is a genuine gap (of less than 6 months) in funding between two valid positions/ projects.



## Appendix 7

### ACTION PLAN

	<b>High Priority</b>
	<b>Medium Priority</b>
	<b>Low Priority</b>

Objective	Further action planned from July 2013	Responsibility	Athena SWAN application section	Success Measure
<b>1</b>				
	1.1 To monitor the number of full-time students at the Institute in terms of female : male ratios and the factors contributing positively to female recruitment	Head of Postgraduate Studies / Academic Committee	3bi and 3biii	1.1 The picture at the Institute will continue to reflect (as a minimum standard) the national data as published by HESA
	1.2 To encourage, where possible, a greater number of female students at the Institute who are in receipt of an international scholarship. This requires discussions with the universities who are offering international scholarships to investigate whether the UK can influence selection processes in these countries			1.2 A more consistent female : male student balance at the Institute which is independent of whether students are selected by the Institute or by international scholarship funding bodies
<b>2</b>				
	2.1 To ensure that staff are aware of the possibility of undertaking a PhD in-post. Continue to advertise this opportunity internally and encourage line-managers to identify potential candidates and support their applications	L&D Manager/ Head of Postgraduate Studies	3bi	2.1 An increase in requests, submitted to and recorded by Academic Committee each year, seeking Institute support for PhDs in-post

	2.2 To investigate whether part-time studentships (other than in-post studentships) are feasible for the Institute. To work with senior scientists to identify areas of research which might lend themselves to more flexible studentships and to encourage submission of applications to Academic Committee for such project funding	Head of Postgraduate Studies / Science Group Leaders	3bi	2.2 The introduction of some part time studentships at the Institute
3				
	To review the situation regarding conditions supportive of longer term visiting students	Athena SWAN team	3bii	Facilitation of visiting students such that they are attracted to conduct >6 months of their PhD at the Institute
4				
	To continue to seek feedback from students who reject our studentship offers	Head of Postgraduate Studies / Academic Committee	3biii	Identification of patterns leading to rejection of offers such that action can be taken to improve future uptake
5				
	To monitor exit data from leavers questionnaires	HR	3bvii	An increase in the level of detailed information gathered, facilitating the identification of any gender differences in the returns
6				
	6.1 To develop a data base to record the gender split for vacancy promotions within the Institute	HR	4ai, 4aii, 4bi	6.1 Ability to monitor of applications from female scientists accurately and evaluate areas of concern

	6.2 To review job description content, the wording of advertisements and the placement of adverts, e.g. expanding our standard placements to include WISE			6.2 Enhanced application rates from women in Bands E and above
7				
	7.1 To encourage women on maternity leave to continue their formal mentoring	L&D Manager / Line Managers / Mentors	4bii	Enhanced support for women whilst on maternity leave and facilitation of their return to work
	7.2 To formalise the process for KIT days			
8				
	8.1 To introduce a structured approach to postdoctoral training based on the vitae Researcher Development Framework and internal promotion criteria. This will include both internal and external courses; the EMBO leadership training will be monitored for its usefulness	Head of Postgraduate Studies / L&D Manager	4bii & 4bx	Greater awareness amongst scientists of the requirements for promotion between the bands and the skills to meet these
	8.2 To include training for outreach activities for all students and staff	Outreach Programme manager / L&D Manager	4bx	Greater confidence in participation in outreach activities and a broader range of individuals volunteering for events
9				
	To improve the uptake of the buddy system within the induction scheme and to evaluate the system through feedback during probation	L&D Manager	4biv	A buddy system that is fit for purpose and an increase in the percentage of staff using it
10				
	To develop a formal register of committee membership across the Institute	Athena SWAN team	4bvii	Balanced committee membership duties across the Institute with Athena SWAN team members represented after each rotation

<b>11</b>				
	11.1 To deliver a series of master classes to line managers to refresh their knowledge of the PPDR scheme and the expectations that the Institute has of them. This will be in addition to the introduction of a postdoctoral training programme (see 8 above)	L&D Manager / Head of Postgraduate Studies	4bix	An enhanced success rate in relevant areas of the staff survey following a re-run in the 3 <sup>rd</sup> quarter of 2014
	11.2 To formalise the criteria for promotion at each of the band transition points	L&D Manager		
<b>12</b>				
	12.1 To develop opportunities, both internal and external, for women including focus groups, seminars and training courses, e.g. the Springboard women's development programme	L&D Manager / Head of Postgraduate Studies	4bix	A supportive environment to facilitate networking for women and the opportunity to recognise / act as role models. Enhanced confidence should then filter through into positions of standing within the Institute
	12.2 To identify a female scientist to act as a champion to develop a webpage on the Institute's intranet	Athena SWAN team		
<b>13</b>				
	To formalise the flexi scheme for Institute scientists who are not on a specific rota/shift	HR, INCC, self – assessment team, IEB	4bxiii	Introduction of the flexi scheme

### ENDORSEMENTS FOR THE ATHENA SWAN APPLICATION

#### **Athena SWAN application – endorsement (Director of Science)**

The Pirbright Institute is a world leading centre for research and surveillance to control livestock viral diseases and their transmission to people. The problems we tackle are of the utmost importance, but the challenges are considerable. A very complex institute is needed to deliver our goals. We have to bid for, design and maintain unique infrastructure and facilities; we have to attract and keep the best talent to remain at the forefront of new developments; and we have to communicate our achievements and the impact of what we do. We need a great diversity of good people and they all need to be able to give of their best. Therefore, I am committed to creating an environment for our staff that emphasises the value of mutual support, creativity, professionalism and a can-do attitude. Pirbright has always been a friendly place to work with a good atmosphere. We have now made huge strides towards the physical redevelopment of our site. I am very pleased that we are now working to strengthen the training and mentoring support to colleagues at all levels and I am also pleased to report that the Science Committee that I chair as the senior body representing scientists on site, now has an excellent gender balance. I will do my best to fully support the Athena SWAN principles and the self-assessment team members.

Sincerely,



David Paton

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#### **Athena SWAN application - endorsement (Head of Livestock Viral Diseases Programme)**

As Head of the Livestock Viral Diseases programme at the Pirbright Institute I wanted to indicate how committed the senior management of the Institute are in supporting the Athena SWAN application and the principles associated with this award.

The Pirbright Institute is a vibrant place to work particularly with the on-going redevelopment programme and fostering a culture of excellence and best practice. I am supportive of, and encourage both staff and students to follow their aspirations, and believe that my role as a Head of Programme should lead by example, encourage development and ensure that gender equality is promoted and followed.

I am also supportive of the self-assessment team that I know are committed to carrying on their roles as advocates post submission.



Dr. Bryan Charleston MRCVS

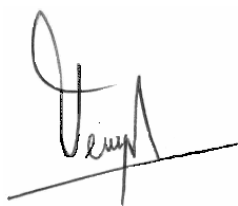
**email** [bryan.charleston@pirbright.ac.uk](mailto:bryan.charleston@pirbright.ac.uk)

### **Athena SWAN application – endorsement (Head of Avian Viral Diseases Programme)**

I am writing as Head of the Avian Viral Diseases programme at the Pirbright Institute to indicate my strongest support for the Athena SWAN application and the assessment team members.

As part of the Pirbright Institute focusing on cutting edge research into infectious viral diseases affecting animal health, I am fully committed to promoting gender equality in all activities at all levels from students to senior scientific staff in the programme. I view our application as part of an on-going process of tuning practice to the requirements of providing fair and equal opportunities for all, and will continue to review and amend operations as new issues and demands are raised.

I wish all the success for the application  
Yours sincerely



Prof Venugopal Nair  
Head, Avian Viral Diseases Programme  
T: +44(0)1635 577 356  
E: venugopal.nair@pirbright.ac.uk

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### **Athena SWAN application – endorsement (Head of Vector-borne Viral Diseases Programme)**

As Head of the Vector-borne Viral Diseases Programme, and Head of the Arbovirus Molecular Research Group I am fully committed to achieving the best cutting-edge science with the highest possible impact, at the Pirbright Institute.

In order to do this we must make certain that we recruit, retain and support the career development of the best possible scientific staff. We must also promote fair and equal opportunities for all staff and students, at all grades, irrespective of gender.

I applaud and enthusiastically support the Institute's application to Athena SWAN. It shows our commitment both to equality and the quality of our science. I feel it is important that we see this as an active process, helping us to recognise and deal with any issues and problems as they arise.

Yours sincerely



Prof Peter Mertens

## INDUCTION TRAINING PROGRAMME



# Induction Programme Schedule (Staff) The Pirbright Institute

HR\_FORM\_012\_02

Name		Department	
Line Manager		Buddy	
Start Date		Probation End Date	
Canteen Number	Please See Reception	Completed programme to be retained by the individual and a photo copy returned to Human Resources by probation end date.	



Activity	Date/Time Planned	Date Completed	Trainer Signature	Trainee Signature
<b>HR Information:</b> Documentation Contractual Legal/Policies Health & Attendance	10.00AM-11.00AM			
<b>Buddy:</b> Introduction to workplace and related e.g. canteen				
<b>Line Manager:</b> Introduction to Oracle, including self service (e.g. checking personal details, booking leave, claiming expenses, etc) and any other Oracle responsibilities (e.g. budget approval, line manager, etc).				
<b>Line Manager:</b> Create Training Record Specific to department and ensure all policies and SOP's are read and understood.				
<b>Line Manager:</b> Complete Occupational Health Form with employee and return to HR				
<b>Disease Security PART 1</b> Biosecurity Officer				
<b>Disease Security PART 2</b> Biosecurity Officer (if applicable)				
<b>Health &amp; Safety Induction</b> H&S Officer				
<b>Computing Induction</b>				
<b>Quality Assurance, Risk Management &amp; Environment</b> QA Manager				
<b>Learning &amp; Development</b> Diversity Training Courses 1/2 day training course				
<b>Finance Induction</b> Procurement & Expenses using Oracle				

## Appendix 10

### STAFF SURVEY RESULTS

145 responses

**Question 1:** Are you?

	%
<b>Male</b>	37.2
<b>Female</b>	60
<b>Unanswered</b>	2.8

**Question 2:** Please describe your ethnic origin.

	%
<b>White</b>	86.2
<b>Mixed heritage - White and Black Caribbean</b>	0
<b>Mixed heritage - White and Black African</b>	0
<b>Mixed heritage - White and Asian</b>	0.7
<b>Mixed heritage - Other</b>	2.1
<b>Asian - Chinese</b>	0.7
<b>Asian - Indian</b>	2.1
<b>Asian - Pakistani</b>	0.7
<b>Asian - Bangladeshi</b>	0
<b>Asian - Other</b>	0
<b>Black - Caribbean</b>	0
<b>Black - African</b>	2.1
<b>Black - Other</b>	0
<b>Any other ethnic background</b>	2.7
<b>Prefer not to say</b>	2.7
<b>Unanswered</b>	0

**Question 3:** How long have you worked at the Institute?

	%
<b>Less than 3 years</b>	39.3
<b>3 - 7 years</b>	19.3
<b>More than 7 years</b>	41.4
<b>Unanswered</b>	0

**Question 4:** What is your job family?

	%
<b>Operations</b>	27.6
<b>Science administration</b>	4.8
<b>Scientist (laboratory-based, field-based, computational)</b>	58.6
<b>Development project (e.g. DP1)</b>	3.5
<b>Senior management</b>	4.8
<b>Unanswered</b>	0.7



**Question 5: What grade are you?**

	%
<b>A</b>	1.4
<b>B</b>	1.4
<b>C</b>	20
<b>D</b>	27.6
<b>E</b>	23.4
<b>F</b>	11.7
<b>G</b>	5.5
<b>Higher than a grade G</b>	2.1
<b>Other</b>	6.9
<i>Unanswered</i>	0

**Question 6: What hours are you contracted to work?**

	%
<b>Full time</b>	82
<b>Full time (flexible)</b>	7.6
<b>Full time (compressed hours)</b>	2.8
<b>Part time</b>	6.9
<b>Term time only</b>	0
<b>Shift</b>	0.7
<i>Unanswered</i>	0

**Question 7: What type of contract do you have?**

	%
<b>Open ended (indefinite)</b>	73.8
<b>Fixed term (also known as LTC)</b>	23.4
<b>Supervening event (also known as SETC)</b>	2.8
<i>Unanswered</i>	0

**Question 8: What is your highest level of education (achieved)?**

	%
<b>NVQ</b>	1.4
<b>City and Guilds</b>	1.4
<b>CSE/O level/GCSE</b>	1.4
<b>BTEC national certificate</b>	2.1
<b>BTEC national diploma</b>	2.1
<b>A levels</b>	3.4
<b>Undergraduate certificate</b>	0.7
<b>Undergraduate diploma</b>	1.4
<b>Foundation degree</b>	0
<b>Ordinary degree</b>	4.1
<b>Professional degree (Veterinary / Medicine / Dentistry)</b>	3.4
<b>Honours degree</b>	15.9
<b>Postgraduate certificate</b>	0.7
<b>Post graduate diploma</b>	3.4
<b>MSc</b>	16.6
<b>MPhil</b>	0
<b>PhD</b>	41.3
<i>Unanswered</i>	0.7

**Question 9:** Please describe any qualifications (including type and dates) that you have studied for or are studying for whilst at the Institute.

*Answers omitted – essay style answers – too lengthy but will be considered by HR.*

**Question 10:** How good, in general, is communication within the Institute as a whole?

	%
<b>Extremely good</b>	3.4
<b>Quite good</b>	62.1
<b>Not good</b>	31.7
<b>Don't know</b>	2.1
<b>Unanswered</b>	0.7

**Question 11:** How well are successes celebrated by the Institute?

	%
<b>Very well</b>	15.2
<b>Moderately well</b>	60.7
<b>Not at all well</b>	13.1
<b>Don't know</b>	8.3
<b>Unanswered</b>	2.7

**Question 12:** At the time you joined, did you go through an induction process?

	%
<b>Yes</b>	84.8
<b>No</b>	7.6
<b>Can't remember</b>	6.2
<b>Unanswered</b>	1.4

**Question 13:** Did your induction meet your needs?

	%
<b>Yes</b>	68.3
<b>No</b>	11.7
<b>Can't remember</b>	13.8
<b>Not applicable (did not go through an induction process)</b>	6.2
<b>Unanswered</b>	0

**Question 14:** If the induction process failed to meet your needs, in what ways could it be improved?

*Answers omitted – essay style answers – too lengthy but will be considered by HR.*

**Question 15:** Were you assigned a buddy as part of the induction process?

	%
<b>Yes</b>	43.5
<b>No</b>	46.2
<b>Don't know</b>	3.4
<b>Not applicable (did not go through an induction process)</b>	5.5
<b>Unanswered</b>	1.4

**Question 16:** If yes, did you find the buddy system to be of value?

	%
<b>Yes</b>	33.1
<b>No</b>	11
<b>Not applicable</b>	52.4
<b>Unanswered</b>	3.5

**Question 17:** The Institute values the full range of an individual's skills and experience (e.g. research, administration, technical support, teaching and training, outreach) when carrying out performance appraisals.

	%
<b>Strongly disagree</b>	5.5
<b>Slightly disagree</b>	19.3
<b>Neither agree nor disagree</b>	31
<b>Slightly agree</b>	28.3
<b>Strongly agree</b>	14.5
<b>Unanswered</b>	1.4

**Question 18:** The Institute values the full range of an individual's skills and experience (e.g. research, administration, technical support, teaching and training, outreach) when considering promotions.

	%
<b>Strongly disagree</b>	5.5
<b>Slightly disagree</b>	18.6
<b>Neither agree nor disagree</b>	41.4
<b>Slightly agree</b>	20.7
<b>Strongly agree</b>	12.4
<b>Unanswered</b>	1.4

**Question 19:** How well does the appraisal process take account of quality rather than quantity of work?

	%
<b>Extremely well</b>	6.9
<b>Moderately well</b>	40.7
<b>Not well</b>	21.4
<b>Don't know / no opinion</b>	29
<b>Unanswered</b>	2

**Question 20:** I am actively encouraged to take up career or personal development opportunities by the Institute.

	%
<b>Strongly disagree</b>	9
<b>Slightly disagree</b>	15.8
<b>Neither agree nor disagree</b>	31
<b>Slightly agree</b>	26.8
<b>Strongly agree</b>	15.8
<b>Unanswered</b>	1.4

**Question 21:** How would you describe the advice you received about career development in your last appraisal?

	%
<b>Very good</b>	4.8
<b>Quite good</b>	19.3
<b>Satisfactory</b>	27.6
<b>Poor</b>	8.3
<b>Non-existent</b>	24.8
<b>Can't remember</b>	11.7
<b>Unanswered</b>	3.5

**Question 22:** At your last appraisal meeting, did you have the opportunity to discuss personal promotion with your line manager?

	%
<b>Yes</b>	36.6
<b>No</b>	57.9
<b>Unanswered</b>	5.5

**Question 23:** Are the personal promotion requirements clear enough to enable you to understand what you are meant to do to apply for a promotion?

	%
<b>Yes</b>	29.7
<b>No</b>	35.2
<b>Don't know</b>	31.7
<b>Unanswered</b>	3.4

**Question 24:** Do you have a mentor? (this is someone who will have been arranged through HR, will be additional to your line manager and who may be internal or external to the Institute)

	%
<b>Yes - I have an internal mentor</b>	4.1
<b>Yes - I have an external mentor</b>	0.7
<b>No but I would like one</b>	33.8
<b>No and I don't want one</b>	53.8
<b>Don't know</b>	6.2
<b>Unanswered</b>	1.4

**Question 25:** How useful are your meetings with your mentor?

	%
<b>Extremely useful</b>	4.8
<b>Moderately useful</b>	1.4
<b>Not useful</b>	0.7
<b>We never meet</b>	0
<b>Not applicable (I do not have a mentor)</b>	89
<b>Unanswered</b>	4.1

**Question 26:** If applicable, please record any observations on how the mentoring scheme works (or doesn't work!) for you. Please differentiate between your internal and external mentors if you have both.

*Answers omitted – essay style answers – too lengthy but will be considered by HR.*

**Question 27: Would you be interested in being a mentor?**

	%
<b>Yes</b>	24.2
<b>No</b>	31
<b>Maybe</b>	37.9
<b>I am already a mentor</b>	5.5
<b>Unanswered</b>	1.4

**Question 28: Have you undertaken any equality/diversity training at the Institute?**

	%
<b>Yes</b>	80
<b>No</b>	17.2
<b>Can't remember</b>	2.8
<b>Unanswered</b>	0

**Question 29: In the Institute, staff are treated on their merits irrespective of their gender (e.g. both men and women are actively encouraged to apply for promotion and take up training opportunities)**

	%
<b>Strongly disagree</b>	4.1
<b>Slightly disagree</b>	8.3
<b>Neither agree nor disagree</b>	33.8
<b>Slightly agree</b>	22.1
<b>Strongly agree</b>	30.3
<b>Unanswered</b>	1.4

**Question 30: I believe that men and women are paid an equal amount in the Institute for doing the same work or work of equal value.**

	%
<b>Strongly disagree</b>	2.1
<b>Slightly disagree</b>	8.3
<b>Neither agree or disagree</b>	34.4
<b>Slightly agree</b>	15.2
<b>Strongly agree</b>	37.9
<b>Unanswered</b>	2.1

**Question 31: Does the Institute take positive action to encourage women and men to apply for posts in areas where they are under-represented? (e.g. encouraging appropriately qualified colleagues of both sexes to apply for posts; including images of female and male staff in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups).**

	%
<b>Yes</b>	27.6
<b>No</b>	13.1
<b>Don't know</b>	58.6
<b>Unanswered</b>	0.7

**Question 32:** The Institute makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women or men or their appearance)

	%
<b>Strongly disagree</b>	2.7
<b>Slightly disagree</b>	7.6
<b>Neither agree nor disagree</b>	20
<b>Slightly agree</b>	35.2
<b>Strongly agree</b>	33.8
<b>Unanswered</b>	0.7

**Question 33:** Inappropriate images that stereotype women and men are not acceptable within the Institute (e.g. calendars, magazines, newspapers, on computers).

	%
<b>Strongly disagree</b>	2.7
<b>Slightly disagree</b>	2.1
<b>Neither agree nor disagree</b>	16.6
<b>Slightly agree</b>	25.5
<b>Strongly agree</b>	53.1
<b>Unanswered</b>	0

**Question 34:** In the Institute, line-management allocates work on a clear and fair basis irrespective of gender

	%
<b>Strongly disagree</b>	0.7
<b>Slightly disagree</b>	4.8
<b>Neither agree nor disagree</b>	25.5
<b>Slightly agree</b>	20
<b>Strongly agree</b>	47.6
<b>Unanswered</b>	1.4

**Question 35:** I feel that the Institute is a great place to work for men.

	%
<b>Strongly disagree</b>	2.7
<b>Slightly disagree</b>	2.1
<b>Neither agree nor disagree</b>	46.2
<b>Slightly agree</b>	17.2
<b>Strongly agree</b>	30.4
<b>Unanswered</b>	1.4

**Question 36:** I feel that the Institute is a great place to work for women.

	%
<b>Strongly disagree</b>	3.5
<b>Slightly disagree</b>	6.9
<b>Neither agree nor disagree</b>	37.9
<b>Slightly agree</b>	23.4
<b>Strongly agree</b>	26.9
<b>Unanswered</b>	1.4

**Question 37:** The Institute uses women as well as men as visible role models (e.g. in staff inductions, as speakers at conferences, at recruitment events)

	%
<b>Strongly disagree</b>	2.7
<b>Slightly disagree</b>	8.3
<b>Neither agree nor disagree</b>	20.7
<b>Slightly agree</b>	22.8
<b>Strongly agree</b>	45.5
<b>Unanswered</b>	0

**Question 38:** Do you agree that there are enough female role models within the Institute?

	%
<b>Yes</b>	26.2
<b>No</b>	50.3
<b>Don't know</b>	23.5
<b>Unanswered</b>	0

**Question 39:** How encouraged are women to network with other women both within and outside the Institute?

	%
<b>Extremely encouraged</b>	2.7
<b>Moderately encouraged</b>	15.9
<b>Not encouraged</b>	21.4
<b>Don't know</b>	60
<b>Unanswered</b>	0

**Question 40:** Have you experienced a situation(s) at the Institute within the last 5 years where you have felt uncomfortable because of your gender?

	%
<b>Yes</b>	9
<b>No</b>	89
<b>I have witnessed sexual discrimination against a colleague</b>	0
<b>Unanswered</b>	2

**Question 41:** I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour

	%
<b>Strongly disagree</b>	7.6
<b>Slightly disagree</b>	5.5
<b>Neither agree nor disagree</b>	9
<b>Slightly agree</b>	20.7
<b>Strongly agree</b>	57.2
<b>Unanswered</b>	0

**Question 42:** Staff who work part-time or flexibly within the Institute are offered the same career development opportunities as those who work full-time.

	%
<b>Strongly disagree</b>	4.8
<b>Slightly disagree</b>	9.7
<b>Neither agree nor disagree</b>	50.3
<b>Slightly agree</b>	19.3
<b>Strongly agree</b>	14.5
<b>Unanswered</b>	1.4

**Question 43:** Do you feel the need for flexible working? e.g. part-time working, job share, compressed hours.

	%
<b>Yes</b>	28.3
<b>No</b>	47.6
<b>Maybe/not sure</b>	23.4
<b>Unanswered</b>	0.7

**Question 44:** Have you formally requested flexible working?

	%
<b>Yes</b>	15.9
<b>No but I am considering it</b>	11.7
<b>No but I work flexibly informally</b>	24.1
<b>Not applicable (don't need flexible working)</b>	47.6
<b>Unanswered</b>	0.7

**Question 45:** If you have requested flexible working hours at the Institute, was your line manager/supervisor supportive of your request?

	%
<b>Yes</b>	20.7
<b>No</b>	2.7
<b>Not applicable</b>	75.9
<b>Unanswered</b>	0.7

**Question 46:** From your experience within the Institute, do you feel that people who cannot work long hours are disadvantaged?

	%
<b>Yes</b>	31
<b>No</b>	40
<b>Don't know</b>	28.3
<b>Unanswered</b>	0.7

**Question 47:** Do you have any caring responsibilities for dependents? (e.g. children under 16, elderly parents, adults with a disability)

	%
<b>Yes</b>	28.3
<b>No</b>	71.0
<b>Unanswered</b>	0.7



**Question 48:** Do you think the Institute provides adequate leave arrangements for people's caring responsibilities?

	%
<b>Yes</b>	37.9
<b>No</b>	6.2
<b>Don't know</b>	54.5
<b>Unanswered</b>	1.4

**Question 49:** Have you taken a career break in the last 10 years? *A career break is when someone stops working in their profession for a period of time, with the intention of returning to it later (excluding other types of leave such as maternity, paternity, adoption or sick leave).*

	%
<b>Yes</b>	5.5
<b>No</b>	94.5
<b>Unanswered</b>	0

**Question 50:** If yes, what if anything made your return to work easier or more difficult?  
*Answers omitted – essay style answers – too lengthy but will be considered by HR.*

**Question 51:** Have you taken maternity/paternity/adoption leave in the last 10 years?

	%
<b>Yes</b>	20
<b>No</b>	79.3
<b>Unanswered</b>	0.7

**Question 52:** If yes, what if anything made your return to work easier or more difficult?  
*Answers omitted – essay style answers – too lengthy but will be considered by HR.*

**Question 53:** Have you ever been refused reasonable leave arrangements for caring responsibilities?

	%
<b>Yes</b>	1.4
<b>No</b>	46.2
<b>Not applicable</b>	51
<b>Unanswered</b>	1.4

**Question 54:** Meetings in the Institute are completed in core hours to enable those with caring responsibilities to attend.

	%
<b>Strongly disagree</b>	7.6
<b>Slightly disagree</b>	9.7
<b>Don't know</b>	20
<b>Slightly agree</b>	31.7
<b>Strongly agree</b>	29.6
<b>Unanswered</b>	1.4

**Question 55:** In terms of gender equality, is there anything that you think the Institute does particularly well or could improve on?  
*Answers omitted – essay style answers – too lengthy but will be considered by HR.*

**Question 56:** If there are any other matters which you would like to raise, please add them here  
*Answers omitted – essay style answers – too lengthy but will be considered by HR.*