Research Institute Application

Application

Bronze and Silver Award

Name of research institute	Institute of Cancer Research
Date of application	30th April 2019
Award Level	**Silver**
Date joined Athena SWAN	2009
Current award	**Level: Silver**
Contact for application	**Jessica Downs**
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WORD COUNT SUMMARY

An additional 1,000 words has been allocated for our clinicians, as advised by AdvanceHE. This is used throughout the application – primarily in sections 4 and 5.

Section	Word Count
1	492
2	1,110
3	979
4	3,571
5	7,858
6	409
7	983
8	365
Total	15,767

GLOSSARY AND ABBREVIATIONS

This glossary will aid assessors with terminology at the Institute of Cancer Research.

Abbreviation	Name	Notes
ADT	Academic Dean's Team	
	Analytical Scientists	Bioinformaticians, statisticians, epidemiologists and clinical trials staff
ASSG	Athena SWAN Steering Group	Our Self-Assessment Team
BAME forum	Black and Minority Ethnic forum	
BBSRC	Biotechnology and Biological Sciences Research Council	
BME	Black and Minority Ethnic	
BRC	Biomedical Research Centre	
CBL	Chester Beatty Labs	
CCDD	Centre for Cancer Drug Discovery	
CEO	Chief Executive Officer	
Chelsea	Chelsea site	
COO	Chief Operating Officer	
CRUK	Cancer Research UK	
CTSU	Clinical Trials and Statistics Unit	
DORA	The Declaration on Research Assessment	
EDI Manager	Equality, Diversity and Inclusion Manager	
EMBO	European Molecular Biology Organisation	
ESG	Equality Steering Group	
	Faculty	Tenure-Track Faculty, Career Faculty, Reader and Professor grades
HESA	Higher Education Statistics Agency	
HR	Human Resources	
HSO	Higher Scientific Officer	
ICR	Institute of Cancer Research	
L&OD	Learning and Organisational Development	
LGBT+ network	LGBT+ network	
MD(Res)	Doctor of Medicine by Research	
Nexus	Our intranet	
NIHR	National Institute for Health Research	
Postdoc	Postdoctoral Training Fellow	
PDA	Postdoc Association	
PDAC	Postdoc Association Committee	Representing and promoting the career development of Postdocs
PGR	Post Graduate Research	
PhD	Doctorate of Philosophy	
PRES	Postgraduate Research Experience Survey	
REF	Research Excellence Framework	
SAP	Silver Action Plan 2015 reference	
SASIG	Secretarial and Administrative Staff Interest Group	
SAT	Self-Assessment Team	
SCUF	Scientific Computing Users Forum	

SO	Scientific Officer	
SOA	Scientific Officer Association	
SOAC	Scientific Officer Association Committee	Representing and promoting the career development of Scientific Officers
	SO Grades	All Scientific Officer grades, including Senior and Higher Scientific Officers
SPL	Shared Parental Leave	
SSO	Senior Scientific Officer	
	Staff Associations	Corporate Services Managers Forum, Postdoc Association, SO Association, SASIG, Tenure-Track Faculty Association, SASIG, and SCUF – staff networks, representing and promoting the career development of their constituents.
Staff Side	Trade Union	
	Student Committee	Representing and promoting the career development of students.
TTF	Tenure-Track Faculty	
	Tenure-Track Faculty Association	Representing and promoting the career development of

(SAP #.#) refers to our 2015 Silver application action plan and is not included in the word count.

References to Figures, Tables and other Sections in the document are not included in the word count e.g. (Figure 2.4.5)

> Action plan 2019-2023 reference

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTE
Recommended word count: Silver: 500 words | 496 words

An accompanying letter of endorsement from the head should be included.

Athena SWAN Manager
AdvanceHE
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Dear Dr Gilligan,

I am delighted to endorse our Athena SWAN Silver application.

As co-chair of the Athena SWAN Steering Group with Professor Jessica Downs, I lead in delivering our 2015 Silver Action Plan and promoting gender equality across the Institute of Cancer Research (ICR). Within my own research team and beyond, I have nurtured a culture which values colleagues, supports flexible working and builds strong mentoring relationships.

I led the first non-scientific plenary at our annual conference, on embedding Athena SWAN principles in our teams, and communicate the progress our actions to promote gender equality, and why it matters, to audiences in the UK and internationally. Most recently, I delivered the keynote lecture on developing an inclusive culture for the Novo Nordisk Fonden, a leading Danish research funding organisation.

The initiatives outlined in our previous application are having impact on women's careers.

The transition from Tenure-Track Faculty to Career Faculty is a key challenge, especially for women. We gave all Tenure-Track Faculty mentors and enhanced career development activities. We 'stop the tenure clock' and provide cover for maternity leave. These activities resulted in 100% successful tenure reviews.

Our changes to academic promotions processes are having effect – including removing expectations that academics work full-time, accounting for career breaks, and widening the definitions of excellent research. All promotion applications have succeeded since 2015.

We worked with The Royal Marsden NHS Foundation Trust to address barriers to women gaining clinical academic roles; introducing a mentoring scheme, career development programme, and a national clinical Pathway to Independence fellowship programme. The number of women in clinical postdoctoral roles increased as a result.

**The Institute of
Cancer Research**

Professor Paul Workman FRS FMedSci
Chief Executive & President

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Alumni destination data for Postdocs and students illustrates the success of our career development activities: equally high proportions of men and women attain scientific leadership roles

We introduced multiple new measures in consultation with staff and students. We launched our ICR values, defining our shared beliefs and behaviours, and embedded these throughout the organisation. Our values recognise that our diversity strengthens our research.

We strengthened support for parents, funding childcare costs of attending conferences and training. We enabled children to access our Chelsea laboratory building, and ran our first Family Day – showcasing our research to the children of staff and students.

The impact of such activities is that 83% of women and 82% men believe we are committed to equality and diversity.

Challenges remain. In 2018, we responded to allegations of bullying against a staff member by embedding a comprehensive programme of prevention and early detection, to ensure our culture and behaviour meet our high standards.

Women remain under-represented among Faculty. We will recruit thirty Faculty by 2022 including Tenure-Track Faculty and our action plan prioritises attracting and recruiting more women to these roles.

These initiatives are underpinned by our new ICR Leadership Programme to assist senior leaders in delivering a supportive and inclusive culture and embedding equality.

The information and data presented in this application is an honest, accurate, and true representation of the ICR.

Yours sincerely

Professor Paul Workman FRS FMedSci
Chief Executive and President

2. DESCRIPTION OF THE RESEARCH INSTITUTE

Recommended word count: Silver: 1000 words | 1,110 words

Please provide a brief description of the institute, including any relevant contextual information. Present data on the total number, and gender, of professional staff, technical support staff, research staff and students.

The Institute of Cancer Research (ICR), London, is one of the world's most influential cancer research organisations. We are a world leader in identifying cancer genes, discovering cancer drugs and developing high-precision radiotherapy. In 2017 the ICR was awarded the prestigious Queen's Anniversary Prize for our pioneering cancer drug discovery research. Together with our hospital partner The Royal Marsden NHS Foundation Trust, we are rated in the top centres for cancer research and treatment worldwide.

The ICR is a higher education institution and a college of the University of London. Our training mission is to educate and train the next generation of cancer researchers and clinicians. (Table 2.1)

Our vision is to overcome the challenges posed by cancer's complexity, adaptability and evolution through scientific and clinical excellence, innovation and partnership. Our research is multidisciplinary and collaborative, and our Team Science approach recognises that cancer's complexities can only be successfully addressed through bringing together teams of diverse specialisms and people.

Figure 2.1: Our ICR Strategy
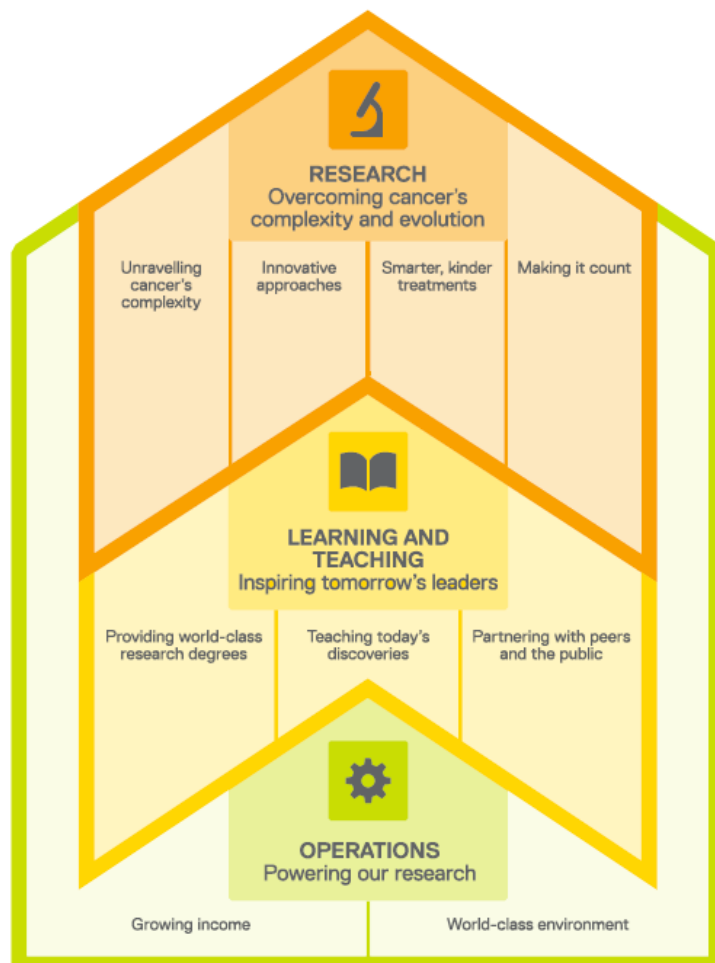
We achieved Athena SWAN Silver in 2016, and continuously work to embed Charter principles across our decision-making processes, working culture and training. Our values, launched in November 2018, are embedded in appraisal, recruitment and promotion processes.

Figure 2.2: ICR values poster

Our values – developed together as an organisation – make it clear *how* each and every one of us work to meet our mission – to make the discoveries that defeat cancer.

Our values are:
Pursuing **excellence**
Acting with **integrity**
Valuing **all our people**
Working **together**
Leading **innovation**
Making a **difference**

Pursuing excellence   Acting with integrity   Valuing all our people   Working together   Leading innovation   Making a difference

People

We have 1,039 staff and 204 postgraduate research students from 40 nationalities. (Tables 2.1 and 2.2)

Table 2.1: ICR students and course type as at 31 July 2018

	PhD (scientific)	PhD (clinical)	MD(res) (clinical research)	Total
Female	68	26	29	123
Male	42	22	17	81
Total	110	48	46	204
% Female	62%	54%	63%	60%

Corporate Services provides research support, including administration, IT, human resources, communications, facilities, and fundraising. Staff and students denoted as 'Clinical' are academic clinicians, employed by the ICR with honorary contracts at The Royal Marsden (RM).

Table 2.2: ICR staff by gender and role type as at 31 July 2018

	Corporate Services	Clinical academic research	Scientific research	Total
Female	213	12	372	597
Male	137	21	284	442
Total	**350**	**33**	**656**	**1039**
% Female	61%	36%	57%	57.5%

Table 2.3: ICR staff by site

	Chelsea	Sutton	Non Site based
Female	202	393	2
Male	162	278	2
Total	364	671	4
Women as proportion of staff at the site	55%	59%	50%
Staff on site as proportion of total ICR staff	35%	65%	<1%

Locations and culture

The ICR and The Royal Marsden are co-located on two sites – central London (Chelsea) and Sutton, Greater London.

Chelsea comprises a Head Office for 50% of Corporate Staff and the Chester Beatty Laboratories (CBL), a single building with canteen, roof terrace and common room – open to accompanied children since 2017. The range of social activities available has grown over the past three years, and includes yoga, sports teams, Afrobeat, and art classes.

Sutton campus facilities include a sports and social hall, bar, free onsite parking (priority given to parents and carers and those unable to use public transport) and regular shuttle buses to the town centre. A central atrium canteen provides networking opportunities and child-friendly space. Staff and students can access The Royal Marsden Play House Day Nursery (rated Outstanding by Ofsted).

Our new £70million Centre for Drug Discovery building opens in 2020 at Sutton. The London Cancer Hub, our development partnership with the London Borough of Sutton, will be a global centre for cancer innovation next to the Sutton site. A science-specialist secondary school opened on the London Cancer Hub site in September 2018, strengthening links with our local community. (Figure 2.3)

To support our Team Science ethos we encourage networking and multidisciplinary collaboration with continuous interaction between the sites through video-linked meetings, desk-top conferencing, seminars, lectures and inter-site bus. (Figure 2.4)

Figure 2.3: Photos of our Chelsea and Sutton sites and an artist's impression of the Centre for Cancer Drug Discovery

Chelsea

Sutton

Centre for Cancer Drug Discovery
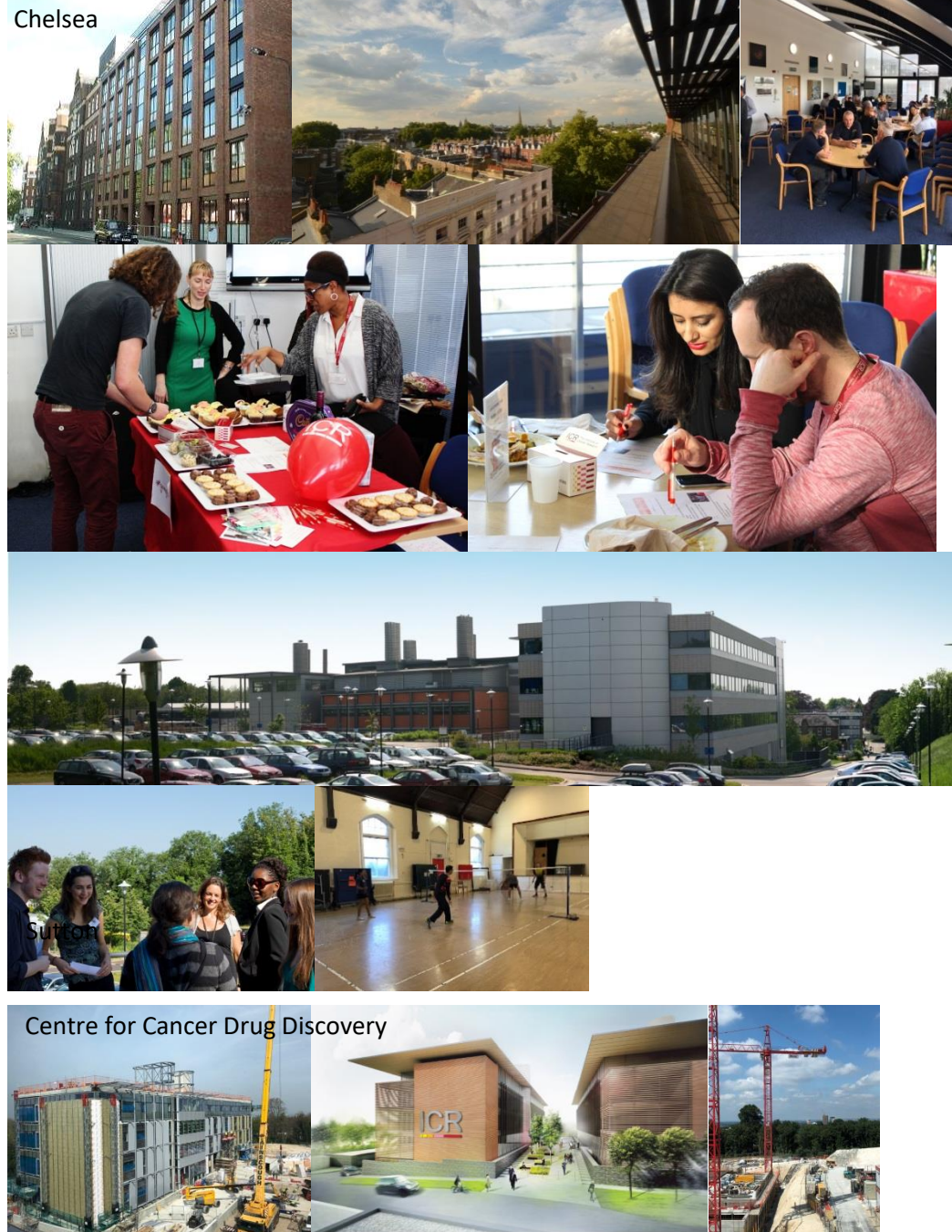
Figure 2.4: The ICR Annual Conference, ICR Student Conference and a skype for business video call

Our longstanding 'bench to bedside' relationship with The Royal Marsden enables rapid and efficient flow of research findings, patient information and clinical data between laboratory and clinic. Research collaboration is underpinned by joint academic clinician development programme, equality networks (LGBT+ network, BAME Forum and Forum for Staff with Disabilities and Health Conditions) and honorary faculty scheme.

Funding

The ICR has charitable status and relies on support from partner organisations, charities, donors and the public. (Figure 2.5)

We work closely with funders, including Cancer Research UK (CRUK), Breast Cancer Now and the Wellcome Trust. With The Royal Marsden we receive funding from the National Institute for Health Research for our Cancer Biomedical Research Centre, which drives support for clinical academic career development. We involved funders in our discussions and actions on gender equality and career development, including working with CRUK on gender equality and providing advice on establishing LGBT+ networks.

Figure 2.5: Summary of the ICR's income for financial year ending 31 July 2018

Total income 2017/18

2017/18 income **£140.1m**

47%
Research grants of which:
- **40%** Cancer Research UK
- **12%** Breast Cancer Now
- **5%** Wellcome Trust
- **3%** MRC

20%
Royalty income

20%
Higher Education Funding Council for England (to 31/03/18)
Office for Students, UK Research and Innovation (from 1/04/18)

9%
Donations and endowments

2%
Investments and other income

2%
Tuition fees and education contracts
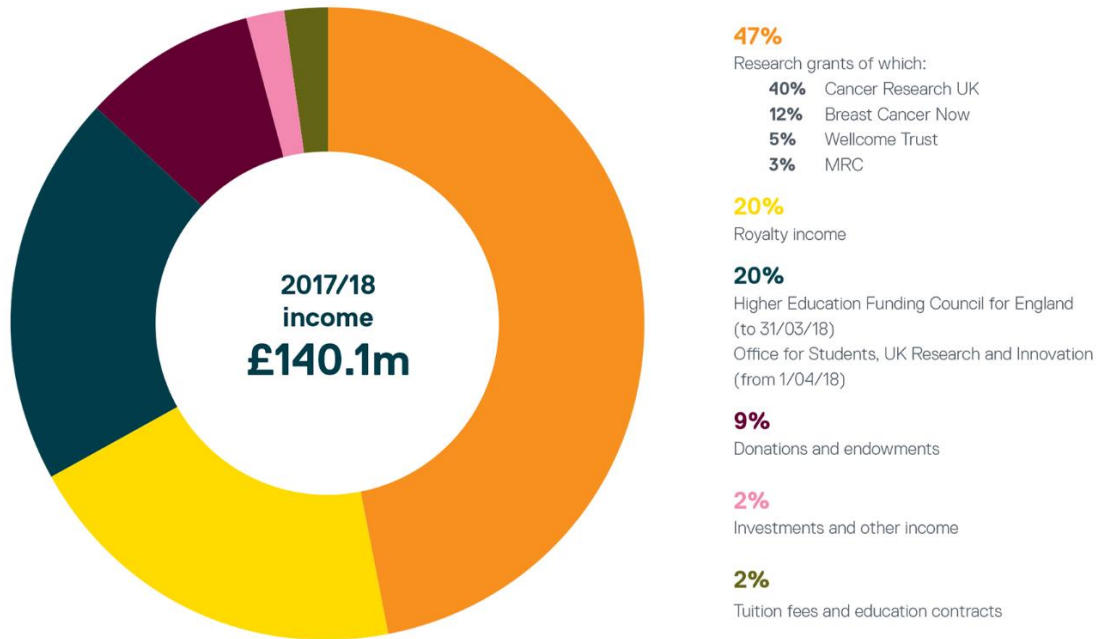
Governance and structure

Of the senior leadership team, the CEO (Professor Paul Workman) is male and the Academic Dean (Professor Clare Isacke) and Chief Operating Officer (Dr Charmaine Griffiths) are female.

Research staff and students are grouped by team within multidisciplinary Divisions (Table 2.4) and Corporate Services into Directorates (Table 2.5). Heads of Division are predominantly male (78%). Actions to increase women at this level are detailed further in this document (See section 5.2 – Career Development and 5.4 – Organisation and Culture).

Table 2.4: Research Divisions, Division Heads and staff numbers as at 31 July 2018

Site	Division	Gender of Head	Gender of Deputy (where appointed)	Numbers in each Division ■ Female ■ Male		
Primarily Chelsea	Breast Cancer	M	M*	(pie: 62 Female / 36 Male)	63%	37%
	Cancer Biology	M		(pie: 21 Female / 18 Male)	54%	46%
	Structural Biology	M	M	(pie: 11 Female / 11 Male)	50%	50%
Primarily Sutton	Cancer Therapeutics	M		(pie: 63 Female / 77 Male)	45%	55%
	Clinical Studies	M	F*	(pie: 147 Female / 40 Male)	79%	21%
	Genetics and Epidemiology	M		(pie: 49 Female / 19 Male)	72%	28%
	Molecular Pathology	F	M	(pie: 41 Female / 45 Male)	48%	52%
	Radiotherapy and Imaging	M	M	(pie: 55 Female / 47 Male)	54%	46%
	Data Science**	F		(pie: 4 Female / 6 Male)	40%	60%

* Athena SWAN Steering Group members
** New Department, sitting outside the Division structure

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Table 2.5: Corporate Services Directorates, Directors and numbers of staff as at 31 July 2018

Site	Directorate	Gender of Director	Numbers of staff in Directorate ■ Female ■ Male		
Primarily Chelsea	Communications	M	7 / 10	■ 59%	■ 41%
	Development (fundraising)	F	2 / 18	■ 10%	■ 90%
	Finance	M	9 / 15	■ 63%	■ 38%
Primarily Sutton	Enterprise	F	5 / 10	■ 67%	■ 33%
Split site	Academic Services	F	12 / 25	■ 68%	■ 32%
	CEO / Secretariat	M* & F*	7 / 10	■ 41%	■ 59%
	Facilities	M	30 / 62	■ 33%	■ 67%
	Human Resources	F*	4 / 23	■ 85%	■ 15%
	IT	M	6 / 32	■ 16%	■ 84%

* Athena SWAN Steering Group members

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Research-related career paths

Some ICR roles and career paths differ from those of typical universities. Research staff are on research-only contracts. Figure 2.6 illustrates our integrated scientific career paths. One to two researchers move between paths annually. Table 2.6 describes the scientific academic roles and career path.

Figure 2.6: ICR Integrated scientific career paths
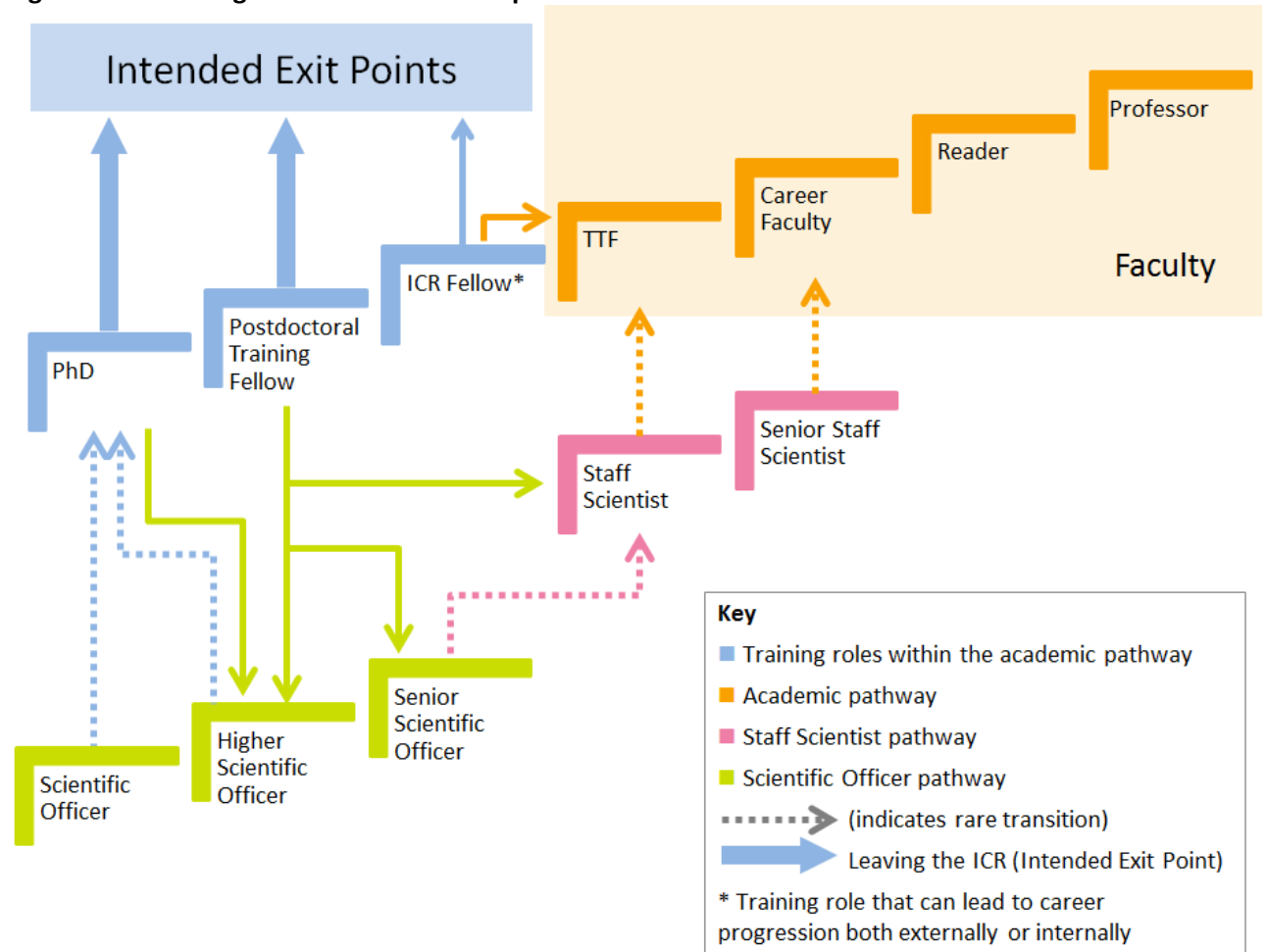
Students, Postdocs and ICR Fellows are dedicated training roles. We invest heavily in training, mentoring and career development for staff and students. We expect the majority of Postdocs and students to move to other organisations using the expertise gained at the ICR to become scientific leaders elsewhere (see Leavers – Section 4.2). We recruit the majority of our Faculty and Tenure-Track Faculty (TTF) externally.

Scientific Officer grades are technical support staff – comprising Scientific Officer (SO), Higher Scientific Officer (HSO) and Senior Scientific Officer (SSO) roles (Table 2.7).

Staff Scientists and Senior Staff Scientists are experienced researchers, usually with a PhD and postdoctoral training, who provide high-level research support across the ICR, including managing experimental work, training staff and supervising students (but are not academics as defined by universities). Analytical Scientists are specialists in Statistics and Informatics, and are a mix of technical and academic staff.

Table 2.6: Scientific academic career path

	Grade	Description	Typical contract length (career breaks not included)
Training role	**PhD students**	• Funded research degree	4 years
	Postdoctoral Training Fellow (Postdoc)	• Funded by a grant held by Faculty • Some on independent fellowships	3-4 years*
	ICR Fellow	• Hold an independent fellowship/funding based on own research ideas • Runs small research group under the umbrella of Faculty member • Internal or external appointment	3-5 years
Faculty	**Tenure-Track Faculty (TTF)**	• Non-tenured team leader • Responsible for securing research funding and establishing research team • Tenure review at five years • Largely externally recruited	5 years
	Career Faculty	• Tenured team leader without academic promotion	Open-ended
	Reader	• Tenured team leader • Academic promotion acknowledging significant contributions to cancer research and/or treatment	
	Professor	• Tenured team leader with an academic promotion • Academic promotion acknowledging major contributions to cancer research and/or treatment • International standing in their field	

*up to a maximum of seven years at the ICR (not including career breaks)

Table 2.7: Scientific Officer roles (technical staff)

Grade	Description	Contract length
Scientific Officer (SO)	• Hold an undergraduate degree • Provide technical support within teams	1-3 years
Higher Scientific Officer (HSO)	• Often have PhD, may have postdoctoral experience • Provide technical support and development	Typically open-ended after 4 years
Senior Scientific Officer (SSO)	• Often have PhD, may have postdoctoral experience • Laboratory managers and/or leaders of technical teams/facilities	Typically open-ended

Clinical Academic career path

Clinical academic researchers combine research at the ICR with clinical duties at The Royal Marsden. Figure 2.7 outlines progression on this pathway and Table 2.8 describes the roles.

Figure 2.7: Clinical Academic Career Path
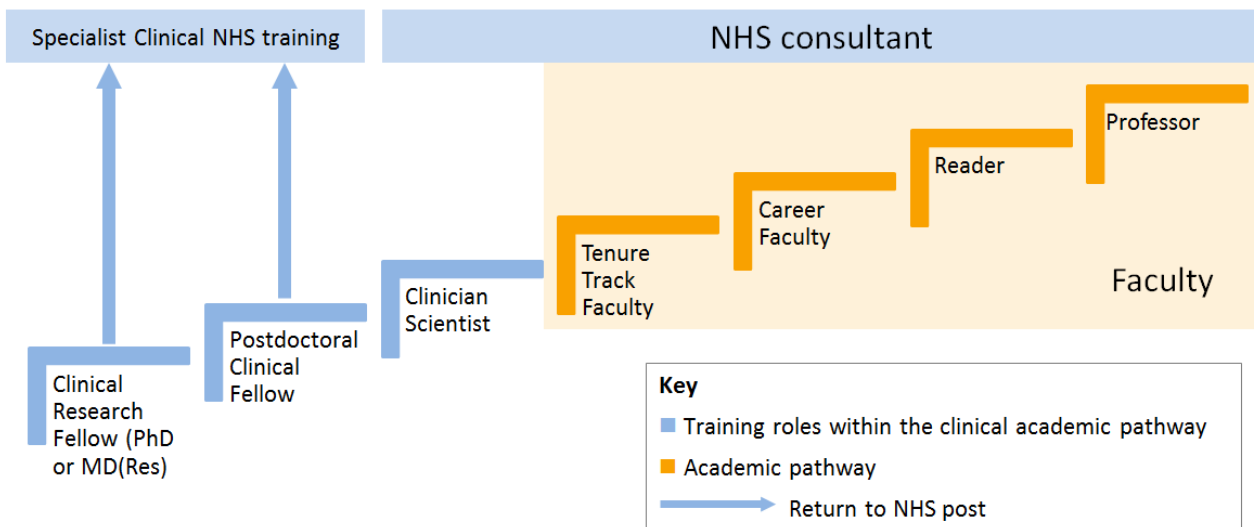
Table 2.8: Clinical Academic career path roles

Grade	Description	Contract length (excluding career breaks)
MD(Res)	• Funded research degree, with 0.5 - 2 days per week spent in clinics in The Royal Marsden • Typically undertaken by junior doctors	2 years research 2 years writing up
PhD		4 years
Postdoctoral Clinical Fellow (Clinical Postdoc)	• Usually hold research funding and may run a small research group • Includes NIHR Clinical Lecturers and ICR Clinician Scientist fellows • Undertake clinical work (30%-50% of time) at The Royal Marsden • May be promoted to TTF	Dependent on funding (usually up to 4 years)
Tenure-Track Faculty (TTF)	• As for scientific academic career path • Time split between research and clinic	5 years
Career Faculty		
Reader		Open-ended
Professor		

Analytical Scientists

We have an increasing number of informaticians, statisticians, epidemiologists and clinical trials staff (68 in 2018: 42M; 26F), classed together as Analytical Scientists. Feedback from this group highlighted the lack of a clearly defined career path **(Action 4.1)**. The Scientific Computing Users Forum (SCUF) provides training and networking for this group.

Action 4.1: Clarify the career path for staff in the Analytical Scientist job family and identify any development support for this group in their career progression.

Staff numbers

Table 2.9: The division of research/ technical / professional support staff by gender

Athena SWAN categorisation	Career Path	Female	Male	Total	% female in career path
Research	Scientific Academic Research Staff	82	105	187	44%
	Clinical Academic Research Staff	12	21	33	36%
Technical	Scientific Officer Grades	250	118	368	70%
Neither technical nor pure research career path	Staff Scientists	15	19	34	44%
	Analytical Scientists	26	42	68	38%
Professional Support Staff	Corporate Services	212	137	349	61%
	Total	**597**	**442**	**1039**	**57%**

Staff associations

The ICR works closely with Staff Side (Trades Union), on pay and contractual issues. Staff Side are committed to gender equality and represented on the Athena SWAN and Equality Steering Groups.

Staff associations represent students, Postdocs, Tenure-Track Faculty, Scientific Officers, Analytical Scientists, administrators and Corporate Services managers. They are a focus for promoting training and career development, networking, sharing expertise and organising social events. Associations help enable our inclusive and consultative culture and work closely with the Learning and Organisational Development team to arrange customised careers support. All associations receive a budget of £3-£5,000 annually and have terms of reference.

We encourage participation in staff associations, and recognise association committee contributions in appraisals. Committee members receive training, and gain experience in leading meetings, managing budgets, organising events and negotiating with management. Representatives sit on many ICR committees, including the Athena SWAN Steering Group (see 5.4 – Committee membership). This enables input into ICR decision-making, and gives individuals the opportunity to raise their profile within the organisation.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Silver: 1000 words | 975 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

Professors Jessica Downs and Paul Workman co-chair our Athena SWAN Steering Group (ASSG) (Figure 3.1). ASSG represents all staff groups and research divisions. Members (23F; 6M) work across Chelsea and Sutton and have deputies to share workload and cover for absence (Table 3.1).

Figure 3.1: Some of our current ASSG members

Table 3.1: Current ASSG members, alphabetically by site

Site	Member	Job title/ staff group/ division	ASSG role & responsibilities and other commitments	Personal experience
Sutton & Chelsea	Alan Cumber	Deputy Director Facilities Services	Facilities representative Children in CBL Wellbeing Adviser Staff Side committee	Childcare responsibilities (grandchildren) Works Flexibly Career path change Corporate Services promotions
	Dr Charmaine Griffiths	Chief Operating Officer	Responsible for diversity across committee membership Women in Science co-lead LGBT+ Executive Champion	Adult caring responsibilities
	Dr Vanessa McKean	Equality, Diversity and Inclusion Manager	Athena SWAN Project manager	Compressed hours Childcare responsibilities Adult caring responsibilities
	Dr Amy Moore	Assistant Director of Academic Services	Academic Services Representative Corporate Services Managers Forum Wellbeing Adviser	Postdoc to Corporate Services move

Site	Member	Job title/ staff group/ division	ASSG role & responsibilities and other commitments	Personal experience
	Mary O'Shea	Director of Human Resources	HR Strategy Gender Pay Gap HR Policy framework to improve work life balance and Wellbeing Agenda	Elderly care responsibilities
	Neil Walford	Head of Organisational Development	TTF association representative (interim) Mentoring Attitude Survey	Part-time
	Professor Paul Workman	Chief Executive Officer and Professor	Co-Chair Faculty recruitment, promotion and gender pay gap	Childcare responsibilities (grandchildren)
	Rose Wu	Internal Communications Manager	Communications representative BAME Forum representative	Full time with close family members abroad Aurora participant
Chelsea	Caroline Carey	Executive Assistant to Professor Andrew Tutt, Breast Cancer Research	SASIG representative Chelsea parent group member	Childcare responsibilities
	Professor Jessica Downs	Faculty, Cancer Biology	ASSG Co-Chair Women in Science co-lead	Childcare responsibilities
	Dr Marjan Iravani	Senior Scientific Officer, Breast Cancer Research	Breast Cancer representative	Childcare and elderly care responsibilities. HSO to SSO to Staff Scientist promotion
	Jolyon Lloyd	HR Systems & Information Advisor	Provision of Employee data and analysis Equality Steering group member	
	Professor Chris Lord	Faculty, Deputy Head of Division, Breast Cancer Research	Faculty representative Postdoc career development Flexible working	Childcare responsibilities Promoted from Postdoc to staff scientist, senior staff scientist, reader and professor
Sutton	Professor Judith Bliss	Director of ICR-CTSU and Deputy Head Division of Clinical Studies	Clinical Studies representative	Part-time working in senior role requiring continued flexibility Responsible for large staff group with high levels of part-time and flexible working arrangements.

Site	Member	Job title/ staff group/ division	ASSG role & responsibilities and other commitments	Personal experience
	Dr Diana Martins Carvalho	Postdoc	Molecular Pathology representative	Working full-time
	Dr Mahnaz Darvish Damavandi	Postdoc, Molecular Pathology	Postdoc committee representative	Working full-time
	Professor Nandita DeSouza	Deputy Dean (Clinical) and Joint Head of Unit, Radiotherapy and Imaging	Radiotherapy and Imaging representative Clinical students and staff	Clinical academic Professor
	Penny Flohr	Senior Scientific Officer, Clinical Studies	SOAC Representative Other committees	Supported through surrogacy by the ICR Promotion SO to HSO to SSO
	Lisa Patterson	CCI Lab Manager, Radiotherapy & Imaging	Staff Side representative and co-chair On a number of committees Wellbeing Adviser	Part-time during children's early years Childcare and eldercare responsibilities SO grade promotions
	Dr Jumi Popoola	Higher Scientific Officer, Cancer Therapeutics	Cancer Therapeutics Representative BAME Forum member	Flexible working Childcare responsibilities Postdoc to HSO promotion
	Dr Amy Sherborne	Higher Scientific Officer, Genetics and Epidemiology	Genetics and Epidemiology Representative	New mother Works part-time
	Hilary Taylor	Learning and Development Programme Coordinator, Human Resources	ASSG Secretary Wellbeing Adviser SASIG member	Previous elder care responsibilities

New members from Facilities, IT, Secretarial and Administrative Staff Interest Group (SASIG) and Staff Side joined in 2015. A professor joined to further engage researchers in CBL. Membership is advertised across the ICR. Representatives of Staff Associations volunteer for 1-2 years and represent ASSG on their association committees.

The gender balance of the ASSG has improved slightly from 19% male (2015) to 21% male (2019) (Table 3.2), but is still not representative of the ICR. **(Action 6.1)**

Table 3.2: Percentage of males on ASSG

	Highest	Number	% of

	number of members	of male members	male members
2015/16	26	5	19%
2016/17	26	6	23%
2017/18	29	6	21%
2018/19	29	6	21%

The ASSG had 47% turnover since 2015, above our aim of 33%, **(SAP 5.1)** largely due to rotation of staff association representatives (Table 3.3).

The EDI Manager briefs new members on their role and provides resources. Members receive training in committee representation.

Table 3.3: Turnover of ASSG members

	Members	New members (%)	Members leaving (%)	Difference (%)
2015/16	26	7 (26%)	9 (34%)	2
2016/17	26	7 (26%)	9 (34%)	2
2017/18	29	11 (40%)	4 (14%)	7
2018/19	29	3 (10%)	2 (7%)	1

Action 6.1: Review membership and structure of the ASSG to ensure membership fully reflects the composition of the ICR:
- Rework role descriptions for staff association and divisional representatives and encourage men to put themselves forward (Target 40% men by 2021)
- Request representation from Tenure-Track Faculty
- Add member from our partner organisation, The Royal Marsden, to foster collaboration on culture, gender equality and career development as well as research.

(ii) an account of the self-assessment process

The ASSG meets quarterly, video-linked during core hours to:

1. Review progress on targets for staff and student career progression
2. Share Divisional and Directorate good practices to embed initiatives throughout the ICR
3. Deliver the Silver (2015) action plan
4. Commission research and consultations
5. Identify areas of institutional strength and challenges
6. Develop, progress and champion initiatives.

Key topics covered at meetings are shown in Table 3.4.

Table 3.4: Key topics covered at ASSG meetings

| Year	Key topics covered at ASSG meetings
2015/16	• Completing bronze award (2012) action plan • Staff data and trends 2014/15 • Creating Silver 2015 action plan • Return to Research Fellowships • Role models and role model seminars • Identifying good practice in recruitment and retention of female team leaders • Consultation on priorities for 2019 application
2016/17	• Staff data and trends 2015/16 • Reviewing support for parents on career breaks • Reviewing mentoring support across the ICR • The pay review project • Changing access to CBL to enable visits by children of staff and students • Parents and Carers Survey: developing actions to address issues raised • Embedding Athena SWAN across the ICR • Athena SWAN ICR Conference plenary • Women in Science group: next steps • Meeting times guidance • IT and Facilities data sets and analysis of career paths • Public engagement strategy and activities
2017/18	• Trial access of Children in CBL • Staff data and trends for scientific and clinical staff 2011-2017 • Creating Conference & Training Care Support Fund • Causes of the ICR gender pay gap and actions to address • Staff and student intersectionality data sets • Exit questionnaire: increasing uptake and relevance • IT Focus groups: report and recommendations • Meeting with Professor Susan Hockfield (MIT) • Athena SWAN Research Institute Conference • Women In Science • Children in CBL, Family Day and Nursing Rooms • Attitude survey results by gender • Clinician student alumni survey: analysis of results and next steps • Division/discipline level lists of awards and fellowships • Student recruitment equality data: analysis and proposed actions to address
2018/19	• Attitude Survey: - intersectional results and next steps • Student data: actions to address recruitment of BAME students • Job share case studies • Keep In Touch days brochure • Clinical mentoring survey: next steps • Conference & Training Care Support Fund extension • Silver Application: Peer Review Feedback • Faculty recruitment: diversity and inclusion action plan • Preparing the 2019 Silver application

Governance

The ASSG reports quarterly to our senior committee, Executive Board (3F; 6M) which leads on standing items to address the underrepresentation of women in Faculty and the gender pay gap. Trustee Jane Hamilton champions equality on the Board of Trustees, and works with ASSG members on the Women in Science network.

ASSG members participate in all major committees (Figure 3.2) championing equality and diversity across the ICR. ASSG workload is recognised in appraisals.

ASSG works closely with the Equality Steering Group (ESG), which oversees ICR equality and diversity activities, supports equality networks, and produces the Annual Equality Report (including equality objectives).

Figure 3.2: Governance structure and ASSG members
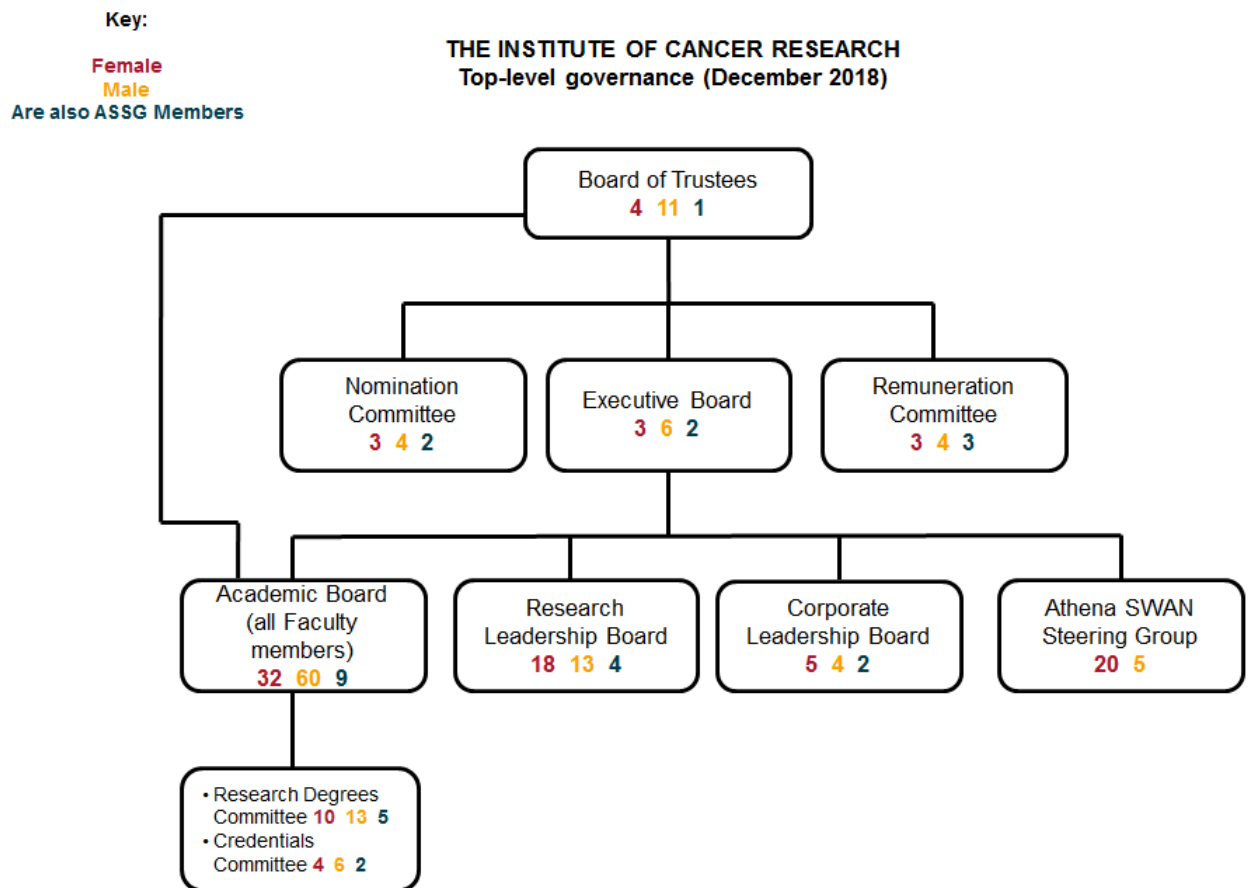
Consideration and action on gender equality, and wider equality and diversity, are embedded throughout Corporate Services (Table 3.5).

Table 3.5: Examples of activities embedding Athena SWAN charter principles throughout Corporate Services

Directorate	Athena SWAN activities
Academic Services	• Revision of student recruitment processes, administration and support/training • Management and revisions of academic promotions • Grant administration and application support • Student alumni surveys (clinical and scientific) • Support for Student Committee • Student engagement and feedback
Communications	• Management of the Athena SWAN Communications strategy • Internal communications and awareness raising (e.g. profiles, stories) • External communications, social media • Promoting ICR values • Ensuring diverse representation in communications materials • Public Engagement Strategy activities focusing on underrepresented groups • Media training for researchers
Enterprise	• Enterprising Women workshop run annually
Development (fundraising)	• Seeking funding for returners fellowships and for women in science • Female researchers fronting development appeals and campaigns
Facilities	• Space management review (nursing rooms, children's access) • Trials of children's access in CBL • Organising Family Days (see section 5.4 - culture) • Monitoring of Meeting Times guidance implementation
Human Resources	• Implementation of policy changes on parental leave and support • Ensuring consistency of implementation amongst teams • Training, coaching and mentoring schemes • Run attitude surveys, focus groups, alumni surveys and staff group research • Support for staff associations • Administration of carers training and conference grants • EDI Manager with responsibility for Athena SWAN project management
IT	• Implementation of desktop videoconferencing, facilitating cross-site communication and home working
COO/ CEO offices	• Responsible for committee membership and terms of reference • Monitors equality impact assessments on all policies • Introduce equality impact statements on all committee papers

Consultation and Communication

We undertake extensive consultation (Figure 3.3) with many opportunities for staff and students to raise issues and ideas:
- Representatives consult with constituents before ASSG meetings
- A PowerPoint summary is provided after meetings, for representatives to discuss with their constituents / Division head
- A dedicated Diversity email inbox
- Nexus (our intranet) provides information on ASSG members, activities and meeting minutes.

ASSG members promoted our work through:

- Presenting on progress and priorities at 2016 Technical Conference and 2017 Postdoc Careers Conference
- An Athena SWAN plenary session at 2017 ICR Conference (first ever non-scientific plenary) delivered by CEO, three faculty, the EDI manager and SO representative
- Poster presentations at the 2015, 2016, 2017 ICR Conferences & 2018 Technical Conference
- Progress updates and questions taken at bi-annual all-staff meetings with the CEO and management team.

We implemented our communications plan, producing internal and external news, features and profiles **(SAP 5.4)**. We know this is making an impact: the 2018 Attitude Survey indicated that 88% of staff and students were aware of Athena SWAN, up from 83% in 2015.

The tri-annual Attitude Survey provides data on experiences of ICR culture and support. This ran in 2011, 2014, 2018 with a short version in 2015, enabling us to track impact of activities. In 2018 we introduced ethnicity data, enabling analysis by ethnicity and by intersection of gender and ethnicity. We survey our student and Postdoc alumni to measure impact of our training, career progression and Athena SWAN activities on post-ICR careers. Other surveys and consultations are set out below. (Figure 3.3)

Table 3.6: Attitude Survey completion rates

Survey date	Completion rate	Evidence for Athena SWAN
2011 Attitude Survey	53% (198F; 99M)	Prior to 2012 Bronze award submission
2014 Attitude Survey	62% (393F; 272M)	Prior to 2015 Silver award submission
2015 short attitude survey	79% (508F; 312M)	
2018 Attitude Survey	58% (407F; 246M)	Impact of work 2015-2018

Action 1.1: We will run an annual "pulse check" survey to provide greater insight into progress on Athena SWAN-related issues and to identify factors affecting ICR culture and individuals' career development.

Figure 3.3: How the ASSG consults with staff groups and impact of consultations
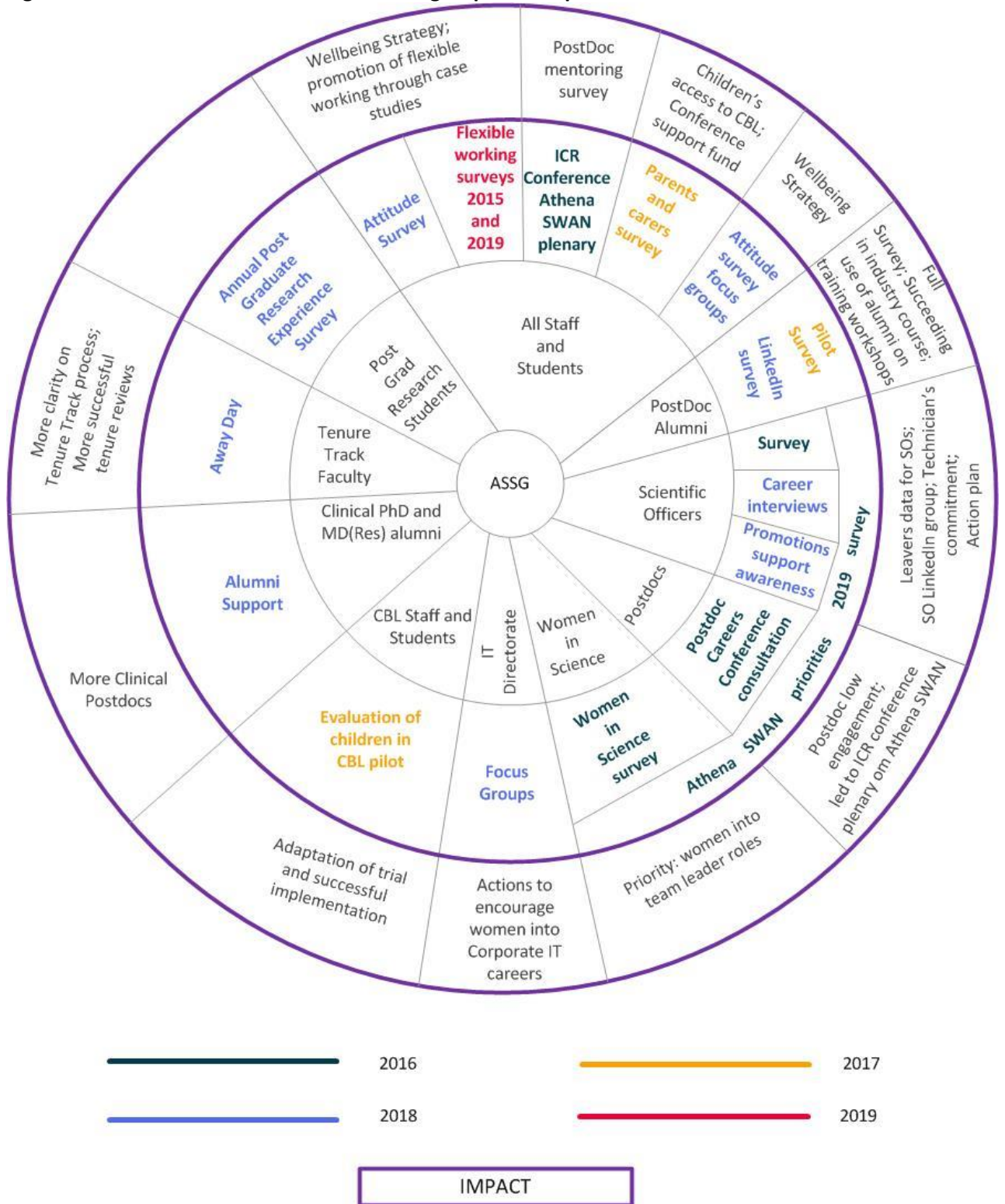
External consultation

We belong to the Athena SWAN South East Regional Network, Research Institute Advisory Group and University of London Inclusion Network. We work closely with The Royal Marsden's EDI specialist. We have regular discussion with peer research institutes including The Crick and Sanger Institute. Three staff

members are Athena SWAN assessment panellists. Our Advance HE account manager observed and fed back on the December 2016 ASSG meeting.

This application incorporates actions arising from our 2017 Stonewall Workplace Equality Index submission and feedback **(SAP 5.4)**.

Our work is strengthened through dialogue with the cancer research community and higher education institutes, including discussions at the ICR stand at the National Cancer Research Institute conference 2016, the ICR's 2016 ECU Conference workshops on data-driven equality programmes, and the 2018 and 2019 Research Institute Athena SWAN workshops.

We work with The Sanger Institute, The Crick, The Royal Marsden and Imperial to share benchmarking data. Our draft application was peer-reviewed in November 2018 by Carole Thomas (John Innes Centre), Saher Ahmed (Sanger Institute), Emma Collins (City University) and Sharon Citrone (Imperial College) and recommendations implemented.

A writing group, including co-chairs, the EDI Manager and Head of Organisational Development prepared this application. The ASSG, Executive Board and The Royal Marsden EDI Steering Group reviewed the application.

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

The ASSG will meet quarterly to progress our action plan and address challenges, establishing relevant sub-groups and monitoring progress. Corporate Leadership Board will support actions affecting employment practices e.g. flexible working, and Research Leadership Board will support actions on faculty recruitment.

Our action plan aligns with our HR Excellence in Research, Stonewall, Gender Pay Gap, and Technician's Commitment action plans, and Research, Engagement and Learning & Teaching Strategies. As with our 2015 action plan, we will aim to exceed targets to embed good practices throughout. Our Research Strategy outlines our aspiration to become an Athena SWAN gold award centre of excellence. Monitoring impact will include an annual pulse survey, the 2021 Attitude survey, and evaluation of individual activities **(Action 1.1)**.

Communication

We will continually communicate Athena SWAN activities through our communications plan, ASSG representatives, CEO Forum and ICR conferences.

Succession planning

Divisional and Directorate representation rotates typically every two years, staff and student association representatives annually. We will continue to promote these opportunities to men, and open the committee to relevant peer institutions.

Action 6.2: All Heads of Division to attend one Athena SWAN Steering Group meeting per year.

Action 3.5: Ensure that all staff and students receive information on Athena SWAN on joining the institute, in addition to the mandatory equality and diversity training:

- Revised Women in Science at the ICR factsheet and new Equalities factsheet to be distributed in contract packs and in physical copies in central areas.

4. A PICTURE OF THE INSTITUTE

Recommended word count: Silver: 3500 words | 3,571 words

All data are presented as sat 31 July. Academic years run 1 August-31 July.

We are a multidisciplinary institute, with researchers from fields including biology, chemistry, computer sciences, physics, and clinical medicine and have benchmarked against similar multidisciplinary institutes – The Sanger Institute, The Crick (for staff) and relevant sector benchmarks for clinical and non-clinical students. ICR researchers work in multidisciplinary divisions and so we are unable to disaggregate researchers by discipline.

4.1. Student data

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

Full and part-time. Provide data, by gender, on course applications, offers and degree completion rates/time to completion.

Approximately 200 students per year on research degrees; ~110 non-clinical and 90 clinical (Table 4.1.1). Across all programmes, women comprise ~60% students (Table 4.1.1, 4.1.2 and 4.1.3).

Table 4.1.1: Total student numbers across clinical and non-clinical research degrees 2013/14 – 2017/18

2013/14			2014/15			2015/16			2016/17			2017/18		
F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
121 (60%)	81 (40%)	202	128 (60%)	84 (40%)	212	123 (60%)	81 (40%)	204	122 (60%)	81 (40%)	203	122 (58%)	87 (42%)	209

Table 4.1.2: Non-clinical PhD student numbers by gender 2013/14-2017/18

	2013/14			2014/15			2015/16			2016/17			2017/18		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Non-clinical (full time)	61 (59%)	43 (41%)	**104**	64 (60%)	43 (40%)	**107**	66 (63%)	39 (37%)	**105**	61 (60%)	40 (40%)	**101**	62 (62%)	38 (38%)	**100**
Non-clinical (part time)	8 (67%)	4 (33%)	**12**	5 (50%)	5 (50%)	**10**	4 (40%)	6 (60%)	**10**	6 (55%)	5 (45%)	**11**	6 (60%)	4 (40%)	10
Non-clinical total	**69 (59%)**	**47 (41%)**	116	**69 (59%)**	**48 (41%)**	117	**70 (61%)**	**45 (39%)**	115	**67 (60%)**	**45 (40%)**	112	**68 (62%)**	**42 (38%)**	110

Table 4.1.3: Clinical research students – PhD and MD(Res) by gender 2013/14-2017/18

|	2013/14			2014/15			2015/16			2016/17			2017/18		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Clinical PhD (full time)	20 (54%)	17 (46%)	**37**	25 (57%)	19 (43%)	**44**	23 (59%)	16 (41%)	**39**	25 (60%)	17 (40%)	**42**	24 (52%)	22 (48%)	**46**
Clinical PhD (part time)	1 (100%)	0 (0%)	**1**	2 (100%)	0 (0%)	**2**	2 (100%)	0 (0%)	**2**	2 (100%)	0 (0%)	**2**	2 (100%)	0 (0%)	**2**
Clinical PhD total	**21 (55%)**	**17 (45%)**	38	**27 (59%)**	**19 (41%)**	46	**25 (61%)**	**16 (39%)**	41	**27 (61%)**	**17 (39%)**	44	**26 (54%)**	**22 (46%)**	48
MD(Res) (full time)	31 (65%)	17 (35%)	**48**	31 (65%)	17 (35%)	**48**	25 (56%)	20 (44%)	**45**	23 (55%)	19 (45%)	**42**	23 (50%)	23 (50%)	**46**
MD(Res) (part time)	0 (0%)	0 (0%)	**0**	1 (100%)	0 (0%)	**1**	3 (100%)	0 (0%)	**3**	5 (100%)	0 (0%)	**5**	5 (100%)	0 (0%)	**5**
MD(Res) total	31 (65%)	17 (35%)	**48**	32 (65%)	17 (35%)	**49**	28 (58%)	20 (42%)	**48**	28 (60%)	19 (40%)	**47**	28 (55%)	23 (45%)	**51**
All Clinical students total	**52 (60%)**	**34 (40%)**	86	**59 (62%)**	**36 (38%)**	95	**53 (60%)**	**36 (40%)**	89	**55 (60%)**	**36 (40%)**	91	**54 (55%)**	**45 (45%)**	99

PhD Degree (Non-clinical)

90% of non-clinical students undertake a four-year full-time research degree. 10% study part-time, with the proportion of men and women similar to full-time students (Table 4.1.2).

One male and six female part-time non-clinical students are employed as Scientific Officers or equivalent roles at The Royal Marsden, illustrating our support for staff developing their academic research skills.

The proportion of female PhD students has remained stable at 60% and is similar to or above the benchmarks (Figure 4.1.1).

Figure 4.1.1: Numbers and percentages of PhD (non-clinical) students by gender
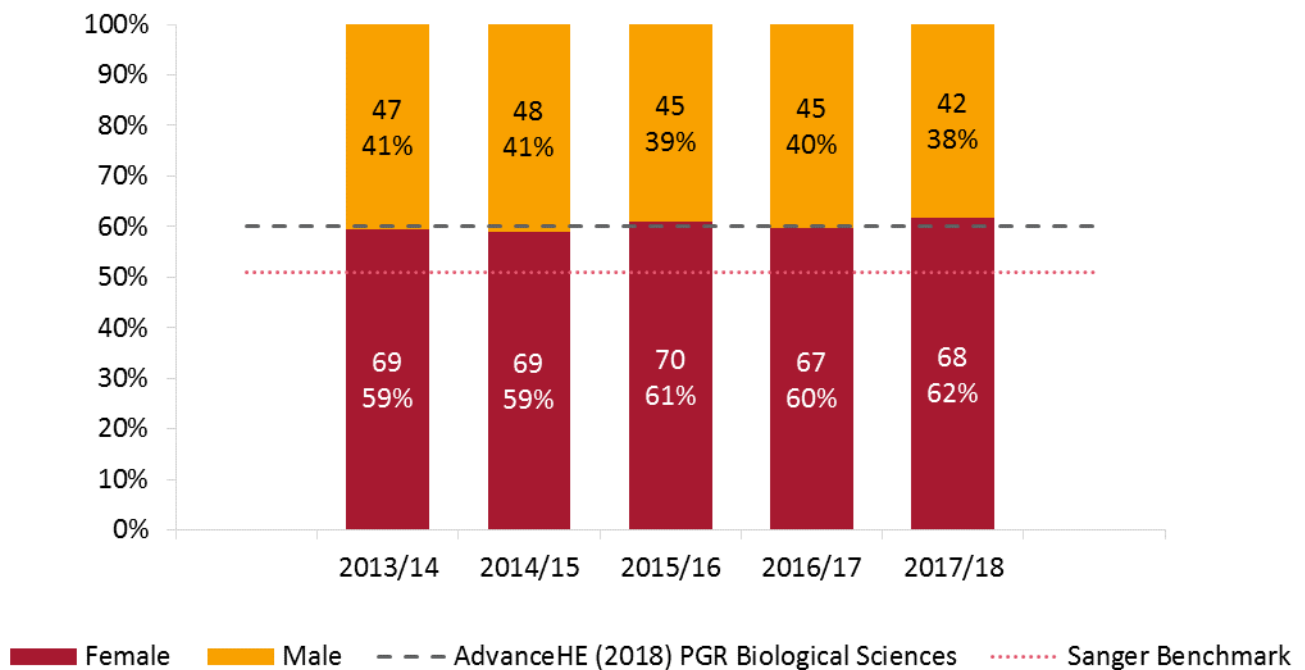
AdvanceHE benchmark: Postgraduate research students in 'Biological Sciences' 2018 (60.2% female: 9170F; 6055M)
Sanger Benchmark: Postgraduate non-clinical research students 2015 (51% female: 38F; 37M)

Figure 4.1.2: Intersection of gender and ethnicity (White and BME) non-clinical PhD students 2013/14-2017/18

There is little difference in the proportion of male and female students who are BME, and the percentage of BME students is above the AdvanceHE benchmark for Biological Sciences and largely above the total PGR benchmark.

Research degrees undertaken by clinicians

There is no gender difference between the PhD and MD(Res) cohorts (Table 4.1.3).

The gender balance for the clinical PhD is in-line with the UK clinical oncology trainees benchmark (Figure 4.1.3), although the proportion of women is lower than the benchmark for medical oncology trainees.

Numbers of clinical PhDs have increased over the past five years, from 38 in 2013/14 to 48 in 2017/18, in part reflecting increased external fellowship funding.

Sanger Institute benchmarking is omitted due to their small numbers of clinicians.

Figure 4.1.3: Numbers and percentages of clinical PhD students by gender
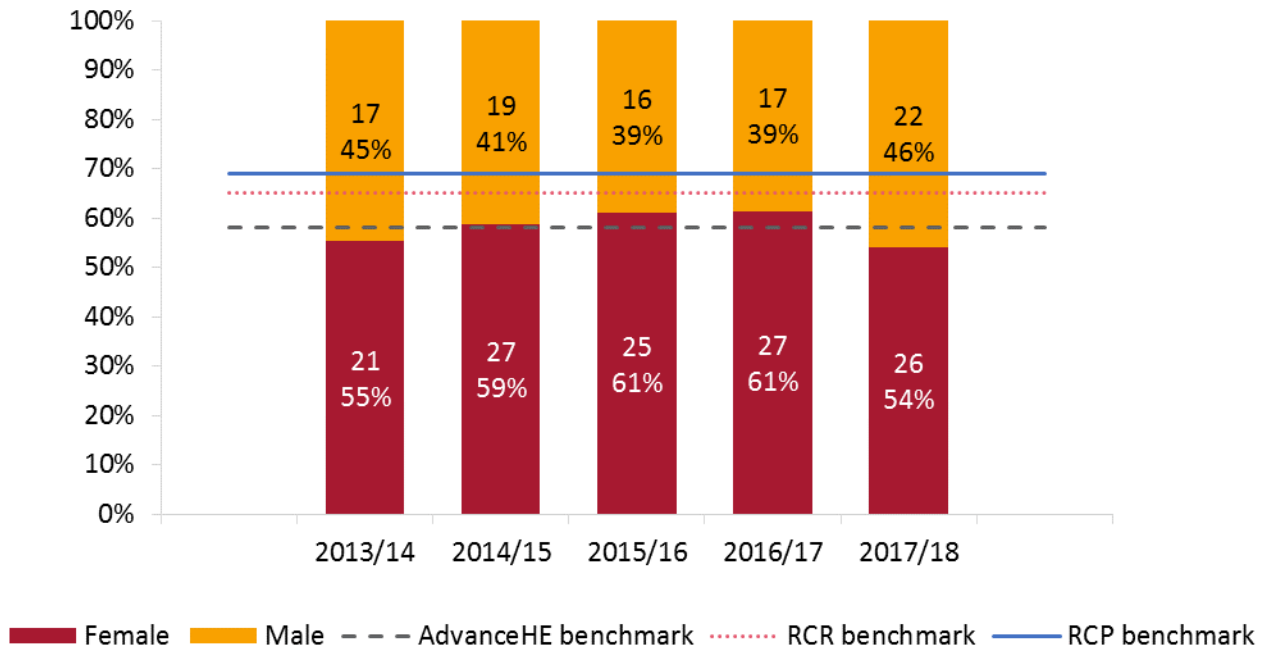
AdvanceHE benchmark: Postgraduate reseach students in Medicine and Dentistry 2018 - (58% female: 4925F; 3560M)
The Royal College of Radiologists (RCR) benchmark: UK Clinical Oncology Trainees 2017 - (65% female)
The Royal College of Physicians (RCP) benchmark: UK Medical Oncology Trainees 2016 - (69% female: 187F; 84M)

The proportion of female MD(Res) students has remained between 55-65% (Figure 4.1.4). The majority of MD(Res) students return to clinical roles at The Royal Marsden.

Figure 4.1.4: Number and percentage of MD(Res) students by gender 2013/14-2017/18
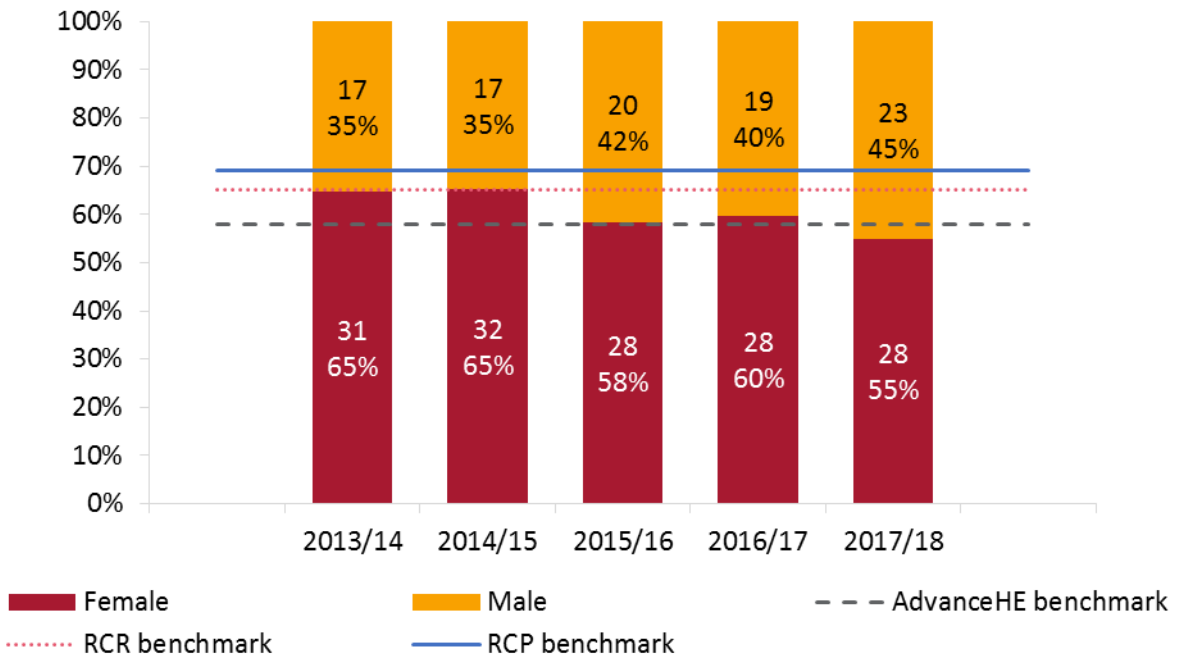
AdvanceHE benchmark: PGR reseach students in Medicine and Dentistry 2018 - (58% female: 4925F; 3560M)
Royal College of Radiologists (RCR) benchmark: UK Clinical Oncology Trainees 2014 - (65% female: 249F; 135M)
The Royal College of Physicians (RCP) benchmark: UK Medical Oncology Trainees 2016 - (69% female: 187F; 84M)

Figure 4.5: Intersection of gender and ethnicity (White and BME) for Clinical Research Students 2013/14-2017/18

For intersectional analysis of ethnicity and gender, all clinical students (MD(Res) and PhD) are grouped together as numbers are small. The proportion of BME students is in line with the AdvanceHE benchmark for Medical/ Dentistry PGR students (26.6% BME). In the past three years, we had a lower proportion of BME male compared to BME female students, reflecting national benchmarks.

Recruitment

We recruit clinical and non-clinical PhD students via a central recruitment round and advertise unfilled or new PhDs later in the year. We analyse student recruitment data and present annually to the Equality Steering Group and Academic Board. We improved the student selection and recruitment process, to increase the diversity of the student population (see below).

Non-clinical recruitment

Our central recruitment process enables non-clinical students to submit one application for multiple PhD projects. This allows greater choice for candidates as they can amend their project preferences at any stage. Independent tutors (i.e. non-recruiting, experienced supervisors) are involved in the shortlisting process, and an independent senior member of faculty chairs each interview panel to ensure consistency across panels.

There are minimal gender differences in the recruitment of non-clinical PhDs (Figure 4.1.6). Combined intakes across five years demonstrate similar success rate for females and males (3.6%F; 3.3%M). (Table 4.1.4)

Figure 4.1.6: Non-Clinical PhD Students recruitment by gender 2014/15-2018/19

	2014/15			2015/16			2016/17			2017/18			2018/19		

Male

	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed
Male	178 / 58%	46 / 46%	11 / 48%	311 / 46%	25 / 39%	4 / 31%	280 / 39%	27 / 41%	10 / 53%	117 / 34%	25 / 38%	3 / 19%	183 / 40%	27 / 38%	7 / 35%
Female	247 / 42%	53 / 54%	12 / 52%	358 / 54%	39 / 61%	9 / 69%	442 / 61%	39 / 59%	9 / 47%	231 / 66%	41 / 62%	13 / 81%	276 / 60%	44 / 62%	13 / 65%

Legend: Female, Male, – – – 50% male:female ratio

Table 4.1.4: Application success rates by gender for PhD students (non-clinical)

	Female applicants	Female appointed	Male applicants	Male appointed	Female % success rates (% of shortlist)	Male % success rates (% of shortlist)
2014/15	247	12	178	11	5 (23)	6 (24)
2015/16	358	9	311	4	2.5 (23)	1.3 (16)
2016/17	442	9	280	10	2 (23)	4 (37)
2017/18	231	13	117	3	6 (32)	3 (12)
2018/19	276	13	183	7	5 (30)	4 (26)
Overall success rate across five years					3.6%	3.3%

We improved our student recruitment data system in 2017, to capture recruitment ethnicity data **(SAP 1.1)**. This enables us to analyse intersection of gender and ethnicity for non-clinical PhD applicants (Figure 4.1.7) and ethnicity alone (Figure 4.1.8).

Intersectional data indicates that male and female BME candidates are shortlisted in lower proportions (5-15%) than White candidates (24-28%) (Figure 4.1.7). When examining ethnicity alone (Figure 4.1.8), BME candidates are less likely to be shortlisted than White candidates, although they receive offers in equivalent proportions.

In the 2018/19 recruitment round five of 20 projects had funder-imposed restricted eligibility criteria relating to domicile (Europe only). Our recruitment process does not enable separation of applicants by project so we cannot analyse these separately. However, we know that 90% on non-EEA applicants identify as BME, so these restrictions affected the data.

Given we only have data from two years and numbers are small, we will continue to monitor and analyse this data. We will pilot blind shortlisting once we have three years of data, enabling trends to be identified.

Action 2.1: Gather a third year of intersectionality data (gender and ethnicity) for student recruitment to understand trends over a three-year period. Pilot blind shortlisting to determine whether this impacts on diversity at shortlisting.

Having identified trends related to ethnicity in student recruitment, we are reducing bias:
- Recruitment training including awareness and avoidance of implicit bias, is mandatory for all recruiters and independent tutors (2014)

- In 2016 we introduced mandatory student recruitment training, as a webinar or workshop, ahead of shortlisting for each main student recruitment event. All recruiting supervisors and panel chairs attend (25M; 16F). This includes presenting our equality data including intersectional data so that recruiting supervisors are aware of the trends
- We show panels the Royal Society Unconscious Bias video prior to decision-making
- We showcase the diversity of current and former students on our website and recruitment materials. In 2017 we launched our first social media campaign (Figure 4.1.9) celebrating our thriving postgraduate community, reaching a wider community of potential applicants. Analytics data revealed that views of the PhD landing pages on our website tripled (2017 versus 2016), and time spent across all the PhD pages increased by 33%. We run this campaign twice per year.

In 2019 we asked recruiting supervisors to classify reasons for rejection for all unsuccessful candidates. We will analyse this over consecutive years to see whether trends correlate for different ethnic groups.

Action 2.1: Analyse reasons for rejection from student recruitment event to see whether any correlate with protected characteristics.

Figure 4.1.7: Non-clinical PhD Student recruitment by gender and ethnicity 2018 and 2019

Figure 4.1.8: Non-clinical PhD recruitment by ethnicity 2018 and 2019 – genders combined

Figure 4.1.9: Student recruitment social media campaigns

Clinical degree recruitment

Figure 4.1.9 shows recruitment of clinicians to PhD degrees. Numbers are small and gender balanced over five years.

We enhanced transparency and information about clinical student recruitment in 2015:

- Information sessions for clinical trainees interested in research degrees to explain the differences in an MD(Res) versus PhD and dispel misconceptions
- Prior to the launch of our clinical PhD call for applications, we invite interested candidates to meet potential supervisors informally and discuss possible projects
- We launched a FAQ document for the Clinical PhD process, to help candidates understand what the interview panel are assessing and how they can prepare
- Each recruitment panel contains an independent external or non-recruiting Faculty member
- The Programme Director gives feedback to unsuccessful candidates. In the previous three rounds, two females and two males who were initially unsuccessful have been able to further develop or change their project, and subsequently secured fellowship funding
- We introduced a BRC-funded molecular pathology start programme to encourage applications to a hard-to-recruit speciality. One male recipient of this grant is now on the PhD programme.

Figure 4.1.10: Numbers and percentages throughout the recruitment of Clinical PhD students by gender
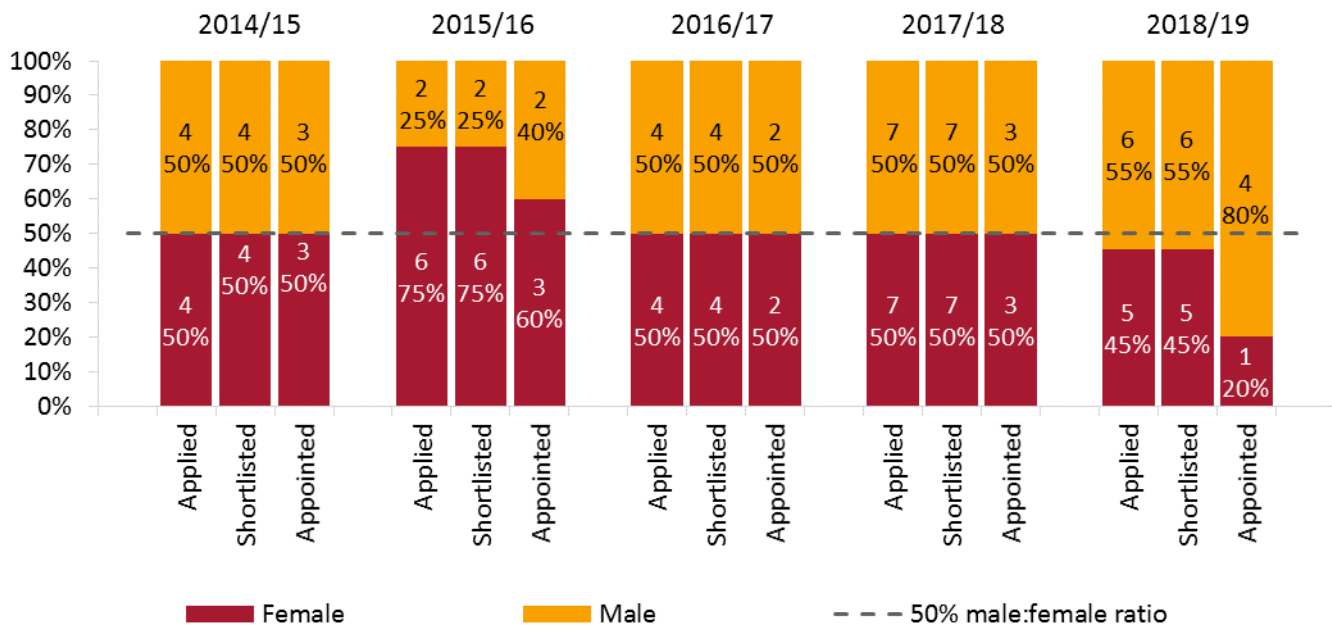
Recruitment

MD(Res) appointments usually arise when a trainee doctor at The Royal Marsden works with a senior consultant on a research project within the clinic. ICR is not involved in recruitment, but the student notifies us of their wish to register as an MD(Res) student in order to submit their research for a degree. Therefore, we do not hold recruitment information. However, we have improved the information available about this degree programme and to ensured it reaches the full pool of potential clinical candidates.

Our 'Information for clinicians on applying for an ICR PhD or MD(Res) degree' session ensures doctors based in The Royal Marsden understand the commitment and requirements of an MD or a PhD degree, before applying. These have been attended by three female and two males since 2018, and one female and one male are in the process of applying for a PhD or MD(Res) at the ICR. We provided a bespoke session for a group of radiographers working in The Royal Marsden. Information on the ICR website was revised to enhance clarity and accessibility.

Submission

We measure success as submission within four years. No student can submit after four years, barring extenuating circumstances.

The ICR maintains a 100% pass rate for all research degrees. The number of students withdrawing is very small and includes both male and female students (four female and three male students). We stop the clock for those taking maternity leave (16 clinical and two non-clinical between 2012 and 2018) and all have successfully completed on time.

Table 4.1.5: Submission numbers per year by gender

(ii)   Numbers of visiting students by gender

Full and part-time. Provide data, by gender, on applications, offers and acceptances.

Between 2013/14 and 2017/18 three female and five male students visited for over six months. They arrange their visit directly with a potential supervisor as part of on-going research collaborations. They are integrated into all student activities through Registry and the Student Committee.

4.2. Staff data

Present professional staff, technical support staff and research staff data separately. Include postdoctoral researchers in the most appropriate staff category.

Note: Institutes can use whichever staff categories are most appropriate to their staff profiles, as long as a definition is provided.

(i)   Staff by grade and gender

Look at the career pipeline and comment on, and explain, any differences in the pipelines for different genders.

Academic Scientific Career Path

Numbers of staff are shown in Figure 4.2.1 and the pathway by grade and gender in Figure 4.2.2.

Figure 4.2.1: Non-clinical Academic Career path staff breakdown as of 31st July 2018

Figure 4.2.2: Non-clinical academic career path 2011/12 – 2017/18

The Postdoc cohort is gender balanced over the past seven years, slightly below Sanger and Crick benchmarking (54% female). The current cohort of ICR Fellows is coming to the end of their fellowships. Of these four, one woman was promoted to TTF (Case study 2), two women promoted elsewhere and one man yet to complete. ICR Fellowships provide a period of semi-independent research time, ensuring that the researcher is competitive to win funding for TTF roles.

Total numbers of staff at each grade after Postdoc are small.

Women typically comprise ~30% of TTF (2017/18 is an exception caused by a cohort going through tenure review to become Career Faculty). We appointed the majority of TTF in 2012 and 2013, and most appointees were men (2F; 10M appointed). Lessons learned from that recruitment round informed current actions to increase the proportion of female Faculty and TTF (see 5.1 – Recruitment).

We have not recruited TTF since 2013, but promoted two women to this role in 2015/16.

Preparing ICR Fellows and TTF for future roles was central to our 2015 Athena SWAN application **(SAP 4.2)**. Actions taken for these groups:
- Assigning each a mentor from outside their division
- Increased support in preparing for tenure review
- Maternity cover for team leaders policy; stopping the tenure clock for periods of long-term leave (see 5.1 – Promotion; 5.2 – Career Development; 5.3 – Managing Career breaks).

The impact of these actions was 100% successful tenure reviews in this period – 1F; 5M passed tenure to become Career Faculty/ Readers, and one woman further in 2018/19 to date.

Faculty

We more than doubled our female Professors between 2011/12 and 2016/17 through promotion of Readers (three female and four male Readers promoted to Professor). This is the impact of revisions to promotions processes including removing requirements that Professors work full-time, taking career breaks into account, and expanding the research criteria to include statisticians and informaticians (embedding actions from 2012 Bronze application). Female tenured Faculty (Career Faculty, Readers, Professors) remains at ~30% of total Faculty, slightly above Sanger and Crick benchmarking.

Action 3.1: To widen the pool of candidates approached for Career Faculty, TTF and ICR Fellowship roles to include more women

A.   Produce guidance for recruitment committee members on widening selection pool and promoting diversity

B.   Use the EMBO Women in Life Sciences database as a source of potential candidates

C.   Challenge single-gender shortlists and long-lists and work with the recruiter to actively seek high-potential candidates of the missing gender.

D.   Where Executive Search agencies are used, they should ensure that at least 30% candidates are women.

Action 3.2: Review Faculty recruitment materials to ensure that they appeal to women, and showcase the culture and career development support offered by the ICR.

- Review Faculty recruitment materials to identify and change any gendered language which may discourage applications from women.

- Ensure jobs are advertised as having flexible working options wherever possible. Prepare case studies of less-than-full time Faculty for use in external communications.

Action 6.3: Build the ICR's external reputation as a good employer for women – focusing on strong outward representation of ICR culture, values and career development support for Faculty.

- Promote our Women In Science network and ICR Leadership programme (for Faculty) externally.

Figure 4.2.3: Intersectionality of gender and ethnicity

Proportions of BME male (16%) and female (18%) postdocs are similar in 2017/18. This is slightly above the AdvanceHE benchmark, and in-line with our non-clinical student BME population.

Encouragingly BME TTF are above the AdvanceHE benchmark (in 2017/18 comprising 25% Female and 40% Male TTF), but numbers are very small.

Our analysis indicates that underrepresentation of BME staff in the scientific career pathway arises at the shortlisting point in recruitment (See 5.1 – Recruitment). We will implement actions to understand and address this attrition point. **(Action 3.3)**

Action 3.3: Understand and address the under-representation of BME candidates in shortlisting and appointment compared to application across all staff grades.
A.   Analyse recruitment data by ethnicity separately for Corporate Services and for research roles to identify differences.
B.   Investigate case study recruitment campaigns to gain insight into reasons for candidates not progressing. Make recommendations based on these findings.

Action 3.2: Widen the pool of applicants to Faculty roles by providing guidance to recruiters in on widening selection pool and promoting diversity.

Clinical Academics

Figure 4.2.4: Clinical academic career path staff breakdown as at 31 July 2018

Figure 4.2.5: Clinical academic career path 2011/12-2017/18

The major attrition for all clinical academic researchers is the transition from PhD to postdoctoral research, with the majority returning to clinical careers in the NHS. Prior to our 2015 Athena SWAN submission women comprised 33-40% of clinical postdocs, compared to 60% of clinical PhD students.

Together with The Royal Marsden, we took actions to develop a sustainable pipeline of clinical academics and address female attrition. **(SAP 4.3A)**

Actions taken included (described in section 5.4- Career Development):
- Introduction of a Royal Marsden / ICR career mentoring scheme for junior clinical researchers, focusing on balancing the demands of research, clinics and family **(SAP 4.3C)**
- Bridge funding enabling research to continue post-PhD
- Launched a UK-wide "Pathway to Independence for Clinical Oncology Trainees" to prepare them for academic independence **(SAP 4.3B)**
- Clinical Academic career development workshops and seminars
- Continuation of NHS service for all parental leave implemented **(SAP 6.1)**
- ICR-funded Clinician Scientist posts (3F; 1M funded).

The cumulative impact of these actions is a steady increase in postdoctoral clinical researchers and an increase in the numbers of women, so that the gender balance of clinical postdocs is now in line with the clinical PhD cohort – 67% female. Additionally, we promoted 1F and 1M clinical Postdocs to TTF in November 2018, demonstrating movement along this pipeline.

Women are under-represented in Clinical Faculty, comprising four of 19 Professors (21%). See section 5.2.4 on our work to grow this pipeline.

Figure 4.2.6: Staff on the clinical academic pathway by gender and ethnicity

Figure 4.2.6 shows that clinical Postdocs are more diverse than non-clinical – at 42% BME for 2017/18 (50% female and 25% male clinical Postdocs were BME). However, taking TTF and Faculty together, BME researchers comprise 19% of clinical Faculty in 2017/18, above AdvanceHE benchmark (14.8%); 50% of female Professors and 13% of male (although very small numbers).

We will address gender and ethnic diversity through:
- Actions to support clinical Postdocs making the transition to TTF roles (see 5.2 – Career Development)
- Actions to increase diversity in applications for Faculty and TTF roles (see section 5.1 – Recruitment).

Scientific Officer grades

Figure 4.2.7 Number of SO grades

- Scientific Officer
- Higher Scientific Officer
- Senior Scientific Officer
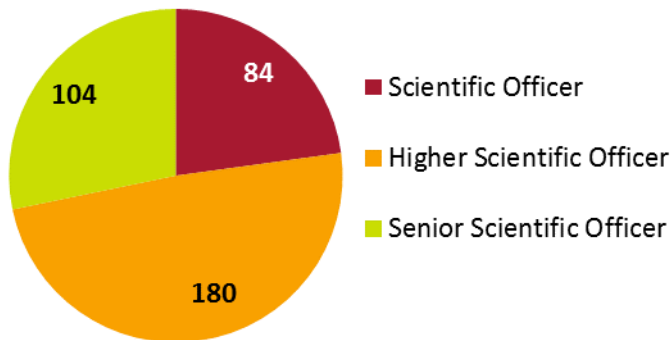
Figure 4.2.8: Scientific Officers by gender
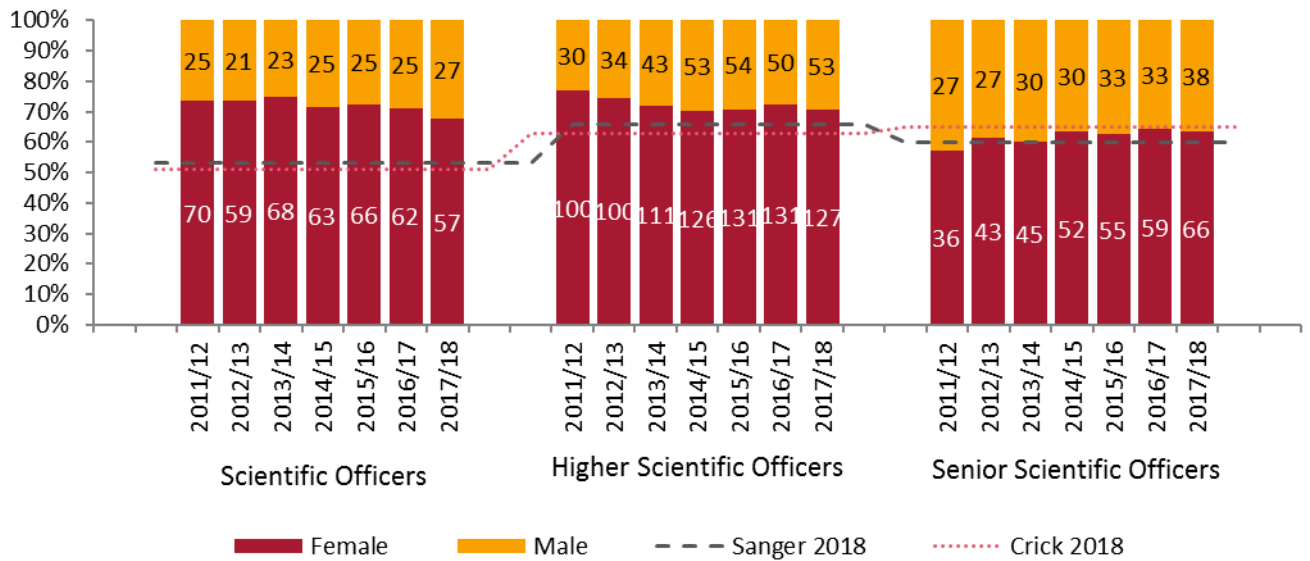
Sanger benchmarking 2018 :
- Technical Staff (equivalent to Scientific Officer) 53% female
- Research Assistant (equivalent to Higher Scientific Officer) 66% female
- Scientific Manager (equivalent to Senior Scientific Officer) 60% female

Crick benchmarking 2018:
- LRO (equivalent to Scientific Officer) 51% female
- LRS (equivalent to Higher Scientific Officer) 63% female
- SLRS (equivalent to Senior Scientific Officer) 65%

The SO grades are the largest staff group. 67% are women, and the proportion of men increases with seniority (from 25% of SO to 37% of SSOs).

We have comprehensive tailored career development for this group including promotion support (e.g. mentoring scheme) and annual technical conference. We are founder signatories to the Technicians Commitment and our support for this group was recognised by Vitae and the Academy of Medical Sciences.

The proportion of BME SOs declines with seniority, with little gender difference in ethnicity (Table 4.2.1). At SSO the proportion of BME/ White staff matches that of the Postdocs – most SSOs have PhDs and postdoctoral experience.

Figure 4.2.9: Scientific Officer grades by gender 2015/16 – 2017/18a

Action 1.2: Identify reasons for the decline in BME staff as proportion of SO grades with seniority and develop actions to address issues found.

Table 4.2.1: Proportion of BME staff at each SO grade

	Academic year	Percentage of female staff who are BME at this grade	Percentage of male staff who are BME at this grade	Percentage of total staff at this grade who are BME
Scientific Officers	2017/18	26%	33%	29%
	2016/17	35%	28%	33%
	2015/16	26%	28%	26%
Higher Scientific Officers	2017/18	25%	21%	24%
	2016/17	25%	18%	23%
	2015/16	26%	22%	25%
Senior Scientific Officers	2017/18	18%	16%	17%
	2016/17	19%	21%	20%
	2015/16	15%	21%	17%
Postdocs	2017/18	18%	16%	

Staff Scientists

Figure 4.2.10: Number of Staff Scientists
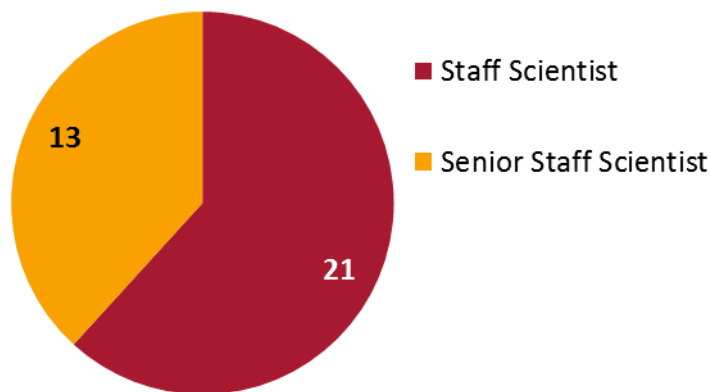
Figure 4.2.11: Staff Scientist and Senior Staff Scientists numbers by gender 2011/12 – 2017/18
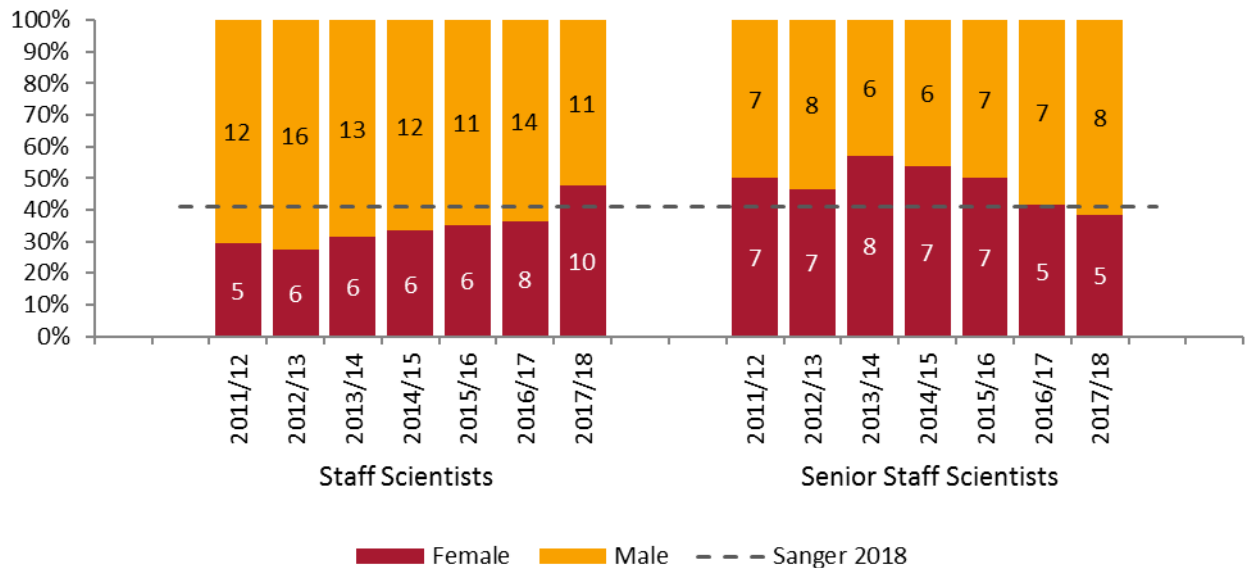
Sanger benchmarking 2018 :
- Staff Scientists (equivalent to Staff and Senior Staff Scientists) 41% female

The numbers of women in Staff Scientist roles have increased since 2015/16 to 48% of this group (Figure 4.2.11). Women have declined as a proportion of Senior Staff Scientists since 2015, because two were promoted to Career Faculty/ TTF in this period – demonstrating the impact of our support for all researchers. In the same period we recruited two men.

Numbers are very small, and BME staff comprised 12-14% Staff Scientists and 7-8% of Senior Staff Scientists in the past three years (similar to non-clinical Faculty). (Figure 4.2.12)

Figure 4.2.12: Staff Scientists by gender and ethnicity 2015/16 – 2017/18

Analytical Scientists

Figure 4.2.13: Analytical Scientists by gender
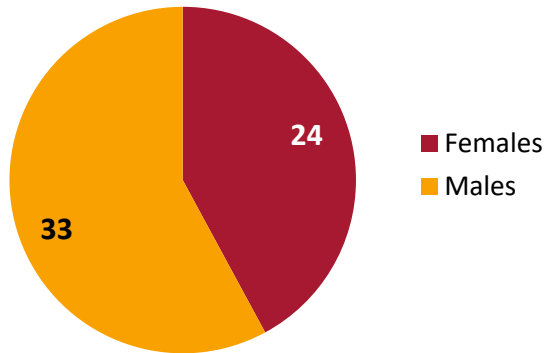
Females
Males

Figure 4.2.14: Analytical Scientists by gender 2011/12 – 2017/18
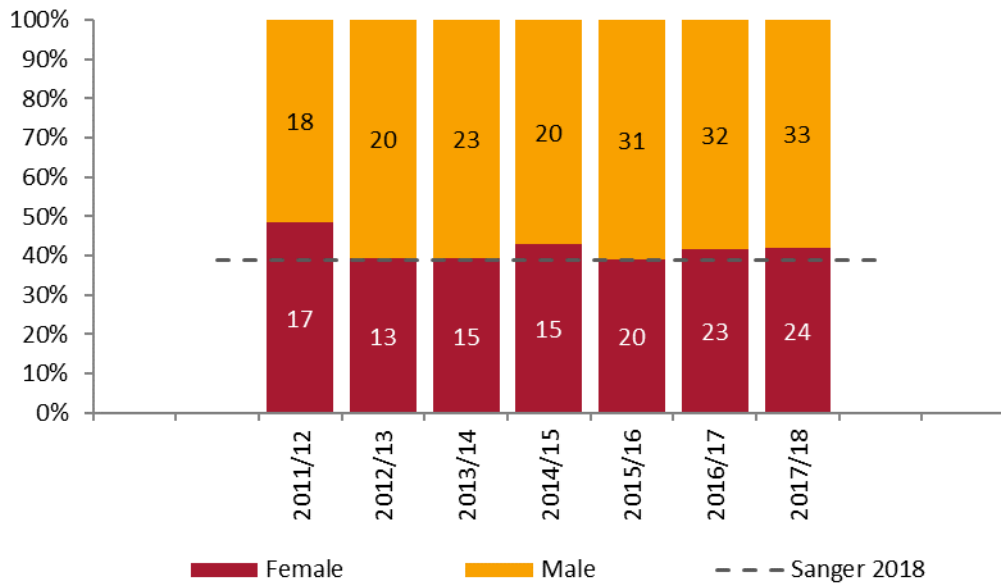
Sanger benchmarking 2018 :
- Informatician/Data Scientist (equivalent to Analytical Scientist) 39% female

This group has grown steadily from 25 in 2014/15 to 68 (2017/18) as we established the Data Science department and divisional informatics hubs. Gender ratios remain constant at 38%F, in line with Sanger benchmarking. We are developing a new career pathway for to ensure pay and recognition structures fully recognise the contributions of these roles and how they differ from traditional laboratory sciences (e.g. less opportunity for first author papers) **(Action 4.3)**. This will enable us to examine career progression within this pathway and taken actions necessary to reduce any gender imbalances found.

Action 4.1: Develop a clear career path for Analytical Scientists and identify any development support for this group in their career progression. Equality impact analysis conducted and findings acted upon.

In 2018 we created the Head of Data Science role (female, professor promoted November 2018) to lead the new division.

The BME population in this group is in line with the HSO group, with no gender differences (Figure 4.2.14). New Analytical Sciences pay and progression structures will be subject to equality impact assessment to ensure that no group is disadvantaged.

Figure 4.2.14: Analytical Scientists by gender and ethnicity 2015/16 – 2017/18

Corporate Services

Figure 4.2.15: Corporate Services staff by job role
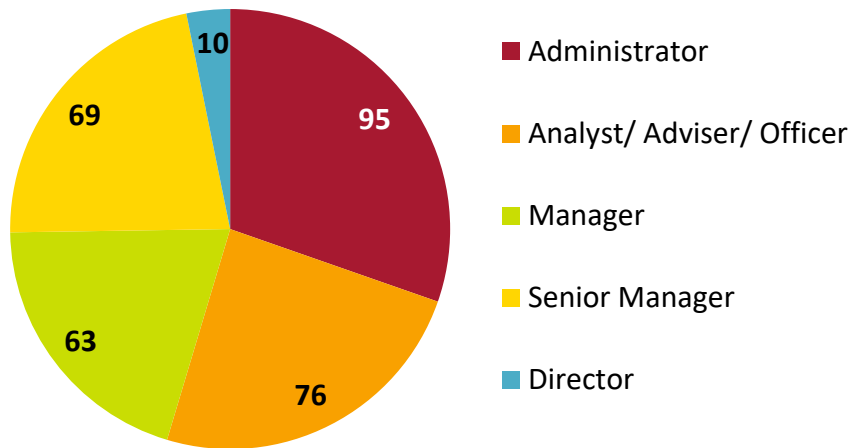
Figure 4.2.16: Corporate Services staff by job role and gender 2015/16 – 2017/18
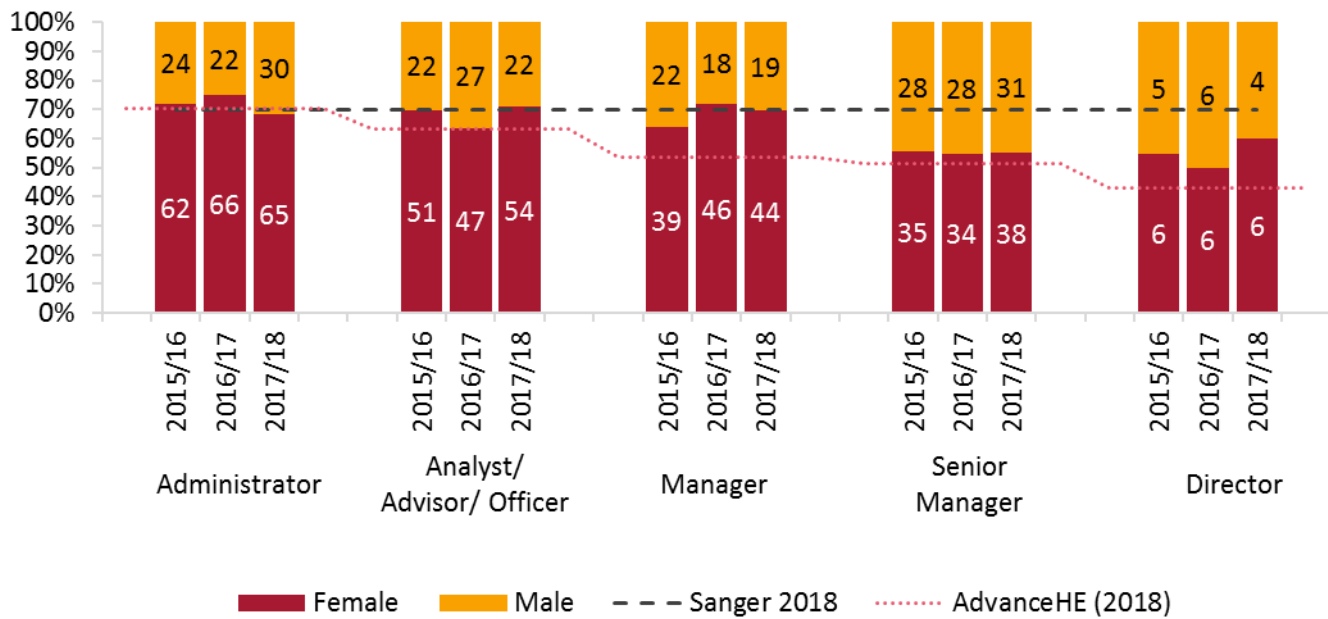
Sanger benchmarking 2018 :
 - Corporate services (average across several job families) 70% female
AdvanceHE (2018) benchmark:
 - LM (equivalent to Administrator) = 70.3% female
 - LL (equivalent to Analyst/Officer) = 63.5% female
 - LJ (equivalent to Manager) = 53.8% female
 - LI (equivalent to Senior Manager) = 51.3% female
 - 3B (equivalent to Director) = 43% female

Corporate Services have a similar gender balance to The Sanger Institute (70% female) at Administrator, Analyst/ Officer and Manager. Female attrition occurs at Senior Manager (46% female) and Director (60% female).

Similarly, the proportion of BME staff falls in Senior Managers, and Directors are all White. There is a gender difference in proportions of BME in middle grades, with BME women comprising 25-28% of all women in Analyst/ Advisor/ Officer roles, but BME men only 9-18% of men in these roles. This is similar in the Manager roles.

Corporate Services includes a wide variety of roles including administrators working in research Divisions. Promotion is rarely available due to a flat structure. Some posts are held by former researchers (e.g. Learning and Organisational Development; Research Operations). Others are specialists (e.g. Finance and HR).

Corporate Services staff can access all training and development, and since 2015 have had their own leadership and development programmes (Aurora, Future Leaders and the Professional Management Programmes) (see section 5.3 – Career Development), and two professional associations– SASIG and Corporate Services Managers Forum. We will develop and implement career development strategy for Corporate staff to include succession planning, mentoring and increased career development support.

Action 4.8: Develop and implement career development strategy for Corporate staff to include succession planning, mentoring and increased career development support.

Figure 4.2.17: Corporate Services ethnicity by gender 2015/16 – 2017/18

Corporate Services IT Directorate

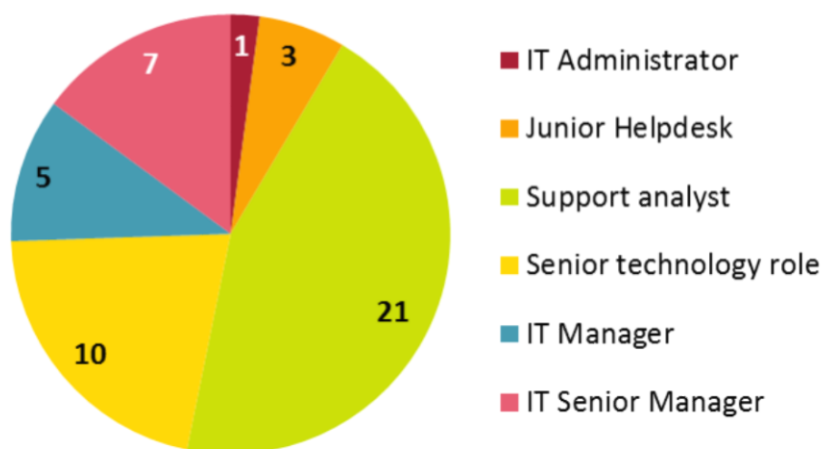**Figure 4.2.18: Corporate Services IT Directorate by job role**

Legend:
- IT Administrator
- Junior Helpdesk
- Support analyst
- Senior technology role
- IT Manager
- IT Senior Manager

Figure 4.2.19: Corporate Services IT Directorate by job role and gender 2015/16 – 2017/18

The gender and ethnic composition of the Corporate IT Directorate differed from the rest of Corporate Services, and we addressed this group separately. Imperial College, a co-located institution recruiting from the same applicant pool, have provided benchmarking data.

Corporate IT, like Imperial and Sanger, is predominantly male. Women are in manager roles only. Whilst the Directorate has a higher proportion of BME staff (40% of staff in 2017/18), there is attrition of BME staff with seniority – (10%).

We undertook focus groups with Corporate IT representatives and IT senior managers to understand the experiences of BME staff and women in this directorate. These identified positive experiences of working at ICR and suggested changes to recruitment practices. As a result, we ask all recruitment agencies for IT roles to include women on longlists. We promoted cross-London networks for women working in IT.

> Action 4.3: Develop and issue guidance within the IT directorate on recruitment, progression, career development.

Figure 4.2.20: Corporate Services IT Directorate ethnicity by gender - all roles combined

(ii)   Transition between technical support and research roles

Where relevant, comment on the transition of technical staff to research roles, and vice versa.

Scientists transition from technical to academic and vice versa with the support of their team leaders. SOs are supported in undertaking PhD (currently 6F; 1M). Technical staff with PhDs can move to Staff

Scientist and Postdoc roles, either through regrading due to changing responsibilities, or applying for vacancies.

Scientific Officer roles offer an alternative career after PhD or Postdoc. Table 4.2.1 indicates twice as many women as men transitioned into HSO/ SSO roles in the past three years. SOAC suggested this is because SO careers are viewed as less "risky" and more stable than Postdoc/ Team leader roles, with no tenure-clock or publishing pressures.

Two women have moved from Senior Staff Scientist to TTF and Career Faculty, reflecting the quality of their research and enabling them to run their own teams and research projects.

We will continue to monitor ethnicity and gender career path transitions to identify longer-term trends.

Action 1.2A: Monitor gender and ethnicity of those making transitions between ICR career paths, to understand if there is a gender or ethnicity difference in career choices.

Table 4.2.1: Transition between career paths 2015-2018

	Female	Male
Transition from Scientific Officer to Research and Staff Scientist roles		
SO to Postdoc	1	1
HSO to Postdoc	1	3
HSO to Analytical Scientist	2	1
HSO to Staff Scientist	2	1
SSO to Senior Staff Scientist	0	2
Total	**6**	**8**
Transition from Research (Postdoc) to Technical (Scientific Officer) and Corporate Services roles		
Postdoc to HSO	4	0
Postdoc to SSO	4	4
Postdoc to Analytical Scientist	1	0
Postdoc to Corporate Services	1	0
Total	**10**	**4**
Transition from Senior Staff Scientist to independent researcher (TTF and Career Faculty)		
Senior Staff Scientist to Career Faculty/ TTF	2	0
Total	**2**	**0**

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

Data to be provided by gender and grade.

There are no differences in contract type by gender.

- All Career Faculty, Readers, Professors, Staff Scientists and Senior Staff Scientists, and Corporate Services Directors are on open-ended contracts
- All non-tenured academic and clinical academic roles – Postdocs, TTF, Clinical Postdoctoral Fellows – are on fixed-term contracts, extendable by up to one year for every period of long-term absence (e.g. maternity, long-term sickness or adoption leave).

We recruit Scientific Officer grades (Figure 4.2.21) and Analytical Scientists (Figure 4.2.22) on fixed-term contracts where there are funding constraints (3-year project grants or 5-year centre grants). They move to open-ended contracts after four year's continuous service. Therefore, the proportion of SO grades on open-ended contract increases with seniority (Figure 4.2.21). Similarly, the proportion of staff

on open-ended contracts increases with seniority in Corporate Services (Figure 4.2.23 and 4.2.24). The majority of these posts are core-funded.

Figure 4.2.21: Scientific Officers

Figure 4.2.22: Analytical Scientists

Figure 4.2.23: Corporate IT

Figure 4.2.24: Corporate Services

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

Comment on the reasons staff leave the institute and any differences by gender.

Tables 4.2.2 - 4.2.6 outline leavers as a proportion of grade by career path. Leavers from Career Faculty, Reader and Professor are small. Of female Professors leaving, one went to promotion elsewhere and one retired. Two ICR Fellows were promoted to senior lecturer roles elsewhere.

Numbers of leavers from clinical academic roles are very low overall (Table 4.2.3), with no female leavers.

The turnover rate for SO grades is c30% (Table 4.2.4) p.a. as many are on one-three year fixed term contracts due to grant funding. Postdoc turnover is similarly high (Table 4.2.2). There is little gender differences in leavers for these groups. We established a LinkedIn group (24 members) for networking and careers support among current and former SOs. We will monitor SO alumni destinations to understand career paths and ensure that we equip leavers with the skills they need to progress in their careers.

> Action 1.3: Analyse trends in Scientific Officer grade alumni destinations to inform our career development group for this group.

Table 4.2.2: Turnover of Academic staff (non-clinical) 2015/16-2017/18 compared to the total population in preceding year

Grade	Year	Female leavers	Male leavers	Total Female Population	Total Male Population	% Females leaving	% Males leaving
Postdoc	2015/16	23	16	71	67	32%	24%
	2016/17	19	26	64	71	30%	37%
	2017/18	27	13	64	64	42%	20%
ICR Fellow	2015/16	0	0	2	0	0%	0%
	2016/17	0	0	2	1	0%	0%
	2017/18	2	0	2	1	100%	0%
Tenure-Track Faculty	2015/16	0	0	3	12	0%%	0%
	2016/17	0	2	4	12	0%	17%
	2017/18	0	1	5	10	0%	10%
Career Faculty	2015/16	0	0	3	5	0%	0%
	2016/17	0	0	2	5	0%	0%
	2017/18	0	0	2	6	0%	0%
Reader	2015/16	0	0	2	4	0%	0%
	2016/17	0	0	2	4	0%	0%
	2017/18	0	0	2	2	0%	0%
Professor	2015/16	0	1	5	12	0%	8%
	2016/17	1	0	6	12	17%	0%
	2017/18	1	0	7	15	14%	0%
Total turnover (all years combined)		**73**	**59**				

Table 4.2.3: Turnover of Clinical Academic staff in 2015/16-2017/18 compared to the total population in preceding year

Grade	Year	Female leavers	Male leavers	Total Female population	Total Male population	% Females leaving	% Males leaving
Clinical Postdoc	2015/16	0	0	4	6	0%	0%
	2016/17	0	2	7	6	0%	33%
	2017/18	0	0	7	4	0%	0%
Tenure-Track Faculty	2015/16	0	0	1	3	0%	0%
	2016/17	0	0	0	4	0%	0%
	2017/18	0	1	0	3	0%	33%
Reader	2015/16	0	0	0	1	0%	0%
	2016/17	0	0	0	1	0%	0%
	2017/18	0	0	0	1	0%	0%
Professor	2015/16	0	1	4	9	0%	11%
	2016/17	0	1	4	12	0%	8%
	2017/18	0	0	4	12	0%	0%
Total turnover (all years combined)		**0**	**5**				

Table 4.2.4: Turnover of Staff Scientist grades in 2015/16-2017/18 compared to the total population in preceding year

Grade	Year	Female leavers	Male leavers	Total Female population	Total Male population	% Females leaving	% Males leaving
Staff Scientist	2015/16	0	2	6	13	0%	15%
	2016/17	0	0	6	11	0%	0%
	2017/18	1	3	8	14	4%	21%
Senior Staff Scientist	2015/16	0	1	8	6	0%	17%
	2016/17	0	0	7	7	0%	0%
	2017/18	0	1	5	7	0%	14%
Total turnover (all years combined)		**1**	**7**				

Table 4.2.5: Turnover of Scientific Officer Staff grades in 2015/16-2017/18 compared to the total population in preceding year

Grade	Year	Female leavers	Male leavers	Total Female population	Total Male population	% Females leaving	% Males leaving
SO	2015/16	16	8	68	23	24%	35%
	2016/17	26	10	66	25	40%	40%
	2017/18	20	8	62	25	32%	32%
HSO	2015/16	23	6	111	43	21%	14%
	2016/17	23	12	131	54	18%	22%
	2017/18	27	6	131	50	21%	12%
SSO	2015/16	6	3	45	30	13%	10%
	2016/17	5	4	55	33	9%	12%
	2017/18	5	2	59	33	8%	6%
Total turnover (all years combined)		**151**	**59**				

Table 4.2.6: Turnover of Analytical Scientists in 2015/16-2017/18 compared to the population in preceding years

Grade	Year	Female leavers	Male leavers	Total Female population	Total Male population	% Females leaving	% Males leaving
Analytical Scientists	2015/16	2	3	15	23	13%	13%
	2016/17	4	7	20	38	20%	18%
	2017/18	4	7	23	40	18%	18%
Total turnover (all years combined)		**10**	**17**				

Table 4.2.7: Turnover of Corporate Staff in 2015/16-2017/18 compared to the population in preceding years

Grade	Year	Female leavers	Male leavers	Total Female population	Total Male population	% Females leaving	% Males leaving
Administrator	2015/16	14	2	Data not available			
	2016/17	7	2	62	28	11%	7%
	2017/18	14	1	66	23	21%	4%
Analyst/ Advisor/ Officer	2015/16	7	8	Data not available			
	2016/17	8	8	51	42	16%	19%
	2017/18	9	2	48	44	19%	5%
Manager	2015/16	6	3	Data not available			
	2016/17	11	4	41	29	27%	14%
	2017/18	6	6	47	24	13%	25%
Senior Manager	2015/16	7	2	Data not available			
	2016/17	6	1	35	31	17%	3%
	2017/18	3	4	36	41	8%	10%
Director	2015/16	1	0	Data not available			
	2016/17	0	0	6	5	0%	0%
	2017/18	0	2	6	6	0%	33%
Total turnover (all years combined)		**99**	**45**				

Postdoc Alumni

We tracked Postdocs leaving between 2009 and 2018 to identify career progression over time by gender and ethnicity, rather than simply using HESA next destination. We have a LinkedIn group (200+ members, >65% increase since 2015) for current and former Postdocs, providing a network for informal mentoring and career support. The group provided 13 external speakers at the 2017 and 2019 Postdoc Careers Conferences and alumni participate in career development training (e.g. Going global: looking for a postdoc abroad' and 'Succeeding in Industry' series).

We are pleased that proportions of men and women reaching Team Leader (Faculty equivalent) are similar (Figure 4.2.25) (45%F; 55%M) and that White and BME alumni reach team leader roles in similar proportions (Figure 4.2.26) (17% and 16% respectively). Fewer BME alumni than White alumni pursue careers in the pharmaceutical industry (8% vs 25%), and more undertake further Postdoc roles.

Figure 4.2.25: Current employment status of Postdoc leavers 2009-2018

Legend:
- Not Reported (n7)
- Female (n177)
- Male (n162)
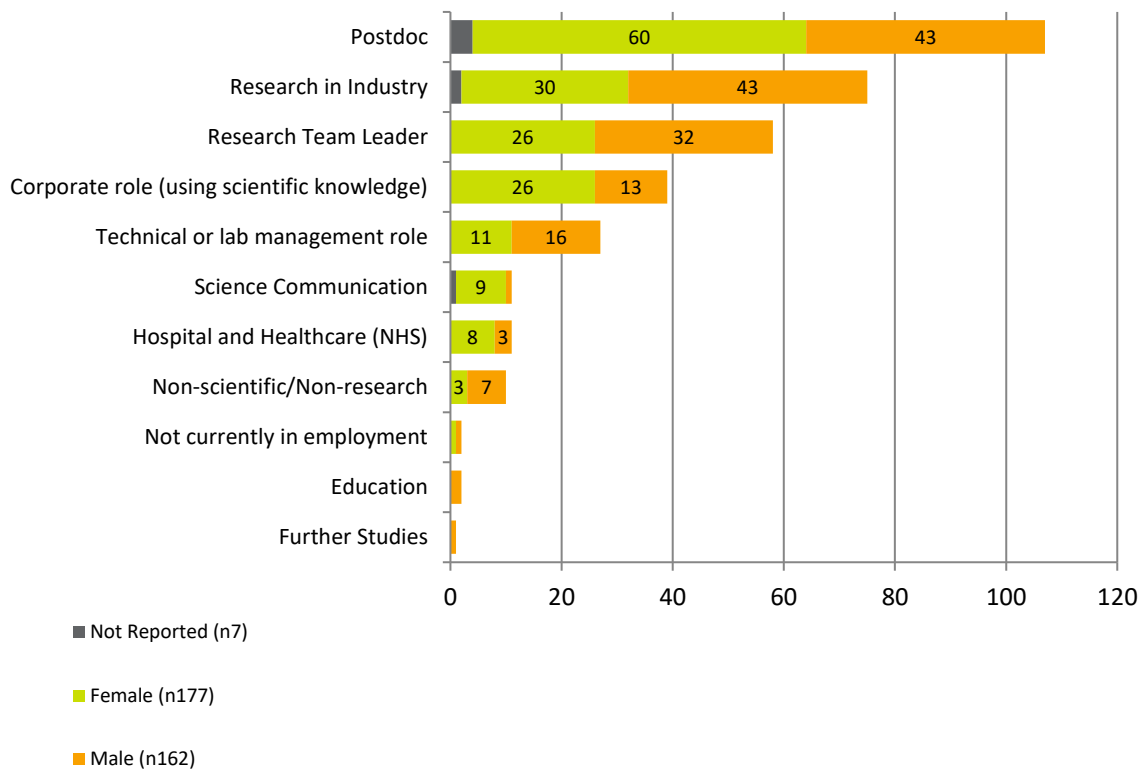
Figure 4.2.26: Employment Status by Ethnicity as a percentage (n334)

Legend:
- Postdoc
- Research Team Leader
- Research in Industry
- Technical or lab management role
- Education
- Science Communication
- Corporate role (using scientific knowledge)
- Hospital and Healthcare (NHS)
- Non-scientific/Non-research
- Not currently in employment

74
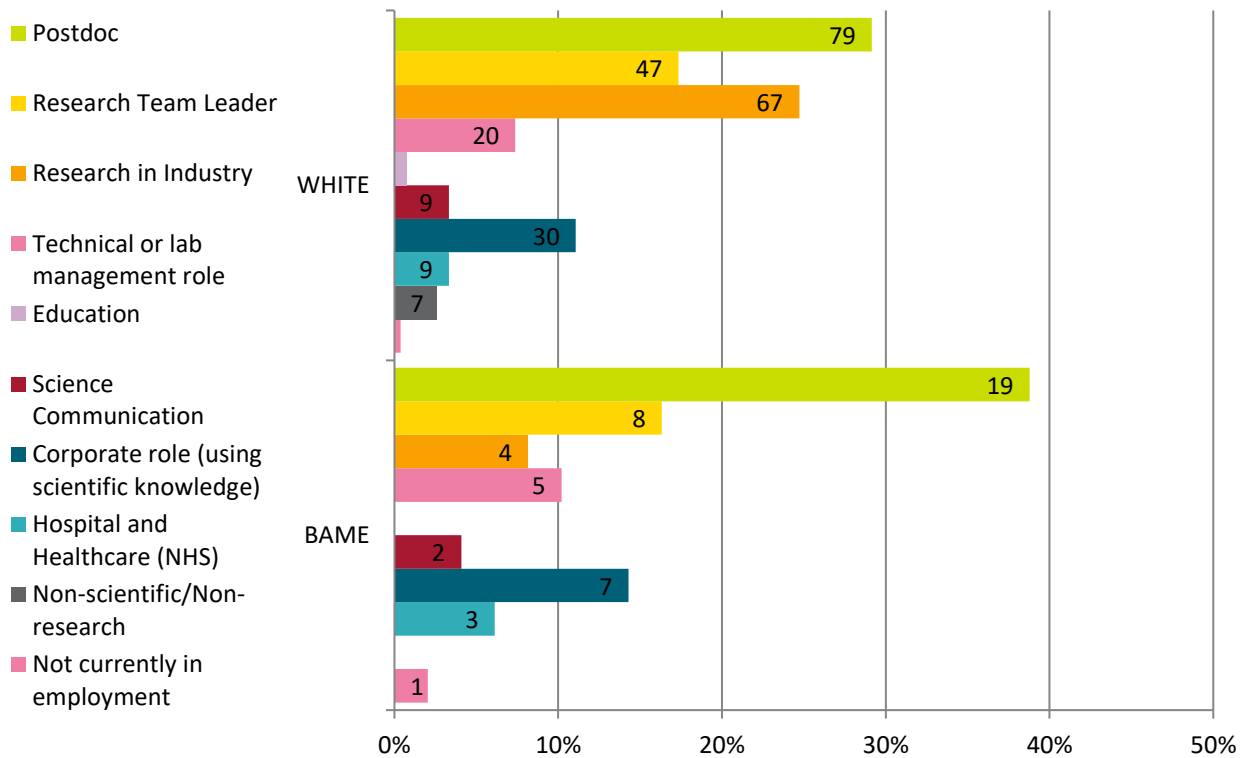
(v)   Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit.

Our median gender pay gap for 2018 is 6.4%, down from 7.7% in 2017 (national 8.6%). Our mean pay gap is 17.9% compared with 18.4% in 2017 (national 17.9%). Our median gender bonus gap is 34.2% and mean is 31.4%.

Our pay gap is primarily caused by occupational segregation – more men in the senior, highest-paid quartile of staff. Our actions on recruitment focus on recruiting more women into senior roles (Section 5.1 – Recruitment). Maternity leave did not contribute to pay differences.

The bonus gap occurred due to occupational segregation and a greater proportion of women in part-time roles (with lower bonus value pro rata). We identified gender differences in applications for Clinical Excellence Awards as one cause of the bonus gap, and are working with The Royal Marsden to encourage and support eligible female clinicians to apply. **(Action 4.4)**

Our Pay and Reward project standardises and increases transparency in career paths and pay ranges and will contribute to reducing inconsistencies and inequalities in pay **(Actions 4.1, 4.2).** We will also run an ethnicity pay gap analysis to understand and address any pay differences between White and BME staff. **(Action 1.2B)**

> Action 4.1: Standardise Analytical Sciences pay scale and career pathway, to standardise and make payment decisions more transparent.

> Action 4.4: Support and encourage women to attend the Clinical Excellence Awards application workshop run with The Royal Marsden, and apply for Clinical Excellence Awards.

> Action 4.2: Review and standardise current grading structure for Corporate Services, to standardise and make payment decisions more transparent.

> Action 1.2B: Run an ethnicity pay gap analysis to understand any differences in pay between White and BME employees.

5. SUPPORTING AND ADVANCING CAREERS
Recommended word count: Silver: 7000 words │ 7,858 words

5.1 KEY CAREER TRANSITION POINTS
Present professional staff, technical support staff and research staff data separately.

(i) Recruitment

Revisions promoting equality and diversity include:

1. Training and support for staff

- Mandatory recruitment training for all recruiting managers, including unconscious biases and competency-based interviewing. (2014)
- Updating e-recruitment to simplify shortlisting and appointment data, enabling ethnicity data to be analysed and issues identified. (2016)
- Revised web pages, factsheets and recruitment guidance. (revised 2016)
- Dedicated HR recruitment team (five members) to support recruiters, ensure consistency, and share good practices. (2018)

2. Attracting applications from women and BME candidates

- The Royal Marsden equality specialist reviewed our recruitment practices, materials and advertisements. We adopted all recommendations (2015)
- Our external website highlights research, career development, training, culture, support for families, and Athena SWAN activities. Athena SWAN, Investors in People and Stonewall logos prominently displayed and images reflect our gender and ethnic diversity
- Positive action statements encourage women and ethnic minorities to apply for under-represented roles (e.g. Faculty) (2015)
- Talks at key conferences (e.g. National Cancer Research Institutes annual conference) promote ICR as inclusive employer.

3. Shortlisting and recruitment

- HR require equality shortlisting data before job offers made (2016)
- Shortlisting is undertaken by more than one person to reduce unconscious bias and decisions recorded (2014)

Faculty recruitment

We committed in 2015 to increase the proportion of female applicants to Faculty roles from 31% to 40% by 2019. Women are under-represented in the academic and clinical academic career path at TTF and Faculty level. Actions taken include: **(SAP 3.1)**.

- Hosted Women In Science events with Crick, Imperial College, UCL and others – showcasing the ICR as employer. Hosted events for Postdocs, including Pathway to Independence, to build links with talented external researchers **(SAP 3.1A)**
- Showcased the ICR's development opportunities and culture at conferences including (2015-2019)

- CEO and leadership team led career development workshops at conferences including NCRI Conference Women In Cancer Research session (2016), American Association of Cancer Research Conference mentoring workshop (2017) and Irish Association for Cancer Research Conference networking event (2019)
- Annual ICR stand at NCRI Cancer Conference – the UK's largest conference for researchers, clinicians, patients and industry representatives promoting our Women at the ICR factsheet and other materials
- Created new Faculty recruitment materials, showcasing training and development opportunities (2018)
- Faculty Recruitment Officer challenges single-gender shortlists (2014)
- Executive search agencies provide gender-representative shortlists and demonstrate steps taken to achieve this (2014)
- Every panel has a designated "diversity champion" (2014) and panels have at least one female member
- The ICR is a signatory of DORA (the Declaration on Research Assessment), and have updated our recruitment, tenure review and promotion policies to include an explicit statement that journal impact factors are not used in these assessments. We also remind recruitment and promotion panels of this
- Panels use The Royal Society Unconscious Bias video before making decisions.

Between 2015 and 2018 we recruited only 10 Faculty (7M; 3F – 30%F - in line with figures 2011/12-2016/17 and current Faculty workforce).

Table 5.1.1: Faculty recruitment 2015/16-2017/18

Number of applicants		Number shortlisted		Number appointed	
Female	**Male**	**Female**	**Male**	**Female**	**Male**
92 (39%)	142	8 (38%)	13	3	7

In January 2019 we began large-scale recruitment campaign for 30 Faculty. This is key in addressing underrepresentation of female Faculty. We will:

1. Widen the pool of applicants, executive search agency longlists and those mentored to apply for fellowships, to include more female and BME candidates **(Action 3.1, 3.4)**

2. To build our reputation as a good employer for women – promoting our culture, values and career development and relocation support for Faculty **(Action 3.5, 6.3)**

4. To regularly review Faculty recruitment materials to ensure that they reflect best practice in diversity and inclusion **(Action 3.2)**.

Action 3.1: Widen the pool of candidates longlisted by search committees for career Faculty, TTF and mentored for independent fellow roles to include more women.
A. Produce guidance for search committee members on widening selection pool and promoting diversity.
B. Use the EMBO Women in Life Sciences database as a source of potential candidates.
C. Challenge single-gender shortlists and long-lists and work with the recruiter to actively seek high-potential candidates of the missing gender.
D. Where Executive Search agencies are used, they should ensure that at least 30% candidates are women.

Action 3.4: To encourage current students and alumni to return to the ICR with a personal fellowship after gaining postdoctoral experience and new skills elsewhere. Especially encourage women to keep in touch and seek fellowship application mentoring.

Action 3.5: To provide support for those offered Faculty/ TTF roles in moving to the ICR
A. Create a recruitment booklet focused on families moving to Sutton or London and support that the ICR can provide.
B. External website to include relevant information from the Nexus Family support, flexible working and culture page.

Action 3.2: To review Faculty recruitment materials to ensure that they appeal to women, and showcase the culture and career development support offered by the ICR.

Action 6.3: to build the ICR's external reputation as an excellent employer for women – focusing on strong outward communication of ICR culture, values and career development support for Faculty.
A. To establish a virtual community of female cancer researchers at all career stages, giving them a common identity and providing information and news on topics of interest including diversity in science, career development. Build a community to women we can approach and encourage to apply for fellowships as they arise.
B. Promote our Women In Science and ICR Leadership Programme (when launched) externally, to showcase support for female faculty.

Data sets

Postdocs

Women comprise 48% of applicants, 47% shortlisted candidate and 64% of recruits in the past three years. Over six years (2011/12-2017/18) women comprised 48% appointees, in line with applications.

Figure 5.1.1: Postdoctoral recruitment

Applicants that did not specify their gender have been excluded.
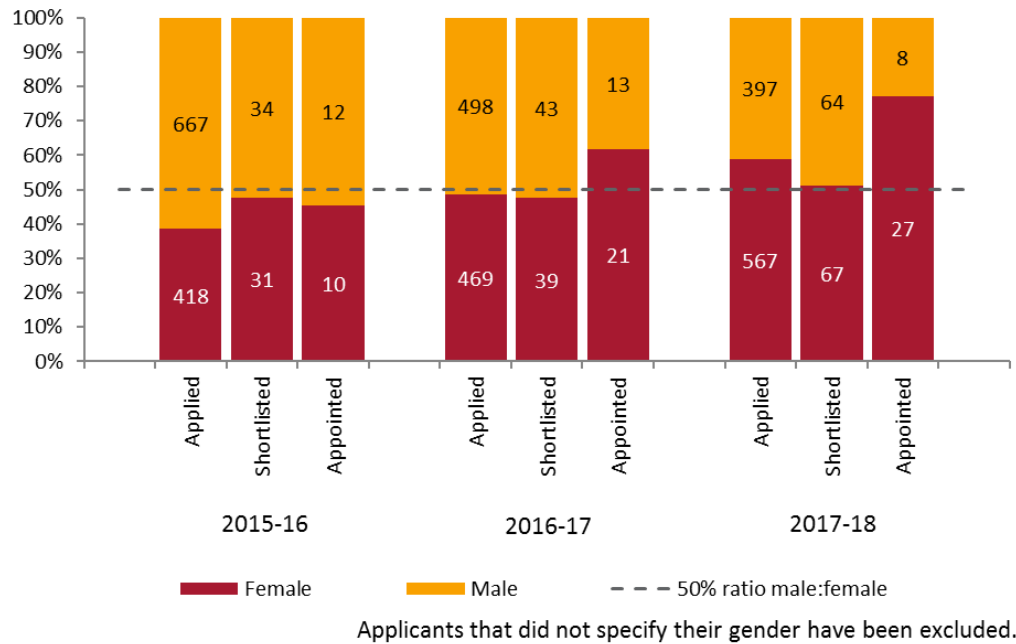
Scientific Officer Grades

Women comprise the majority of applicants and appointees for SO and HSO, in line with the gender balance in these roles. Applicants to SSO are 52% women, but 80% appointees.

Figure 5.1.2: Scientific Officers recruitment

Applicants that did not specify their gender have been excluded.
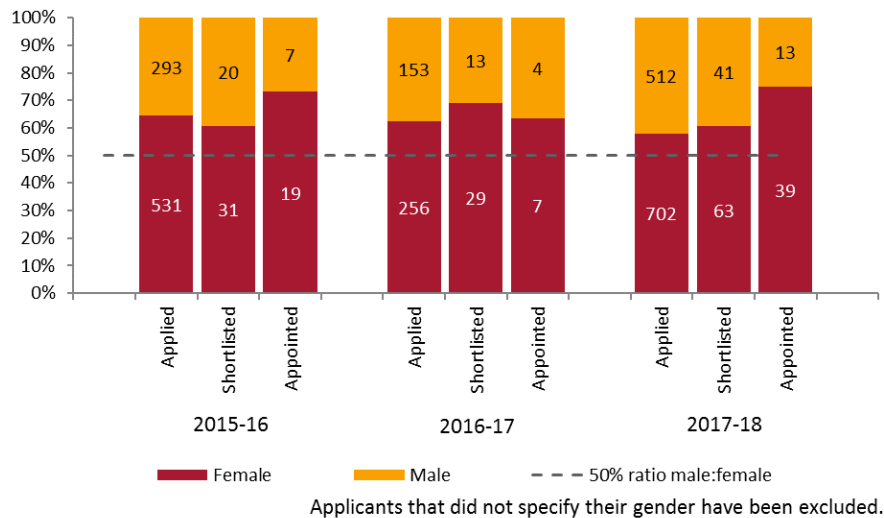
Figure 5.1.3: Higher Scientific Officers recruitment

Applicants that did not specify their gender have been excluded.
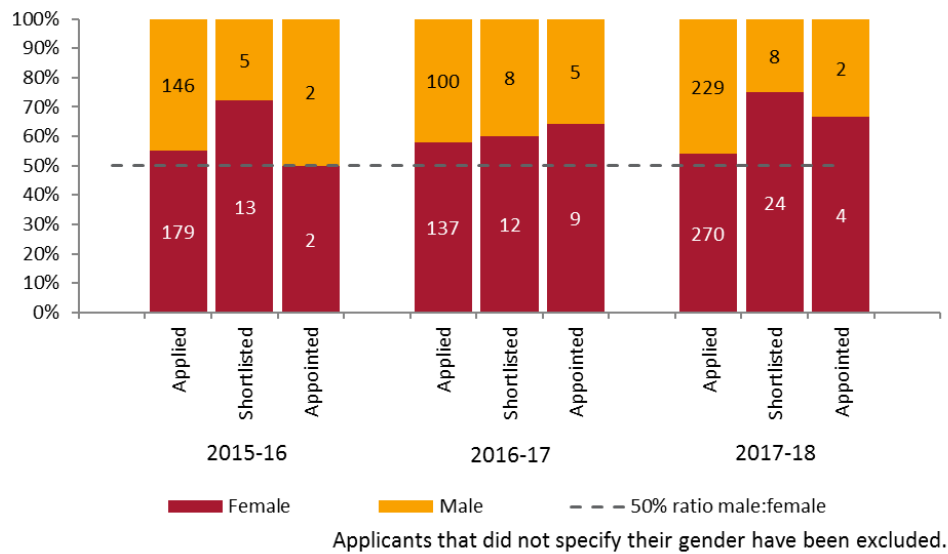
Figure 5.1.4: Senior Scientific Officers recruitment

Applicants that did not specify their gender have been excluded.
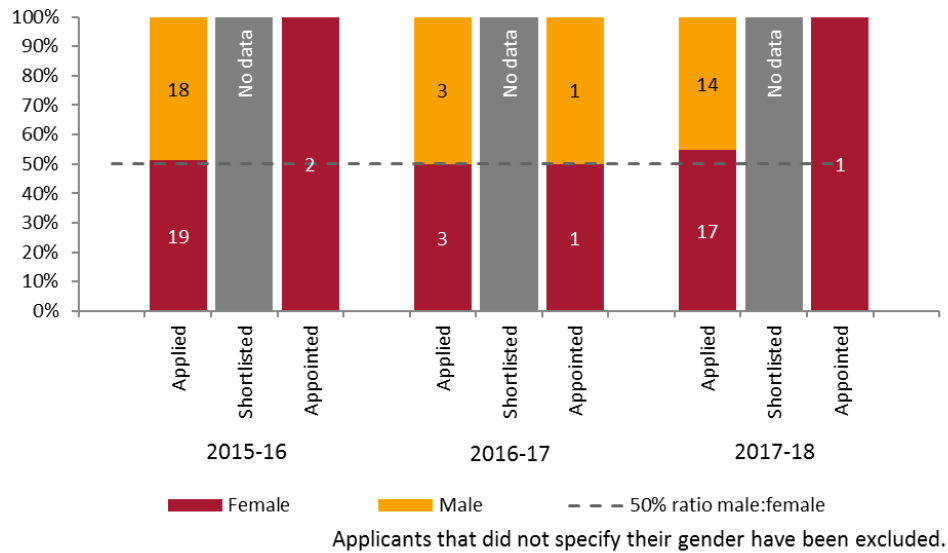
Staff Scientists

Women comprised 39% of Staff Scientist applicants, and 34% of shortlisted but no appointments were made for these roles. Appointments to Senior Staff Scientists were gender-balanced. (Table 5.1.2)

Table 5.1.2: Senior staff scientist recruitment (3 years combined)

	Applied		Shortlisted		Appointed	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
2015/16-2017/18	8 (50%)	8 (50%)	3 (43%)	4 (57%)	3 (60%)	2 (40%)

Figure 5.1.5: Staff Scientist recruitment

Applicants that did not specify their gender have been excluded.
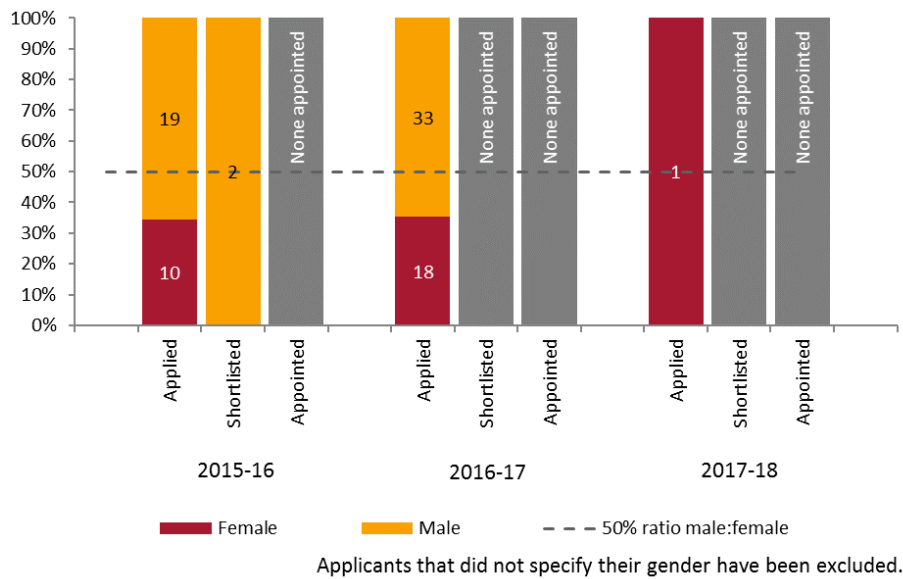
Analytical Scientist recruitment

We recruited approximately 10 per year (42% women) between 2011/12 and 2014/15. This field is expanding and we currently recruit 23-37 per year. Women are more successful in being shortlisted and in appointed. [1]

Figure 5.1.6: Analytical Scientist recruitment

Applicants that did not specify their gender have been excluded.

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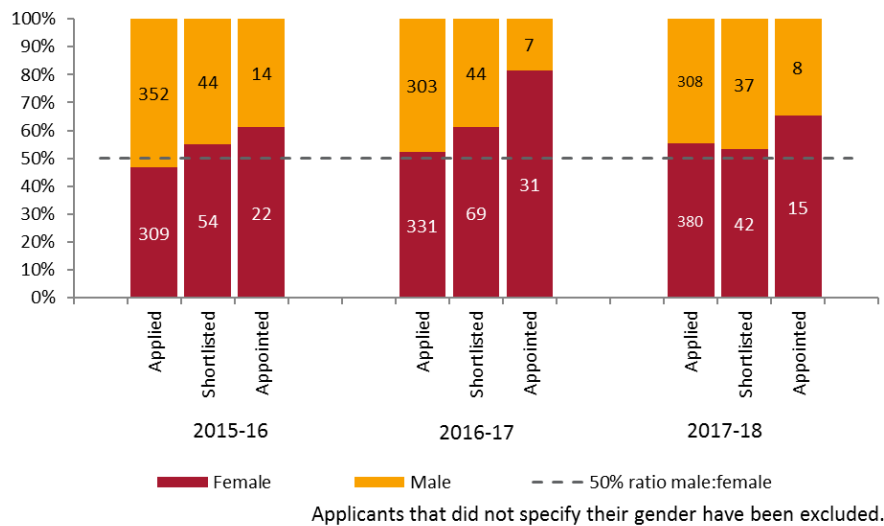
[1] Note that until the Pay Project standardises Analytical Scientist recruitment, there is a discrepancy between recruitment data sets (based on job name) and career path datasets (based on pay grade and job type).

Corporate Services recruitment

Figure 5.1.7: Corporate recruitment

Applicants that did not specify their gender have been excluded.
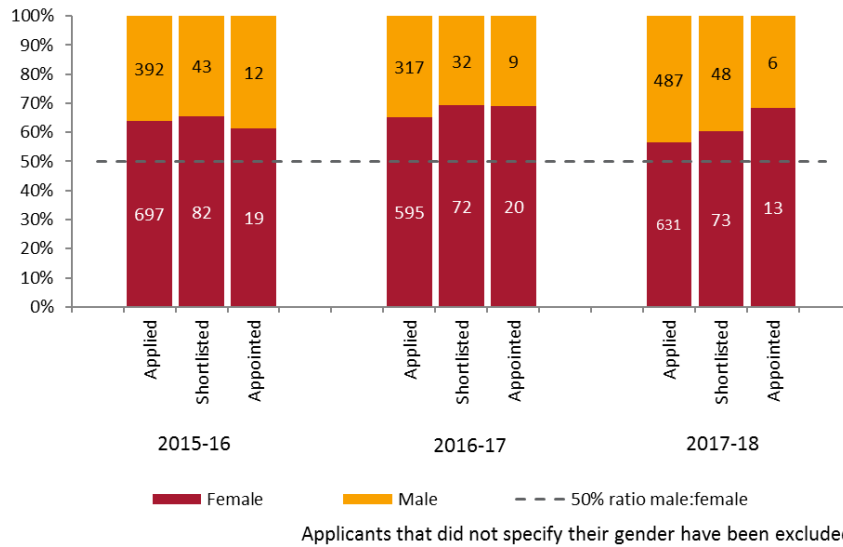
For Corporate Services women comprise 62% of applicants, and shortlisting and appointments are in line with this. Success rates are similar (men 2.2%; women 2.7% of applicants).

Intersectionality of gender and ethnicity in recruitment

White men and women are twice as likely to be appointed as BME women. Only 1% of BME men applying are appointed as opposed to 5% of White male applicants (Table 5.1.3)

These differences in outcomes begin at shortlisting where we will seek to understand and address the reasons for under-representation **(Actions 3.3 and 3.6)**. This is a priority project, led by our Chief Operating Officer.

Table 5.1.3: Intersectionality of gender and ethnicity in recruitment

Key: ■ Applied ■ Shortlisted ■ Appointed

	Ethnicity	Female	Male	Gender unknown
2015/16	White	Applied 1145, Shortlisted 132, Appointed 48	Applied 800, Shortlisted 92, Appointed 39	Applied 1, Shortlisted 1
	BME	Applied 961, Shortlisted 73, Appointed 22	Applied 1047, Shortlisted 46, Appointed 9	Applied 4
	Ethnicity unknown	Applied 112, Shortlisted 12, Appointed 6	Applied 157, Shortlisted 22, Appointed 7	Applied 52, Shortlisted 1, Appointed 1
2016/17	White	Applied 824, Shortlisted 119, Appointed 52	Applied 578, Shortlisted 73, Appointed 29	Applied 3, Shortlisted 1, Appointed 1
	BME	Applied 916, Shortlisted 96, Appointed 31	Applied 751, Shortlisted 65, Appointed 10	Applied 2
	Ethnicity unknown	Applied 71, Shortlisted 6, Appointed 6	Applied 80, Appointed 3	Applied 53, Shortlisted 6, Appointed 3
2017/18	White	Applied 1336, Shortlisted 169, Appointed 70	Applied 890, Shortlisted 115, Appointed 32	Applied 5
	BME	Applied 1226, Shortlisted 94, Appointed 31	Applied 1063, Shortlisted 82, Appointed 6	Applied 2
	Ethnicity unknown	Applied 57, Shortlisted 7, Appointed 1	Applied 37, Shortlisted 3	Applied 41, Shortlisted 4, Appointed 2

Action 3.6: Develop recruitment system field to allow reporting on offers made, on reasons for rejection at shortlisting and for candidates declining offers.

Action 3.3: Address the under-representation of BME candidates in shortlisting and appointment compared to application:
o Recruitment data to be split and analysed by Corporate Services (typically recruiting from the population of Greater London and the South East) and by Research directorates (typically recruiting from a more international pool of scientists and clinicians) to identify any differences.
o Investigate case study recruitment campaigns to gain insight into reasons for candidates not progressing. Make recommendations based on these findings.

(ii) Induction

Our revised induction focuses on embedding ICR values and culture:
• An induction pack contains family friendly and flexible working policies, and ICR factsheets including Women In Science at the ICR **(Action 3.5)**
• Staff Associations send welcome emails inviting new staff to networking events. We hold an annual Newcomers party
• Divisional inductions include laboratory tours, workplace buddies (Breast Cancer) and induction plans (Genetics and Epidemiology), introductory meeting with all managers (Communications).

A new Induction Day launched in January 2019 (monthly on each site) provides essential training (Health and Safety), an introduction to the ICR culture and values, and networking lunch with representatives of Staff Associations, the trade union, equality networks, and sports and social organisers.

Mandatory training

All staff and students complete mandatory training during probation, including Equality (covering Athena SWAN). Recruitment Essentials became mandatory for recruiting managers in 2015.

Audit of mandatory equality training uptake found that 68 of ~1,000 new staff 2012-2018 had not completed all training. This was addressed through inviting to additional workshops resulting in 27 (40%) completing training, with the rest scheduled. HR no longer allows staff to pass probation until they complete mandatory training. **(Actions 6.5 and 3.5)**

Action 6.5: Revise and launch the combined mandatory equality and diversity bullying and harassment training for new starters. Include Active Bystander Training within this.

Action 3.5: Revise Women in Science at the ICR factsheet and develop new Equalities factsheet for distribution in contract packs.

Postdoc induction

Postdoc induction covers career development, research facilities and Athena SWAN and is followed by a social event. It is delivered by Learning and Organisational Development (L&OD), PDAC and Faculty. Between 2015 and 2018, 45 (24F; 21M) of 114 new Postdocs (39%) attended.

"The programme has provided motivation and reassurance to get involves in activities such as public engagement and applications for vacation students and funding, which would have been more daunting before." (Postdoc, F)

The Postdoc Code of Practice is, given to all new Postdocs and their supervisors, outlining the responsibilities and expectations of Postdocs, their supervisors and the ICR. It is updated annually with input from Faculty and PDAC.

We will recruit TTF in our Faculty recruitment campaign, and will provide a tailored induction to provide the skills and knowledge they need to lead scientific teams.

> Action 4.5: Provide a structured training programme to provide the key skills and knowledge Tenure-Track Faculty require in their first two years.

(iii)   Promotion

Faculty Promotions
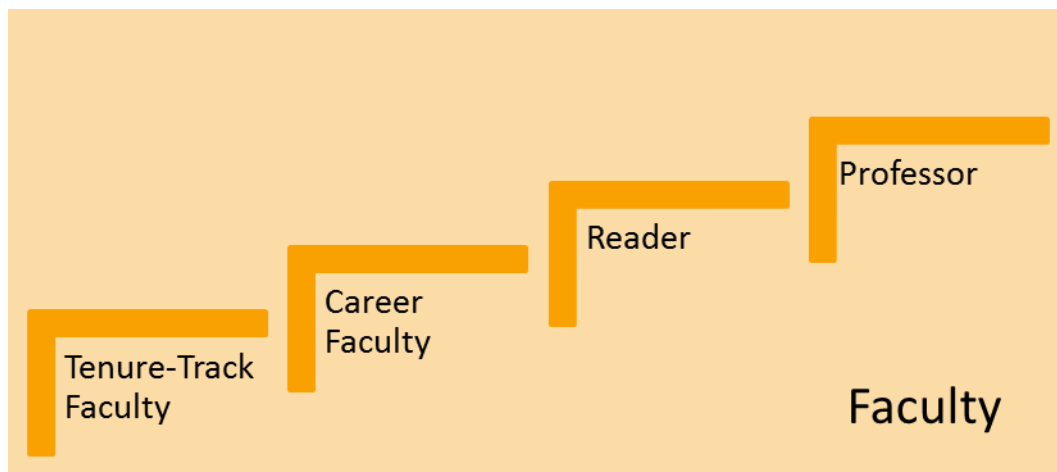
Tenure review: TTF to Career Faculty

Tenure review is five years after appointment. We provide all TTF, ICR Fellows and clinical equivalents with mentors (100% up from 25% in 2012). We provided additional guidance on the tenure review in response to TTF concerns about transparency. TTF receive mentoring from their Division Head and senior Faculty to prepare for the review - a public seminar on their work and future research proposals, and a panel interview.

The majority of TTF were appointed in 2012/13 and reach tenure review between 2017 and 2020. Every tenure review in the past three years was successful (seven men and two women).

Of these, one man (the only clinician) was promoted to Professor and two men and one woman to Reader on award of tenure.

Table 5.1.4: Tenure-Track Faculty to Career Faculty (2011/12-2017/8)

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 (to date)	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**
Reviewed	0	4	0	1	1	1	0	0	0	0	0	1	1	4	1	1
Successful	N/A	2	N/A	1	1	1	N/A	N/A	N/A	N/A	N/A	1	1	4	1	1

TTF have career breaks taken into account in tenure review. One ICR Fellow and one Senior Staff Scientist (2F) successfully applied to TTF.

Academic Promotions to Reader and Professor

In the past three years, every application to Professor and Reader has been successful, an improvement on the 83% success rate 2011/12-2014/15.

Table 5.1.5: Academic promotions 2015/16 -2017/18

	2015/16		2016/17		2017/18		2018/19 (to date)	
	Female	Male	Female	Male	Female	Male	Female	Male
Promotion to Reader								
Applied		1	2			3		
Successful		1	2			3		
Promotion to Professor								
Applied		1	1	4	2	1		
Successful		1	1	4	2	1		

Women comprise 27% of all academic promotions. All female Readers were promoted within the past two years. In 2013 we revised academic promotion guidelines to remove requirements detrimental to part-time staff, and to recognise disciplines such as statistics and informatics, where traditional metrics such as

first and last authorship may not fully reflect the individual's contributions. These changes led to the promotion of two female academics to Professor grades, both part-time and one a statistician.

This data indicates that we are successfully supporting our Faculty to prepare for academic promotion, and that gender differences are at the point of recruitment rather than promotion.

Academic promotions make allowance for career breaks and are managed by the Credentials Committee, which was expanded in 2018 to reflect the scope of our research (4F; 6M - including three current ASSG members and two past members). Conferment of academic titles is decided by:
- Research and scientific excellence
- Teaching and learning
- Service and leadership.

The promotion process is paper based and academics liaise with their Heads of Division and mentors to ensure the panel have all relevant information.

People can self-nominate, and nomination is discussed at appraisal, although all applicants during this period were nominated by their Division Head. Research Leadership Board ensures consistency across Divisions.

Scientific Officer Promotions

Scientific Officer grades can apply bi-annually to have their post re-evaluated through the SO promotion procedure, subject to available funding.

Table 5.1.6: SO Promotions 2015/16 to 2017/18

	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
SO to HSO						
Applied	7	2	1	0	4	2
Successful	5 (71%)	1 (50%)	1 (100%)	0	4 (100%)	1 (50%)
HSO to SSO						
Applied	6	6	4	1	7	4
Successful	5 (83%)	6 (100%)	4(100%)	1(100%)	5 (71%)	3 (75%)

Promotions criteria were reviewed with the Scientific Officers Association Committee in 2017. We offer of a mentor (someone who previously submitted a successful application) to help less experienced staff demonstrate how they meet the promotion criteria. Eighteen people requested a mentor (17F; 1M) 10 of whom were promoted (9F; 1M).

L&OD provide application checking and advice. Calls for promotion are advertised biannually together with support and mentoring.

A 2018 survey of SOs indicated that 78% were aware of promotion mentoring and support, up from 52% in 2015.

Corporate Services Promotions

A similar regrading process occurs in Corporate Services. Men and women are promoted in proportion to the gender balance at each grade.

Table 5.1.7: Corporate Services staff Promotions 2015/16 to 2017/18

	2015/16		2016/17		2017/18		Total	
	F	M	F	M	F	M	F	M
Corporate Services								
Administrator > Analyst/Advisor/Officer	1	1	0	1	4	0	**5**	**2**
Analyst/Advisor/Officer > Manager	0	0	4	0	1	0	**4**	**1**
Manager > Senior manager	0	0	1	2	1	0	**2**	**2**
Corporate IT								
IT Administrator > IT Senior Technology role	0	0	0	0	0	1	**0**	**1**
IT Support analyst > Corporate Manager	0	0	0	0	0	1	**0**	**1**

5.2 Career development

Present professional staff, technical support staff and research staff data separately.

(i) Training

Describe the training available to staff at all levels in the institute. Provide details of uptake by gender.

All staff and students can access 150+ training and career development programmes (Table 5.2.1), funded centrally. Team budgets fund additional specialist training.

Table 5.2.1: Examples of training available to all staff

Topic	Example of training (* =mandatory)
Technical Skills	• Programming in R, python • Adobe illustrator and Photoshop • Statistics • Bioinformatics • Scientific writing skills • Lunch and Learn (SO technical seminars)
Career progression	• CV & interview skills • Postdoc & Student conferences • Career planning • LinkedIn • Writing and Funding for academics
Inclusive workplace	• Active bystander* • Autism and dyslexia awareness • Equality and diversity* • Flexible working • Recruitment essentials*
Leadership and management	• Effective appraisals • Employment law • Becoming a manager
Interpersonal skills	• Communication skills • Networking skills • Assertiveness & influencing • Presentation skills • Personal impact

Figure 5.2.1: Numbers of different courses per topic

Technical - 12% increase

Career progression - 62% increase

Inclusive workplace - 60% increase

Leadership and management - 56% increase

Interpersonal skills - 133% increase
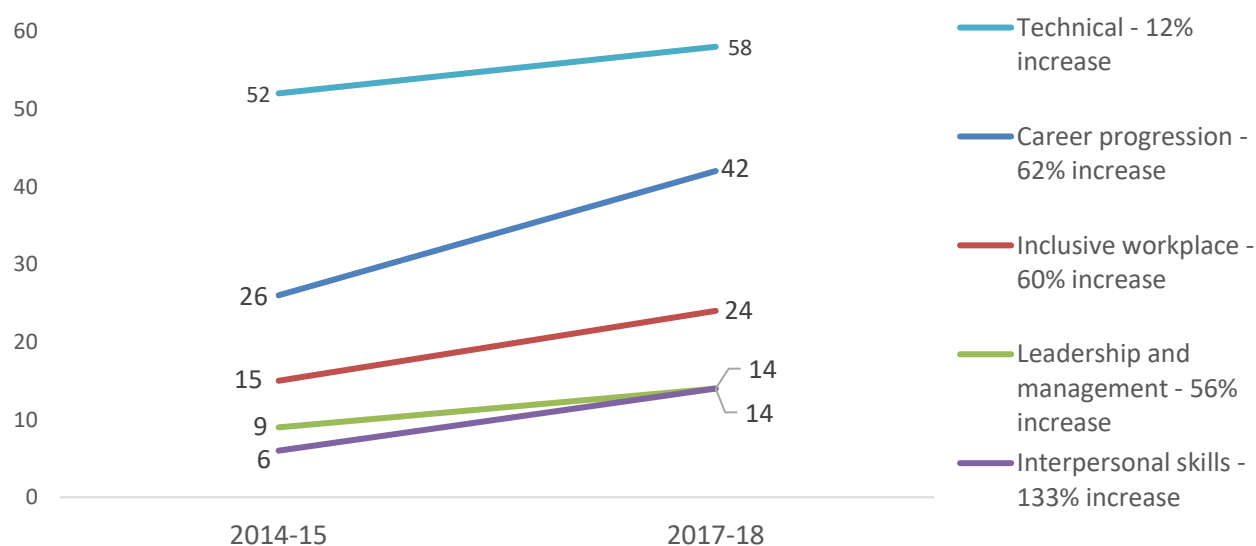
Career Development provision greatly increased over the past three years (Figure 5.2.1). L&OD (5F; 1M) work closely with Staff Associations, Academic and Corporate Leadership Boards, and Research Degrees Committee to identify, deliver and evaluate training. For example:
• A 10-week R programming course delivered with SCUF (uptake: 11F; 8M)

- Student and SOs requests for research commercialisation training (2016), led to annual:
  - Enterprising Women workshop (19F)
  - Enterprise Lunch workshops (15F; 5M) and Masterclasses (2019)
- Postdoc Succeeding in Industry course (2016) after alumni data indicated large proportion of Postdocs moving to industry.

We advertise via Nexus, posters, monthly newsletter, and targeted emails.

Training is delivered 10am-4pm primarily in school term-time, alternating between sites and with funds available for extra childcare costs (see Section 5.3). Staff and students can access recorded webinars – useful for those working part-time, at home, and clinical academics.

2,689 people attended training in 2017/18 (1,694F; 995M). Training satisfaction has grown since 2015 (Table 5.2.2).

Figure 5.2.2: Course poster and training catalogue for the whole ICR and specific groups

Table 5.2.2: Improved attitude survey scores relating to training and development

	Overall Strongly agree or agree	Female Strongly agree or agree	Male Strongly agree or agree
I am given good training to perform in my current role			
2011 (pre-2012 Bronze award)	46%	46%	45%
2014 (pre-2015 Silver award)	59%	58%	59%
2018	65%	69%	60%
% change	+19% improvement	+23% improvement	+15% improvement
I am encouraged to develop new skills			
2011 (pre-2012 Bronze award)	61%	59%	62%
2014 (pre-2015 Silver award)	72%	70%	74%
2018	72%	73%	70%
% change	+11% improvement	+14% improvement	+8% improvement
My manager supports my personal development			
2011 (pre-2012 Bronze award)	59%	54%	64%
2014 (pre-2015 Silver award)	69%	68%	69%
2018	71%	70%	73%
% change	+12% improvement	+16% improvement	+9% improvement

Figure 5.2.3: Landing page for online courses and webinars
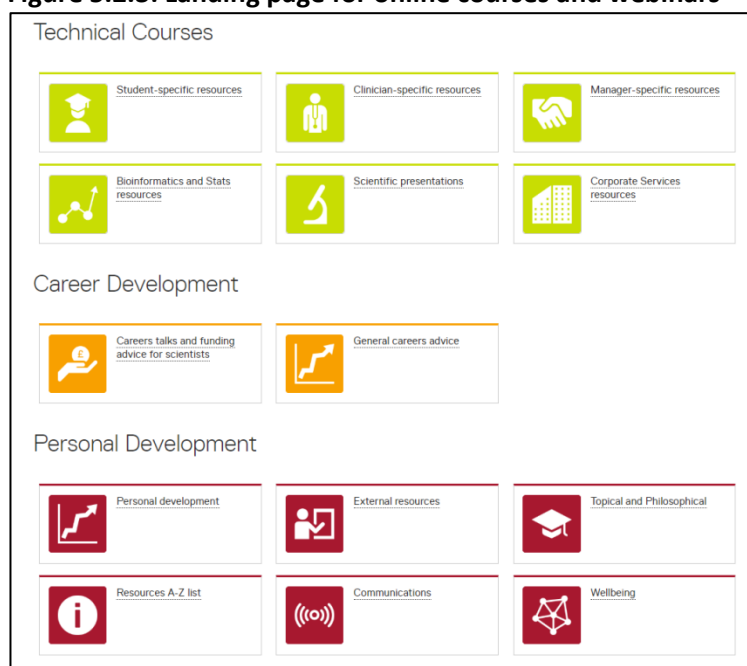
We continuously evaluate training through post-course surveys, annual review of all academic training programmes at Academic Board, and Attitude Surveys.

External trainers and ICR staff and students deliver training (Table 5.2.3), with administrative and course design support from L&OD. We ran a 'train the trainer' course in 2018 (25F; 10M) and recognise training delivery through appraisals.

Table 5.2.3: Proportions of internal and external trainers by gender 2015-2018

Trainers	% Female	% Male
Internal (n=49)	47	53
External (n=60)	60	40

Figure 5.2.4: Photo of internal trainers who were thanked by the CEO at a reception in 2017

Training supporting an inclusive workplace

Recruitment and mandatory equality training includes implicit bias awareness and fair practices. We deliver annual Overcoming Imposter Syndrome training (38F; 12M 2015 –2018) **(SAP 4.6B)**.We revised all mandatory training in 2018 to emphasise personal behaviour and practical case studies across all protected characteristics and their intersections.

These contribute to high satisfaction scores related to equality.

Table 5.2.3: Attitude Survey scores

	Overall Agree or Strongly agree	Women Agree or Strongly agree	Men Agree or Strongly agree
I believe the ICR is committed to equality and diversity			
2011	70%	72%	67%
2015	82%	83%	88%
2018	83%	83%	81%

We increased courses supporting inclusivity and our values (from 15 to 23, 2018- 2018) including mental health (2015) (Table 5.2.4).

Our equality training will increasingly focus on responsibilities of everyone for promoting for inclusivity. **(Actions 6.4 and 6.5)**

Action 6.4: Revise the mandatory equality and diversity training and bullying and harassment training to ensure that it equips staff and students with the skills and knowledge to address bullying or harassment in all its forms.

A.   Launch mandatory annual refresher training for all staff and students.

B.   Revise and launch the new equality and diversity and bullying and harassment training for new starters.

Action 6.5. Develop LGBT+ ally training and guidance, supported by distribution of rainbow lanyards as a signal of allyship.

Table 5.2.4: Number and subjects of courses under the 'Inclusive workplace' category 2015/16 to 2018/19.

Theme	Courses	Purpose	Audience	Participants 2015-19
Mental Wellbeing	Becoming a dementia friend	Information, create allies, indicate support available	Any interested staff and students HR and Academic Services Managers and PhD Supervisors	5F; 2M
	Disability Awareness Workshop			8F; 4M
	Autism understood in the workplace			13F; 5M
	Autism and Dyslexia understood in the workplace			17F; 6M
	Mental Health Awareness			36F; 12M
Mandatory training for all staff and students	Equality Excellence (including Active Bystander Training from 2018)	Identify and tackle inappropriate behaviour; creating an inclusive culture	All staff and students – condition of probation	363F; 246M
	Identifying and tackling bullying and harassment		All staff and students – condition of probation	244F; 146M
	Active Bystander Training (from 2018)		All current staff and students staff and students	470F; 305M
Mandatory training for managers	Fair recruitment and selection	Fair selection and recruitment, implicit bias awareness	Mandatory for managers; interested others may attend	174F; 131M
	Student recruitment and equality webinar			12F; 20M
Managing workplace pressure	Mindfulness	Support wellbeing	Any interested staff and students	106F; 24M
	Online stress awareness tool			895 staff completed

Management, leadership and other career-progression training

Leadership is distributed across staff groups. We initially focused on developing future academic leaders – Postdocs and TTF meaning some female-dominated groups (e.g. Corporate Services and SOs) lacked tailored leadership training. We since expanded support across all staff groups (Figure 5.2.4).

Figure 5.2.4: Leadership and management training
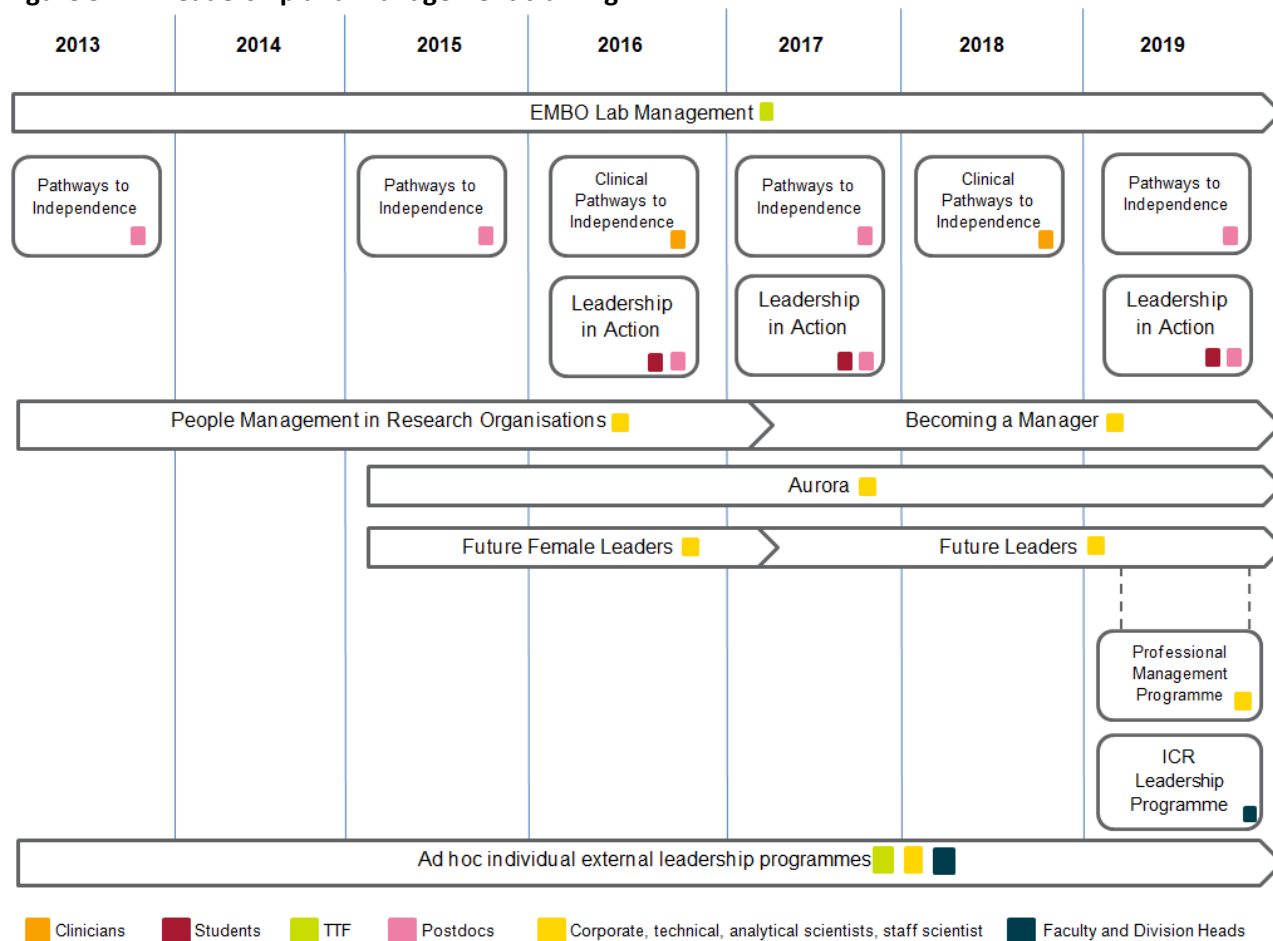
1. Management Development training: open to all (e.g. Becoming a Manager). Practical workshops promoting consistent application of ICR policies.

2. Pathway to Independence – Postdocs: Flagship programme preparing Postdocs for academic independence, developed with the BBSRC and Sanger Institute, run in 2013, 2015 and 2017. Topics include building a research strategy, applying for funding and establishing a sustainable work-life balance. 50% of speakers are female. A higher proportion of male and female participants achieve academic independence (Table 5.2.25) than the general Postdoc alumni population (Figure 4.2.25).

Table 5.2.5: Cohort of Pathways to Independence

Pathway Cohort	Number and % Female participants	Number and % Male Participants	% now in independent team leader roles (excludes industry team leaders)
2013 (n=24)	14 (58%)	10 (42%)	62% (**53%F; 47%M**)
2015 (n=24)	10 (42%)	14 (58%)	50% (**50%F; 50%M**)
2017 (n=24)	16 (66%)	8 (33%)	13% (**67%F; 33%M**)
Total 72	40	32	43%

3. Pathway to Independence for early-career clinical researchers 2016 and 2018 (see Support for Students (5.3.iv). **(SAP 4.3)**

4. Leadership in Action (Postdocs, Students): 2016 and annually, preparing for leadership. (9F; 6M)

"This course is fantastic and unique…plenty of opportunity to test leadership skills with some very interesting and out of the box activities. For me it has been a powerful journey and the discovery of my own leadership skills." (Postdoc, M)

5. EMBO Lab Management: For new TTF, ICR Fellows and Clinical Postdocs, 4F; 2M attended since 2015. UK-based alternatives offered, but all preferred to attend EMBO in Germany **(SAP 4.2).**

6. AdvanceHE Aurora and ICR Future Leaders: Demand for Aurora exceeded spaces (20 applicants). Therefore in 2015 we produced an internal equivalent, Future Female Leaders (27F - 2014-2016) – available to men from 2017 (21F; 7M – 2017-2018) **(SAP 4.6A)** covering influencing, leadership, and personal development, with participants from The Royal Marsden.

2017 evaluation highlighted that participants in both programmes achieved career advancement quicker than non-participants.

"Securing a space on Aurora has been a real confidence boost – and emphasised how I feel supported and valued by the ICR in my career here." (Aurora participant 2019, Corporate Services Manager/ BAME Forum Committee, F)

7. Professional Management Programme: Launched in 2019 for new and middle managers in Corporate Services and SO Grades, providing an externally accredited qualification (13F; 9M).

8. Development for senior leaders (Faculty and Directors): The ICR Leadership Programme will encompass embedding a positive culture and support Team Science. **(Action 4.6)**

Action 4.6: Deliver and evaluate the ICR Leadership Programme to provide leadership and management development support for senior research and Corporate Services leaders

(ii)   Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels and provide data on uptake by gender.

All staff receive an annual appraisal and career discussion. Preparation includes identifying key achievements and career aspirations. Appraisal forms link to development opportunities and include:
- Scientific work – quality is always emphasised over quantity
- Management, pastoral and administrative roles
- Citizenship including Athena SWAN, outreach, committees, and equality networks.

We analyse appraisal ratings annually by protected characteristic, with no significant differences found. Appraisal completion rates for 2017/18 were 83%F; 77%M.

Satisfaction with appraisals has increased slightly (Table 5.2.6).

Table 5.2.6: Attitude survey scores 2014 and 2018 related to appraisals

	Overall Agree or Strongly agree	Women Agree or Strongly agree	Men Agree or Strongly agree
I know the standard of work expected from me			
2014	89%	89%	88%
2018	90%	92%	88%
% change	**+1%**	**+3%**	**0**
I get full credit for the work I do			
2014	62%	59%	62%
2018	67%	62%	67%
% change	**+5%**	**+4%**	**+5%**
I found my last appraisal worthwhile			
2014	57%	58%	63%
2018	63%	65%	62%
% change	**+5%**	**+7%**	**-1%**
My immediate managers supports my personal development			
2014	70%	69%	71%
2018	70%	70%	73%
% change	**0**	**+1%**	**+2%**

We launched a new appraisal scheme in 2019 after widespread consultation **(Action 4.7)**. This increases focus on career progression opportunities, flexible working, wellbeing, and demonstrating ICR values **(SAP 5.2)**. Other steps promoting equality are:

- Faculty appraisals include supporting staff and students to achieve relevant 'esteem indicators' – committee memberships, awards and promotion/ fellowship opportunities
- Director and Division Head appraisals including actions to promote equality and diversity within their Divisions
- Mandatory training for appraising managers (203/260 completed at April 2019) including standard setting and equality considerations

Figure 5.2.5: Extract from guidance on illustrative behaviours that exemplify each value, to be used in appraisals.

Action 4.7: Launch the new appraisal scheme that more fully reflects all contributions to culture and work of the ICR, and measure equality impact of appraisal ratings across protected characteristics.

(iii)   Support given to staff for career progression

Comment and reflect on support given to staff, and in particular early career postdoctoral researchers, to assist in their career progression.

Postdocs

Since 2009 we have had a structured programme preparing Postdocs for careers in science and academic leadership elsewhere. This supports the majority remaining in research careers, with men and women and BME and White alumni attaining team leader roles elsewhere in similar proportions (See 4.2 – Leavers) **(SAP 1.3)**. Attitude survey data shows Postdoc satisfaction increasing. (Table 5.2.7)

Table 5.2.7: Attitude Survey data for Postdocs, showing improvement in career development related scores

	Overall Strongly agree or agree	Female Strongly agree or agree	Male Strongly agree or agree
I am given sufficient training and advice to develop my career			
2011 (prior to Bronze award 2012)	38%	53%	23%
2014	55%	52%	58%
2015 (prior to Silver award 2015)	56%	59%	53%
2018	59%	62%	60%
% change	**21% improvement**	**9% improvement**	**37% improvement**
I am given good training to perform in my current job			
2011 (prior to Bronze award 2012)	37%	53%	21%
2014	65%	64%	66%
2015 (prior to Silver award 2015)	67%	68%	66%
2018	70%	69%	72%
% change	**33% improvement**	**16% improvement**	**52% improvement**

Mentoring: A Cancer Therapeutics Division pilot informed our mentoring programme **(SAP 4.5)**. We surveyed Postdocs (2018) and met all requests for support with four new Faculty mentors identified.

The mentoring process at the ICR played a huge part in obtaining the lectureship post which I now hold. Discussions with my mentor ultimately gave me the confidence to pursue the career I wanted, but was also becoming quite daunted by" (Former Postdoc, F)

Pathway to Independence Deans Award: A £5,000 personal award, through competitive application, funding initial experiments or training to assist future application to become an independent researcher. 20 awarded since 2013 (10F; 10M).

"The Dean's award hugely helped me to develop an idea that gave me an exciting new project and something solid to work on in my own lab." (2017 award, M)

Succeeding in Industry and Succeeding in Academia: 2009-2015 Postdoc Leavers data indicated large numbers move to the pharmaceutical industry **(SAP 4.4)**. These programmes develop such future research leaders and use alumni speakers. 100% participants would recommend to colleagues.

Tenure-Track Faculty Career Development

A key transition role where women become under-represented. We introduced independent mentors for TTF in 2014.

"…great support from my Division Head and mentor to support my career development and help me prepare for tenure including funding a communications specialist to help me prepare my tenure review presentation which was a great help." (TTF, achieved tenure 2018, F)

Division Heads provide guidance and additional mentoring. TTF receive a range of personal development including external coaching. We are reviewing TTF training. **(Action 4.5)**

We run an annual Away-day for TTF, ICR Fellows and clinical equivalents, with invited senior leaders providing updates/discussing topical issues and recently-tenured Faculty sharing experiences.

These changes contributed to 100% successful tenure reviews (2015-2018).

The 2019 Away-day indicated inconsistent training on key processes (e.g. budgeting), and desire for more structured support. **(Action 4.5)**

> Action 4.5 Develop a clearly defined pathway outlining the key skills and knowledge TTF need to develop over their first two years, and provide a structured training programme to provide this.

Faculty Career Development

The Women in Science network (2014+) contains ICR Faculty, TTF, Senior Staff Scientists and senior research-active clinicians from RM. Chaired by Professor Jessica Downs and COO Charmaine Griffiths, it addresses barriers to career progression and provides a focus for leadership development within and across organisations. It meets annually, with topics identified by participants:

- 2016: 'Problems, practices and possibilities for women leaders in science'. 28 network members and 20 external peers (Imperial College, UCL, The Crick), funders (Cancer Research UK) and leadership development providers (AdvanceHE) attended. Outcomes included mentoring for academic promotion and places on Imperial College career workshops for faculty
- 2018: 16 network members and 8 peers from The Royal Marsden and The Crick shared good practices in recognising performance including communicating achievements. Outcomes included guidance on running inclusive meetings, training on media interviews and revising appraisals to incorporate obtaining formal esteem indicators as participants felt these impacted on career development and were not formally communicated.

"The network provides a great space to share experiences and knowledge of the 'informal' side of career development- unwritten ways to raise your profile and impact." (2018 participant)

> Action 4.8: Women In Science group will meet for twice-yearly events in future – one networking, and one annual development day.

Satisfaction with career development for Faculty increased amongst women (Table 5.2.7) but declined for male Faculty. This will be explored as part of the preparation for the ICR Leadership Programme **(Action 4.6).**

Table 5.2.7: Faculty responses on career development questions in the Attitude Survey

	Percentage agreement Female research leaders (Faculty, TTF)	Percentage agreement Male research leaders (Faculty, TTF)
I am given good training to perform in my current role		
2014	58%	59%
2018	76%	41%
% change	+18%	-18%
I am given sufficient opportunity to promote myself and my work externally		
2014	49%	48%
2018	85%	83%
% change	+36%	+35%
I am given sufficient training and careers advice to develop my career		
2014	41%	60%
2018	78%	32%
% change	+37%	-28%
I make my manager aware of my achievements		
2014	85%	67%
2018	84%	81%
% change	-1%	+14%

Action 4.6 Explore the reasons for decline in male Faculty Attitude Survey responses to questions on career development. Address these in the development of the ICR Leadership Programme.

Corporate Services

Corporate Services 2017 Investors in People assessment recognised good practices in training and career development, but identified a lack of succession planning for senior roles (where women and BME staff are underrepresented).

Action 4.2: Develop and implement a career development strategy for Corporate Services staff to include succession planning, mentoring and increased career development support.

(iv)   Support given to students for research career progression

Comment and reflect on support given to students to enable them to make informed decisions about their career.

Postgraduate Research Experience Survey (PRES) data demonstrates consistent satisfaction amongst male and female students (Table 5.2.7).

Table 5.2.7: Student satisfaction as reported via PRES

	Overall	Female	Male	National PRES benchmark (2017)
Overall, I am satisfied with the experience of my research degree programme				
2013	88%	89%	86%	
2015	87%	89%	86%	82%
2017	88%	88%	92%	

In 2017 the Student Committee introduced a buddy system for all students, pairing new students to current students pre-arrival. An online community provides a forum for asking questions and supporting beginning a research degree. A brochure designed by students provides information on moving to London. All students attend induction covering wellbeing, training and career development support (Table 5.2.8).

Table 5.2.8: PRES Data demonstrating improved satisfaction with student induction

	Overall Definitely or mostly agree	Female Definitely or mostly agree	Male Definitely or mostly agree	National PRES Benchmark (2017)
"I received an appropriate induction to my research degree programme"				
2013	79%	80%	77%	
2015	87%	91%	79%	76%
2017	89%	85%	100%	

Students access pastoral and research support via:

1. Supervisory team – primary and back-up supervisor (Faculty including TTF) and associate supervisor (often Postdoc) provide pastoral support, career development guidance and signposting to additional support at ICR and externally. Mandatory supervisor training focuses on pastoral support and supporting student mental health and wellbeing.

2. Academic Dean's Team (3F; 6M), comprises Deputy Deans and Senior Tutors. Following a decrease in student satisfaction in 2017 (Table 5.2.9) and increasing student numbers, we appointed two additional Senior Tutors (1F; 1M). Students meet team members regularly and can request meetings with either male or female members.

3. Student Confidants provide peer support.

Table 5.2.9: PRES scores for students on quality of support provided by the Academic Dean's Team

	Overall	Female	Male
How do you rate the quality of support provided by your Senior Tutor / Deputy Dean?			
2013	79%	83%	77%
2015	80%	80%	79%
2017	73%	78%	67%

Supporting research career development

- Research Degrees Committee oversees training and careers support. Students can access all training programmes, and the University of London Careers Service. Our Student News Bulletin promotes opportunities to present their work at conferences, enter competitions, and apply for funding (e.g. travel grants)
- The Student Committee work with us to identify need:
  - o Launching "Sci Comms: beyond publication: other ways to produce useful and citable scientific output" to support journal article production, and workshops on obtaining a postdoc.
  - o In 2015 demand amongst students for leadership training was met by Leadership In Action **(SAP 2.2)**
- Events with student alumni enable current students to network and receive advice (e.g. the Student Conference)
- Students have opportunities to raise their scientific profile. Since 2015 23F and 16M have given talks at the ICR annual conference; student presentation prizes were awarded to 11F; 2M
- Academic Board monitors student publication rates by gender over time and across disciplines, with a more systematic approach implemented in 2017. We embedded prompts regarding publishing into progression milestones and supervisor training includes helping develop a publication strategy in their first year.

Action 2.2: To analyse publications data, including by gender in order to monitor trends and inform future support plans.

Alumni tracking highlighted our success in launching men and women's research careers (Table 5.2.10). After three years a higher proportion of women (62%) work in academic research whereas a higher proportion of men (24%) work in industry.

Action 1.2: Analyse trends in non-clinical student alumni by gender and by ethnicity (white and BME) as a measure of the impact of our activities preparing students for research careers.

Table 5.2.10: Scientific student alumni 2010-218 career destinations

Role type	First destination				Three year destination			
	Female	% of female students	Male	% of male students	Female	% of female students	Male	% of male students
Academic Research	48	62%	54	69%	48	62%	28	48%
Industry research	9	12%	13	17%	9	12%	14	24%
Research related role	17	22%	8	10%	17	22%	14	24%
Non-scientific role	3	4%	3	4%	3	4%	2	3%
Total	77	100%	78	100%	77	100%	58	100%

Supporting academic career development of clinical students

We improved career development support for Clinical PhD students to create a sustainable pipeline of clinical academics, and address gender differences in uptake of clinical Postdoc roles **(SAP 4.3A)**.

The Succeeding in Clinical Academia programme includes:

- Clinical Academic Forum: quarterly meeting of ICR and RM clinical researchers to publicise support for continuing in research, provide feedback and meet role models to discuss careers and challenges
- Clinical careers programme (Table 5.2.11) including individual meetings with funders, run collaboratively with The Royal Marsden BRC
- Clinical Academic Mentoring **(SAP 4.3C)**: Attitude Survey 2014 identified demand for additional mentoring for female clinicians and in 2016, we established an ICR/RM mentoring scheme for Clinical students using senior clinical academics from both organisations. Training is provided for mentors and mentees. Feedback from the initial cohort (12F) was very positive and we repeated the scheme annually and opened to male mentees
- Pathway to Independence for Clinical Academics **(SAP 4.3B)**: Delivered twice since 2016 and open to national BRCs. 50% of all 2016 participants now hold clinician scientist fellowships, clinical lectureships or principal investigator awards (5F; 7M).

> *"It has transformed my thinking about my career and helped me focus on an academic career"* (2016 participant, M)

Table 5.2.11: Gender breakdown for all clinical academic-specific career development events

Event	Female	Male	Total
Clinical Academics - Managing Dual Careers Workshop	4	1	5
Fellowship Applications - an Introduction	2	2	4
Meet the funders: Cancer Research UK (Clinical careers)	9	4	13
Meet the funders MRC (clinical careers)	4	4	8
Meet the funder (Wellcome)	3	2	5
Total	22	13	35

The introduction of the clinical academic career development programme (2014) had immediate impact (Table 5.2.12), especially among female clinicians.

Table 5.2.12: Attitude Survey scores for clinical academics

	Overall Strongly agree or agree	Female Strongly agree or agree	Male Strongly agree or agree
I am given sufficient training and advice to help develop my career (Clinical Researchers)			
2014	64%	63%	65%
2015	80%	86%	74%
2018	71%	75%	68%
I am given good training to perform in my current job (Clinical Researchers)			
2014	69%	67%	70%
2015	80%	83%	77%
2018	74%	81%	68%

In 2018 we surveyed clinical student alumni (graduating 2012-2017) to identify gender differences in remaining research-active once returning to the NHS. 97% respondents (61/64) are research active (46%F; 39%M; 15%unknown). However, male respondents were more likely to be Principal Investigators on clinical trials and have reached professorial level than females (14%F; 41%M). 40% of men reported it easy/ very easy to remain research active, compared to 12% of women.

All respondents stated greater job security in academic roles would help them become research active. Women prioritised greater support for career breaks and flexible working, and greater visibility and support of senior clinical academic role models.

The Clinical Academic Forum promotes discussion on current challenges and career ambitions across career stages including inviting senior academic role models to speak. Together with clinical student career development activities this should contribute to an increased proportion of female clinical alumni participating in and leading clinical research as Principal Investigators. We will work with RM to identify additional actions to support clinicians remaining research active.

Action 4.4: Identify whether it is feasible to extend the clinical mentoring scheme to ICR clinical student alumni to support them remaining research active and engaged with the research community when in NHS employment.

Action 1.3: rerun the clinical alumni survey, to gauge the impact of actions to prepare clinical students for research activity whilst in NHS careers by gender. Explore differences in experiences by ethnicity.

(v)   Support offered to those applying for research funding

Comment and reflect on support provided to staff applying for funding or fellowships and support offered to those who are unsuccessful.

Postdoc training includes Introduction to Fellowships, Research Proposals and Pathway to Independence. The   latter involves funder presentations, coaching from senior research leaders, mock panels and reviews of draft applications by senior researchers from the ICR and externally.

Workshops "Meet the Funders" and "Fellowship applications – an introduction" are the only courses in which women are minority attendees We will publish a new guide "Succeeding in your Postdoc", aiming to equip all Postdocs with the knowledge they need to obtain fellowships. We will encourage women to attend these workshops and work with them to provide fellowship mentoring **(Action 4.9)**.

Action 4.9B: Ensure that all Postdocs are aware of the skills and knowledge required for future roles.

The Research Support team provides comprehensive support at all stages of funding applications, and brief all new TTF and Faculty. They set up partnerships between those applying for grants, and those already successful with that funder and arrange mock panels. The research support bank provides guidance, information and examples to help them complete their grant applications. Over three years, TTF and career Faculty grant application success rate is similar for men and women. (Table 5.2.13)

Table 5.2.13: Overall grant success rate of Faculty 2015-2018

	Overall grant success rate 2015-2018			
	Tenure-Track Faculty		**Tenured Faculty**	
	Female	**Male**	**Female**	**Male**
Success rate by number of applications	28%	25%	50%	56%

Research Leadership Board review TTF progress every 6 months, including details of success in grant applications, eligibility and plans for future awards. Division Heads mentor their TTF and provide substantial support in applying for funding.

5.3   Flexible working and managing career breaks
Present professional staff, technical support staff and research staff data separately.

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

Maternity and adoption pay exceeds statutory, at 14 weeks full pay, and 25 weeks statutory. Women meet with HR twice prior to leave and receive fact-sheets outlining support, before, during and after parental leave (Figure 5.3.3)[2]. Parents and Family intranet pages are accessible remotely.

Stopping the clock: Academic career path fixed-term contracts (Postdocs, ICR Fellows, TTF and clinical equivalents) are extended to cover parental leave.

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[2] Parental leave refers here to maternity, adoption and shared parental leave.

"It was invaluable to have the "clock stopped" during my year of maternity leave…. To have that extra little bit of job-security as a postdoc in the longer term is fantastic. It will take some of the pressure off deciding when to come back to work and organising childcare." (Postdoc, F)

Since 2016 we recognise NHS service when calculating maternity, adoption and shared parental leave entitlement to support clinical academics **(SAP 6.1)**. One woman benefitted to date.

Expecting mothers and their managers undertake risk assessments and adjust duties accordingly. Priority / easily accessible car parking is provided at Sutton.

We offer maternity coaching to prepare for taking and returning from leave and a dedicated Wellbeing Adviser.

HR and researchers deliver a workshop sharing experiences of taking and returning from parental leave **(SAP 6.3)**. We will record this to improve accessibility for those already on leave.

> Action 5.1: Run "Becoming a Parent" workshop as a webinar launched and available online via Nexus. Re-record every two years, to incorporate new initiatives and address feedback.

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

Contact is agreed between individual and manager before leave and parents can modify subsequently. We contact individuals with immediately relevant news (e.g. 2017 government changes to childcare vouchers).

Careers 1-2-1 advice is available via Skype or email throughout parental leave.

Default appraisal ratings of 'Successful' for staff on parental leave for over five months in appraisal year prevent disadvantage. Shorter absences are mitigated through revised expectations of productivity.

A 2015 survey indicated 15/63 women on leave (24%) took Keep In Touch (KIT) days. Feedback from Becoming a Parent workshop indicated that some researchers worked but did not claim paid KIT days. Therefore we:
- Publicised that KIT and SPLIT (Shared Parental Leave KIT Days) days could be half days
- Prepared a KIT brochure with case studies of staff and managers showcasing the benefits **(SAP 6.5)**
- Send reminders of KIT days during leave
- Improved access to CBL canteen and meeting rooms for parents with children.

The impact of this was that 2019 KIT Day survey found uptake increased to 36% (24 of 70) of maternity leave takers. Only 17% were unaware of KIT days.

Action 5.2 – Expand support for returning parents.

Promote KIT days to ensure that all eligible and who would like to take them are able to do so.

Promote use of the Carer's Training and Conference Support fund to cover childcare costs of taking KIT days.

Cover during leave is dependent on position and funding. HR offer cover roles to the "at risk" register initially. Cover provides development opportunities:

"I acted up to my manager's role when she went on maternity leave. Subsequently two additional members of our small team took maternity leave – the ICR provided cover for all. To support my expanded role I obtained a place on Future Leaders. This was a challenging but ultimately rewarding experience!" (Corporate Services, F)

Maternity cover funding for team leaders: introduced in 2015, provide administrative/ lab management support during leave. Used by one ICR Fellow (now TTF) to employ a lab manager (Case Study 2).

"Because of this cover I was able to keep things moving along when I wasn't there." (TTF, F)

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

Return to work options includes reducing hours, phased return, job shares, and working flexibly (formally or informally).

Mothers can express in first aid rooms in Sutton, CBL (recently refurbished) and 123 OBR with comfortable seating and fridges. We are aware that separate expressing rooms are desirable.

Action 5.2: Expand support for returning parents.

Investigate the feasibility of establishing dedicated rooms to enable mothers to breast feed and express milk in private and comfortable surroundings.

Return to work support (Figure 5.3.3) includes onsite Sutton nursery spaces, Parents Groups, and access to Conference and Training Carer Support Fund which cover extra costs of childcare outside standard working hours. The internal newsletter highlights issues of interest to parents.

Figure 5.3.2: Nexus notice highlighting childcare voucher scheme

Staff must act now to benefit from the ICR's childcare vouchers scheme

The ICR's Childcare Voucher scheme closes to new applicants on **Thursday 4 October**. If you want to take advantage of the savings the scheme offers, you must apply by this date.

Childcare Vouchers are operated through the ICR and allow you to pay for childcare from your pre-tax salary. Childcare Vouchers can save many parents with children aged up to 15 (16 if they're disabled) over £1,000 a year on childcare by enabling you to pay for childcare out of your

Figure 5.3.3: support available on return to work

Prior to leave	During leave	Return to work	Being a parent
Parents Group Sutton & Chelsea			
Dedicated intranet pages for parents and families			
Wellbeing Advisers			
Maternity Coaching and workshops for preparing to manage work and family			
Keep in touch day reminders			
KIT day brochure			
	Careers one-to-ones		
	Keep-in-touch days		
	Children's access to CBL		
	Return-to-research Fellowships action		
	Maternity cover funding (for TTF and Faculty)		
	Stopping the Clock		
		Training and Conference support fund	
		Nursery places	
		Childcare vouchers	
			Family days
			Playscheme discount

(iv)   Maternity and adoption return rate

Table 5.3.1: Overall return rate 2011/12-2017/18

Year	Return rate
2011/12 (Bronze submission)	71%
2012-2015/16 (Silver award submission)	76%
2015/6-2017/18 (current analysis period)	94%

Table 5.3.2: Maternity return rates 2015/16-2017/18

	2015/16	2016/17	2017/18	Total
Number taking maternity leave	29	34	40	103
Number leaving prior to end of maternity leave				8
% Return rate	86%	94%	95%	92%
Returner - Full time, same hours	11	19	17 (to date)	47
Returners - Part-time, same hours			10 (to date)	16
Returners - different hours	11 (all full-time to part-time, from 35 to 28-14 hours)	8 (7 were full-time – 35 hour- to part-time, between 30 and 19.5 hours; 1 person reduce from 28 to 21 hours.)		20
Yet to return			10	10 (10%)

Table 5.3.3: Retention rates for returners from Maternity Leave

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Returners from maternity/ adoption leave	15	17	11	8	25	32	38
In post after 6 months	5			8	20	28	38
In post after 12 months			0	8	17	24	36
In post after 18 months	0	0	0	8	15	23	n/a
% returners in post after 18 months	60%	53%	72%	100%	60%	72%	n/a

Table 5.3.4: Maternity return rate by role type 2011-18

Return rate by job type	2011/12 – 2014/15		2015/16 – 2017/18	
	Maternity periods taken	Return rate	Maternity periods taken	Return rate
Analytical Scientist	5	100%	6	100%
TTF and ICR Fellows	5	80%		100%
Corporate Services	24	96%	34	91%
Higher Scientific Officer	16	81%	28	96%
PhD Students			8	80%*
Postdocs	13	15%	9	88%
Senior Scientific Officer		100%	9	100%
Scientific Officer		67%		100%
Staff Scientist	0	-		100%
Total	70		103	92%

* All PhD students submitted and completed on time. Incomplete student data in period 2011/12-2014/15.

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Table 5.3.5: Leave reasons by leaving type (2011-18)

Reasons for leaving	Total leavers 2011-15	Total leavers 2015-18
Left during maternity leave	**17**	**8**
End of Fixed Term Contract		
Resignation – Personal Reasons, Other	15	
End of studentship	0	
Leaving within 6 months	**8**	**11**
Resignation – Career Development	0	
Resignation – Moving area	0	
Resignation – Personal Reasons, Other	8	6
Leaving 6-12 months	**6**	**9**
Resignation – Career Development		5
Resignation – Personal Reasons, Other		
Leaving 12-18 months	**5**	
End of Fixed Term Contract	0	
Resignation – Career Development	0	
Resignation – Personal Reasons, Other	5	
End of studentship	0	

No one took adoption leave.

Maternity return rates improved from 76% (2012-2015) to 94% in 2015/16-2017/18 – reflecting impact of our expanded support for parents (Figure 5.3.3). Postdocs – the group with the lowest return rate prior to 2015 – now return in similar proportions to other staff groups (Table 5.3.4).

Only four women left as a result of contract ending, with 84% leaving due to personal-related or career development opportunities (Table 5.3.5). However, retaining women, who have fixed-term contracts, after maternity leave remains an issue in the sector, and we are seeking donors for a return-to-work fellowship.

Action 5.3: Support a part-time return-to-research postdoctoral fellowship.

In 2015-2018, 20 returners (all Corporate Service or SO grades) out of 95 (20%) reduced their hours.

(v)   Paternity, shared parental, adoption, and parental leave uptake

We include same-sex parents in paternity and Shared Parental Leave (SPL) and revised parental leave policies. The 2017 Parents and Carers Survey examined reasons for not taking up paternity leave (Table 5.3.7). Six (17%) respondents arranged informal leave with their manager, and six (17%) did not take leave. Only two were unaware of it. We will promote paternity leave further. **(Action 5.4 and 5.1)**

Table 5.3.6: Paternity Leave uptake 2011/12-2017/18

Year	Number of paternity period taken
2011/12	
2012/13	11
2013/14	10
2014/15	10
2015/16	12
2016/17	11
2017/18	7

Table 5.3.7: Paternity leave uptake measured by the 2017 Parents and Carers survey

If you were eligible to do so when your child / children were born, did you take paid paternity leave at the ICR?	Frequency (N=36)
Yes – I completed the paternity form and registered formally with HR	24 (66%)
Yes – I arranged with my manager informally	6 (17%)
No	6 (17%)

We ran workshops promoting SPL for managers and staff in 2015 and 2016 (5F; 5M).

"SPL gave us wonderful and unprecedented time as a family and helped make my transition back to work a really positive experience for my children." (Corporate Services Manager, F)

We pay SPL at statutory rate which may contribute to low uptake and will review enhancing this. **(Action 5.4)**

Action 5.4: Promote and support Paternity Leave and Shared Parental Leave:

- Prepare business case for enhancing SPL in-line with maternity pay, to increase uptake by men
- Promote SPL, maternity, paternity and adoption leave and support at least twice yearly t

(vi) Flexible working

Our culture of flexible working includes condensed hours, part-time, annualised/term-time hours, staggered hours, job shares and working from home, facilitated by Skype for Business (introduced 2017), enabling remote videoconferencing and cross-site interactions. Most people can access ICR laptops. **(SAP 6.4)**

A 2019 survey found that men and women work flexibly in similar proportions, although 23% of women and 6% men have formal contract changes (Figure 5.3.4). 35% of Women in Corporate Services have formal flexible working) (Figure 5.3.5).

Flexible working arrangements are agreed by the team and individual. For example, Clinical Trials and Statistics Unit (CTSU - part of Clinical Studies) which requires constant cover uses a flexitime system. This enables staff to contribute effectively whilst managing external commitments:

"The best thing for me was the flexibility to start slightly later one day a week so I can drop my son at school, and … coming in early another day. … it makes a huge difference and I'm incredibly grateful for it." (CTSU staff, F)

Since 2015 we have continued to raise awareness of flexible and part-time working **(SAP 6.3)**:
- Revised flexible working policies and provided clearer management guidance
- Interviewed staff working flexibly and job sharing for a booklet showcasing benefits for team and individual.

The impact of these changes is that the proportion of staff reporting sufficient opportunity to work flexibly has grown since 2015 (Table 5.3.9) and staff satisfaction with the ICR's sensitivity to work/ life issues improved (Table 5.3.10).

"Flexible working has allowed me to regain my work/life balance and I am now a more confident, productive and happy ICR employee." (SSO, F)

Table 5.3.9: Responses to Attitude Survey question on flexible working

I have sufficient opportunity to work flexibly (e.g. part time, compressed hours, term time working)	Female	Male	Overall
2014	62%	67%	64%
2018	73%	74%	73%
Improvement since 2014	**11%**	**7%**	**9%**

Table 5.3.10: Responses to work/ life balance questions in Attitude Surveys

The ICR Is sensitive to work/ life issues	% of agree/ strongly agree responses	
Year	Female	Male
2011 (Bronze)	56%	35%
2014	66%	66%
2015 (Silver)	64%	67%
2018 (Silver reapplication)	66%	68%
Improvement since 2011	**+10%**	**+33%**

Figure 5.3.4: Flexible working by gender
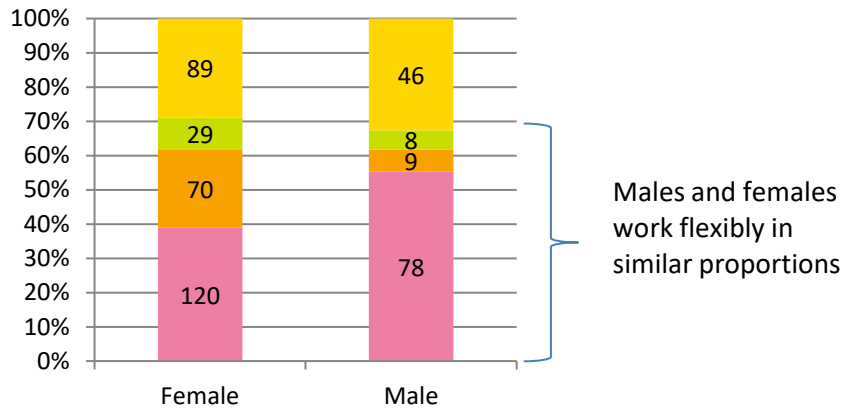
Males and females work flexibly in similar proportions

■ Traditional hours with limited flexibility

■ Longer term informal variation - a local agreement to work different hours (e.g. changes to start/ finish times; compressed hours)

■ Formal variation of work hours in contract (e.g. four day week, part-time, compressed hours, job share)

■ Ad hoc, informal flexibility (e.g. occasionally work from home; occasional variation in start and finish times)

Figure 5.3.5: Flexible working by gender for Corporate and Scientific staff

Legend:
- ■ Traditional hours with limited flexibility
- ■ Longer term informal variation - a local agreement to work different hours (e.g. changes to start/finish times; compressed hours)
- ■ Formal variation of work hours in contract (e.g. four day week, part-time, compressed hours, job share)
- ■ Ad hoc, informal flexibility (e.g. occasionally work from home; occasional variation in start and finish times)

Table 5.3.11: Parents and carers' survey 2017: do you believe that your role could be split between two people? (336 respondents)

	Female	% female population	Male	% male population	Other or prefer not to say
Yes	133	58%	41	41%	4
Not sure	60	26%	29	29%	0
No	37	16%	30	30%	2
Total	**230**		**100**		**6**

Flexible Working case studies feature job shares, including post-maternity leave, and one enabling the Head of Policy and Engagement to be seconded to the Mayor of London's office.

"We're really lucky our environment is open to flexible arrangements and very supportive." Job share partner, F

All job shares are in Corporate Services and Clinical Studies. Women and staff in professional and support roles are more likely to believe that their role could be a job share (Table 5.3.11).

Action 4.6: The new ICR Leadership Development will ensure consistency of management practices, including managing a variety of working styles.

(vii)   Flexibility in contracted hours after career breaks

Outline the policies and practices that support and enable staff working flexibly following a career break to transition back to full-time working.

Maternity leave returners can request changes in hours and work patterns. Satisfaction with flexibility has increased (Table 5.3.12).

Table 5.3.12: Attitude Survey scores relating to changing working patterns

	% of agree/ strongly agree responses		
Requests to change work patterns (e.g. part time and flexible working) are given proper consideration	**Female**	**Male**	**Overall**
2014	58%	65%	61%
2018	70%	70%	69%
% increase	**+12%**	**+5%**	**+8%**

"Having my manager's support to change my working pattern to accommodate the needs of my family allowed me to apply for a promotion and progress my career, which otherwise would not have been possible" (Corporate Services Manager, F)

(viii)   Childcare

We offer:

- Places at the Royal Marsden Sutton site nursery (increased from 5 to 10 full-time-equivalent places after consultation with the Sutton Parents Group)
- Childcare vouchers and extensive guidance on tax-free childcare
- Discounts on local play-schemes
- CBL staff collated data on schools and childcare in commutable London boroughs to inform new starters.

These are promoted on Nexus and regularly in the newsletter (Figure 5.3.6).

Figure 5.3.6: Nexus article on childcare vouchers
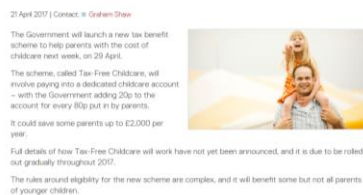
Conference and Training Care Support Fund: we provide up to £250 per application towards costs of childcare incurred during career development activities, and promote this when advertising training, conferences, events, grants and travel opportunities. Uses include:

- Nursery place, enabling a part-time Corporate Services Manger to attend training on their non-working day
- Plane tickets for grandparents to look after an SSO's children while she was on lab retreat.

Satisfaction has increased with careers support for staff with caring responsibilities (Table 5.3.13).

Table 5.3.13: Attitude Survey responses showing improvement on perceptions of career opportunities of staff with families

Staff with family or caring commitments have the same career opportunities as other staff	% of agree/ strongly agree responses		
	Female	**Male**	**Overall**
2014	43%	50%	45%
2018	54%	59%	55%
% increase	**+11%**	**+9%**	**+10%**

"Nowhere else is going to allow me flexible working, expenses to go to conferences, working from home, and being able to come in outside of working hours if/when convenient to finish something off." (SSO, F)

The Parents and Carers' Survey highlighted desires for more support with national holiday playschemes and pre-school care, but not necessarily as an on-site nursery. (**Action 5.8**)

We will seek to increase on-site childcare provision at Sutton through ensuring that the London Cancer Hub development includes childcare facilities.

> Action 3.5: Create a recruitment booklet focused on moving to Sutton or London and support that the ICR can provide.

Action 5.8 Provide childcare options and support which meet the needs of ICR staff and students

- Ensure that the proposal for childcare facilities is maintained in planning for the London Cancer Hub
- Investigate national play schemes with multiple sites around London and the South East, and negotiate ICR discounts.
- Investigate options for supporting those working in Chelsea with pre-school childcare needs.

(ix)   Caring responsibilities

103 respondents (of 339) to the 2017 Parents and Carers survey identified as carers.

Of these, 53% have formal flexible working arrangements, 60% informal, and 78% had used emergency or short-term flexibility in working patterns to manage work and caring.

Our culture is responsive to individual needs. Carers can access the Conference and Training Care Support Fund and information and support through our employee assistance programme.

5.4   Organisation and culture

(i)   Culture

Demonstrate the institute's active consideration of gender equality and inclusivity.

Our Research Strategy states our ambition to be an "open, equal and collaborative culture". The Athena SWAN charter principles are fully integrated throughout the ICR (Table 5.4.1).

Table 5.4.1: Examples of how the ICR has embedded Athena SWAN Charter Principles

Athena SWAN principle	Examples of ICR practices
1. Recognising and benefitting from the talents of all	• Career development activities and Leadership programmes for all • Transparent promotion and recruitment; movement between career paths • Recruitment and public communications promoting ICR as an inclusive employer
2. Advancing gender equality	• Gender balance in Postdocs attaining team leader roles elsewhere • Actions to encourage women to apply to Faculty and TTF roles • Revision of promotion and recruitment materials
3. Recognising disciplinary differences	• Clinical academic career development activities • Continuous service with the NHS for maternity and other parental leave • Analytical Scientists career path, grading and career development activities **(Action 4.1)** • Public engagement project focusing on supporting girls into Physics careers • Revised Academic promotions format recognising disciplinary differences
4. Tackling the gender pay gap	• Gender pay gap review and review of senior salaries • Recruitment campaign to attract more women into higher paid roles • Pay and reward project to standardise salary ranges • Flexible working and support for Shared Parental Leave • Promoting progression of women to senior roles
5. Remove obstacles women faced	• Stop the tenure clock for maternity and other parental leave • Promoting flexible working for all • Revision of promotions and recruitment processes • Leadership development (Aurora, Future Leaders) • Women In Science • Actions to revise Faculty recruitment processes to attract more women • Parents and Carer's Support fund
6. Addressing negative consequences of short-term contracts	• Heavy investment in training and career development for all • Improvement in Postdoc return-to-work rate post-maternity leave • Seeking return to work fellowship funding
7. Tackle discrimination faced by trans people	• Trans policy • Stonewall Diversity Champions and Workplace Equality Index action plan

Athena SWAN principle	Examples of ICR practices
	• Equality policy and equality training
8. Demonstrate senior commitment	• CEO co-chairs Athena SWAN • COO champions LGBT+ Network • Senior leadership team commitment to increasing proportion of women in Faculty roles • Executive Board drives actions on gender pay gap and senior recruitment
9. Structural and culture changes to advance gender equality	• DORA signatories • Embedding ICR values across structures of the ICR • Leadership development programme focused on supporting cultural changes • Heavy use of attitudinal data to identify and track how people experience the ICR culture
10. Considering intersectionality	• Public Engagement Strategy targets hard to reach groups including BME young people • Working with BME networks and using Attitude Survey data to understand experiences of staff and students

ICR's values 'Building a Shared Culture' were launched in 2018 after 12 month's consultation (including focus groups, discussions with Staff Side and staff associations and public space events). These emphasise our commitment to equality and valuing all our people. They are promoted through newsletters, at recruitment, management training, induction and appraisal. A high-profile recognition scheme encourages staff to nominate colleagues for demonstrating them.

The launch typified our culture, with speakers including cancer survivors, the CEO, and Scientific Officer Association representatives highlighting how they personally saw these values embedded in our everyday work and purpose.

"*Regardless of staff group or grade, absolutely everyone at the ICR is willing to help each other. That is one of the greatest strengths in our arsenal as we aim to defeat cancer.*" (Co- president of the Scientific Officers' Association at the values launch, F)

We work closely with staff and student associations to build a supportive and highly inclusive workplace.
- The CEO meets biannually with staff and student representatives to seek their views, respond to concerns.
- The biannual CEO's Briefing enables all staff and students to raise issues with the leadership team (anonymously or in person).

This inclusive culture is reflected in consistently high scores in the Attitude Survey (Table 5.4.2). The most frequent comments in 2018 related to positive experiences of colleagues and culture:

… the working environment is incredibly supportive both personally and from a career development perspective… (2018 Attitude Survey respondent)

Figure 5.4.1: Values launch event

Table 5.4.2: Consistently high Attitude Survey responses regarding ICR as a workplace

	Women % Agree or Strongly Agree	Men % Agree or Strongly Agree
The ICR is a good place to work		
2014	82%	85%
2018	83%	71%
People are friendly and sociable here		
2014	89%	89%
2018	90%	88%

We celebrate diversity and support international staff (over 50% Postdocs), including weekly in-house language training, matching international students with buddies, and guidance on living in Sutton and London.

Our successful Athena SWAN Silver application enabled us to widen the scope of our equality and diversity work. We self-assessed against Stonewall's Workplace Equality Index in 2017 **(SAP 5.4)**, and – with the LGBT+ network – are implementing the recommendations.

With Royal Marsden we launched in 2015 the LGBT+ network and the BAME Forum which have committees, objectives, and funding. They are championed by the Chief Operating Officer (F) and The Royal Marsden's Chief Nurse (M) respectively.

The BAME Forum delivers role models seminars, regular coffees/ lunch events, evening socials and works with the ICR to understand and address issues affecting minority ethnic staff and students. The LGBT+ network promotes visibility of LGBT+ researchers, preparing for London Pride and developing guidance on being a good ally. **(Action 6.5)**

We support individuals and groups in running their own equality projects (e.g. the Mixed Race Faces project).

Figure 5.4.2: Mixed race faces project collaboration with the ICR

Action 6.5: Continue to develop ICR as a welcoming and inclusive culture:

A.   Provide small grants for EDI activities, enabling groups and individuals to run equality-related projects to contribute to our inclusive culture.

B.   Develop LGBT+ ally training and guidance, supported by distribution of rainbow lanyards as a signal of allyship.

Experience of ICR culture by ethnicity

We introduced an optional 'Ethnic origin' indicator in the 2018 Attitude survey and were pleased that over 93% of respondents gave this. BME and White respondents had very similar experiences of the ICR (Table 5.4.3). More negative experiences of BME staff relate primarily with Communications, and we are working with the BAME Forum committee to address this **(Action 6.5)**.

Action 6.5: Understand and address differences by ethnicity in experiences of ICR communications as measured by the 2018 Attitude Survey

Table 5.4.3: 2018 Attitude Survey questions with statistically significant differences in responses between 'White' and BAME respondents

Attitude survey question	Category	Responses from BME staff and students, where significantly different from White
'I am confident the ICR will act upon any reported incidents of harassment or bullying'	Work and Wellbeing	Significantly **more likely** to agree with this statement
'I feel confident to discuss mental health and wellbeing issues at work'.	Work and Wellbeing	Significantly **more likely** to agree with this statement
'I have sufficient opportunity to work flexibly (e.g. part time, compressed hours, term time working)'	Work patterns	Significantly **less likely** to agree with this statement
'I know enough about the work of other departments to do my job effectively'	Communication	Significantly **less likely** to agree with this statement
'I am aware of the aims of the London Cancer Hub'	Communication	Significantly **less likely** to agree with this statement
'I find our intranet (Nexus) useful'	Communication	Significantly **more likely** to agree with this statement
'I trust the information I receive from ICR'	Communication	Significantly **more likely** to agree with this statement
'I make my manager aware of my achievements at work'	Training and career development	Significantly **less likely** to agree with this statement
My team demonstrates the value 'Working together'	ICR Values	Significantly **more likely** to agree with this statement

We undertook an intersectional analysis by gender and ethnicity. There were few significant differences in response, indicating similar experiences of ICR. Where there were significant differences, White men were less likely to agree than other groups that:
- The ICR is a good place to work
- The ICR's leadership inspires me
- I feel part of an efficient team
- My team demonstrate the ICR value "working together"
- I find our intranet (Nexus) useful

BME men were less likely to agree that:

- The ICR has one of the best reputations in cancer research

This was the first time we have undertaken intersectional analysis and results were discussed at the ASSG and the BAME Forum. We will analyse future attitude data this way to see if these results are replicated.

Action 1.1: Full attitude survey to run in 2021 and to include full analysis by ethnicity and intersection of gender and ethnicity.

Wellbeing and mental health

We committed to 'Time to Change' mental health awareness campaign in 2016 and provided Mental Health Awareness training since 2017 (39F; 12M attendees).

We introduced questions on mental health in the 2018 Attitude Survey (Table 5.4.4). Results were lower than we would like, and focus groups investigated this. Issues identified included lack of awareness of available support, low visibility of ICR communications and the wider social stigma.

Table 5.4.4: Results from 2018 Attitude Survey regarding mental health

% Female Agree/ Strongly agree	% Male Agree/ Strongly agree
I am confident to discuss mental health and wellbeing issues at work	
56%	51%
I am aware of the support available for mental health and wellbeing issues at work	
70%	61%

To address this we:
1. Raised the profile of occupational health resources and employee assistance, which includes individual counselling. **(Action 1.1)**
2. Are launching a Wellbeing Strategy – a synthesis of current work and additional training on wellbeing and resilience. **(Action 6.6)**

Wellbeing Advisers (introduced 2018 – 15F; 5M) and Student Confidants are volunteer informal contact points for staff within Divisions and equality networks. They are trained listeners and signpost support available for tackling bullying and harassment, mental health and physical wellbeing. They receive on-going training and support. Four are accredited to deliver Active Bystander Training. They run activities including monthly coffee chats and mindfulness.

The senior leadership team committed the ICR to SANE's "Black Dog" campaign, to challenge the stigma of mental illness, especially depression. We will host a black dog statue in May 2019 and mark the launch of our Wellbeing Strategy.

Action 6.6: Launch Black Dog campaign and Wellbeing Strategy with launch events and high profile communications and displays in our main buildings.

Action 1.1: Pulse Check survey to include questions mental health and wellbeing to measure impact of our work in this area.

Figure 5.4.3: Wellbeing Advisers host Tea and Talk

Figure 5.4.4: The Black Dog Walk routes, marking our Black Dog campaign (May 2019)
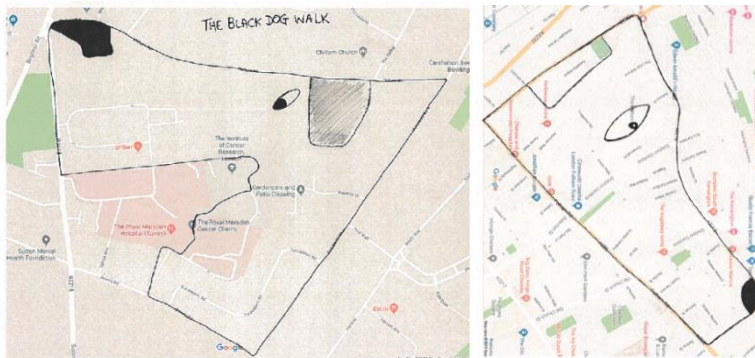
(ii)   Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review.

Equality Impact Assessment is undertaken on policies and central committee papers. We review the impact of our policies on equality groups (e.g. relative success rates at recruitment, promotion, appraisal, and employee relations) and publish this data annually. We consult regularly with equality networks.

Action 6.4: Launch mandatory annual refresher training on equality and diversity for all staff and students, including an update on progress and key issues that year.

(iii)   HR policies

Describe how the institute monitors consistency in the application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.

The ICR has a comprehensive suite of policies to promote good people management, family-friendly working and equality.

We highlight equality, bullying and harassment and grievance policies in mandatory training for staff, and encourage managers to attend employment law workshops (26F; 6M). We monitor consistency of policy application and its impact through the Attitude Survey and discuss findings with Staff Side. We analyse employee relations data by protected characteristics and include in our Annual Equality Report. We have identified no trends in cases by any protected characteristic in the past five years.

In 2017/18 we commissioned an independent external investigation into allegations of bullying made against a Faculty member. We reviewed the investigation findings in line with ICR policy and shared them with the staff member, who decided to resign.

Some staff were unsettled by external media coverage of the allegations, particularly as we could provide only limited information during the confidential investigation at the time of the Attitude Survey (Table 5.4.5).

Table 5.4.5: All ICR Staff Attitude Survey scores 2014 and 2018 on bullying and harassment

	Female % Agree / Strongly Agree	Male % Agree/ Strongly agree
I am confident the ICR will act upon any reported incidents of harassment or bullying		
2014	66%	72%
2018	61%	60%
The ICR has taken effective action to prevent bullying and harassment		
2014	56%	57%
2018	49%	47%

While the investigation was ongoing, our CEO led in implementing a series of measures to ensure we respond to future allegations as quickly and effectively as possible. These included revising our bullying and

harassment policy, providing an external hotline for reporting of complaints, and introducing more effective information sharing within the ICR.

In addition, we reviewed the investigation findings in detail and are implementing all recommendations in full (Table 5.4.6). We aim to prevent or intervene against bullying and harassment by giving staff and students confidence to raise concerns, possibly against senior, powerful, peers.

Table 5.4.6: Our system of prevention, early detection and tackling bullying and harassment

Early identification including clear expectations
• Revised and publicised bullying and harassment policy • Regular forums led by CEO • Engaged Staff Side and staff associations support • All Division Heads and Directors met with CEO or COO to ensure clarity of behavioural expectations (2018) • On-going communication with staff • ICR values promote and embed behaviour expectations • Creating a supportive culture made key part of new and existing leadership management training **(Action 4.6)**
Early prevention -tackling at source
• Trained 20 Wellbeing Advisers to advise and signpost to support • Additional training in preventing and tackling bullying for HR, Staff Side, leadership (c80 participants) • Active bystander training mandatory for all staff and students (470F; 305M to date) • Annual equality training refresher focused on tackling bullying and harassment **(Action 6.4)** • Conflict management training for managers introduced 2018 (44F; 21M) • Revised mandatory induction training on equality, diversity, bullying and harassment, including active bystander training **(Action 6.4)**
Strengthened reporting channels
• Revised internal whistle blowing policy. • New external whistle blowing policy • Clearer internal reporting guidelines • Improved capturing and sharing of informal concerns through Wellbeing Advisers • Questions added to exit questionnaire on experiences of bullying • Pulse check survey to include questions on bullying (2019) **(Action 1.1)** • Focus groups on bullying and harassment (July 2018)
Regular data analysis and action
COO, Deputy Academic Dean and HR Director review data monthly to identify 'hotspots' and take action **(Action 1.1)**:- • Employee relations casework • Turnover • Absence • Exit questionnaires • Reports from Wellbeing Advisers, Staff Side representatives, HR Operations team for formal and informal intelligence
Outcomes
• Improved and timely identification of areas requiring further investigation • Additional training and coaching provided to individuals where issues are identified • Individual concerns addressed • Improved confidence in ICR tackling bullying in Staff Side and Staff Associations.

Action 6.4: To revise the mandatory bullying and harassment training to ensure that it equips staff and students with the skills and knowledge to address bullying or harassment in all its forms.
- Annual refresher training for all staff and students
- Revised mandatory training at induction, including Active Bystander training

Action 1.1: Measure impact of the package of measures to prevent bullying and harassment in the 2019 Pulse Attitude and of awareness of support

Action 4.6: Deliver and evaluate the ICR Leadership programme, including a module on the role of senior leaders in creating an inclusive workplace.

(iv)   Heads of units

Comment on the main concerns and achievements across the whole institute.

This application highlights how we are developing Faculty and senior leaders and promoting gender equality in these groups.

The ICR Leadership Programme will support Division Heads, Directors and their deputies in delivering our inclusive, high-performance culture and ensuring consistency of management practices.

Action 4.6: Deliver and evaluate the ICR Leadership Development programme

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(v)   Representation of men and women on committees

Provide data by committee, gender, staff type and grade. Identify the most influential committees.

Table 5.4.7: Representation of men and women on committees

	Committee name	2015*			2016*			2017			2018		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
Trustee committees	Board of Trustees	6	10	38%	6	8	43%	7	9	44%	4	11	36%
	Nomination Committee	1	3	25%	1	3	25%	1	3	25%	1	3	25%
	Remuneration Committee	0	3	0%	0	3	0%	1	3	25%	1	3	25%
Leadership committees	Executive Board (equivalent in 2015& 2016)	9	12	43%	9	14	39%	3	6	33%	3	6	33%
	Research Leadership Board							9	11	45%	8	13	38%
	Corporate Leadership Board							5	6	45%	5	4	56%
	Research Directorate (until 2016)	2	2	50%	2	2	50%						
Total leadership committees		**11**	**14**	**44%**	**11**	**16**	**41%**	**17**	**23**	**43%**	**16**	**23**	**41%**
Students and researcher training committee	Academic Board*	21	45	32%	17	45	27%	22	53	29%	32	60	35%
	Research Degree Committee	6	13	32%	13	13	50%	12	12	50%	10	13	43%
Academic promotion	Credentials Committee	2	5	29%	3	3	50%	3	4	43%	4	6	40%
Equality, culture and wellbeing committee	ASSG	20	6	77%	20	6	77%	23	5	82%	22	6	79%
	Equality Steering Group	5	6	45%	15	7	68%	15	7	68%	11	2	85%
	Staff Engagement Group	8	3	73%	8	3	73%	8	3	73%	9	3	75%

*membership automatically drawn from all ICR Faculty

We revised the leadership committee structure in 2015 to reduce senior staff workload. Membership is role-dependent and reflects the gender balance of ICR leadership.

Trustees are identified by executive search agency, which provide gender representative shortlists with at least one woman since 2013.

Credentials Committee manages Academic promotions and has increased female membership (now 40%).

The proportion of women increases on the culture and gender equality committees. The ASSG aims to recruit a membership that reflects the gender balance of the Institute.

Staff association representatives (Table 5.4.8) attend ICR committees (Table 5.4.9) and contain a slightly greater proportion of women compared to the staff group they represent.

Where positions are not role-dependent, committee members typically serve 2-3 years. We have advertised committee vacancies since 2013. Interested individuals can discuss the role with the chair and observe a meeting before committing. We hold elections where volunteers outweigh available places.

The Women In Science network discussed guidelines for running inclusive meetings, including preventing dominating behaviours **(SAP 4.7)**. This group champions greater proportion of women and BME staff obtaining committee experience. **(Action 6.7)**

Table 5.4.8: Staff association representatives

	2015*			2016*			2017			2018		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Corporate Services Managers Forum	12	21	36%	13	19	41%	17	23	74%	16	24	40%
Postdoc Association Committee	5	4	55%	17	8	68%	20	8	71%	14	6	70%
Scientific Officers Association	13	1	93%	11	2	85%	11	3	79%	15	2	88%
Student Committee	13	6	69%	10	10	50%	11	6	65%	31	14	69%

Table 5.4.9: Staff Association representatives on Committees

Student Committee	Postdoc Association (PDAC)	Scientific Officers Association (SOA)
Athena SWAN Steering Group	Athena SWAN Steering Group	Athena SWAN Steering Group
Equality Steering group	Equality Steering group	Equality Steering group
Ups club (social club at Sutton)	Ups club	Ups club
Chief exec forum	Chief exec forum	Chief exec forum
ICR Conference committee	ICR Conference committee	ICR Conference committee
LGBT+ Network		LGBT+ Network
BAME Forum		BAME Forum
Staff Engagement	Staff Engagement	
Academic Board	Academic Board	
Board of Trustees		
Research Degrees Committee		
		Health & Safety

(vi)   Participation on influential external committees

Describe procedures in place to encourage women (or men where underrepresented) to participate in influential external committees.

Directors, Faculty and TTF serve on external committees, including grant and funding bodies, external trustee roles, conference, editorial, and scientific advisory panels.

We support technical staff, Corporate Services and Postdocs in developing roles on external committees;
- Awarding an Aurora place to an SSO to develop her committee role with the Royal Society of Chemistry
- Awarding a Future Leader place to the Media Manager who as chair of Stempra (the network for Science Communications and PR professionals), led workshops on work-life balance and women in science communications.

"The ICR backed my nomination for the committee. My achievements with Stempra were recognised in my appraisals, and my managers were very supportive of any flexible working that was required to fulfil my responsibilities to the organisation." (Media Manager, F)

We promote such achievements in our internal communications.

(vii)   Workloads

Comment on ways in which workloads and tasks are monitored for gender bias.

We have no formal workload model. Work is cascaded from our strategic plans and discussed via appraisal and regular meetings. Men and women report similarly on work allocation (Table 5.4.10). Allowances are made for intensive workloads (e.g. Academic Dean's Team) which are for set terms.

Table 5.4.10: 2018 Attitude Survey data as to perceived fairness and clarity of expectations

	Female % Agree or strongly agree	Male % Agree or strongly agree	Overall % Agree or strongly agree
Work is allocated on a fair and transparent basis			
2014	58%	59%	58%
2018	62%	58%	60%
My manager sets me clear objectives			
2014	73%	64%	65%
2018	70%	70%	69%
I know the standards of work expected from me			
2014	89%	88%	89%
2018	92%	88%	90%

The COO is reviewing senior staff and Faculty workloads to ensure manageable workloads distributed fairly across gender and speciality. She identified that the requirement for a woman on every Faculty recruitment panel places more burden on female Faculty. We will explore using more external female panel members to ease the pressure, and ensure appropriate administrative support for all Faculty panel members.

> Action 6.8: Ensure that Faculty workload is distributed fairly across gender and speciality

(viii)   Timing of meetings and social gatherings

Describe the consideration given to those with caring responsibilities, and those working flexibly, when institute meetings and social gatherings are scheduled.

All formal governance meetings are outside of school holidays. Committee meetings and training programmes are published a year ahead, running between 10am – 4pm, avoiding school holidays wherever possible, videoconferencing and rotating the days of regular meetings.

Times and days of All-ICR lectures and seminars vary to enable participation by those with clinical commitments and/or working flexibly.

In 2017, following feedback on difficulties caused by cross-directorate meetings, the ASSG and HR produced meeting times guidance – including holding meetings between 10am and 4pm with food for lunchtime meetings. This had an immediate impact on many regular meetings. **(Action 1.7)**

"As well as helping on a practical level, the fact that these changes are being celebrated …gives single parents like me the feeling that we have the power to raise issues that are important to us." (Senior Manager, M)

> Action 1.4: Measure uptake of the meeting times guidance through our room booking system

Divisions changed seminar times in response to feedback (e.g. Cancer Therapeutics annual student talks now finish within the working day).

We hold social events during and after the working day. All-staff events are held during core hours (e.g. Queen's Anniversary Prize celebrations, retirement parties).

The SO, Student and Postdoc Associations hold Networking Happy Hours at Sutton for afternoon tea, inviting Corporate Services to attend. The Postdocs and SOs in Chelsea hold coffee afternoons. Organisation-wide events include the annual two-week mini Olympics, Newcomers Party, and SO/ Postdoc/ Student parties on both sites (open to all).

Figure 5.4.5: Queen's Anniversary prize celebration, Chemical Landmarks celebration and retirement party for Academic Dean

Figure 5.4.6: Networking happy hour in Sutton, Mini Olympics (Sutton), Rainbow Party (Chelsea – Postdocs, Students, SOs, LGBT+ network)

(ix)   Visibility of role models

Describe how the institute embeds consideration of gender equality into the organisation of all events.

1. Visibility in publicity materials

Images used in external and internal communications– including recruitment, the external website, and public engagement are gender balanced and reflect our diversity. We partner with other organisations to promote our researchers (e.g. Royal Society of Biochemistry – Figure 5.4.7).

Figure 5.4.7: 'Your career in cancer research' and Faculty recruitment booklets
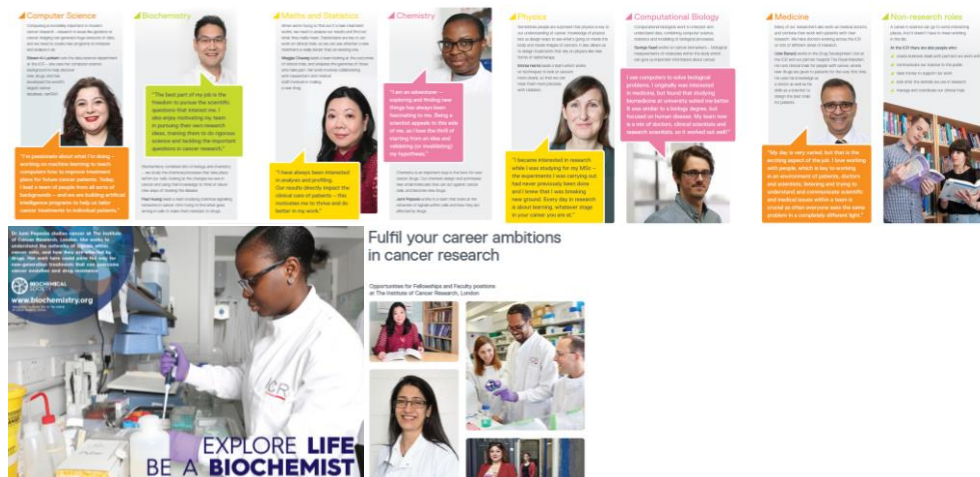
We celebrate female role models on external and internal media annually including International Women's Day and International Day of Women and Girls in STEM.

Figure 5.4.8: External media promotion

Figure 5.4.9: Internal media promotion

We celebrate achievements and diversity of staff and students on Nexus and in our internal newsletter (Figures 5.4.9 and 5.4.10).

Figure 5.4.10: Award winners celebrated on Nexus

2. Seminars and Lectures

The gender of the invited speaker for our prestigious Link Lecture alternates annually.

Other all-staff events, including the ICR Conference and Grand Rounds (sharing divisional research) seek gender-balanced sets of speakers (Table 5.4.11) and Cancer Biology hosts the Inspiring Women In Science seminar series.

Figure 5.4.11: 22nd and 23rd Annual Link Lecture

Table 5.4.11: Grand Round speakers by gender

2016	2017	2018
7m; 0f (0%f)	11m; 11f (50%)	7m; 9f (56%)

Figure 5.4.12: Inspiring Women in Science poster

We improved the gender balance of divisional and group seminar series speakers from 33% female (2011-2015) to 44% (2017/18). The majority of seminar series reflect the gender balance of the host division (Table 5.4.12). Where they do not, we will share good practice on widening the pool approached.

Action 6.9A: Share good practices in widening diversity of divisional and local seminar speakers to increase the proportion of women invited and speaking.

Table 5.4.12: Seminar Series speakers by gender and percentage of female speakers

Seminar series	2015/16	2016/17	2017/18
Cancer Biology	18M; 5F (21%F)	13M; 4F (24%F)	12M; 5F (29%F)
Breast Cancer Now	14M; 9F (39%F)	17M; 15F (46%F)	16M; 12F (43%F)
Genetics and Epidemiology	-	1M; 1F (50%F)	2M; 2F (50%F)
Molecular Pathology and Cancer Therapeutics	8M; 2F (20%F)	3M; 4F (57%F)	10M; 2F (17%F)
Clinical Trials and Statistics Unit	3M; 9F (75%F)	3M; 7F (70%F)	1M; 4F (80%F)
Centre for Evolution and Cancer	9M; 1F (10%F)	9M; 2F (18%F)	5M; 2F (29%F)
Drug Discovery Unit	23M; 19F (45%F)	24M; 19F (44%F)	15M; 18F (55%F)
Structural Biology	2M; 2F (50%F)	3M; 2F (40%F)	7M; 0F (0%F)
Magnetic Resonance	20M; 24F (55%F)	30M; 30F (50%F)	7M; 3F (30%F)
Physics	-	22M; 9F (29%F)	14M; 1F (7%F)
Friday Science Bites (FSB)*	-	25M; 15F (38%F)	20M; 37F (65%F)

*seminars given by CBL staff across all research grades

3. Seminars promoting role models

The BAME Forum runs quarterly role model seminars, featuring internal and external speakers.

The LGBT+ network hosted OutThinkers in February 2019, which featured external speakers presenting their research and experiences as LGBT+ individuals in academia.

Figure 5.4.13: LGBT+ network hosted events

"I'm so proud that we were able to host this event… being LGBT+ doesn't have to be a barrier to working in science." (Coordinator, Corporate Services, M)

We worked with the LGBT+ network to celebrate LGBTinSTEM day in July 2018 across all media.

We will work with the Women In Science network and external female speakers to further promote our female role models, within the ICR and externally. **(Actions 4.8, 6.9 and 6.3)**

Action 6.3: to build the ICR's external reputation as an excellent employer for women – focusing on strong outward communication of ICR culture, values and career development support for Faculty.
A. To establish a virtual community of female cancer researchers at all career stages, giving them a common identity and providing information and news on topics of interest including diversity in science, career development. Build a community to women we can approach and encourage to apply for fellowships as they arise.
B. Promote our Women In Science and ICR Leadership Programme (when launched) externally, to showcase support for female faculty.

Action 6.9B: Invite role models (invited speakers and ICR Women In Science group) to give seminars and record media on their experiences of developing careers in research.

Action 4.8: Media training for all Women In Science group.

(x)   Outreach activities

Provide data on the staff and students from the institute involved in outreach and engagement activities by gender and grade. Comment on the participants in these activities.

We have an active culture of engagement and outreach (Table 5.4.13), with participation growing by more than 50% **(SAP 5.3)**.

Table 5.4.13: Growth of public engagement activities (2013/14-2017/18)

Year	Number of engagement events	Number of staff and students involved
2013/14	29	23F/10M (70%F)
2014/15	58	33F/16M (67%F)
2015/16	55	68F/41M (62%F)
2016/17	79	81F/35M (70%F)
2017/18	86	122F/59M (67F%F)

We offer annual engagement training to all researchers and promote the STEM Ambassador scheme. We are investigating why more women volunteer. **(Action 6.10)**

Our appraisals and communications recognise engagement activities. Our Public Engager of the Year Award launched 2016 (1F; 2M winners).

We launched a Public Engagement Forum in 2015 (currently 10F; 5M) and our Public Engagement Strategy in 2017 to encourage young people from diverse backgrounds to pursue careers in science including engaging with hard-to-reach groups. Our focus for 2019 is increasing interest in physics in secondary school girls.

We reached over 8,000 people through our engagement activities, which included Imperial Festival and the Sutton Big Bang Fair. Of 86 activities, half were aimed at encouraging young people to study science **(Action 6.8)**. We run an annual schools open evening, lab tours for schools (both sites) and work closely with the new science-specialist school, which opened adjacent to the Sutton site in 2018.

In 2017, we were awarded a Biochemical Society 'Diversity in Science' grant to develop a new careers guide showcasing diverse role models, and an engagement grant to incorporate the careers content into our schools open evenings for 2017 and 2018.

Action 6.10: To provide engagement work to our local communities and showcase the diversity of our researchers, research and careers in cancer research
- Hold focus groups to identify reasons that fewer men are engaging and investigate any perceived barriers and introduce public engagement champions within each division to encourage staff participation
- Review progress and update our public engagement strategy in 2019.
- Launch a newsletter for Sutton schools sharing opportunities to work with the ICR on engagement projects.

Figure 5.4.13: Public Engagement brochures and events

6. SUPPORTING TRANS PEOPLE
Recommended word count: Silver: 500 words | 409 words

(i)   Current policy and practice

In 2016 we worked with our LGBT+ network, Stonewall and charity GIRES to develop our trans inclusion policy and guidelines for managers, individuals transitioning and staff. This policy was commended by Stonewall in our Workplace Equality Index feedback; describing it as "progressive" for its explicit ban on

discrimination on grounds of gender identity. We reviewed maternity and other career break policies to ensure that they are trans and same-sex relationship inclusive.

The policy was used when we had the first declared trans person work at the ICR, a sub-contractor who was aware of our policy through our equality guidance. They, their manager and colleagues successfully worked together to apply the policy, balancing respect for confidentiality with appropriate agreed communications.

Our revised defeating bullying and harassment training addresses how bullying may manifest against different protected characteristics and the LGBT+ network advised in developing this. We are raising visibility of LGBT+ researchers through events including OutThinkers seminar and LGBT in STEM day.

We changed our staff and student equality monitoring to enable staff and students to identify as non-binary, following AdvanceHE and HESA guidelines; which Stonewall recognised as good practice.

(ii) Monitoring

We have a dedicated e-mail address for LGBT+ staff and students to raise concerns related to sexual orientation and identity, monitored by two Wellbeing Advisors with specific remit for this group. Our employee assistance helpline and webpages have specific features for staff identifying as trans. The HR Director and Chief Operating Officer review all concerns and allegations of bullying or other unacceptable behaviour.

The LGBT+ network is regularly consulted on proposed changes to policy by HR and Academic Services and through representation on the Equality Steering Group. Our Annual Equality Report analyses the impact of our policies on equality groups in areas including recruitment, promotion, employee relations issues, access to training, appraisal ratings etc. Results are shared with the equality groups and they contribute to developing annual equality objectives.

No participants in our Stonewall workplace equality submission survey had "experienced negative comments of conduct at work because of my sexual orientation" (across all benchmarking organisations this is around 15%).

Our Stonewall action plan and regular meetings with our LGBT+ network help us to ensure the effectiveness of our policies.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institute.

We will continue to work with our equality networks, staff, students, individuals and their managers on a case-by-case-basis and ensure that our policy and guidelines are supportive and useful. **(SAP 6.1)** Our planned training for allies will include trans awareness and support. **(Action 6.5)**

Action 6.5: Continue to develop ICR's welcoming and inclusive culture:

- Develop LGBT+ ally training and guidance, supported by distribution of rainbow lanyards as a signal of allyship.
- To raise awareness and foster good relations between all staff groups through joint equality network events

7. CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver: 1000 words │ 983 words

Dr Amy Moore, Assistant Director of Academic Services

I joined the ICR as a postdoc focusing on translational research, knowing the ICR's reputation and strong links with The Royal Marsden. Getting involved in the Postdoc Association uncovered an enthusiasm for supporting the careers of researchers and clinicians so I seized an opportunity to move into the Learning and Development team and have a broader impact on the research.

Using my experience as a PhD student and postdoc, I was able to build the researcher development portfolio and work closely with early career researchers and academics to tailor the provision to their needs. Early on, I was given people management and recruitment experience as my team expanded to deliver increased careers support for staff. The culture of the team was highly inclusive and our role was to provide development opportunities to all. For example, establishing the Scientific Officers Association, and working more closely with the Royal Marsden to better support clinicians. The ICR always encourages collaboration, and helped me raise my profile through leading collaborations with The Sanger Institute and the BBSRC to develop the Pathway to Independence programme. We won funding from the Leadership Foundation for the pilot and this programme continues running to this date, funded by the ICR and the many partners now involved.

I was promoted to Assistant Director of Academic Services in 2016. My team's portfolio includes education policy, quality assurance, academic governance, student recruitment, engagement, wellbeing and educational collaborations. As a wellbeing advisor I also lead initiative to promote student wellbeing.

I've received top-class mentoring here. In particular, moving from being a Postdoc to working in Corporate Services was a steep learning curve and my manager really took a coaching approach to help me develop. In my current role, I've learned from colleagues and external mentors.

In terms of leadership development, I was the first Corporate Services member to benefit from attending Aurora, and I've been supported to share our work both nationally and internationally, for example at Vitae events, at the European Commission, and when I went to the States and visited counterparts at leading universities to, present on the ICR's collaborative Team Science approach.

The ICR funded my accreditation in Myers Briggs Type Indicator and in Strategic Coaching and I recently attended the Aspiring Registrars day, held by the Academic Registrars Council, which has really developed my thinking about future steps to senior leadership.

When I joined the ICR in 2009 I never thought I'd still be here ten years on. It shows what a fantastic place it is to work. The ICR's size means you get to know people quickly and there is a sense of community. When I lost my father two years ago, the support this community was invaluable. Every day I'm inspired by my research colleagues and the bright students who come from all over the world. Although it's busy, and standards are high, the collaborative ethos spans both research and corporate services which makes this a fun and vibrant place to work.

Dr Rachael Natrajan, Tenure-Track Faculty

I joined the Cancer Research UK Centre in Leeds as a Scientific Officer researching bladder cancer. This ignited my interest in research and I studied a PhD with Cathy Prichard-Jones on molecular genetics of tumours at the ICR. Cathy encouraged me into an ICR Postdoc role, focusing on breast cancer. This was very inspiring.
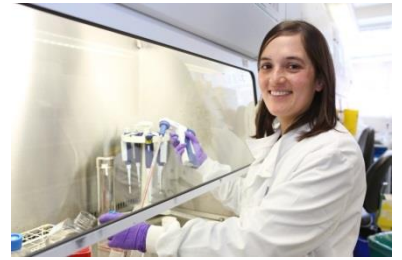
My Postdoc supervisor Alan Ashworth (previous CEO) was very supportive of me becoming independent, mentored and encouraged me to obtain a Fellowship. Shortly afterwards I found out I was pregnant with my first child and my team and Postdoc kept my research moving during my maternity. I returned to set up my own lab as an ICR Fellow on a three day week for the first three months

Clare Isacke, then Head of the Division was very supportive. My child didn't sleep very well so I was tired and suffering from 'baby brain'. Returning to work took a bit of getting used to, but everyone was very understanding and I was soon in a position to apply for a Tenure-Track Faculty role.

At my TTF interview I was heavily pregnant with my second child. I decided to apply because of the 'stop the clock' policy– meaning I could take a break for my maternity leave without it impacting the six year limit on the Faculty Track. If I was on a straight six year clock I wouldn't have been able to do this.

I was awarded the TTF and three weeks later went on maternity leave for six months. By then the ICR had introduced a maternity cover scheme for Team Leaders so I was the first to apply and was fortunate to find a Postdoc who was on a break before she returned to Australia. Because of this additional post were able to keep my research progressing during my maternity. I took advantage of the Keeping In Touch days to go to meetings and conferences in London. I also published two papers.

As Team Leader I'm fortunate to be able to make my own hours and can be flexible when needed. I also instil that mind-set in the four people that work in my lab, whether or not they have children.

I'm also able to work from home one day every two weeks. My husband and I share the childcare 50/50, so I drop the children off and he picks them up from nursery and school. Being at home means that I'm able to spend more time with my family.

I've had a lot of leadership development, including the EMBO Lab Management programme and an independent mentor who supported my longer term career planning. I participate in TTF Away Days which include leadership training. I'm active in the Women in Science network, building contacts and providing career development for senior female leaders and have been an Aurora role model.

8. FURTHER INFORMATION
Recommended word count: Silver: 500 words | 365 words

Please comment here on any other elements that are relevant to the application.

A culture that supports parents

Researchers in CBL highlighted at forums including ASSG and CEO briefings, their inability to bring children to work due to the building being classified as "laboratory". We consulted widely to find a solution – turning part of the building including central lifts into non-laboratory space, necessitating behavioural changes (e.g. changing where lab coats can be worn and chemicals carried). Parents can now bring children to the building as necessary for KIT days, emergency childcare and social events, and can access meeting rooms and the café.

This led to us opening CBL for a Family Day in July 2018 – where the families of staff and students could learn about our research. Feedback was extremely positive. We will run a Family Day in Sutton in 2019. **(Action 6.10)**

"The talks and activities were perfect for children but interesting for me too! Everyone was welcoming and passionate. We felt extremely lucky to see ground-breaking work in action and enjoyed ourselves immensely." (Participant)

> Action 6.10: Run Family Day annually, alternating sites each year.

Beacon Activities

We share our good practices and successes with the wider research community.

Table 8.1: Examples of beacon activities in promoting equality and diversity and career development activities

Activity	Event and audience	Lead speakers
Sharing best practices in equality and diversity		
Innovations in analysis and use of equality data (Workshop)	Equality Challenge Unit Conference (2016) – Higher education institutions	EDI Manager; HR Information and Systems Advisor
Evidence-based organizational change to support women's careers in research (oral presentation)	Science of Team Science conference; Phoenix: Arizona (2016) – US research institutes and universities	EDI Manager
Data and benchmarking for research institutes	AdvanceHE Research Institute Athena SWAN workshop 2018	EDI Manager
Taking an intersectional approach to equality and diversity	AdvanceHE Research Institute Athena SWAN workshop 2019	EDI Manager
Leadership Development for women and senior leaders		
Women In Science Conference 2016	The Royal Marsden, The Crick, UCL, CRUK, Breast Cancer Now	Women In Science co-chairs; ASSG Co-Chair (Professor Caroline Springer)
Keynote: Leadership, partnership and culture in the biomedical ecosystem	Novo Nordisk Foundation Cluster day on Senior Academic Leadership (2018)	CEO
Women in Leadership	Sutton Women Mean Business awards (2019)	COO
Career Development for Postdocs, Clinicians and SO grades/ technical staff		
Cross-organisational mentoring to support development and progression of female clinician researchers (2016)	Vitae Website; Engagement, Influence and Impact case study	Researcher Development Manager
A Team Science Approach to Leadership Development (2016)	The Science of Team Science conference, Phoenix, Arizona	Researcher Development Manager
Table leads Women In Cancer Research workshop	NCRI Conference 2016	CEO Director of Research Operations
View from the frontline: supporting the challenges of a clinical academic career path (workshop/ publication) (2016 &2017)	Vitae International Researcher Development Conference/ Vitae Occasional Papers vol. 4	Assistant Director of Academic Services
Mentor: Careers in Clinical and Translational Cancer Research (Roundtable)	American Association of Cancer Research annual conference	CEO
Pathways to Independence: A collaborative programme to support the transition to academic independence (2017)	CRUK Centre Managers Meeting, London	Assistant Director of Academic Services
Careers in Researcher Education (2018)	Careers In Science Management Programme, The Crick Institute	Assistant Director of Academic Services

In 2016 we shared our work on career development for Postdocs and structural change to promote gender equality with institutions including Stanford University, University of California Memorial Sloane Kettering, Cold Spring Harbor Laboratories and the New York Stem Cell Foundation.

In 2018 we advised CRUK on how research funders could consider gender equality in their programmes, and on establishing LGBT networks.

We are a participant in the 2019 Wellcome/ Academy of Medical Review on collaborative approaches to research leadership.

We are a founder member of the Technicians Commitment, and received a successful 8 year review in 2019. Our innovative career development programme for SO grades is cited as good practice in the 2015 Academy of Medical Sciences *Team Science* report and *Technicians Commitment: one year in* report (2018). Together with peer research institutes we are organising the first research institute technical conference (2019).

We have shared our attitude survey, practices in technical staff career development, and details of initiatives with other research institutes.

We will systematise our beacon activities through establishing a virtual community for female cancer researchers, which will provide an online platform to share good practices and discussions.

Action 6.3: Establish a virtual community for female cancer researchers at all career stages.

9. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

1. Baseline data and supporting evidence

Ref.	Objective	Achievements by April 2019	SAP Ref.	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
1.1	Provide greater insight into progress on Athena SWAN indicators and to identify and address issues as they arise.	Attitude Survey runs every three years, enabling us to track impact of initiatives and understand staff and student experiences of working at the ICR. Exit questionnaire survey aligned to attitude survey. Senior leadership meet monthly to examine key indicators relating to culture and workplace climate, and to identify and take action on 'hotspots'	N/A	A. 2019 "Pulse check" short survey to run around three key areas: Mental Health and Wellbeing; Career Development; Tackling Bullying and Harassment. Pulse check survey to run annually (except in Attitude Survey years)	Sep-19	Annually	Head of Organisational Development and Internal Communications Manager	Pulse check survey run with over 50% completion. Results analysed by gender, ethnicity and by staff group. Recommendations on further actions made to Corporate Leadership Board annually in October and acted upon.
				B. Full Attitude survey to run in 2021, and to include full analysis by ethnicity and intersection of gender and ethnicity	May-21	Jan-22	Head of Organisational Development and Internal Communications Manager	Awareness of support for mental health and wellbeing at the ICR to rise from 68% to at least 75% as reported in 2021 Attitude Survey. The proportion of respondents believing that the ICR has taken effective action to tackle bullying and harassment to rise from 48% to at least 65% as measured by the 2021 Attitude Survey, with no gender and ethnicity differences in response. Further actions to address if we do not meet these targets.

Ref.	Objective	Achievements by April 2019	SAP Ref.	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
1.2	Understand and address any differences in pay and career progression by ethnicity	Gender pay gap analysed and reported in 2018 and 2019. Comparison of senior staff salaries by gender undertaken. Pay and Reward Project standardising career pay and grades (e.g. Analytical Scientists). Intersectional analysis of career paths undertaken. Recruitment statistics by ethnicity produced annually for Annual Equality Report. 2019 Attitude Survey indicated no significant differences by ethnicity in questions related to pay and career development.	N/A	A. Monitor gender and ethnicity of those making transitions between ICR career paths, to understand if there is a gender or ethnicity difference in career choices.	Oct-19	Oct-23	HR Systems and Information Officer	Analysis reported to ASSG and ESG and five-year cumulative data sets analysed to identify trends. Actions agreed to address any ethnicity or gender differences found.
				B. Undertake analysis of pay by ethnicity (BME/ White) alongside the analysis for the 2020 gender pay gap report. Undertake further analysis to identify where any pay differences arise and the reasons for them.	Nov-19	Mar-20	HR Director	Analysis reported to Executive Board in November 2019. Actions agreed to address any issues found.
				C. Identify reasons for the decline in BME staff as proportion of SO grades with seniority (e.g. arising at recruitment, promotions, or scientific qualifications). Work with the BAME Forum and SO Association to develop SMART actions to address issues found.	Jun-19	Nov-22	EDI Manager, ASSG SO representatives and BAME Forum chairs	Analysis reported to ASSG and ESG. Actions agreed to address.
1.3	Analyse trends over time in alumni career destinations as a measure of the	Clinical alumni survey run 2018; gender differences found in ability to remain research active in NHS careers; and actions identified to address this.	N/A	To rerun the clinical alumni survey, to gauge the impact of actions to prepare clinical students for research activity whilst in NHS careers	May-20	Oct-22	Assistant Director Academic Services (Education	Survey results reported to ASSG and Research Degrees Committee. Actions identified to address any on-going differences in response by gender and by ethnicity.

Ref.	Objective	Achievements by April 2019	SAP Ref.	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
	impact of our activities to support continued research careers			by gender. Survey to run in 2020 and 2022. To add question on ethnicity (White/ BME/ Prefer not to say).			Policy and Quality)	
		Non-clinical student alumni data collected and analysed.	2.1	Analyse trends in non-clinical student alumni by gender and by ethnicity (white and BME) as a measure of the impact of our activities preparing students for research careers.	Dec-19	Annually	Assistant Director Academic Services (Education Policy and Quality)	Destination project to track destinations of 82% of student alumni tracked. Questions to be incorporated into alumni surveys to assess the impact of support received. Aiming for 50% survey response rate and results reported to Research Degrees Committee.
		Current destination captured in 2015 and 2018 for Postdocs leaving the ICR between 2009 and 2018. Postdoc alumni contribute to workshops and courses, including Succeeding in Industry. LinkedIn groups established for Student, Postdoc and SO alumni.	1.3	Analyse trends in Scientific Officer grade alumni destinations to inform our career development group for this group.	Oct-19	Oct-23	Researcher Development Manager	60% of manually tracked alumni by December 2019. Figures to be presented to the Scientific Officer Association and at the SO technical Conference every other year (October 2019 and 2021 and 2023)

Ref.	Objective	Achievements by April 2019	SAP Ref.	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
1.4	Ensure that meetings are taking place at times convenient for all staff and students.	Meeting times guidance published 2017 to remind all staff of responsibilities to colleagues working part-time, flexibly and/ or with clinical commitments. ICR Committee meetings and training held outside school terms whenever possible, running between 10am-4pm. Times and days of regular meetings and seminars vary to enable maximum participation. Networking events held in core hours. Changes made to divisional meeting and seminar times in response to staff feedback.	N/A	Analyse data on room bookings inside and outside the 10am-4pm "core hours" identified in the meeting times guidance to assess compliance.	Aug-18	Biannually	Deputy Director Facilities Services	Figures presented every six months to the ASSG to identify types of meetings and Divisions holding these to help understand the necessity for these (e.g. if to suit team members, if due to lack of room availability etc.) and identify any that could be held in core hours. Measure impact by 2021 Attitude Survey - add questions on satisfaction with meeting and seminar times. 80% satisfaction score with no gender and ethnicity differences.

2. Support for research students

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
2.1	Understand and address the under-representation of BME candidates for PhD at appointment/ offer compared to application	Improved student recruitment equality data monitoring enabling analysis of trends in recruitment by ethnicity.

We identified lower success rate of BME applicants compared to White applicants to the non-clinical PhD programme central round, beginning at shortlisting. | 1.1 | A. Analyse information on why PhD candidates are not offered a PhD project following interviews, and identify if any there is a difference by gender and/ or ethnicity | Mar-20 | Mar-22 | Assistant Director Academic Services (Education Policy and Quality) | Success rates by ethnicity, including reasons for rejection, reported annually to Research Degrees Committee and Equality Steering Group to identify any significant differences in outcomes by ethnic origins and investigate as appropriate. Blind shortlisting carried out if required, and impact on success rates by ethnicity evaluated. |
| | | | | B. Gather three years of recruitment data and examine success rates by ethnicity (White/ BME/ Prefer not to say). If shortlisting difference remains, pilot blind shortlisting and analyse data to determine if this has an impact on BME applicant success at this stage | Jan-20 | Apr-20 | | |
| 2.2 | Ensure every student develops a publication strategy and publishes from their PhD | Embedded prompts regarding publication into progression milestones and supervisor training so that students develop publication strategy in first year. | N/A | To analyse the impact of our more systematic approach to student publications, including by gender. Take actions to address any gender differences found. | Aug-19 | Aug-20 | Assistant Director Academic Services (Education Policy and Quality) | Data presented to Academic Board annually and actions taken to understand and address any gender differences if appropriate. |

3. Recruitment, appointments and promotion (key transition points)

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
3.1	Widen the pool of candidates longlisted by search committees for career Faculty, TTF and mentored for independent fellow roles to include more women.	Search agencies asked to provide gender-representative shortlists. All panels include a Diversity Champion to ensure best practice is adhered to. Recruitment training is mandatory and includes implicit bias training. Recruitment data on Faculty and TTF recruitment reviewed quarterly by Executive Board.		A. Produce guidance for Faculty recruitment committee members on widening selection pool and promoting diversity.	May-19	Jun-19	EDI Manager HR Recruitment team Director of Research Operations	Increase the proportion of women applying/ approached for Faculty roles from 30% to 45% of total applicants by end 2020. At least 30% of longlisted candidates from Executive Search agencies to be women, with an aspirational target of 45% women. All shortlists to include at least one woman. Details of search to be provided where single gender shortlists produced. Guidance written published; and all search committees and Division Heads using.
				B. Use the EMBO Women in Life Sciences database as a source of potential candidates.	May-19	May-19	EDI Manager	

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
		Positive actions used in advertising. Gender balanced images used in recruitment materials and website. Links made to external female Postdoc networks through Pathway to Independence, Women In Science and other networking opportunities. Revised promotion and recruitment materials to account for career breaks, including maternity. Improved maternity support and Athena SWAN activities publicised on external website.		C. Challenge single-gender shortlists/ long-lists to ensure due diligence has been carried out. Where single-gender shortlists provided, challenging and working with the recruiter to actively seek high potential candidates of the missing gender.	Apr-19	On-going	Director of Research Operations, Academic Recruitment Manager, CEO	
				D. When presenting long lists, Executive Search agencies will seek to ensure that at least 30% of the candidates are women – and, if not, should explicitly justify to the ICR what evidence they have that there are no other qualified women.	Apr-19	On-going	Director of Research Operations	

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
3.2	To review Faculty recruitment materials to ensure that they appeal to women, and showcase the culture and career development support offered by the ICR.	Booklets and website for Faculty and TTF recruitment published, focused on training and the opportunities for working at the ICR. Faculty recruitment campaign begun.	3.1	A. Run Faculty recruitment materials through software (e.g. Textio) to identify any gendered language or phrases which may discourage applications from women. Changes made and standardised recruitment materials published and used by Executive Search agencies, ICR internal search committees and in adverts as appropriate.	Jun-19	Jun-19	HR Recruitment Manager	Recruitment materials free from gendered language and reviewed by RM Equality Manager or an external consultant.
				B. Ensure all jobs are advertised as having flexible working options wherever possible (e.g. part-time, job sharing, flexibility in working times). Prepare case studies of less-than-full-time Faculty to use in external communications.	Jun-19	Jun-19	Director of Research Operations	Information on flexible working available on website and in recruitment materials. Recruitment survey indicates that 90% of new hires are aware of opportunities to work flexibly, with no gender differences in response.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
3.3	Address the under-representation of BME candidates in shortlisting and appointment compared to application across all staff grades	Lower success rates for BME applicants compared to White applicants.

Mandatory recruitment training for managers, including implicit bias training.

Improved equality data retention at recruitment and annual analysis included in the Annual Equality Report.

Improved recruitment guidance for managers and new HR Recruitment Team in place.

Revised external web pages and factsheets about the ICR. Revised recruitment materials and positive action statements used where appropriate. | 3.1 | A. Recruitment data to be split and analysed by Corporate Services (typically recruiting from the population of Greater London and the South East) and by research roles (typically recruiting from a more international pool of scientists and clinicians) to identify any differences. | May-19 | Nov-19 | HR Director | Reasons for candidates not progressing captured, and recommendations of further actions to be taken made to ASSG to increase the success rates for BME applications |
| | | | | B. Investigate case study recruitment campaigns to gain insight into reasons for candidates not progressing. Make recommendations based on these findings. | May-19 | Nov-19 | | |

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
3.4	Encourage current students and student alumni to return to the ICR with a personal fellowship after gaining postdoctoral experience and new skills elsewhere	Workshops on writing Fellowship applications and Meet the Funders available to students. Student alumni data indicates that 62% female and 48% male students remain in academic research 3 years after graduation.	N/A	A. Make PhD alumni aware of fellowship and TTF opportunities through - Promotion in the Student alumni LinkedIn network and alumni newsletter. - Publish case study in alumni newsletter of an ICR PhD student who gained postdoctoral experiences elsewhere and then returned in a more senior role.	Apr-19	Jul-19	Assistant Director of Academic Services (Policy and Education)	Increased click rate by 20% on Fellowships and TTF pages of the ICR website 100% alumni (graduated in last 3 years) aware of opportunities for progression at the ICR as measured by alumni survey Propose further actions to Academic Board to retain contact with students and to mentor student alumni through fellowship applications, with a target of 50% applications being from women.
				B. Promote fellowship and TTF opportunities to current students, and encourage all to stay in touch and to seek fellowship mentoring if they are considering applying for fellowships: - Provide information at graduation ceremony on ICR career opportunities - Promote fellowships at careers-focused events for final year students. - Promotion of relevant fellowships (e.g. AACR-CRUK Transatlantic	May-19	Nov-21	Assistant Director of Academic Services (Education Policy & Quality)	100% of students and supervisors notified of relevant fellowships and 50% applications from female students by end 2021.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
				fellowships) and provision of mentoring support to all eligible students - especially encouraging women to apply for these.				
3.5	To provide support for those offered roles at the ICR in moving to the UK/ London and taking up their offer.	Faculty recruitment materials published and website launched, focused on research and working at the ICR. Information about our career development opportunities, equality and diversity, Athena SWAN activities, and culture on the ICR website.	N/A	A. Create a recruitment booklet focused on families moving to Sutton or London on support that the ICR can provide. Included in recruitment materials and published on ICR external website, and linked to from Faculty recruitment and fellowship web pages.	May-19	Jul-19	HR Recruitment Manager	Recruitment booklet published and promoted. 75% of new hires and from recruiting managers give positive feedback in recruitment survey, that this is useful.
				B. External website to include relevant information from the Nexus Family support pages.	Jun-19	Jul-19	HR Recruitment Manager Digital Strategy Manager	New external web pages published and linked to from Faculty recruitment and fellowship pages and recruitment materials. Feedback positive in recruitment survey from new hires, and from recruiting managers that this is useful.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
				C. Revised Women in Science at the ICR factsheet and new Equalities factsheet to be distributed in contract packs and in physical copies in central areas. Ensure content from both is available on the ICR external website	Aug-19	Dec-19	Science Information and Policy Officer	Copies provided to all staff and students prior to joining the ICR. At least 75% of new recruits to have read as identified in new starter survey. Content of both factsheets revised every two years.
3.6	Identify gender and ethnicity differences in job offers declined during staff recruitment	We report annually on applicants, shortlists and appointees by gender and by ethnicity. Currently we don't capture offers declined centrally, so are unable to assess this by protected characteristic.	N/A	Develop e-recruitment system field to allow reporting on offers made, on reasons for rejection at shortlisting and for candidates declining offers.	Jun-19	Apr-21	HR Director	Recommendations on system updates made to Corporate Leadership Board/ HR Project Board and implemented as approved. Data available for the 2023 Athena SWAN submission, and analysed by gender and by ethnicity.

4. Career Development

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe Start	End	Person responsible (include job title)	Success criteria and outcome
4.1	Develop a clear career path for Analytical Scientists and identify any development support for this group in their career progression.	This is an aim of the larger on-going Pay and Reward Project. Scientific Computing Users Forum works with Learning & Organisational Development to deliver training to this group.	4.1	A. Review the current grading structure for these roles at the ICR and externally, and develop revised grading structure, ensuring clear, consistent job descriptions across teams and gender.	May-19	Jan-20	HR Director	Publish career paths, identifying relevant skills and experience at each stage and standardised job description. Equality impact analysis conducted and the findings acted on. Data gathered on impact of these changes on staff in this career path through the 2021 Attitude Survey.
				B. Revised the promotion criteria to ensure that this reflects the research output of this group and provide career development support.	Aug-19	Aug-21	HR Director	Revised promotions criteria including reference to these groups and identify any support needed by them. Public two career profiles on Nexus and develop programme of support.
4.2	Develop and implement career development strategy for Corporate Services staff to include succession planning, mentoring and increased career	Ad hoc development prior to 2015 Athena SWAN Application. Aurora and Future Leaders highly successful. Future Leaders expanded 2017 to include men. Corporate Services Managers Forum and SASIG established to provide voice for these groups.	4.6	A. Build a career development pathway for Corporate Services that includes existing activities (e.g. Professional Management Programme, Future Leaders and annual appraisal) Supplement this with mentoring and careers coaching.	Aug-19	Oct-21	Head of OD	Succession plans in place for key roles reporting direct to Corporate Services Directors as women and BME staff are underrepresented in such roles. Satisfaction with training for Corporate Staff to increase from 60% (2018) to 67% (2021) as measured by Attitude Survey with no differences by gender or ethnicity.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
	development support	Increased need for succession planning identified.		Include a review of talent management for BME staff in Corporate Services roles to support their career development.				
				B. Review and standardise current grading structure for Corporate Services, to standardise and make payment decisions more transparent.	Jun-19	Dec-20	HR Director	Publish career paths, identifying relevant skills and experience at each stage and standardised job description. Equality impact analysis conducted and the findings acted on. Data gathered on impact of these changes on staff in this career path through the 2021 Attitude Survey. Positive responses to the question 'I have a good idea as to the skills and knowledge required for roles I am interested in undertaking in the future' to increase from 68% (2018 Attitude Survey) to 75% (2021 Attitude Survey)
4.3	Develop and issue guidance within the IT directorate on recruitment, progression, career development.	Focus groups undertaken to understand experiences of ICR female and BME IT, from application to current roles, no ICR-specific barriers identified All recruitment agencies asked to include women on	N/A	Provide Mentors to IT BME and Female staff to support career development and publicise external Women in IT networks Guidance developed on	Oct-19	Oct-21	EDI Manager, Head of OD and Chief Information Officer	Guidance published. Increase in proportion of women applying to Corporate IT roles by 20%.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe Start	Timeframe End	Person responsible (include job title)	Success criteria and outcome
		longlists. Promotion of cross-London networks for women working in IT.		recruitment and career progression.				
4.4	Support a sustainable pipeline of clinical academics at ICR and The Royal Marsden	Succeeding in Clinical Academia: a tailored programme of career development workshops provided on grant applications, career paths, balancing clinical and academic commitments. UK-wide cross-BRC "Pathway to Clinical Independence" programme for oncology trainees aiming for academic independence delivered. Career mentoring scheme for junior female clinical academic researchers focused on balancing demands of research, clinics and family. Expanded to male clinical academics in 2017. Increase in female clinical	4.3	A. Support and encourage women to attend the Clinical Excellence Awards application workshop run with The Royal Marsden, and apply for Clinical Excellence Awards.	May-19	May-20	HR Projects and Systems Manager	100% eligible women to have applied for clinical excellence awards and supported with applications
				B. Identify whether it is feasible to extend the clinical mentoring scheme to ICR clinical student alumni to support them remaining research active and engaged with the research community when in NHS employment.	Oct-19	Oct-20	Deputy Director Academic Services (Education Policy and Quality) and BRC Training Manager	Recommendations made to ASSG on the basis of the survey results for 2020. Use clinical alumni survey, analysed by gender and ethnicity to gauge the impacts of these actions.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
		academic Postdocs.						
4.5	Prepare TTF for Tenure and support their career development	Mentoring and career development programmes including EMBO Lab Management, Women In Science Group membership, masterclasess and annual Tenure-Track Faculty away day. Review of existing training and induction process underway.	4.2	Develop a clearly defined pathway outlining the key skills and knowledge TTF need to develop over their first two years. Provide a structured training programme to provide this.	May-19	May-20	Researcher Development Manager & Chief Operating Officer	Programme delivered to all new TTF and evaluated, with at least 80% satisfaction in participant feedback and no differences in experience by gender.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
4.6	Build leadership capacity for Faculty and Directors, ensuring consistency of management practices and leadership for delivering our inclusive, high-performance research culture.	Women in Science annual career development activities for female Faculty and Directors. Individual coaching and 360 feedback provided for small number of senior leaders Review of best practice in leadership development programmes with focus on how these embed gender equality and cultural change underway.	4.7	A. Explore the reasons for decline in male Faculty Attitude Survey responses to questions on career development. Address these in the development of the ICR Leadership Programme. B. Deliver the ICR Leadership Programme which will: • Provide leadership and management development support for senior research and Corporate Services leaders and their deputies, enabling them to deliver our high-performance culture and ensure consistency of management practices in their own division/ directorate. • Embed our values, and ensure a supportive and inclusive workplace culture consistently across the ICR • Ensure consistency of	Jun-19	Dec-20	Head of Organisational Development and Chief Operating Officer	Programme delivered and evaluated, with at least 80% positive feedback and no gender differences. Improved career development-related Attitude Survey scores from Faculty and Directors, with satisfaction with training increasing from 54% (2018) to 65% (2021) as measured by Attitude Survey Increased satisfaction scores (at least +5%) from all staff in the 2021 Attitude survey for all questions related to Equality, People Management, Wellbeing and ICR's values

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
				management practices, including managing a variety of working styles				
4.7	Launch the new appraisal scheme that more fully reflects all contributions to culture and	Tailored appraisal templates for Postdocs and Faculty. Faculty appraisal includes support given to staff and students to achieve	5.2	A. All appraising managers have a personal objective to complete their appraisals within a 3 month window with at least 90% completed by July each year.	Apr-19	Jul-19	All managers	Increased positive scores in Attitude Survey 2021 from 63% to 80% found their appraisal worthwhile, with no gender or ethnicity differences. Analysis reported to Equality Steering Group and actions taken to address any

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe Start	Timeframe End	Person responsible (include job title)	Success criteria and outcome
	work of the ICR.	relevant esteem indicators, including committee memberships, award sand promotion/ fellowship opportunities. Director and Division Head appraisals include actions to promote equality and diversity within their Division/ Directorate. Mandatory training for appraising managers, including standard setting and equality considerations. Citizenship including Athena SWAN and outreach measured in appraisals.		B. Appraisals will be quality checked for fairness and consistency by Divisional and ICR wide panels prior to final rating approval.	Jul-19	Annually	HR Director	issues found related to gender or ethnicity.
				C. Equality impact of appraisal ratings analysed by gender and ethnic origins and results published in the Annual Equality report	Dec-19	Annually	HR Director	
4.8	Build leadership capacity and community among female Faculty and TTF	Dedicated Women In Science development sessions on leadership, influencing, personal brand, and assertive contributions at committee meetings. Annual workshops and 2016 conference delivered.	4.7	A. Women In Science group will meet for twice-yearly events– one networking, and one annual development day, alternating between sites.	Jun-19	Jun-23	ASSG CO-Chair, COO and EDI Manager.	Twice yearly events attended by at least 40% of Women In Science groups with over 75% of participants reporting the events useful Recommendations fed into future ASSG activates.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe Start	Timeframe End	Person responsible (include job title)	Success criteria and outcome
		Discussion sessions led to actions taking on meetings, training on media interviews and changes to appraisals - implemented or incorporated into this action plan. Satisfaction with career development by female Faculty has increased.		B. The Communications Directorate to deliver media training to Women In Science	Nov-19	Nov-19	Women in Science Co-chairs and Director of Communications)	Session delivered to at least 40% of Women In Science group. Feedback used to inform future sessions.
4.9	Support Postdocs in transition to external team leader roles	Programmes including Pathway to Independence, Succeeding in Academia, Succeeding in Industry delivered. Improved mentoring and Postdoc mentoring scheme launched. Postdoc alumni data indicates that male and female Postdocs attain team leader roles in equal proportions.	4.4 4.5	B. Ensure that all Postdocs are aware of the skills and knowledge required for future roles: - Encouraging female postdocs to attend L&OD fellowship workshops ("Meet the Funders" and "Fellowship Applications – an Introduction) – the only Postdoc courses in which women are minority attendees. - Publication of "Succeeding in your Postdoc" guide, which includes information on continuing academic	Jun-19	Jun-20	Researcher Development Manager	Postdocs at all stages aware of skills and knowledge required for future roles . The percentage of Postdoc agreeing that they have a good idea of the knowledge and skills required for future roles to rise from 73% to 80% of respondents as measured by the 2021 Attitude Survey) - Fellowship workshops attendance by gender 50% f/ 50% m.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
				careers at the ICR (TTF and fellowship)				

5. Career breaks, flexible working and work/life balance

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
5.1	Improve our support for those preparing to pause their research for maternity and other parental leave	Wellbeing Adviser for expecting parents and maternity coaching available. Becoming a Parent delivered as a workshop	N/A	Run "Becoming a Parent" workshop as a webinar launched (to ensure is available to all as required) and available online via Nexus. Re-recorded every two years, to incorporate new initiatives and address feedback.	Oct-19	Oct-23	EDI Manager & HR Manager	Course delivered every two years, and evaluated with 80+% positive feedback.
5.2	Expand support to returning parents	Increased maternity return rate since 2015 Silver application. KIT day support brochure drafted; reminders sent midway through maternity leave. Carer's Training and Conference support fund available to parents Parents groups, wellbeing advisor for parents, and maternity coaching available.	6.5	A. Investigate the feasibility of establishing dedicated rooms to enable mothers to breast feed and express milk in private and comfortable surroundings.	Aug-19	Oct-19	Site Managers Sutton and Chelsea	Recommendations made to Space Committees at Sutton and Chelsea sites.
				B. Promote KIT days and their used through at least twice-yearly notices on Nexus and in the weekly newsletter. Promote brochure to individual taking leave and their managers ensuring case studies are up-to-date.	Jul-19	Jul-23	Internal Communications Manager and EDI Manager	Of the people working during maternity leave to increase the number of these taking KIT and SPLIT days for doing so, from 36% to 50%, as measured by the Parents and Carer's survey (rerun 2022).

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
		Expanded access to CBL so parents can bring children onto site Feedback from women returning from maternity leave in Chelsea is that the first aid room is adequate to express milk but not ideal.		C. Promote use of the Carer's training and conference support fund for women taking KIT days.	Jul-19	Jul-23	Internal Communications Manager and EDI Manager	Report on Carer's Training and Conference Support fund to note those using it to facilitate KIT day activities.
5.3	Support a part-time return to work postdoctoral fellowship, to retain those who have taken career breaks in research.	Exploratory discussions with funders, donors and the Daphne Jackson Trust.	6.6	Agree terms of scheme with donor and recruit to post.	Sep-19	Sep-21	Development Office	Scheme developed, advertised and recruited to by September 2021.
5.4	Promote and support Paternity and Shared Parental Leave	Shared Parental Leave seminars run for staff and managers and information available on Nexus. Stop the tenure clock and Cover for Team Leaders available for those taking Shared Parental Leave.	N/A	Prepare business case for enhancing Shared Parental Leave in-line with maternity pay, to increase uptake by men.	Apr-19	Aug-19	HR Director	Business case, including practices in peer organisations, made to Corporate Leadership Board, and their recommendations implemented.
			N/A	Promote Shared Parental Leave, maternity, paternity and adoption leave and support at least twice yearly through	Jul-19	Dec-23	EDI Manager and Internal Communications Manager	Knowledge of all forms of parental leave and satisfaction measured through re-run of the Parents and Carer's Survey in 2022. Increase in those eligible taking paternity leave from 66% to 80%.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
				articles Nexus and the ICR newsletter, in addition to the Nexus Family pages.				
5.5	Provide childcare options and support which meet the needs of ICR Staff and students	Places at Sutton site nursery doubled. London Cancer Hub incorporates proposal for childcare facility and social space.

Play scheme discounts arranged with local providers - Parents and Carers' Survey indicated that national discounts may be more suitable for some parents, giving them more scope. | 6.7 | A. Ensure that the proposal for childcare facilities is maintained in planning for the London Cancer Hub | Apr-19 | Apr-23 | Head of Policy and Engagement, COO | Childcare facility provided at Sutton site as part of the London Cancer Hub |
| | | | | B. Investigate national play schemes and pre-schools with multiple sites around London and the South East, and negotiate ICR discounts. | May-19 | May-23 | HR Operations Manager | At least three discount schemes arranged per year; promoted, and used with favourable feedback by ICR Staff and students. |

6. Culture, values, communication and organisation

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
6.1	Review membership and structure of the ASSG to ensure membership fully reflects the composition of the ICR	Staff Associations, Divisions and Directorates represented. Research Association members rotated annually. All members have a deputy.	5.1	A. Rework role descriptions for staff association and divisional representatives and advertise positions, with positive action statement encouraging men to join B. Request representation from Tenure-Track Faculty C. Add members from our partner organisation, the Royal Marsden, to strengthen collaboration on culture, gender equality and career development	Oct-19	Apr-23	ASSG co-chairs	Target 40% men, to bring ASSG into line with the gender balance of the ICR by April 2023
6.2	Embed and ensure consistency of application of Athena SWAN principles across the Divisions and Directorates	Divisional and Directorate representatives meet with Division Head or attend Team leader meetings to report on Athena SWAN activities and to consult on proposed initiatives. Briefings provided after	N/A	All Heads of Division to attend one Athena SWAN Steering Group meeting per year.	Apr-19	On-going	CEO and COO	All Division Heads and Directors to report to CEO /COO how they are embedding Athena SWAN and diversity inclusion within their own Divisions as part of the 2019/20 appraisal round. Division Heads to contribute to ASSG meetings and action planning.
					Jul-19	On-going	ASSG co-chairs	

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					Start	End		
		meetings to support representatives with this.

Standing item introduced to Division and Directorate Head appraisals to demonstrate how they are taking action to ensure equality of opportunity within their Division or Directorate. | | | | | | |
| 6.3 | Build the ICR's external reputation as a great employer for women - focusing on strong outward representation of ICR culture, | Athena SWAN Communications plan of regular blogs, articles and social media.

External promotion of women as role models.

Activities to share the | N/A | A. External promotion of the Women In Science network and Faculty Leadership programme when launched, demonstrating support for Faculty and for tenure-track Faculty. | Jun-19 | Dec-19 | Women in Science co-chairs and Communications Director | Positive feedback from ICR's Women In Science network and establish links with at least 5 peer organisations to participate in the network
The 2018 Attitude Survey result of 90% of Female faculty reporting the ICR a good place to work, to be matched or exceeded in the 2021 Attitude survey |

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
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	values and career development support for Faculty	ICR's good practices and work in building a	N/A	B. Establish a virtual community of female cancer researchers at all career stages, giving them a common identity and providing information on gender equality and career development, profiles of leading women and interesting developments in the sector.

This will then be used to promote opportunities to work at the ICR, and to build a community of women we can approach and encourage to apply for fellowship and faculty roles as they arise. | Jun-19 | On-going | Director of Research Operations; Communications Director and Women in Science Co-Chairs | Platform established and regular content added. Use this route to address feedback from Executive Search firm on reasons for declining to be put forward for roles.

One physical networking event for this community per annum from 2019 |

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
6.4	Revise the mandatory equality and diversity training and bullying and harassment training to ensure that it equips staff and students with the skills and knowledge to address bullying or harassment in all its forms.	Mandatory training during probation on bullying and harassment and equality and diversity. Mandatory Active Bystander Training introduced for all current staff and students. Conflict management training for managers. New programme for HR, Registry and Senior leaders on preventing bullying and harassment	N/A	A. Launch mandatory annual refresher training on equality and diversity, including an update on progress and key issues that year.	Jun-19	Annually	Head of Organisational Development & EDI Manager	All eligible ICR staff and students (those not in first year of employment or study) to complete mandatory equality refresher training. Uptake to be measured in two ways: - Monitored in monthly report from Divisions and Directorates to HR. - Appraisals not signed off until training complete 2019 Pulse Check survey to measure confidence in the ICR's approach to dealing with bullying and harassment increased to at least 70% agree/ strongly agree.

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
				B. Revise and launch the new combined equality and bullying and harassment training for new starters, comprised of: - A webinar focusing on the legal and policy basis - A classroom workshop on focusing on practical case studies and working in an inclusive culture - Including the Active Bystander Training as part of the workshop HR not to sign off probation until both parts are completed.	Jun-19	Run monthly	EDI Manager	100% completion within six months of joining the ICR. 2019 Pulse Check survey to measure confidence in the ICR's approach to dealing with bullying and harassment increased to at least 70% agree/ strongly agree.
6.5	Continue to develop ICR as a welcoming and inclusive culture.	LGBT+ Network, BAME Forum, ASSG, Women In Science and Network for those with Disabilities and Health Conditions established. Review of equality support at the ICR made against the Stonewall Workplace Equality index.	5.4	A. Trial a scheme to provide small grants to groups and individuals to develop and run equality-related projects.	Aug-19	Jul-20	EDI Manager	Recommendations made to the ASSG on format and continuation of the scheme.
				B. Develop LGBT+ ally training and guidance, supported by distribution of rainbow lanyards as a signal of allyship.	May-19	Jul-19	EDI Manager LGBT+ network	Ally training delivered to at least 20 staff and repeated annually

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
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				C. Work to understand and address significant differences in the 2018 Attitude Survey data around Communications by BME Staff and students.	Sep-19	Sep-20	Internal Communications Managers	Work with the BAME Forum to identify differences in experiences of ICR Communications and develop actions to address. No differences in scores between BME and White groups in the 2021 Attitude Survey.
				D. To raise awareness and foster good relations between all staff groups through joint equality network events	Dec-19	Dec-22	Chairs of BAME Forum, LGBT+ Network and ASSG/ Women In Science	One joint event per annum. Increase in agree/ strongly agree responses in 2021 Attitude Survey "I believe that the ICR is committed to equality and diversity" to at least 75%.
6.6	Provide support and resources for staff and student wellbeing and mental health	Wellbeing Advisers and Student Confidants active and delivering wellbeing activities including Tea and Talk. Raised the profile of occupational health resources and employee assistance programme. Run wellbeing workshops including Mental Health Awareness and mindfulness.	N/A	A. Implement the Wellbeing Strategy	May-19	Oct-23	Director of Operations	Wellbeing strategy and associated action plan to be delivered. Awareness of support for mental health and wellbeing at the ICR to rise from 68% to at least 75% as reported in 2021 Attitude Survey with no differences between gender and ethnicity.
				B. Launch Black Dog campaign May 2019 with high-profile launch event, displays in main buildings and communication on mental health	May-19	Jun-19	CEO and Health and Safety	

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe Start	Timeframe End	Person responsible (include job title)	Success criteria and outcome
6.7	Develop means to support and encourage women and BME volunteers to join committees and for a wider group of staff to gain committee experience. Ensure that committees welcome diverse voices and experiences from across the ICR.	Staff at all grades on ICR Committees. Strong culture of consultation and representation.

Review of Faculty workloads underway.

Women In Science identified means to support diversity in committee membership, to give more junior staff committee experience and to share good practices to ensure all voices are heard. | N/A | A. Investigate options for more junior staff, especially women, to participate in decision-making committees, including shadowing ICR committee meetings, rotating chairing, and for committee members to have nominated deputies to attend in their absence. | Jun-20 | Jan-23 | COO | Recommendations made to Corporate Leadership Board and ASSG, and implemented. |
| | | | | B. Develop guidelines for structuring and managing meetings effectively, including clear role descriptions for committee members and guidance for chairs. Incorporate into existing training programmes (e.g. Future Leaders). | Jun-20 | Jan-23 | Head of Corporate Governance | Guidance published and provided to all line managers. |
| | | | | C. Develop communications on allyship and amplification at committee meetings, with committee members taking responsibility for supporting colleagues in meetings and ensuring that contributions are | Jun-20 | Jan-23 | Head of Corporate Governance | At least 20 people trained in allyship and guidance on running inclusive meetings to be incorporated in core management training programmes |

Ref	Objective	Achievements by April 2019	SAP Ref	Actions going forward	Timeframe		Person responsible (include job title)	Success criteria and outcome
					Start	End		
				heard and recognised.				
6.8	Ensure that Faculty workload is distributed fairly across gender and speciality	Review of Faculty workload underway. Initial findings identified need for administrative support for all Faculty.	N/A	Complete review of Faculty workload. Identify any discrepancies by gender and discipline and make recommendations to address them.	Apr-19	Apr-20	COO	Recommendations made to Corporate Leadership Board and implemented. Faculty satisfaction regarding 'Work is allocated in a fair and transparent way' to increase from 56% (2018) to 62% (2021) as measured by the Attitude Survey,
6.9	Increase visibility of female role models within the ICR	Gender of seminar speakers monitored by Divisions and for ICR-wide lectures and seminars and reported to ESG. Proportion of female seminar speakers increased from one third (2011-2015) to 44% (2017). Inspiring Women in Science speaker series introduced with all female speakers Gender of ICR media spokespeople monitored and in line with Faculty gender balance.	6.2	Share good practices in widening diversity of divisional and local seminar speakers to increase the proportion of women invited and speaking	Aug-19	Aug-20	ASSG divisional representatives Heads of Divisions	Guidance produced and shared at ASSG. Proportion of female speakers to increase from 44% to 50%
				Showcase female role models (invited speakers and ICR female Faculty) through seminars and videos and recorded seminars on their experiences of developing their careers in research.	Jul-19	Jul-23	Academic Governance and Events Manager Communications Director	3 events per year and video content or podcast promoted on social media and the ICR website.

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					Start	End		
6.10	To provide outreach activities for our local communities and showcase the diversity of our researchers, research and careers in cancer research	Staff and student participation in public engagement grown by more than 50%

Public Engagement Strategy focuses on girls and hard to reach groups.

Biochemical Society Diversity in Science grant awarded; developed careers guide for careers in cancer research.

Family Day run in Chelsea in 2018 | 5.3 | A. Hold focus groups to identify reasons that fewer men are engaging and investigate any perceived barriers.

Introduce public engagement champions within each division to encourage staff participation. | Aug-19 | Apr-20 | Public Engagement Officer | Recommendations from focus groups made to Public Engagement Forum and ASSG, and adopted. Male representation in public engagement activities to increase from 30% to 40%. |
				B. Launch a newsletter for Sutton schools sharing opportunities to work with the ICR on engagement projects.	Jul-19	Sep-19	Public Engagement Officer	Produce and share a regular newsletter outlining opportunities to work with the ICR. At least 75% of feedback on events from teachers to be positive Increase the number of schools we engage with by 25%
				C. Review progress and update our Public Engagement Strategy	Sep-19	Dec-19	Public Engagement Officer	Evaluate the current Public Engagement Strategy and meet all the aims. Design a new strategy with input from the Public Engagement Forum. New strategy signed off and implemented.
				D. Run family day in Sutton, then annually alternating between sites, for the friends and families of ICR staff and students.	Jun-19	Annually	Public Engagement Officer; Site Managers in Sutton Chelsea	Family Day to run annually, alternating between sites. 80% positive evaluations from participants.