

Athena Swan renewal application form for research institutes

Applicant information

Name of research institute	John Innes Centre
Date of current application	March 2023
Level of previous application	Gold
Date of previous application	April 2017
Contact name	Clare Stevenson & Siobhán Dorai-Raj
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Please note: To maintain confidentiality and comply with the General Data Protection Regulations 2016, this document has been redacted. All data pertaining to <6 people have been blacked out to reduce the risk of individuals being identified. Where personal information and/or photos have been included, this has been with the explicit permission of the individual involved.

Note on data: %F and %M was calculated using the total number of staff/students which will include some individuals identifying as non-binary (NB) or "Prefer not to say" (PNS). One Research Leader identifies as non-binary and has given permission for their data to be used in the charts and tables where it doesn't risk sharing confidential information. At the suggestion of this non-binary staff member, in some cases, the non-binary staff member is included with figures for females and grouped as "female and minority gender (MG)".



John Innes Centre

Unlocking Nature's Diversity

Athena Swan Gold renewal 2024

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

In Section 1, applicants should evidence how they meet Criterion A:

(i) *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 3000 words

Letter of endorsement from the head of the research institute



March 2023

Dear Dr Gilligan,

I am delighted to write this letter endorsing the John Innes Centre's (JIC) application for renewal of our 2017 Athena Swan Gold (ASG) award.

I started as JIC Director on 1st September 2022, following the retirement of Professor Dale Sanders, but have been a Research Leader here since 1999 and Deputy Director since 2021. I have seen significant progress towards gender equality at JIC since we started working towards our first Athena Swan (AS) award (Silver, 2013) and I am committed to continued improvement. I am a member of the AS-SAT and I believe that our positive research culture helps us to deliver as a global leader in plant and microbial research and reinforces the notion that excellence in research is intimately linked with equal opportunities.

Our 2017 ASG actions have resulted in us moving closer to gender parity with 49%F Postgraduate Researchers (PGRs), 54%F Research and Support Staff (RSS), 48%F&Minority-Gender (MG) Postdoctoral scientists (PDs) and 37%F&MG Research Leaders (RLs). Our 2022 staff survey revealed that 90% (92%F,93%M) would recommend the Institute as a great place to work. The AS Action Plan (AP) drives our EDI strategy and is embedded within our scientific research and research culture strategies. I view this plan as critical in nurturing our staff and students to enable them to reach their full potential.

I was personally involved in our Women in Wheat mentoring scheme (as a mentor). The scheme addressed the fact that female wheat researchers are not well represented in senior positions globally. It was incredibly successful, with the mentoring, training, and networking building self-confidence, and equipping researchers with the necessary tools to secure more senior roles (5/8 female PDs supported gained independent research positions). Professor Diane Saunders leads the scheme and received the 2022 Royal Society Rosalind Franklin Award for this work. We will use this award to establish the Rosalind Franklin Women in Wheat Champions Programme and will develop similar female leadership programmes in our other research areas.

We are also pleased to report that we continue to buck national trends – our female RLs are as successful as their male counterparts in winning grant income, and we have gender parity in our ERC grant holders (5F&5M).

Another key success has been our work with our staff-led Parents and Carer's Group (PACG - established 2016) to improve the experience of parents in JIC; most significantly, we achieved our long-standing goal of establishing a nursery on-site (2018). The combination of winning ASG and the success of the PACG has seen our staff & student support groups (SSSG) grow and flourish. Our Mental Health and Well-being group (MHWB – established 2019) has given crucial support since the Covid pandemic with signposting, seminars, coffee mornings and provision of mental health first aiders. Our SSSGs evolve organically in response to the changing needs of staff and now include LGBTQ+ (established 2019), Race & Ethnicity Equality and Diversity Group (REED – established 2020) and Accessibility Advocates (AA - established 2021). All these groups, and the role-based staff and student groups ("Voices"), feed into our AS/Inclusivity and Diversity Committee (AS-SAT/I&DC).

My own experience of being a parent, with one severely disabled child, being in a dual career relationship, and now caring for two elderly parents, has taught me the importance of a healthy work-life balance, as well as increasing my support and commitment to AS and the wider EDI agenda. In addition, my dyslexia and neurodiversity, with the accompanying awareness of how prevalent such issues are within the scientific community, has prompted me to pilot a neurodiversity support group.

Whilst we have made progress, there are still several areas to work on; the %F senior RLs has fallen from 28% to 24% and the numbers of women in leadership roles is still too low, both of which will be a key priority in our new AP. We continue to struggle to attract BAME UK nationals and Black staff and students, particularly Black females, and look to improve the ethnic diversity of our population from student to senior research leader. Our REED group has worked closely with our AS-SAT/I&DC to generate new initiatives and actions. Our survey data indicates that our female staff and students, in particular, were more stressed during the pandemic and supporting mental health remains a priority for us.

I am proud of what JIC has accomplished since our 2017 ASG award and aim to build on this for the future. To ensure our progress continues, we have allocated resource towards it, creating a 0.5FTE EDI Advisor role in 2022.

I can confirm, as requested, that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Institute.

Yours sincerely,



Professor Graham Moore
Director - John Innes Centre

Section 1.2 Description of the research institute and its context

Please provide an introduction to the research institute.

The John Innes Centre (JIC) is an independent Research Institute (RI) with the mission to optimise sustainable plant productivity and to advance microbe utilisation, for the benefit of agriculture, the environment, human health and well-being. We are one of eight BBSRC strategically-funded RIs.

JIC is located on the outskirts of Norwich, on Norwich Research Park (NRP), co-located with three other RIs; the Earlham Institute, Quadram Institute Biosciences and The Sainsbury Laboratory (collectively called the Norwich Bioscience Institutes – NBI), as well as the Norfolk and Norwich University Hospital (NNUH), the University of East Anglia (UEA) and several smaller biotech companies (Figure 1.2.1)



Figure 1.2.1 Aerial photograph of Norwich Research Park.

We collaborate closely with UEA and contribute to research-focused teaching for undergraduates and MSc students. In September 2021, full responsibility for a Plant Genetics and Crop Improvement MSc course was moved to JIC and data on these students will be included in our next submission. Our PhD students are registered at UEA but based here, so their data are included in this submission. Most of our studentships are awarded as part of programs that include one or more of our NRP partners (Table 2.1, Appendix 2). Students have access to UEA training, career development and support services as well as bespoke NBI career and personal development training. JIC learns from and shares best practice with UEA via UEA's EDI frameworks network and via joint UEA-JIC Research Leaders who sit on UEA committees.

JIC and other NBIs receive administrative support from the NBI Partnership (NBIP) for Facilities, Research Grants, Human Resources, Training, Finance, Purchasing, Health & Safety, Research Computing and Library. The NBIP is an independent organisation, and NBIP staff data are not included in this submission.

JIC is home to ~500 people (Table 1.1.1, Appendix 2) and the size and structure of the Institute enables us to be responsive and flexible. The Director reports to the Governing Council which advises on Institute strategy and a Science and Impact Advisory Board (SIAB) provides oversight of JIC science and reports to Governing Council.

We are a diverse, multinational research community (Figure 1.2.2) and welcome all newcomers and their families. Upon confirmation of appointment all staff get access to a JIC guide for parents on childcare and schools in the UK and Norwich.



Figure 1.2.2: John Innes Centre – a diverse community

Our five discipline-based departments are integrated across four Institute Strategic Programmes (ISPs), representing the themes of our scientific activity (Figure 1.2.3).

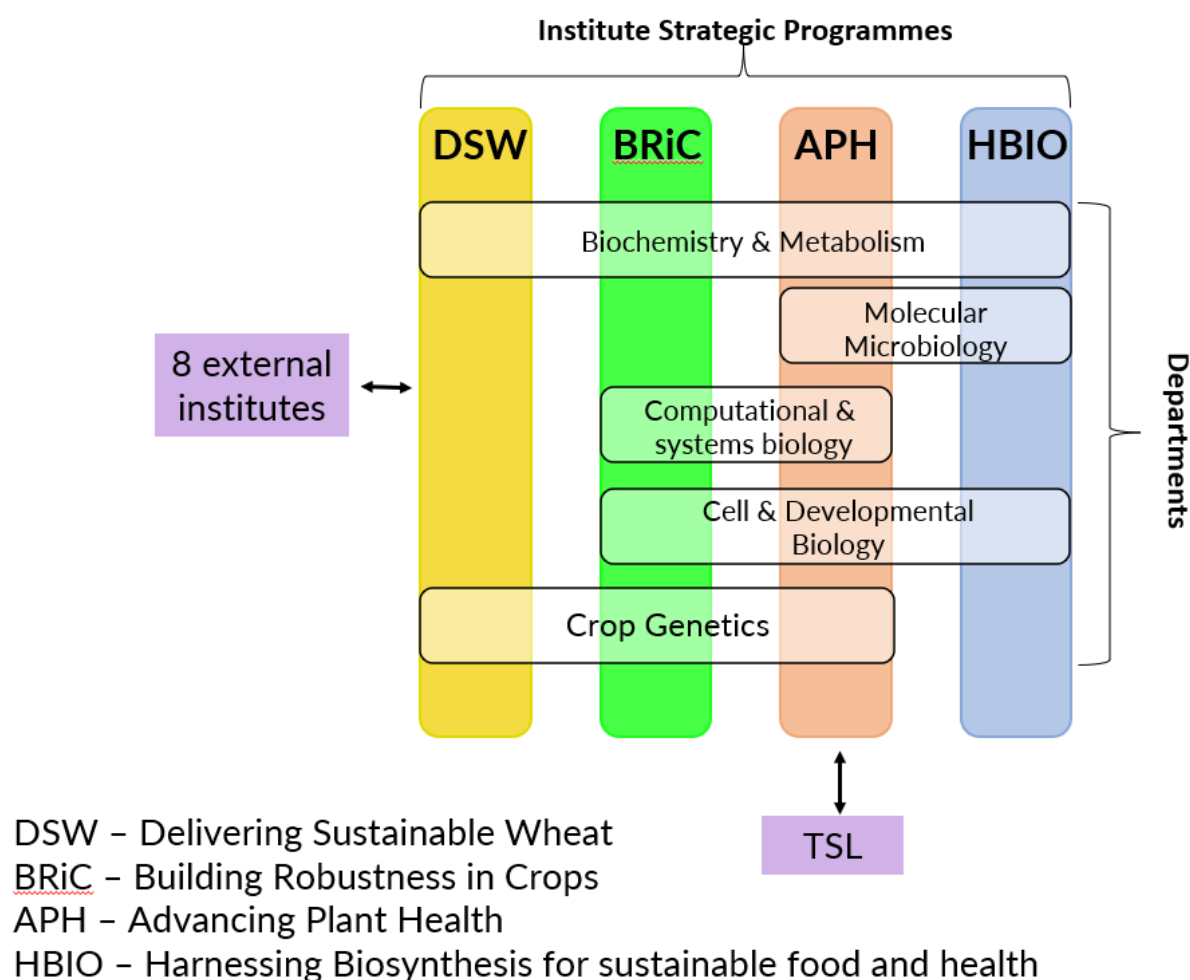


Figure 1.2.3: Relationship between Departments and Institute Strategic Programmes.

The career, promotion and grading structures at JIC differ from that of universities (Table 1.2.1). JIC staff are categorised into three main groups: Postdoctoral Scientists (PDs), Research & Support Staff (RSS) and Research Leaders (RLs).

The RSS represent Professional & Technical Support staff (not including NBIP staff) and includes many roles, mostly laboratory-based and related to the scientific research undertaken by RLs. It also includes 28 office-based management and administrative staff.

We were a founding signatory of the Technician's Commitment (TC) and completed our initial assessment in 2018. The action plan ran from 2018-2020, completed stage 2 assessment and received an impact award in 2020. The new action plan runs 2021-2023 and was reviewed April 2022.

Table 1.2.1: Grade Structure and Staff Comparison between JIC and University of East Anglia – Note the grade overlap between the three categories of JIC Staff – the JIC grade is referred to throughout the submission.

HEI Grade (UEA)	HEI Staff Category	JIC	JIC Staff Category	Athena SWAN Classification	
Grade 1 - 5	Technical/ Secretarial & Clerical Staff	SC9	Research and Support Staff	RSS - research assistants, glasshouse, laboratory, technical, administrative, specialist and managerial support & senior scientists	POSTDOCTORAL SCIENTISTS (PD)
		SC8			
Grade 6	Technical/ Secretarial & Clerical Staff/Research Associate	SC7	Research and Support Staff		
Grade 7	Management & Senior Administrative/Senior Research Associate	SC6	Research Assistant/Other Research and Support Staff/Postdoctoral Scientist		
Grade 8	Management & Senior Administrative /Research Fellow/Lecturer	SC5	Senior Research Assistant Research/Senior Support Staff /Senior Scientist/Senior Postdoctoral Scientist		
Grade 9	Management & Senior Administrative Senior Research Fellow/Senior Lecturer/Reader	SC4	Senior Support Staff/Senior Scientist/Research Leader		
Grade 10	Management & Senior Administrative /Professor	SC3	Senior Support Staff/ Senior Research Leader		
		SC2			
		SC1			
					RESEARCH LEADERS (RL)

RSS, PDs and students are represented by a group of their peers (“Voices”) who advocate for their members at a range of committees and organise career development, networking and social events. There are also several staff and student support groups (SSSGs) who advocate for and organise events for members of their communities, in addition to our employee consultation forum (ECF) (Table 1.2.2).

Table 1.2.2: Staff and student “Voices”, employee consultation forum and support groups

Staff and Student "Voices" and Support Groups		
Group	Abbreviation	Members
Postdoc Voice	PDV	JIC Postdoctoral Scientists (PDs)
JIC Student Voice	JSV	JIC Postgraduate Researchers (PGRs)
Research & Support Staff Voice	RSSV	JIC Research and Support Staff (RSS)
Parent and Carers Group	PACG	NBI Staff and students who are parents or carers
Lesbian, Gay, Bi-sexual, Trans, Queer + Group	LGBTQ+	NBI Staff and students who are members of the LGBTQ+ community
Mental Health and Wellbeing Group	MHWB	JIC staff and students with an interest in supporting the mental health of the JIC community
Race & Ethnicity Equality & Diversity Group	REED	JIC staff and students who identify as BAME
Accessibility Advocates	AA	JIC staff and students with an interest in supporting those with a disability
Employee Consultation Forum	ECF	Members represent staff from all cohorts

Early-career RLs and 5-year independent fellows are recruited to 5-year tenure-track positions. The tenure clock can be extended for absence due to maternity/parental leave/extenuating-circumstances and there is funding to replace RLs who take maternity leave during this period (AS Silver actions).

In line with our commitment to training scientists of the future, PD positions are viewed as training opportunities and offered on a Fixed Term Contract basis. It is expected that PDs will gain experience in several organisations as they develop their scientific career. If a PD is promoted, the Institute/grant funds the salary difference. For RSS, organisational need may limit opportunities for promotion. However, staff can apply for an Individual Grading Review or a post at the higher level where appropriate.

Section 1.3 Athena Swan self-assessment process

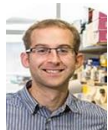





Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the research institute's future gender equality work.

1.3.1 A description of the self-assessment team

The Inclusivity and Diversity Committee (I&DC) is our AS self-assessment team (SAT) and is referred to as AS-SAT/I&DC in this submission. AS-SAT/I&DC membership is through ex-officio positions and representatives from 'Voices' and SSSGs (Figure 1.3.1.). Membership is drawn from all grades and roles across JIC and Voice and SSSG representatives generally do a 1-2 year term, leading to healthy turnover of members and fresh ideas. This team has a wide range of career and lived experiences ensuring a broad representation of different viewpoints (Table 1.3.1, 1.3.2).

An additional AS working-group (ASWG) was recruited using an open call JIC-All email which gave all staff and students the opportunity to contribute to the submission (Table 1.3.3). This allowed for an additional level of review and novel perspectives. This group developed the action plan and reviewed the draft submission along with the AS-SAT/I&DC, Strategic HR Committee (SHRC) and Executive Group (EG).

Table 1.3.1: Self-Assessment Team (includes administrator), ^The Directorate includes the Director, Chief Operating Officer and administrative team. The Head of Directorate (HoDr) manages the administrative team and the role is an interface between science and operations.

2022/23 Athena Swan Self-Assessment Team/Inclusivity & Diversity Committee (AS-SAT/IDC)				
Member		Cohort	JIC Role	AS-SAT/IDC Role
Andrew Truman		RL	Research Leader, Molecular Microbiology	Chair, RL representative
Clare Stevenson		RSS	Head of Directorate ^ (HoDr)	Senior Management representative
Graham Moore		RL	Director	Senior Management representative
Kelsey Byers		RL	Research Leader, Cell & Developmental Biology	AA and RL representative
James Piercy		RSS	Support Specialist, Communications & Engagement	AA and Comms & Engagement representative
Siobhan Dorai-Raj		RSS	Equality, Diversity & Inclusion Advisor, Directorate	EDI representative





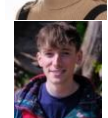

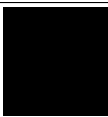








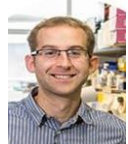
2022/23 Athena Swan Self-Assessment Team/Inclusivity & Diversity Committee (AS-SAT/IDC)				
Member		Cohort	JIC Role	AS-SAT/IDC Role
Julia Mundy		RSS	Research Assistant, Biochemistry & Metabolism	RSSV representative
Kate Conway		RSS	Graduate Studies Manager, NBI Graduate School	PGR Management representative
Melanie Henri		RSS	Directorate Administrator	Committee Administrator
Josh Waites/Deirdre Lynch	 	PGR	Postgraduate Researcher, Crop Genetics/Cell & Developmental Biology	JIC Student Voice (JSV) representative
		RSS	Research Assistant, Biochemistry & Metabolism	LGBTQ+ representative
Carmel O'Neill		RSS	Research Assistant, Crop Genetics	MHWP group representative
Elizabeth Orton		PD	Postdoctoral Scientist, Crop Genetics	PACG representative
Mikhaela Neequaye		RSS	Research Assistant, Cell & Developmental Biology	REED representative
Penny Hundleby		RSS	Senior Scientist, Crop Genetics	Technician's Commitment Lead
Tana Mead		RSS	HR manager, NBIP, JIC based	HR representative
Pedro de-Resende		PD	Postdoctoral Scientist	PDV representative

Table 1.3.2: Life and career experience of the AS-SAT/IDC and ASWG members.

AS-SAT/I&DC and ASWG members	
% that:	
56%	are parents
32%	are carers
16%	have taken paternity or parental leave
32%	have taken maternity leave
60%	are part of a dual career family
36%	work part-time
80%	work flexible hours
12%	have a disability
60%	identify as female
8%	identify as minority gender
20%	identify as LGBTQ+
24%	identify as BAME
56%	are UK nationals
12%	are EU nationals
28%	are neither EU nor UK nationals
4%	hold dual nationalities
56%	have experience of coaching and/or mentoring
28%	have experience of applying for promotion
16%	are neurodiverse

Note: These data were collected via two anonymous surveys, with ethnicity and gender related questions separated from other questions to avoid the risk of individuals identifying themselves with their answers.

Table 1.3.3: Athena Swan Working Group (ASWG), consists of three key members from AS-SAT/I&DC and volunteers from JIC community.

2022/23 Athena Swan Working Group (ASWG)			
Member		Cohort	JIC Role
Siobhan Dorai-Raj		RSS	Chair, EDI Advisor, Directorate
Clare Stevenson		RSS	Head of Directorate (HoDr)
Andy Truman		RL	Research Leader, Chair of AS-SAT/I&DC, Molecular Microbiology

2022/23 Athena Swan Working Group (ASWG)			
Member		Cohort	JIC Role
Gary Wortley		RSS	Lab Manager, Chatt Building
Azam Lashkari		PD	Postdoctoral Scientist, Computational and systems biology
Andy Chen		PGR	Postgraduate researcher, Crop genetics
Kelly-Rose O'Reilly		PGR	Postgraduate Researcher, Molecular Microbiology
Thiago Barros-Galvao		PD	Postdoctoral Scientist, Crop Genetics
Christine Faulkner		RL	Research Leader, Cell & Developmental biology
Jay Biernaskie		PD	Daphne Jackson Fellow, Crop Genetics
Teresa Penfield		RSS	GEN ISP Project Manager, Crop Genetics
Eleni Vikeli		RSS	Research Assistant, Crop Genetics

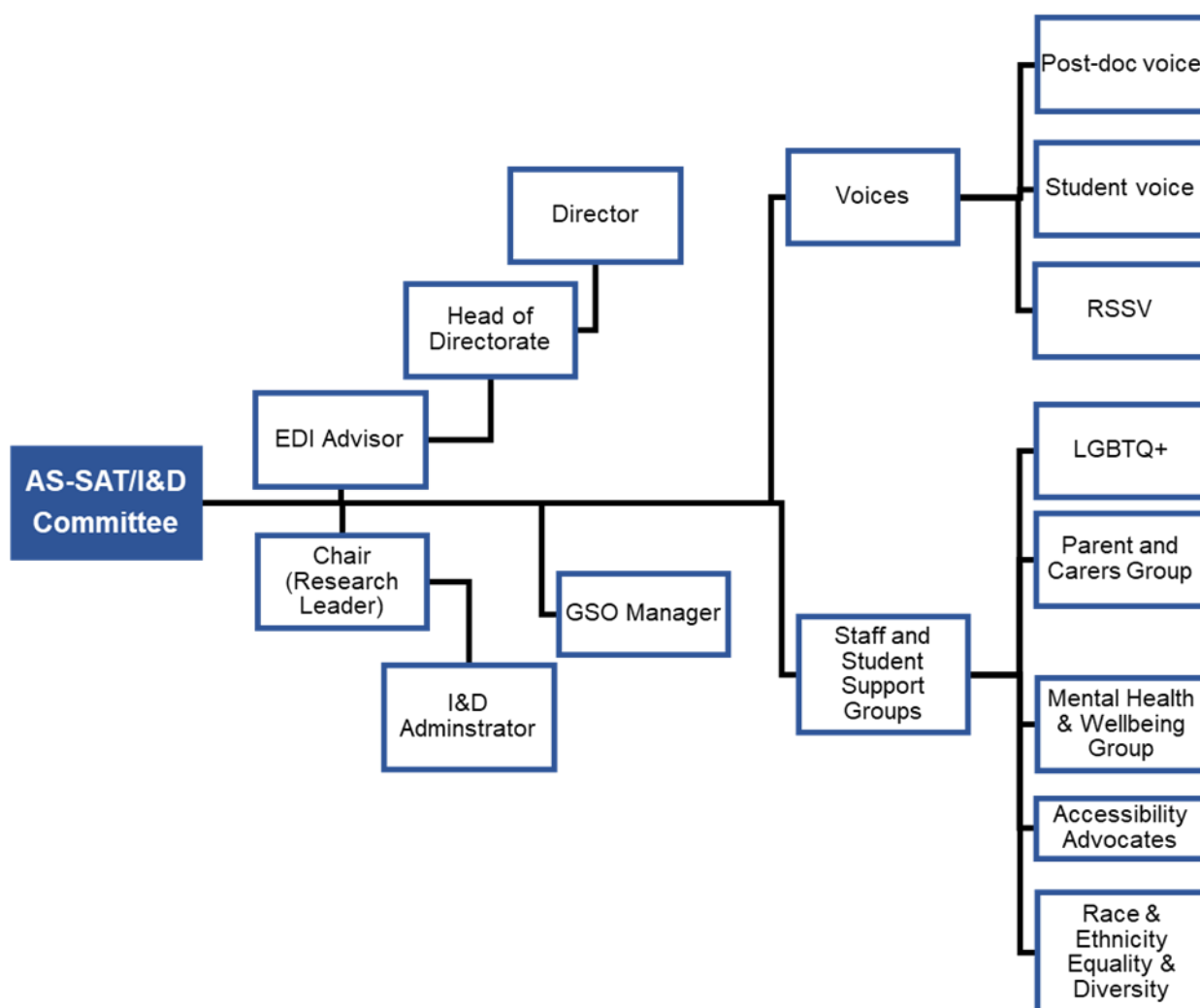


Figure 1.3.1: How the JIC community feeds into the AS-SAT/I&DC

Time spent on the AS-SAT/I&DC and ASWG is documented in the annual staff appraisal, enabling discussion around workload, and is included in promotion, Exceptional Performance (EPA) and Special Bonus (SB) nominations.

In January 2022, significant resource was allocated to AS/EDI with the hiring of a 0.5FTE EDI Advisor. AS has the full backing of the Director-chaired JIC Strategy Committee (SC) and EG and development of equal opportunities initiatives within JIC continues to be embedded in the Strategic HR action plan and the Institute Research Culture statement.

(ii) an account of the self-assessment process

The original SAT was set up in December 2012 and oversaw the submission of our first AS application (2013 Silver). In 2015, to facilitate an intersectional approach to gender analysis, our SAT evolved into an I&DC which developed this and the 2017 Gold submission. The AS-SAT/I&DC meets quarterly and

oversees our I&D strategy and AP, implementation of the Gold AS AP (GAP), and reviews data, surveys and initiatives (Table 1.3.4). Each Voice and SSSG gives updates at the meeting and the team discusses issues and actions raised by the cohort they represent. Many actions raised this way were added to the GAP, **such as GAP6.4v on developing a Parent & Carers Support booklet and GAP8.1vii on creating a name changing policy.** Our APs are dynamic documents that evolve in response to new data and input from our staff and students.

Table 1.3.4 (a) (b) (c) (d) (e) I&D meeting discussions 2017 to 2022.

(a)

I&D meetings 2017 (post Gold submission)	
Date of I&DC meeting	Summary of Discussions
7 th June 2017 (AS Silver Action Plan Group)	Athena SWAN Silver Action Plan Update
21 st June 2017	Inclusivity & Diversity Action Plan, Athena SWAN Gold Action Plan, Nursery Update
10 th October 2017	Inclusivity & Diversity Action Plan, Parent and Carer Forum, Nursery Update, Norwich Pride, Feedback on visit to the National Physical Laboratory, Sanitary Dispensers

(b)

I&D meetings 2018	
Date of I&DC meeting	Summary of Discussions
16 th January 2018	Internal Communications of Athena SWAN award and related policies, Stonewall, ResNet, Multicultural Messaging, Parent and Carer Forum, Nursery Update, JIC Domestic Abuse Policy
18 th April 2018	Race (Ethnicity); Religion or Belief, Identification of Motivators, Barriers, and Priorities for Students and Research & Support Staff – draft questionnaire, Transitioning at Work Policy, Parent and Carer Forum update, Next Generation Infrastructure – Wellbeing and Equality & Diversity Requirements, Athena SWAN Gold Panel Feedback
21 st June 2018	Disability; marriage & civil partnership; pregnancy & maternity, Parent and Carer Forum update
13 th September 2018	Visit from Renae Ryan/Annie Fenwicke (University of Sydney) UK Visit: Shared experience of Athena Swan and Science in Australia Gender Equity (SAGE)
26 th September 2018	Age, Sex, Science in Australia Gender Equity (SAGE), Parent and Carer Forum update, Guidance on supporting employees who have caring responsibilities

(c)

I&D meetings 2019	
Date of I&DC meeting	Summary of Discussions
10 th January 2019	Mental Health, SAGE (feedback on Carole Thomas' tour of SAGE networks), Athena Swan Charter Review – Steering Group Listening Exercise, Newfound Farm Housing Estate Road Names, Parent and Carer Forum update, ResNet update
4 th April 2019	Religion/Belief; Race (Ethnicity), Technician Commitment, I&D Survey on Motivations & Barriers, Parent and Carer Forum update, ResNet update, Gender Balance at Conferences
26 th June 2019	Gender Identity, Gender Reassignment, Sexual Orientation and Stonewall, Technician Commitment, Review of Mental Health & Wellbeing Support, I&D Survey on Motivations & Barriers, Parent and Carer Forum update, JIC Equal Opportunities Monitoring Survey, Developing Inclusive Conferences Guide
25 th September 2019	Disability - Accessibility for All, Marriage & Civil Partnership, Pregnancy & Maternity – Breastfeeding at Work, Travel Advice for LGBT+ Staff and Students, JIC Suggestion Box, Peer-2-Peer Thankyou Scheme, Technician Commitment, Parent and Carer Forum Update
11 th December 2019	JIC Wellbeing and Mental Health Working Group, Technician Commitment, Parent Carer Forum Update, Returning to work whilst breastfeeding factsheet

(d)

I&D meetings 2020	
Date of I&DC meeting	Summary of Discussions
5 th February 2020	Gender Identity, Gender Reassignment, Sexual Orientation and Stonewall, Technician Commitment, Parent and Carer Forum Update
28 th April 2020	Race (Ethnicity), Religion/Belief, Unequal Impact: Covid-19 and the impact on people with protected characteristics inquiry, Technician Commitment, Parent Carer Forum update, LGBT Group Budget Summary
8 th July 2020	Black Lives Matter, Equality, Diversity & Inclusion: Laying the Foundations, Ethnic Diversity at JIC – Staff Data, Diversifying John Innes Site, Renaming of Watson and Crick Seminar Room, Additions to existing training modules and creating a voluntary training module on Allyship in Science, History of English Eugenics, Alterations to Recruitment and Outreach, Recruitment of African Scientists, Embedding Diversity in JIC Communications and Engagement, RSS Feedback and Proposal, Establishing a Working Group for Racial Diversity at JIC
16 th September 2020	Sex related staff data and committee membership gender balance, Technician Commitment action plan, Parent and Carer Forum update re. parents and lockdown.

(e)

I&D meetings 2021	
Date of I&DC meeting	Summary of Discussions
3 rd February 2021	Disability Update, Accessibility, Wellbeing & Mental Health Group, Parent and Carer Group update, LGBTQ+ Group update, Race and Ethnicity Equality & Diversity (REED) Group
24 th June 2021	Innes Diversity Lecture, JIC Inclusivity and Diversity Strategy Review, Wellbeing & Mental Health, Parent and Carer Group, LGBTQ+ Group, Race and Ethnicity Equality & Diversity (REED), Accessibility Group, Technician Commitment
15 th September 2021	Updated Athena Swan Charter Principles, Pronouns on JIC Website, Google Scholar Petition re. name changes, Declaring Disabilities, I&DC SS Groups Updates: Race and Ethnicity Equality & Diversity (REED), LGBTQ+, Parent and Carer, Wellbeing and Mental Health
8 th December 2021	Inclusivity & Diversity Strategy Review, IDG Funding Opportunity - Inclusivity & Diversity, Stonewall Membership, Micro Behaviours, Advance HE Race Equality Charter for Research Institutes, I&DC SS Groups Updates: Race and Ethnicity Equality & Diversity (REED), LGBTQ+, Parent and Carer, Wellbeing and Mental Health, Technician Commitment

(f)

I&D meetings 2022	
Date of I&DC meeting	Summary of Discussions
8 th February 2022	Draft UKRI EDI Strategy, IDG Funding Opportunity - Inclusivity & Diversity, Micro Behaviours, Technician Commitment, JIC I&D Annual Calendar 2022, Relationship with Overseas Institutes, I&DC SSS Groups Updates: Race and Ethnicity Equality & Diversity (REED), LGBTQ+, Parent and Carer, Wellbeing and Mental Health
26 th April 2022	Google Scholar, Advance HE Race Equality Charter for Research Institutes, Athena SWAN Submission, Technician Commitment, I&DC SSS Groups Updates: Race and Ethnicity Equality & Diversity (REED), LGBTQ+, Parent and Carer, Wellbeing and Mental Health
4 th July 2022	Name Changing Policy at JIC, Athena SWAN Submission Data, Technician Commitment, Inclusivity & Diversity Committee Organisation and Budget, Promotional Slides for Digital Screens, Equity not Equality, Micro-behaviours, I&DC SSS Groups Updates: Race and Ethnicity Equality & Diversity (REED), LGBTQ+, Parent and Carer, Wellbeing and Mental Health
21 st September 2022	Name Changing Policy at JIC, Equity & Equality, Athena SWAN Submission, Welfare Facilities, Updates from I&DC SSS Group Representatives & Voices: Race and Ethnicity Equality & Diversity (REED), LGBTQ+, Wellbeing and Mental Health, Accessibility Advocates, Parent and Carer Group, Voices
8th December 2022	EDI Guidance for JIC Speakers, Naming the Annual Diversity Lecture, Athena Swan submission, Stonewall membership, EDI cross institute connectivity, Updates from I&DC SSS Group Representatives & Voices: Race and Ethnicity Equality & Diversity (REED), LGBTQ+, Wellbeing and Mental Health, Accessibility Advocates, Parent and Carer Group, Voices

Communication from and into the AS-SAT/I&DC takes a multifaceted approach. Meeting minutes are available on the intranet, the Voices have regular newsletters, SSSGs email their members, both groups have intranet pages, there are updates at Director-led quarterly JIC-All meetings, articles in the monthly JIC newsletters, annual EDI reports to the ECF, announcements and articles on the Sharepoint JIC news website, on the NBI intranet homepage calendar & banner and posters and stands at JIC events.

JIC has carried out multiple surveys since 2017 (Table 1.3.5). Surveys run by Voices and SSSGs were tailored to specific issues but generally, could not be analysed by gender. **We will address this shortcoming with GRAP3.4i & ii which are centred around Athena Swan and EDI related staff and student surveys and focus groups, run in consultation with Voices and SSSGs. For general feedback outside of surveys and Voices/SSSGs channels, we have had an online suggestion box since 2020 (GAP1.2i).** Analysis of survey data by the AS-SAT/I&DC and Voice/SSSG focus groups/meetings identified the main areas of concern and enabled staff and student input into the support required to address them (detailed in “Grassroots Support section, p.25). This, together with analysis of the staff and student AS data (Appendix 2), our online suggestion box, and consultation with the Voices/SSSG, forms the foundation of our Gold Renewal Action Plan (GRAP).

Table 1.3.5: Summary of surveys and focus groups

Summary of 2017 -2022 Surveys and Focus Groups							
Year	Survey/Focus Group Title	Survey Organiser	Groups Surveyed	Female Response Rate	Male Response Rate	Total Response Rate	Total No. of Respondents
2017	Postdoc Voice Survey	PDV	Postdocs	n/a	n/a	23%	34
2017	NBI Childcare Facilities Survey	PACG & Directorate	Staff and students	n/a	n/a	13%	68
2018	JIC Mini-survey - January	HR	All Staff	58%	52%	56%	223
2018	One Change Question and Focus Group	Director & HR	PDV, JSV, RSSV working group (11F, 3M)	n/a	n/a	n/a	14
2019	Motivators and Barriers Survey	Voices	Postdocs (14), Students (17), RSS (28)	n/a	n/a	13%	59
2019	NBI Parent and Carer's Survey	PACG	NBI Staff	n/a	n/a	-	45
2020	JIC Staff Survey - March	HR	All Staff	55%	51%	61%	221
2020	Research leader Covid survey - June	Covid Business Continuity Group (BCG)	Research Leaders	69%	75%	74%	32
2020	Research leader Covid survey - September	BCG	Research Leaders	53%	55%	56%	25
2020	RSSV Covid Survey - October	RSV	Research and Support Staff	n/a	n/a	33%	62
2020	Your Vote Matters - BLM response - October	Directorate	Staff and Students	n/a	n/a	33%	186
2021	Research Leader Covid Survey - July	BCG	Research Leaders	40%	37%	60%	26
2021	Postdoc Covid Survey - July	BCG & PDV	Postdocs	54%	43%	49%	69
2021	Student Covid Survey - July	BCG & JSV	Students	41%	35%	41%	48
2021	RSS Covid Survey - July	BCG & RSV	Research and Support Staff	65%	35%	46%	90
2022	JIC Mini-survey - February	HR	All Staff	55%	45%	54%	199
2022	Annual Leave and Wellbeing Support - July	JSV	NBI Students	55%	45%	58%	54
2022	Postdoc Voice Survey - November	PDV	Postdocs	n/a	n/a	27%	36

2017 AS panel feedback was around requests for further discussion of the decline in non-UK BAME students, female EU students and PGR applications and further discussion around two figures (Figure 1.2.3a&Figure 1.25a this submission). Additional data analysis was undertaken (Figure 1.2.4a&b this submission) and several actions were added (**GAP3.2vi, vii, viii, ix, xi, xii, GAP3.2ai, ii, iii, GAP4.2iv, v, vi**).

Key members of the AS-SAT/I&DC (Chair, EDI advisor, Head of Directorate [HoDr]) are also members of the Research Institutes EDI Practitioners network, the NBI EDI network, UEA's EDI Framework group, the TALENT MI Technicians EDI network, Research Culture Leads network, Research Institutes Technician Group, Science Council Employer Champions network, and the NRP Doctoral Training Partnership EDI network. This submission has also benefitted from an Advance HE Developmental Review by Rob Bell, AS coordinator of Imperial College London, and a "critical friend" review by Dr Vanessa McKean, EDI manager at the Institute of Cancer Research. The final submission document was endorsed by Strategic HR (SHRC) and EG.

The AS-SAT/I&DC reports directly into the SHRC which in turn reports to Strategy Committee, who report to the EG (Figure 1.3.2). The Director is a member of the AS-SAT/I&DC, SHRC, and chairs the SC (HoDr a member) and EG, endorsing JIC's strong commitment to gender equality and career development.



Figure 1.3.2: The AS-SAT/I&DC reporting structure

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

The team will continue to meet on a quarterly basis to review progress against the GRAP. Overall responsibility for the tracking and implementation of the AP will be shared between the AS-SAT/I&DC chair, EDI advisor and the HoDr. **A spreadsheet version of the action plan will be set-up on a shared drive which all action holders and the AS-SAT/I&DC have access to. Action holders will be prompted quarterly to update a progress section on the document (GRAP3.1xi).** As previously, the GRAP is flexible and will be adapted, to go beyond the goals set where possible and refine when required.

The impact of the GRAP on culture and awareness will be assessed through HR and Voice/SSSG-led surveys and focus groups, taking care to tailor survey subject, timing, and length to avoid “survey fatigue” (**GRAP3.4**). The results from these surveys will be benchmarked against previous surveys to measure the impact of actions.

Communicating AS initiatives and soliciting feedback from the Voices/SSSGs will be key to successful GRAP implementation and impact. The AS-SAT/I&DC will, via SHRC, inform SC and EG. AS will continue to feature as a regular item in the Director’s addresses to staff, as an agenda item on SC, SHRC & EG. AS/EDI initiatives will also be advertised on the digital screens, in the monthly newsletter and where relevant, added to Voice/SSSG intranet pages and emailed to the appropriate cohorts. This, along with ad hoc discussions and the ECF, will ensure that issues affecting EDI in science stay high on the agenda of the workforce and senior management (**GRAP3.1 – multi-faceted approach to increasing awareness of AS, support available and EDI related guidance and documents**).

Voice and SSSG representatives on the AS-SAT/I&DC rotate due to changing responsibilities and natural turnover and **GRAP3.1vi (annual report template with AS progress section) & 3.3ii (specific action plan annual review meeting with Voices and SSSGs)** ensures there is no loss in momentum or progress on actions.

Section 2: An evaluation of the research institute's progress and issues

In Section 2, applicants should evidence how they meet Criteria B and D:

- (iv) *Progress against the applicant's previously identified priorities has been demonstrated*
- (v) *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

We are proud of the progress we have made on our GAP (Appendix 0). Of the 152 actions, 76% are rated green, 20% are amber and only 3% are red. A snapshot of our actions is shown in Figure 2.1.1.

Table 2.1.1: Summary of GAP Progress

GAP no.	Gold Action Plan Heading	Green		Amber		Red		Total	New Actions
		No.	%	No.	%	No.	%	No.	No. (included in RAG rated actions)
1.1 - 1.3	Self-Assessment and Sharing Good Practice	4	57%	3	43%	0	0%	7	2
2.1 - 2.3	Baseline Data and Supporting Evidence	14	88%	2	13%	0	0%	16	1
3.1 - 3.8	Postgraduate Research Students	18	62%	9	31%	2	7%	29	1
4.1 - 4.5	Recruitment and Promotions/Reward	9	47%	10	53%	0	0%	19	0
5.1 - 5.6	Training, Performance Appraisals and Support for Career Progression	25	86%	4	14%	0	0%	29	8
6.1 - 6.6	Career Breaks and Flexible Working	21	100%	0	0%	0	0%	21	6
7.1 - 7.2	Culture Communication and Institutional Organisation	5	83%	1	17%	0	0%	6	0
8.1 - 8.3	Supporting Trans People	10	91%	1	9%	0	0%	11	5
9.1 - 9.4	Beacon Activity	10	71%	1	7%	3	21%	14	1
	Total	116	76%	31	20%	5	3%	152	24

Our AS-SAT/I&DC chair (HoDr until December 2021) was responsible for tracking the progress of the GAP and did so via frequent meetings with the action holders, quarterly updates to the AS-SAT/I&DC and annual written reports to the AS-SAT/I&DC, SHRC and ECF.

Snapshot of Key Athena Swan Initiatives

(5 per year)

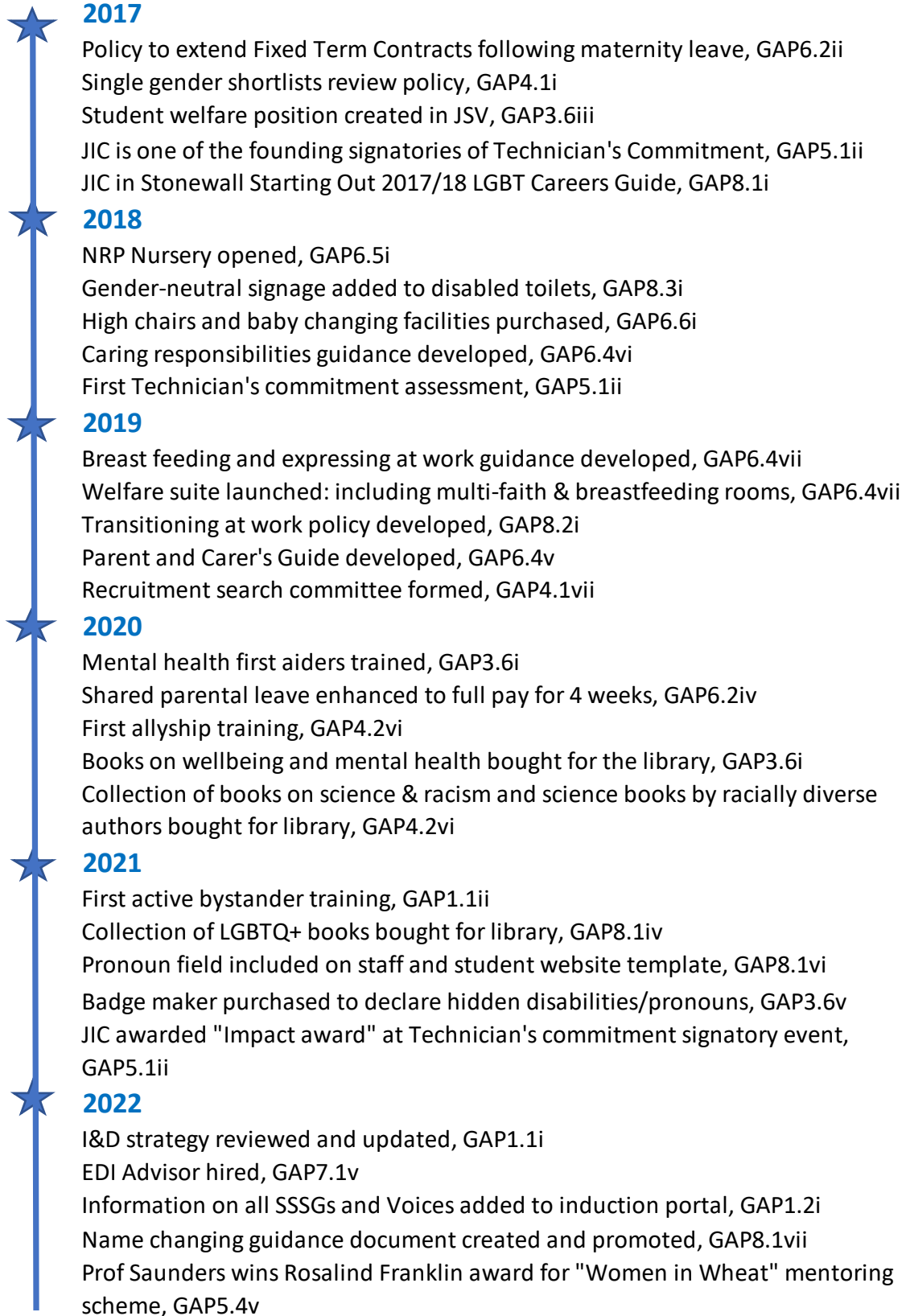


Figure 2.1.1: Five key actions from each year from 2017 to 2022.

Analysis of the progress of our action plan enabled us to group the facilitators and barriers to our actions into several themes:

Facilitators resulting in green actions

- **Agility, senior leadership commitment and resource allocation:** We benefitted from the fact that as a small institute, JIC is agile, with a simple management structure. This, coupled with strong commitment to the GAP from our Director, HR manager and HoDr (all AS-SAT/I&DC members and heavily involved in GAP development) meant progress on actions could be made quickly. This senior management team led on some of the key actions and crucially, allocated resources to them.
 - Actions on training, surveys, mentoring and I&D plan were led by HR & HoDr (**GAP1.1i - ii, 2.3i, 5.4i – iv**). Director, HR & HoDr led on actions on bonuses (**GAP4.4i**), family-friendly policies and work-life balance (**GAP6.1i - ii**), retaining staff after maternity/paternity leave (**GAP6.2i - iv**), Daphne Jackson Trust fellowships (**GAP6.3i**), improving gender balance of committees and appointing an AS lead (**GAP7.1ii - v**). Many beacon activities were led by HoDr, with support from Director (**GAP9.4i – iii**). The establishment of an on-site nursery (**GAP6.5i - iv**), the promotion of family friendly conferences (**GAP6.6**) and the initial actions on LGBTQ+ issues (**GAP8.1i - ii, 8.2i, 8.3i**) were all led by HoDr.
- **Specific, well-resourced actions, with clear ownership:** During the award period several key appointments were made - Head of Policy and International Strategy (HPIS), Head of Commercialisation, Head of Strategic Engagement and Alumni Officer. The AS/EDI remit of their roles was made clear, and their roles complemented already strong teams and leadership in HR, Communications and Engagement (C&E) and Knowledge Exchange & Commercialisation (KEC).
 - Head of C&E and Head of Strategic Engagement led on improving communication and raising awareness (**GAP1.2**), PGR blogs (**GAP3.5ii**) and RL blogs (**GAP4.1ix**). Head of Computing led on improving data collection (**GAP2.1i - v, vii**), the alumni actions were led by the Alumni Officer & HPIS (**GAP2.2i - v**), the PGR actions (**GAP3.1i, 3.2i, viii - x, 3.2aii - iii, 3.2ii – vii & xii, 3.8i, ii, iv**) were led by the Graduate Studies Office (GSO) manager, JIC PGR Director and HPIS. Actions on recruitment and reward (**GAP4.1 I - iii, v - vii, x**), and training and appraisals (**GAP5.2i – iv, 5.3i -iii, 5.5i – iii**) were led by HR. Our KEC team and Head of Commercialisation led on actions on encouraging more entrepreneurial activity (**GAP5.6i – iv**). The actions on impact in low-income countries were led by the HPIS and the academic lead for International (**GAP9.2ii & iii**).
- **Grassroots support:** Just as important as our senior leadership commitment to the GAP, was the AS/EDI grassroot support from our staff and student Voices, our SSSGs and the technician's commitment team. The work of these brilliant, passionate, committed individuals has driven the creation and implementation of many actions.
 - The Voices and PACG led on surveys and consultation (**GAP2.3ii - iv**), we identified challenges and barriers faced by BAME staff through consultation with REED (**GAP4.2vi**), and our technician's commitment lead's passion drove actions beyond their original MoS (**GAP5.1ii – vi, 9.3iv**). The Women in Wheat leadership programme was driven by a female RL, (**GAP5.4v**) with support from our current Director. The JSV ran the buddy/mentor scheme (**GAP5.4vi**), the parenting actions were led by PACG chairs, (**GAP6.4i - vii**), the LGBTQ+ chair led on various measures to ensure the LGBTQ+ community feels visible and supported (**GAP8.1iii - vi, 8.2ii - iii**). **GAP9.1i - iv** were led by

the Youth Aspirations champion, an RSS, who started the Women of the Future conference and Youth STEMM awards (YSA).

Barriers resulting in amber actions

- **Priority for AS surveys were displaced by Covid related communication and surveys, resulting in no MoS data:** Despite substantial work on raising awareness of AS/EDI initiatives as described above, **GAP1.3i – iii** were rated amber as the MoS was not surveyed. This was the case for many other MoS: feedback on NBI research outcome system (**GAP2.1vi**), career support service awareness (**GAP3.5i**), evaluation of PGR well-being support (**GAP3.6**), entitlement to PGR care leave awareness (**GAP3.8iii**), promotion and reward mechanisms awareness and evaluation (**GAP4.4ii - iii**) and training access (**GAP5.3iv**).
- **Action was not sufficient to achieve success measure:** In some cases, including some of the actions above (MoS not surveyed), while significant progress on the action was made, improving the issue, it was not sufficient to achieve the ambitious MoS within the timeframe. For example; our gender neutral advert wording was not enough to result in a 20% increase in applications from the underrepresented gender (**GAP4.1iv**), our actions on shortlisting and our female only “targeted recruitment list” improved the gender equilibrium, but we didn’t achieve our MoS of gender balanced recruitment (**GAP4.1viii**), we put in place various measures around recruitment but failed to double the proportion of BAME staff (**GAP4.2i - v**), and annual gender pay gap analysis was not enough to narrow the gender pay gap by 10% (**GAP4.3**). In some cases, JIC lacked the resource to address the issue adequately, e.g., while many important well-being initiatives were run, and well-received, based on the comments in the Business Continuity Group (BCG) Covid surveys (which related to the isolation of lockdown and the stress caused by the inability to make project progress with limited access to the lab during lockdown) we don’t think our actions would have been sufficient to raise PGR satisfaction on well-being support to >90% (**GAP3.6**).
- **Limited control on outcomes:** In some cases, the action was dependent on external organisations’ support or we had limited control on outcomes post-action; influencing the BBRSC to use the Global Challenges Research Fund for PhDs (**GAP3.3i**), double the number of professionally registered RSS by offering mentoring and funding (**GAP5.1i**), achieve gender balanced RL leadership by Director asking female RLs to apply for roles (**GAP7.1i**), improving PGR regard for well-being support by persuading UEA to fund onsite well-being provision (**GAP3.6i**).
- **Lack of clarity of ownership and/or ownership not effectively transferred:** The action on the PGR recruitment committee (**GAP3.4i**) was stalled when the committee dissolved post-chair relocation and when the PACG chair relocated, the action around providing science and parenthood events (**GAP5.4vii**) was not effectively transferred to incoming chairs.
- **Resources required underestimated:** Producing the video based “How to guides” proved to be expensive and hard to update and only three were made (**GAP5.3iv**), and there was not sufficient resource to commission a case study on the societal impact of JIC science (**GAP9.3iii**).
- **Alternative pathways developed:** Specific self-funded projects were not advertised on the website (**GAP3.2xi**) to allow for greater flexibility for project design and supervisor choice for prospective students. In lieu of organising a science and parenthood event (**GAP5.4vii**), several articles and blogs were published around being a scientist and parent, instead of more video-based training guides (**GAP5.3iv**) more virtual Teams training is provided, with some sessions recorded and available to participants afterwards.

- **Measures of success or action not clear:** Both the action and MoS of **GAP9.2i** on the impact of JIC research on gender was unclear and while there has been a lot of work on our collaborations with developing countries and female scientists, it is not clear if the MoS has been reached.

Barriers resulting in red actions

- **Limited control on outcomes:** **GAP3.7i** on Postgraduate internship programme data collection was abandoned because of GSO data privacy concerns.
- **Resources required underestimated:** Software to track impact (**GAP9.3i**) was trialled but deemed too expensive to justify its limited applications, JIC did not have the resources to expand its current internship programme into a 3-month placement (**GAP3.2ai**).
- **Diffuse responsibility for action:** Too many owners on the action around impact plans (**GAP9.3ii**) and unclear benefit of MoS, meant this action was never completed.

Lessons learnt and plans for improved future outcomes

The new Director and new HoDr (former Technician's Commitment Lead, started April 2022,) are committed to keeping AS/EDI at the top of the agenda and will continue to lead and resource the action plan. The recruitment of a dedicated EDI advisor (former Daphne Jackson Trust fellow and founder of PACG) will ensure the tracking and implementation of the action plan remains a priority.

We will ensure that there is clear ownership of each action, limiting the number of action holders wherever possible to avoid diffuse responsibility. Where new appointments are made, responsibility for actions will be clearly communicated from the outset. We will continue to support the Voices and SSSGs through funding for activities and recognising their achievements in appraisals and special bonus applications. Since these groups have autonomy over the surveys and initiatives they run, JIC benefits from activities driven by their passion and drive. However, since the PDV, JSV and many of the SSSGs, are PD and PGR based, there is high turnover of group members and chairs, due to the mobile nature of research training careers. This can result in stalled or incomplete actions and undocumented progress. **To reduce this risk, we will introduce an annual report template which includes a progress section for AS actions (GRAP3.1vi). A spreadsheet version of the action plan will be set-up on a shared drive which all action holders and the I&DC have access to. Action holders will be prompted quarterly to update a progress section on the document (GRAP3.1xi). The EDI advisor will also liaise with the groups to support the development of relevant consultations to ensure they address MoS, can be analysed by gender and adequately probe the issues raised by their cohorts (GRAP3.4i&ii). We will also coordinate these surveys with the HR timetable for staff surveys to avoid "survey fatigue" and publicise actions resulting from surveys so that staff and students see the value in giving feedback (GRAP3.4iii).**

We will continue to lobby to influence change within UKRI and other external bodies but plan to increase the likelihood of success by leveraging our connections in UEA and the other NBI and BBSRC institutes to launch coordinated campaigns for transformation (GRAP3.2iii). Additionally, we will ensure that MoS concentrate on outcomes within our control and are based on realistic, incremental shifts.

2. Key priorities for future action

Please describe the research institute's key issues relating to gender equality and explain the key priorities for action.

As described in Section 2.1, we have made excellent progress on our GAP. The impact of this can be seen in our data (Table 1.1.1 - Appendix 2 and Tables 2, 3 & 4 - Appendix 1). Overall, the gender balance of our staff and students in 2022 is close to 50% F&MG (Table 1.1.1 – PGRs:49%F, RSS:54%F, PDs:48%F&MG and RL:37%F&MG). The most notable improvement since 2017 is %F&MG RLs increasing from 32% to 37%, **which we attribute to GAP4.1 on recruitment (including review of any single gender shortlists, search committee and female targeted recruitment lists), GAP5.2 on leadership training and GAP5.4 on mentoring.** We have equal proportions of female and male staff overall (Figure 1.2.2 - Appendix 2).

Another area of impact has been in our survey results (Tables 2, 3 & 4 - Appendix 1). We believe our improvements and sustained successes are due to our actions on diverse areas of culture: **GAP1.1 on changes to Equality & Diversity and Bullying & Harassment training, GAP1.2 on embedding I&D strategy and AS principles into the new communications strategy, GAP1.3 on raising awareness of EDI initiatives, GAP2.2 on developing new career pathways support, GAP4.4 on raising awareness of promotion opportunities and encouraging greater use of Special Bonus and Exceptional Performance Awards, GAP5.2 & GAP5.3 on training, GAP5.4 on mentoring and coaching, GAP5.5 on reviewing the appraisal process and GAP6.1 on workload, flexible working and enhancement of mental health and well-being resources.**

A key success is our work to improve the experience of parents. Most significantly, we addressed an issue highlighted frequently in our surveys and in person, **we established an on-site nursery (Figure 2.2.1, GAP6.5).** This was a huge body of work, which involved many different actions: **NBI surveys and PACG consultation to assess needs, working with the landowner to secure a suitable location, interviewing nursery providers, and liaising with the nursery and PACG during the bedding in period.** While this nursery is open to the public, 80% of places are taken by NRP families: JIC staff get first preference for places (and none have been refused), followed by NBI staff, then NRP, then local parents. The nursery is expanding this year to offer another 47 places. Clearly, the impact of this action goes beyond JIC, benefitting NRP staff and students and the local community.

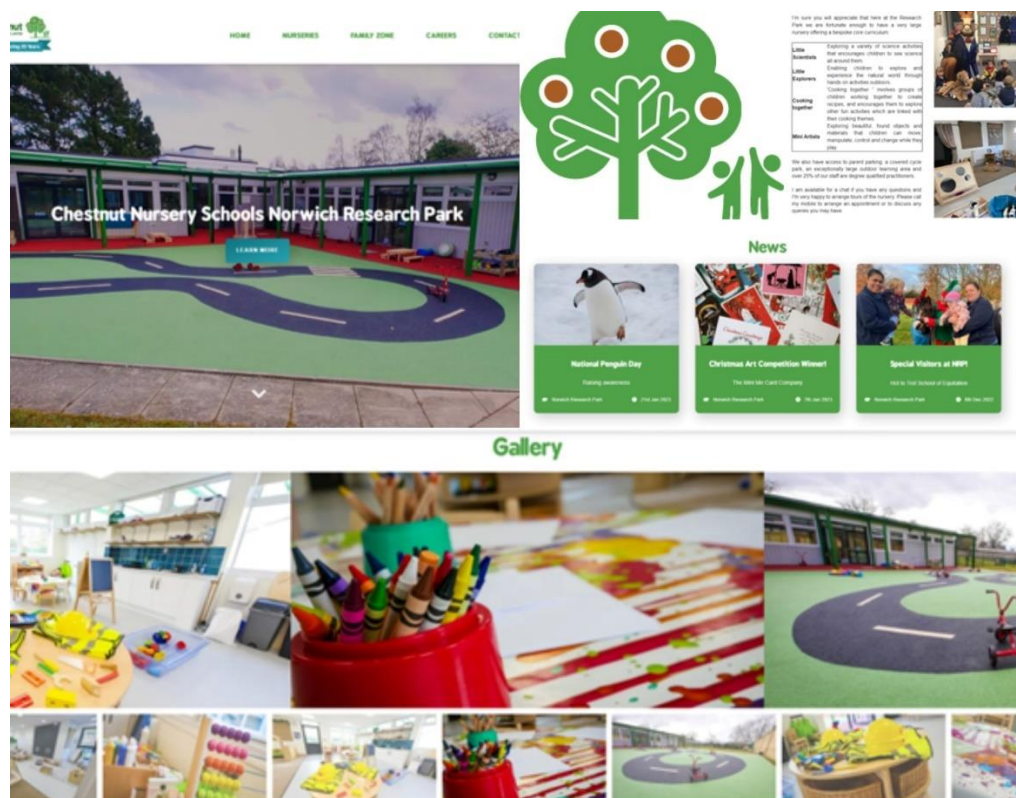


Figure 2.2.1: Screenshots from Norwich Research Park Chestnut Nursery School website.

There were 17 actions in our GAP to support parents (GAP3.8, 5.4vii, 6.2i - iv, 6.3, 6.4i – vii, Figure 2.2.2) including the Parents and Carers Guide, annual summer and Christmas family parties, the policy to extend fixed term contracts on return from maternity/parental leave and co-sponsoring DJT career returner fellows (fifth DJT fellow starting 2023, all previous fellows still working in the NBI). The impact of these actions can be seen in our 2020 survey results: staff with caring responsibilities scored better or within 1% for 10/15 survey questions versus non-carers, with female carers in particular returning very positive feedback (Table 4, Appendix 1).

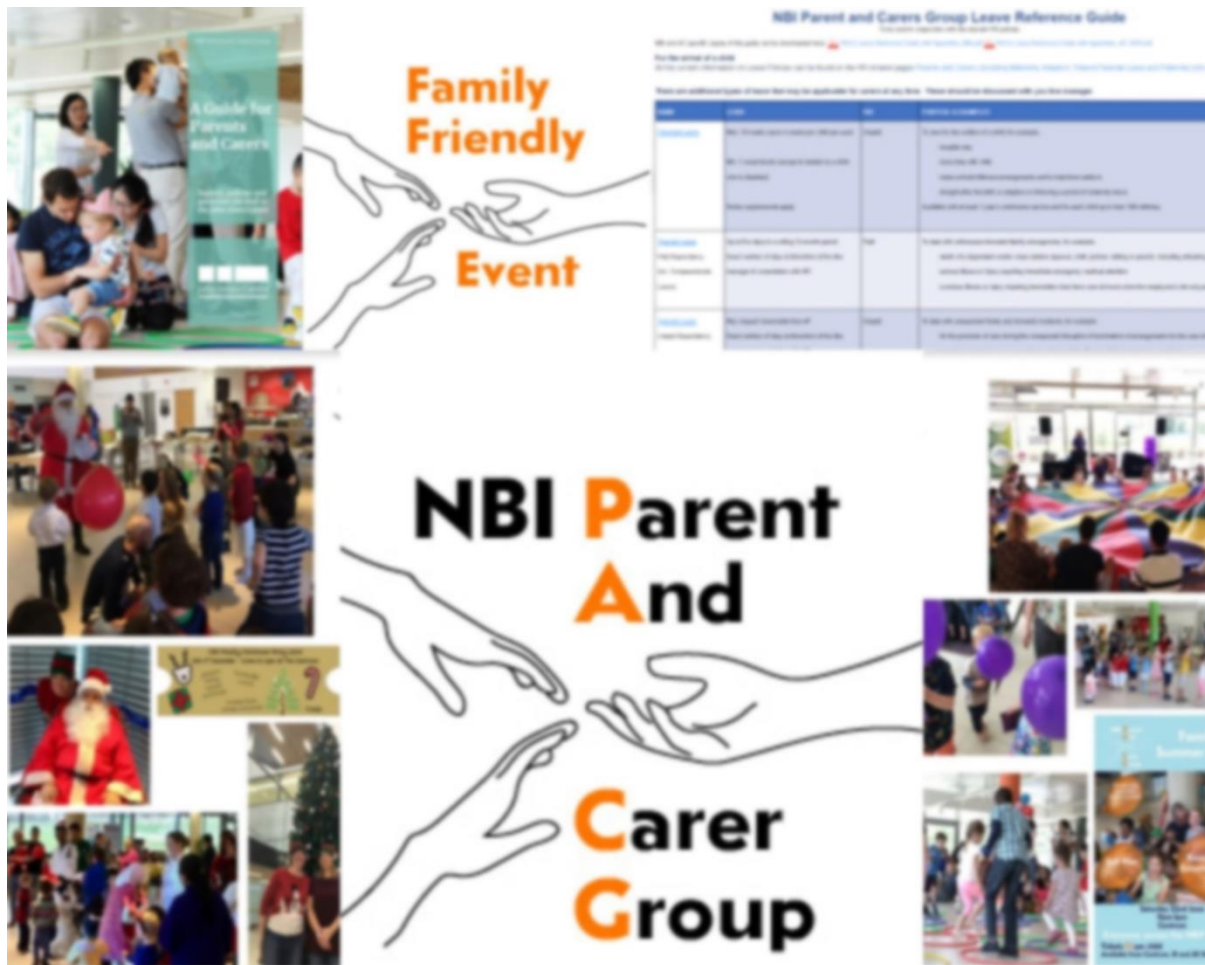


Figure 2.2.2: Clockwise from top left; the JIC Parent and Carer's Guide, logo used on all JIC events that are family friendly, PACG Leave reference guide, photos from PACG Family Summer parties, PACG logo, photos from PACG Christmas party.

The combination of winning the Gold AS award and the success of the PACG led to staff feeling encouraged to set-up more SSSGs – beginning with the LGBTQ+ group (established 2019, Figure 2.2.3). This, like the PACG, has expanded to be NBI wide and is extremely active (GAP8.1iii). Key activities include rolling out rainbow lanyards and ally pledges (GAP8.1iv), encouraging the use of pronouns in email signatures (GAP8.1v), pronoun field for intranet personal pages (GAP8.1v), working overseas policy updated for LGBTQ+ community (8.1vi), transitioning policy (GAP8.2i, all disabled toilets changed to be gender neutral (GAP8.3i), name changing policy (GAP8.1vii) and numerous celebration and awareness raising events (GAP8.1iv). We will build on these successes through action GRAP 2.5i.



Figure 2.2.3: Photos from LGBTQ+ events, seminars and initiatives.

This grass-roots approach to culture change can also be seen in **GAP5.4v: the Women in Wheat mentoring programme (Figure 2.2.4)**, set up by a female RL in 2019 (with support from our new Director) to address the fact that women are underrepresented at senior academic level in wheat research. The programme consists of targeted one-to-one mentoring in career planning, one-day retreat, training suggested by programme participants, and a programme of talks from external female speakers working in wheat research. The programme has now been expanded to include our academic partners Rothamsted Research and the National Institute of Agricultural Botany (2020/21). Twenty-eight mentees joined the programme in 2019 (mostly PhD students) and 19 are still in the programme. Five of the eight PDs that joined the programme have since found independent research positions. We plan to investigate whether we can replicate this success with other disciplines here (**GRAP 1.2iv**).



Figure 2.2.4: Photos of the Women in Wheat Mentoring Programme and Professor Diane Saunders, who leads the programme.

Key Priorities for 2023-2028

However, alongside our successes, there are many areas where we still have work to do:

1. Increase % Females & Minority Genders in Leadership Roles

While we have increased the %F&MG RLs from 32%F (2017) to 37%F&MG, we still have work to do to reach gender parity. Moreover, there has been a small decrease in %F senior RLs - going from 28%F (2017) to 24%F (Figure 1.2.1&4.3, Table 4.1&4.2 – Appendix 2). While this is still above benchmarks (Figure 4.1&4.3), we had hoped to increase %F senior RLs. This shift is due to two factors, the first being two mid-career females leaving the institute for leadership positions in prestigious research institutes/universities elsewhere, which we are proud of, and is a testament to the quality of the research environment in JIC. The second factor is that all recent female RLs recruits (4F) were early-career RLs (Table 7.2.1&7.2.2 – Appendix 2) and 2/6M recruits were senior RLs. **We aim to support the career development of these early-career females through GRAP1. 2i, iii, iv, vi and hire more early and mid-career female RLs through GRAP1.1i, ii & iii.**

Analysis of our two RL recruitment routes show that our Independent Fellowship (IF) recruitment route, which involves mentoring successful applicants to apply for IFs, attracts a higher proportion of females (Table 7.2.1, ~40%F) than our open call for tenure track/tenured RLs (Table 7.2.2, ~31%F). **Improving mentoring provision was a priority in our previous submission (GAP5.4) and we will expand on the progress we have already made through two new actions on mentoring to support our early-career female staff to progress their careers (GRAP1.2ii & iii).** The lower numbers of women applying for tenure track/tenured RL positions may be due the lower proportion of women in that career stage who would be eligible to apply (researchers who have established labs elsewhere or who

are near the end of independent fellowships). To explore other reasons for this, **we have an action on focus groups of recently hired female RLs to explore the barriers and facilitators to applying via both routes (GRAP1.1ii)**. To give our PDs the skills and confidence needed to apply for a RL position, **along with our actions of mentoring (GRAP1.2ii & iii) and leadership training (GRAP1.2i) we will raise awareness of and increase engagement with career development resources and support with GRAP1.4i, ii & iii.**

Our RSS population is 54%F, which is closer to gender parity than benchmark (Figure 5.1 – Appendix 2). However, there is an issue with higher %F at lower grades and lower %F at senior RSS grades (Table 5.1 & Figure 5.2). These figures have improved for %F at higher grades; at SC3 the %F has been increasing since 2020 and is at 50%F now (25%F in 2018). At SC4 and SC5 there is consistently a higher proportion of males, but this has improved to 33%F in 2022 for SC4 (18%F 2017) but is consistently around ~27%F for SC5. When we look at breakdown in RSS leadership roles (Table 10.1) we see there is gender parity in senior desk-based roles, but technical managerial roles were 27%F. At SC6 (Research Assistant grade) %F is much closer to 50% (56%F in 2022). **GRAP1.3iii on the Herschel female only leadership programme, GRAP1.2ii on mentoring, GRAP1.3i on Talent MI's Technician's EDI network and GRAP1.3ii on the opportunities provided by our involvement with TC network aim to address this** by giving our female RSS the experience and confidence needed to apply for senior RSS roles when vacancies arise.

Another area we wish to improve on is the %F RLs in management leadership roles (Table 10.1 – Appendix 2). While our female RLs are recognised as scientific leaders, disproportionately more than our male RLs (3F/1M Fellows of the Royal Society, 2F/2M EMBO members, and 3F/0M with civic Honours) there has been a decline in the number of females RLs in senior management roles – in 2021 there were no female ISP leads, only 1F HoD and both the Director and Deputy Director were male (Table 10.2). In Autumn 2022, [REDACTED] a female RL agreed to take on the role of Deputy Director. While we have made good progress on our attempts to increase %F in senior Committees (Table 10.3&10.4) several committees still have low %F RLs membership (Strategy, Finance, Strategic HR). Part of the reason for this is the smaller pool of women eligible to apply for these roles and a need to avoid overburdening these staff with administrative duties. **We hope to address this with GRAP1.2i on leadership training, GRAP1.2ii & iii on mentoring, GRAP1.1i on hiring more mid-career women and GRAP1.2iv & v on focus groups to examine the barriers to taking on leadership roles and promotion and GRAP1.2vi on promotion review and encouragement.**

Priority 1. Increase % Females & Minority Genders in Leadership Roles

GRAP 1.1: Increase the % of applications from females and minority genders for RL positions.

- (i) Use a gendered “search list” to identify mid-career women to encourage to apply for senior RL positions via targeted approaches by senior RLs.**
- (ii) Run a focus group of female RLs recruited through both the independent fellowship route and the open call recruitment route to understand the barriers and facilitators to applying to be a research leader.**
- (iii) Run a focus group of female PDs to understand the barriers and facilitators to applying to be a research leader.**

GRAP 1.2: Support career progression and encourage women to take on leadership roles.

- i) Support retention and progression of early-mid career women RLs, and mid-career PDs by funding at least two hfp consulting (European Molecular Biology Organisation based) “Female Leaders in Science” training course in the JIC.**
- (ii) Run a new cross-institutional mentoring programme and promote to all staff via intranet banner, newsletter, digital screens and JIC ALL email.**
- (iii) Learn from the success of the “Women in Wheat” mentoring programme to pilot a female and minority gender mentoring programme for other research areas at JIC.**
- (iv) Run a focus group of female and gender minority RLs at all career stages, to understand the barriers to taking on leadership roles.**
- (v) Run a focus group of female and gender minority RLs at all career stages, to understand the barriers to promotion.**
- (vi) Annual review of potential promotion cases, with encouragement and support offered to staff who are reticent about applying.**

GRAP 1.3: Continue to build on the JIC's involvement in the Technician Commitment (TC), which has raised the profile of RSS and offered numerous career development and recognition opportunities.

(i) Share and learn best practice at Talent MI's Technicians EDI network meetings, reviewing the impact of our membership annually.

(ii) Highlight TC network opportunities to raise the profile of JIC staff or provide career development opportunities.

(ii) Support retention and progression of female RSS specifically by promoting and funding involvement with the Herschel leadership programme for female technicians.

GRAP 1.4: Raise awareness of and engagement with career development support and resources for staff and students.

(i) Promote UEA PGR and PD career support service (e.g. female-only research career training, 1 to 1 career advice, mock interviews) at Welcome day, in Welcome magazine and on digital screen slides.

(ii) Promote JIC career pathways booklet to staff and students at Welcome session, in Welcome magazine and on digital screen slides.

(iii) Supplement career pathways booklet with a pilot of a Career Development Framework, providing guidance on potential career paths and the general expectations for different roles and grades, to aid career development discussions.

2. Improve Mental Health and Well-being Support for Staff & Students

Improving provision of PGR well-being (GAP3.6), care-leave support (GAP3.8) and supporting staff workload and work-life balance (GAP6.1) were all priorities in the previous submission and excellent progress was made on all (Appendix 0). Our 2020 staff survey (March/April) revealed that 85% (87%F, 85%M) thought well-being was well promoted at JIC*, 84% (86%F, 86%M) were able to discuss workload concerns with their line manager*, 70% (70%F, 73%M) thought they had an acceptable workload^, and 78% (83%F, 80%M) thought JIC supported their health and well-being at work* (Tables 2&3, Appendix 1, *only asked in 2020, ^improvement on 2015 responses, not asked in 2022).



[REDACTED]

Not surprisingly, the Covid pandemic negatively affected well-being. In response to the pandemic, a Business Continuity Group (BCG) was set-up with representatives from all Voices. Data from 2020 and 2021 Covid surveys revealed a high level of satisfaction with JIC's response to the pandemic and with line management support (Tables 8, 9, 10, 11, 12, Appendix 1). **The success of this multi-cohort and multi-grade approach to managing the crisis will be applied to any future crisis (GRAP3.3iv).**

However, the survey also revealed increased levels of stress caused by the drop of productivity due to pandemic-related work rules (Table 9, 10, 11, 12 Appendix 1). Awareness of support for those experiencing stress and/or mental health issues was high among RLs (85%Total, 83%F, 90%M), RSS (81%Total, 83%F, 83%M) and PGRs (75%Total, 75%F&MG, 86%M) but much lower for PDs (46%Total, 44%F, 50%M). **We will address this with actions on awareness raising via multiple routes in GRAP3.1.** In relation to mental health, responses indicated that females were more negatively affected than males. 75%F PGRs felt more stressed, compared to 62%M. 13%F RSS reported feeling highly stressed, compared to 3%M. 22%F PDs reported feeling highly stressed, compared to 13%M. Females were also more likely to have accessed outside support to address mental health issues during the pandemic; 33%F PGRS did so (24%M PGRS), as did 33%F PDs (13%M PDs). Consultation with the PACG indicates that this gendered response to Covid working conditions may be because females were more likely to have shouldered the childcare burden during school and nursery closures and they raised this with the Director and BCG (**detailed in outcomes of GAP5.4vii**). Since PGRs are less likely to be parents, this could explain the smaller gender gap between PGR responses. This question was not asked in RSS or RL surveys. **We will expand our support to parents in GRAP2.3 and have several actions to address mental health issues for staff and students (GRAP2.1 - 2.5).**

In response to Covid surveys, the importance of staying connected via virtual coffee breaks, lab meetings and social events was promoted, four additional MIND Mental Health Awareness courses were run, Mental Health First Aiders were trained (9F, 7M) via the MHWB group, formal support (Occupational Health and 24/7 counselling service via the Employee Assistance Programme) was promoted and clear guidance and reassurance on topics such as safe working and working flexibly around caring responsibilities was provided. The MHWB reviewed their provision and ensured signposting on support was clear and accessible (Figure 2.2.5). The MHWB continues to be very active (**GAP3.6i & ii**) and representatives from this group are on key JIC committees, including the AS/I&DC.



Figure 2.2.5: Clockwise from top left; the Well-being and Mental Health page on the intranet, the MHWB stand at the Annual Science meeting, links to relevant podcasts and videos on the intranet, the list of NBI Mental Health First Aiders.

A subsequent JSV-run, student survey on annual leave and well-being (July 2022) revealed several key issues (Table 13, Appendix 1):

- 28% (28%F, 27%M) did not feel able to take holidays when they wanted to. There were gendered responses to suggested actions on this, with males less aware of holiday entitlement (59%M vs 83%F), females more likely to want allocated time in meetings to discuss well-being and annual leave (64%F vs 40%M) and males more enthusiastic about annual leave recording in the review form (70%M vs 64%F). **Therefore, several different actions will be used to address this complex issue (GRAP2.1 ix, x, xi, xii, xiii, xiv, xv, xvi).**
- 55% (57%F, 55%M) of students said they had mental health issues since they started their PhD, and/or a specific learning disability and/or another disability. **GRAP2.4 aims to support these people.**
- Of the 12 (50%F, 50%M) students who had used UEA-provided support, only 50% (67%F, 33%M) were satisfied with this. **GRAP2.1 i, ii, iii, iv, v, vi, vii, viii aims to address this.**

A PDV survey (2022, Table 14, Appendix 1) revealed some similar issues, with only 69% feeling comfortable taking all their annual leave (**GRAP2.1 x, xi & GRA2.2 vii aims address this**) and 11% experiencing work-related undue stress on their mental health* (**GRAP2.2 i, ii, iii, iv, v, vi aims to address this, *results could not be disaggregated by gender**).

Since poor mental health can result from feeling marginalised and/or not having your disability recognised/supported, **we have actions to address this (GRAP2.4 & GRAP2.5).**

Priority 2. Improve Mental Health and Well-being Support for Staff & Students

GRAP 2.1: Support mental health and well-being of PGRs.

- i) Liaise with JSV, GSO and UEA Student Services to work on solution to issue of poor perception/evaluation of mental health provision in UEA.**
- (ii) Meet with Student Services counsellors to explain the specific needs and common issues which concern PhD students.**
- (iii) Have UEA Student Services stand at JIC Annual Science Meeting promoting their services.**
- (iv) Continue to support JSV in running surveys and lobbying for mental health provision for NBI institute PGRs (link to GAP3.6).**
- (v) Ask survey respondents to include dates when reporting their experiences with UEA's mental health provision to ensure the impact of changes can be assessed.**
- (vi) Promote Mental Health First Aiders (MHFA) as an on-site resource that students (and staff) can access quickly for support via GSO emails, slides on digital screens and JSV emails.**
- (vii) Review criteria for effectiveness of MHFA and adjust as necessary to provide timely support for staff and students.**
- (viii) Train and promote PGR focussed MHFA as an on-site first point of contact for PGR students with mental health issues.**
- (ix) Develop an annual leave recording system for JIC PGRs.**
- (x) Biannual email from Department Heads encouraging staff and students to take their annual leave, highlighting the importance of breaks to support mental health and well-being.**
- (xi) Include regular reminders about annual leave in the NBI Graduate School newsletter and JIC newsletter to encourage students to take their annual leave.**
- (xii) Allocate time in each interim review meeting to discuss well-being and annual leave.**
- (xiii) Allocate time in each interim review meeting for the primary supervisor to leave the room so students can speak confidentially with the rest of the team.**

(xiv) Add section to the interim review form and annual report form asking the supervisor to confirm that the student is taking their allocated annual leave, with comment boxes for the student and supervisor.

(xv) Disseminate JSV survey results at faculty meetings, emphasising the importance of RLS promoting a healthy research culture and attitude to holidays.

(xvi) Promote the option of having JIC's Academic Lead for PGR advocate for students, or signpost to relevant support, if they are having issues.

GRAP 2.2: Support mental health and well-being of staff and students.

(i) Support the work of the MHWB group by providing assistance to manage their budget, collate reports, track actions and update intranet pages.

(ii) Pilot expanding the MHWB group to the three other NBI to facilitate more cross-institute activities, and support and social network building.

(iii) Pilot the establishment of a small number of 'Culture Champions' – staff who can champion positive behaviours at work, provide an independent point of contact when concerns arise, signpost to relevant help and offer support to help colleagues find a positive way forward.

(iv) Continue to regularly promote our 'Be Aware – Value Feedback – Take Action' resources and continue to strongly encourage all staff encourage all staff to participate in Active Bystander training, and Research Leaders to participate in 360-degree feedback.

(v) Ensure future survey questions distinguish between bullying & harassment and discrimination, enabling a more granular approach to action planning.

(vi) Continue to offer Active Bystander training, tracking the uptake and feedback on the course.

(vii) Annual email from HR to all staff encouraging staff to take their annual leave, highlighting the importance of breaks to support mental health and well-being.

GRAP 2.3: Support staff and students with caring responsibilities.

- (i) Support the work of the PACG by providing assistance to manage their budget, collate reports, track actions and update intranet pages.**
- (ii) Promote updated PACG intranet pages via emails, intranet notices and the digital screens.**
- (iii) Liaise with PDV to have one speaker at the next PD retreat who speaks about balancing a scientific career with parenthood.**
- (iv) Promote family friendly culture through case studies focused on research staff who work flexibly or part-time because of caring responsibilities.**
- (v) Re-organise staff support rooms so that there is sufficient access and appropriate equipment to accommodate users requiring a prayer room, breastfeeding/expressing room and welfare room.**
- (vi) Continue to host and co-sponsor a Daphne Jackson Trust career returner fellowship.**

GRAP 2.4: Support staff and students with additional needs.

- (i) Support the work of the AA by providing assistance to manage their budget, collate reports, track actions and update intranet pages.**
- (ii) Run a one-year pilot of “Supporting and Celebrating Neurodiversity Group”, with seminars, coffee mornings and support signposting.**

GRAP 2.5: Support staff and students from minority groups and groups that needs extra support.

- (i) Support the work of the LGBTQ+ and REED groups by providing assistance to manage their budget, collate reports, track actions and update intranet pages.**
- (ii) Pilot expanding REED and AA to the three other NBI to facilitate cross-institute activities, support, and network building**

3. Improve Communication, Engagement, Recognition, Consultation and Data Collection

Reviewing and improving internal communications was a priority for the previous submission and there was great progress on this including the creation of an internal communications strategy, and recruitment of a Head of Strategic Engagement (GAP1.2 and Section 2.1). HR Surveys (Tables 2, Appendix 1) reveal improvements over several areas related to engagement, communication and EDI (most recent answers shown), particularly in female responses:

"I am proud to say I work for JIC"

2015: 88% (86%F,95%M)

2020: 94% (97%F,94%M).

"I would recommend JIC as a great place to work"

2015: 84% (80%F,91%M)

2022: 90% (92%F,93%M).

"I am kept informed about matters that affect me"

2015: 70% (62%F,80%M)

2022: 82% (82%F,86%M).

"JIC is committed to promoting Inclusivity and Diversity"

2015: 87% (83%F,94%M)

2020: 90% (94%F,89%M).

However, as mentioned in Section 2.1, several actions were marked amber due to the MoS not being surveyed and in many cases, data could not be disaggregated by gender or other protected characteristics. This was partly due to the necessity to keep planned surveys short due to survey fatigue post 2020 and 2021 Covid-related surveys, and partly due to surveys being run by Voices and SSSGs. **We aim to improve this with GRAP3.4.**

In addition, due to the fluctuating make-up of the PD and PGR population, promotion of AS/EDI policies and initiatives must be repeated in numerous different formats and routes to keep awareness high. Males, in particular, were less likely to say they had witnessed I&D initiatives successfully in action (83%F,73%M) and PDs were least aware of the well-being support available to them (46%Total, 44%F,50%M). Anecdotal evidence from informal Voice discussions has indicated that some believe that gender equality and EDI work was deprioritised during the pandemic. **We aim to address these issues with GRAP3.1, 3.2 & 3.3.**

There has also been a small drop in the % of staff reporting feeling valued and recognised for the work that they do - 2015: 78% (73%F,84%M) and 2020: 76% (80%F,83%M) and females were less likely to

say that their performance was evaluated fairly – 2020: 77% (78%F,84%M). Therefore, improving recognition and reward for our staff and students will also be addressed with GRAP 3.5 – 3.6.

3. Improve Communication, Engagement, Recognition, Consultation and Data Collection

GRAP 3.1: Increase awareness of Athena Swan, support available, EDI related guidance and documents.

- (i) Perform annual review and refresh of EDI related items on intranet.**
- (ii) Perform annual review and refresh of EDI related content on the external website.**
- (iii) Create a number of “Did you know..?” digital screen slides advertising EDI related policies and supports, to be played on rotation in the two main institute cafes.**
- (iv) Create a schedule of Athena Swan and EDI related messages to be advertised via newsletter, emails to Voices and support groups, intranet banner for crucial messages, synced with calendar of relevant events (e.g. Pride, Black History month).**
- (v) Pilot biannual new-starter welcome mornings/afternoons with 15-minute Athena Swan & EDI presentation and slots for all Voices and SSSGs.**
- (vi) Improve consultation with Voices and Staff Support groups by introducing an annual report template which includes a progress section for AS actions, both existing and planned (Link to GAP 1.3).**
- (vii) Create welcome magazine for all new staff with contributions from all Voices and Staff support groups, highlighting key support and policies along with articles on local restaurants, walks and amenities and “Life in Norwich/Norfolk” guides.**
- (viii) Create slides about all Voices and SSSGs to display on digital screens to encourage membership and raise awareness of support available.**
- (ix) Create “Did you know...?” slides raising awareness of opportunity to have pronouns on webpage and intranet personal page and the JIC’s transitioning policy (Link to GAP 8.1 & 2).**
- (x) Facilitate ad hoc sharing of EDI ideas and initiatives by setting up an AS-SAT/I&DC Teams channel.**
- (xi) A spreadsheet version of the action plan will be set-up on a shared drive which all action holders and the I&DC have access to. Action holders will be prompted quarterly to update a progress section on the document.**
- (xii) Run annual “Diversity and Inclusion” lecture series with high profile lecturers speaking on subjects such as racism in science, LGBTQ+ in STEM and Science and Disabilities.**

GRAP 3.2: Build on JIC's position as an exemplar for gender equality sharing best practice with other Research Institutes and Universities, leveraging these networks to push for sector-wide changes.

- (i) Attend relevant gender, race equality and research culture events, as a presenter and attendee.**
- (ii) Regularly review literature on solutions to key issues relevant to the JIC and share and discuss at relevant meetings.**
- (iii) Use UEA, NBI and RI EDI networks to launch coordinated campaigns for transformation on areas such as female leadership, and name change policies in publication databases.**

GRAP 3.3: Ensure that the JIC takes a holistic approach to EDI to enable the positive culture and atmosphere to thrive throughout the changes planned for the institute.

- (i) Collate Athena Swan action plan, IAE culture statement and I&D strategy action plan and update and review annually.**
- (ii) Meet with SSSGs and Voices annually to review action plan, expanding and adjusting actions as necessary to address issues faced by all underrepresented groups in the JIC.**
- (iii) Embed these actions within the planning and development of the new JIC-TSL campus.**
- (iv) Learn from the success of the Covid Business Continuity Group and apply a multi-cohort/grade approach to managing any future crisis and to consultation over the new JIC-TSL campus.**

GRAP 3.4: Ensure relevant issues are being explored and benchmarked in staff and student surveys and relevant data collected to enable thorough analysis of staff and student protected characteristics and ascertain barriers and challenges to career progression.

- (i) Run dedicated staff and student surveys to ensure relevant questions on Athena Swan and EDI are being asked biennially with input from Voices and SSSGs.**
- (ii) Run RSS, PD, PGR specific surveys and focus groups tailored to relevant issues (link to GAP2.3ii&iii).**
- (iii) Coordinate these surveys with the HR timetable for staff surveys to avoid "survey fatigue" and publicise actions resulting from surveys so that staff and students see the value in giving feedback.**

GRAP 3.5: Continue to raise the visibility and celebrate the work of our PGRs, PDs, RSS and RLs, especially those from underrepresented groups.

(i) Continue to post regular blogs and articles on staff and students on the internal and external website, highlighted in the monthly newsletter (Link to GAP 3.5 ii).

(ii) Pilot new system for external award nominations with the list of upcoming external awards (for all types of staff) tabled at quarterly RL meetings, with RLs encouraged to nominate their staff.

GRAP 3.6: Explore new methods to reward and recognise staff.

(i) Assess the impact of the Outstanding mentor award (RLs – started 2021) and Mentor Champion Award (PDs and RSS – started 2022) via surveys and focus groups.

(ii) Pilot annual RSSV awards, to be presented at Annual Science Meeting.

(iii) Review success of RSSV awards and expand to include PDs if successful.

4. Increase numbers of BAME staff and students.

Because of the international reach of our research, JIC has higher proportions of non-UK national staff than benchmark, especially amongst our RL and PD populations (Figure 1.2.3 – Appendix 2) and these figures have remained relatively consistent despite Brexit and Covid. There is also a higher %BAME staff within our international cohort than benchmark (Figure 1.2.5), probably due to our strong links with partner institutions in China and India (**GAP2.2iv**). PDs have the highest proportion of non-UK staff but numbers are much lower for our RSS staff (Figure 3.2 & Figure 5.5 & Figure 1.2.4) as we generally recruit this cohort from Norfolk. **We aim to address the issue of lower ethnic diversity amongst our RSS through GRAP4.1 on piloting a T-level technical internship programme and advertising RSS jobs to diversity lists.**

However, while our non-UK national staff are ethnically diverse, we have very few Black staff, either amongst our non-UK or our UK national cohort –

Additionally, the %BAME UK national staff is lower than benchmark and we have not reached 2017 targets for improvement (**GAP4.2**). Ethnic diversity is particularly poor at senior grades (Table 1.2.2) but has improved slightly since 2016

Both UK national and non-UK national RLs % is similar to benchmark but we would like to increase these percentages (Figure 4.5),

The % of UK national students is similar to benchmark, and the proportion of UK domicile PGRs who identified as White in 2020/21 is similar for both genders (88%F, 92%M) but is less diverse than benchmark (80% White). While this is an improvement in ethnic diversity from 2015/16 numbers (97%F, 96%M White), we clearly have more progress to make. The number of international students in 2020/21 was 46, compared to 37 in 2016/17, and we believe our many actions to increase this **(GAP3.2)** have had impact.

Analysis of the ethnicity of UK national staff recruitment was only possible from 2019 onwards due to nationality data not being consistently recorded until then. The three-year average revealed a lower success rate for short-listing of BAME applications (Table 7.4.1 – 10% vs. 29% White applications), but once short-listed, the % offer was similar (37%BAME vs 41%White). The reason for the lower short-listing success is thought to be due to higher numbers of BAME applications not meeting the essential criteria, despite an automatic filtering prompt **(GAP4.1iii)**. There was a similar trend in the PGR application success rate of UK national BAME students (lower than White students in 4/5 years, Figure 2.6). There was an improvement in 2019/20 (BAME success rate 22% vs. 17% White) but this was reversed in 2020/21 (13% BAME success rate vs. 22% White). The reasons for this are more difficult to ascertain as PGR recruitment is run by several different funding bodies (Table 2.1, Appendix 2). **GRAP4.2i & ii aims to monitor and ascertain the reasons for this with an unconscious bias observer at selected sessions.**

Discussions at AS-SAT/I&DC and with REED have indicated that the low ethnic diversity of our UK national staff and students may be a reflection of the low ethnic diversity of Norfolk (**% White in North Norfolk: 98.1%, South Norfolk: 95.4%, West Norfolk and King's Lynn: 95.6% [East Norfolk is included in these figures], versus England & Wales: 81.7% White, 2021 census**). This affects our potential pool of applicants in the student and PD population in our local university (UEA). And while staff and students often travel from other parts of the UK for research positions, they may be less likely to relocate to Norfolk if it is viewed as less welcoming to members of the BAME community. **GRAP4.3 aims to address this by several different routes, from targeting BAME staff and students in the local area via outreach to promoting JIC research in universities with more diverse staff and student populations. We will target BAME RLs via GRAP4.4 on diversity lists and GRAP4.5 will focus on funding for PDs from developing countries as well as leveraging REC submissions and REED (Figure 2.2.6) for novel actions to address our issues.**

While there are no obvious gender-related trends in our lack of ethnic diversity, and we are aware the focus of AS is gender equality, we have decided to address the issue in this AP, as currently, Research Institutes cannot access the Race Equality Charter. While these actions could form a separate JIC Race Equality AP, experience has taught us that the inclusion of actions within an AS AP prioritises the issue and results in appropriate resource allocation.



Figure 2.2.6: Clockwise from top left; poster for REED coffee morning, the REED logo, poster for “Reading with REED” club, the REED stand at the Annual Science Meeting.

4. Increase numbers of BAME staff and students.

GRAP 4.1: Increase numbers of BAME RSS.

- (i) Liaise with TSL on their evaluation of their T-level technical internship programme and if successful, pilot a similar scheme in the JIC, targeting advertising at under-represented groups.
- (ii) Encourage those advertising positions to target job advertisements to diversity lists e.g. Diversify Plant Science list.

GRAP: 4.2: Examine the reason for a lower proportion of UK national BAME staff being short-listed for interview vs White staff.

(i) Monitor the proportions of White versus BAME staff being shortlisted for interview. If there continues to be an issue with lower proportions of BAME staff being short-listed, spot-check an equal number of White and BAME applications to ascertain if the issues are related to application quality.

(ii) If the quality of the applications is the same and biases remain, introduce an unconscious bias observer to selected short-listing sessions, and/or recommend actions to external PGR programmes via the institute academic representation.

(iii) Monitor the proportions of UK domicile White versus BAME PGR application success (working with PGR programmes as required) and if there continues to be an issue with a lower success rate for BAME students, spot-check an equal number of White and BAME applications to ascertain if the issues are related application quality.

(iv) If the quality of the applications is the same and biases remain, introduce an unconscious bias observer to selected short-listing sessions and/or recommend actions to external PGR programmes via the institute academic representation.

GRAP 4.3: Increase numbers of BAME staff and students, especially Black staff and students.

(i) Target universities with a more diverse ethnic population when advertising Year in Industry (Yil) projects and/or investigate whether the Yil programme could be re-branded to target underrepresented groups/BAME students.

(ii) Use alumni contacts in universities with a more diverse ethnic staff and student population so that postdocs and RLs can give talks on their work and raise profile of JIC and PhD and PD opportunities.

(iii) Refresh institutional slide to advertise PGR programmes and PD and RSS opportunities and ask RLs and PDs to use at conferences (link to GAP3.2a ii), emphasising our diverse researcher population and promoting Norwich as welcoming place to live.

(iv) Explore involvement in “in2science” widening participation programme – either hosting 8-week placements or promoting the opportunity for PGRs/PDs/RLs to sign up as official mentors (link to GAP 3.2 a).

(v) Compile a list of EDI related funds and grants and assess whether any are suitable to use to fund widening participation and/or BAME summer internships/outreach activities.

(vi) Run a pilot of “Equity compass” training programme for staff and students doing significant outreach and engagement events with schools and the public.

(vii) Liaise with other NBI institutes to develop BAME in STEM posters for Norwich Science Festival and use in schools.

(viii) Develop strategy to enable students with no scientific networks or contacts to avail of work-shadowing opportunities in the JIC.

(ix) Run another JIC/TSL open day and advertise to local schools, targeting ethnically diverse schools and colleges as well as the public.

GRAP 4.4: Increase ethnic diversity of RLs

(i) Ask @DiversifyPlantSci to retweet any RL recruitment advertisements.

(ii) Identify routes for more diverse microbial RL recruitment advertising.

GRAP 4.5: Increase numbers of BAME staff, especially Black staff, working at the JIC.

(i) Investigate whether there are PD fellowships which will allow scientists from developing countries, especially Africa, to work at JIC.

(ii) Perform annual review of published Race Equality Charter submissions and adopt any novel good practice applicable to the JIC.

(iii) Along with other NBIs, lobby government and funding bodies to re-instate global challenges fund/funding for collaborations with developing countries (link to GAP3.3i).

(iv) Continue to work with REED to identify barriers faced by UK national and international BAME staff and design actions to address these.

Appendix 0 - John Innes Centre Athena SWAN Gold Action Plan 2017-2022

Actions added due to Athena Swan panel feedback are in brown text

Actions added post-Gold award are in blue text

Mauve in the action number column indicates the action was a priority

Green in the action column indicates the action was performed

Green in the outcomes column indicates the success measure was achieved

Amber in the action column indicates the action was partly performed

Amber in the outcomes column indicates the success measure was either not achieved, not measured or partly achieved

Red in the action and outcomes column indicates the action was not performed or abandoned

Red in the outcomes column only indicates the action was partly performed but no progress was made

GRAP: Gold Renewal Action Point

Link to GRAP: This action is continued/linked to an action in Gold Renewal Action Plan

GAP: Gold Action Point

MoS: Measure of Success

SP: Standard Practice – indicates that this action is embedded and will continue to be performed/updated as standard practice/business as usual.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
1. Self-Assessment and Sharing Good Practice					
1.1	Build on the Athena SWAN silver action plan to integrate the post-May15 Athena SWAN Charter principles into the broader Inclusivity and Diversity Agenda.	(i) Inclusivity & Diversity (I&D) action plan developed that aligns with post-May15 Athena SWAN charter - Dec 17 SP	AS-SAT/I&DC Chair	Actions reflect an intersectional approach to Inclusivity and Diversity	I&D action plan completed Dec 2017 to align with Athena Swan Charter. Additional actions added and reviewed and updated in 2022. Link to GRAP3.3.
		(ii) Equality & Diversity/Bullying & Harassment (E&D/B&H) module to be refreshed and expanded to include updated workplace examples, including gender identity, and embed unconscious bias training – June 17.	L&D manager	100% uptake in E&D/B&H training by end of probation period 100% of staff have refreshed their E&D/B&H training on expiry Casework related to complaints of E&D or B&H remains low.	Training modules refreshed to ensure it includes information on gender identity. 'Be Aware, Value Feedback, Take Action' campaign initiated in 2020 after survey (Appendix 1) and promoted regularly in newsletter and annually with Anti Bullying week. Initiatives include refreshed communications on expected behaviours, and a Take Action flowchart showing the steps to take as a line manager or employee to address B&H concerns. 100% completion of E&D/B&H in probation period and 100% renewal completion

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>Casework related to complaints of E&D or B&H remains low at three formal complaints since 2017.</p> <p>Optional Active bystander training introduced in 2021 and repeated twice in 2022.</p> <p>Dignity at work policy expanded to include examples of inappropriate behaviour relating to gender identity and sexual orientation.</p> <p>Link to GRAP2.2iii, iv, v & vi.</p>
		<p>(iii) Real examples of inappropriate interview questions included in the E&D e-module</p> <p>SP</p>	L&D manager	Reinforces recruitment and selection training.	<p>Examples of inappropriate questions included in E&D and recruitment and selection training.</p> <p>RL recruitment includes a Leadership and Management interview where interviewees are asked how they would deal with EDI related scenarios and provide examples of occasions where they have done so (if possible).</p>
1.2 Priority	Review and improve internal communication in response to increase in	(i) Internal communications strategy to be developed – 2018	Director Heads of Communications	Maintain Improved Civil Service People Survey	JIC newsletter trialled April 2018 and now runs monthly. Newsletter

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
	institute size to ensure prominence and awareness of JIC initiatives and supportive practices aimed at driving equality practices, through the development of an internal communication strategy in which the Institute's Inclusivity and Diversity Strategy and Athena SWAN Charter principles are embedded		and strategic Engagement AS-SAT/I&DC Chair Voice Committees	engagement scores – 2015 score 79% >95% of staff and PGRs report they can find required information via the intranet.	includes links to key news stories, blogs and EDI/AS initiatives. Head of Strategic Engagement appointed November 2020, remit includes internal and external communication. Communications strategy developed (2021-2026) with a range of action around internal communication. Internal news sharing platform JICNews launched in 2021: always accessible, has current internal news and notices and "Spotlight" and "Introducing" articles highlighting new and existing staff and EDI/AS initiatives. Online Suggestion Box launched in 2020 'You Said, We Did' initiative April 2021 - summary of online Suggestion Box feedback and resulting actions. Inclusive meetings poster placed in meeting rooms.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>Poster signposting all I&D initiatives, updated annually.</p> <p>I&D info on intranet and newsletters.</p> <p>Booklet on Guidance for JIC Parent & Carers produced and available on intranet, 2019.</p> <p>Family friendly policies, maternity/adoption/shared parental leave and all other HR policies use gender neutral language.</p> <p>Information on the Voices and SSSGs provided to new recruits -2022 initiative.</p> <p>MoS on ease of finding information on the intranet was not surveyed. Marked green as MoS on Civil Service People Survey engagement score was reached (91% in 2020)</p> <p>(Link to GRAP3.1 & 3.4)</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
1.3	Raising awareness of Athena SWAN activities and Inclusivity & Diversity initiatives, (PGR, PD Focus).	(i) Consult with 'Voice' committees to identify effective and efficient mechanisms for keeping information flowing– July 2017	Director AS-SAT/I&DC RSSV PDV SVC	Improved survey scores for awareness of Athena SWAN related information (> 95%) New recruits aware of Athena SWAN at JIC (>95%)	Voices recommended re-instating newsletter – done April 2018. Amber rating because MoS was not surveyed. Link to GRAP3.1 & 3.4.
		(ii) Regular updates to the 'Voice' Committees and Faculty SP			Quarterly JIC-ALL (all staff and students) meeting led by Director provides updates on EDI. Director meets Voices annually and they provide annual report. Voices also provide newsletters to their community. Voice and faculty representatives on AS-SAT/I&DC committee Amber rating because MoS was not surveyed. Link to GRAP3.1 & 3.4.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		(iii) Display Gold award in reception; add AS Gold Logo to JIC website; promote Athena SWAN promoted on intranet; during induction and on 'Further particulars' document for vacancies; Athena Swan Gold award mentioned in all Job vacancy advertisements. SP		Improved survey scores for awareness of Athena SWAN related information (> 95%) New recruits aware of Athena SWAN at JIC (>95%)	Completed. Amber rating because MoS was not surveyed. Link to GRAP3.1 & 3.4.
2. Baseline data and Supporting Evidence					
2.1	Deeper data collection to enable an intersectional approach to data analysis.	(i) Data to be presented in a way that enables interrogation via staff cohort, grade and equality and diversity categories – Dec 18 SP	Head of Computing, AS-SAT/I&DC, HR manager	Robust accurate data collection for all aspects of the postMay15 AS criteria	All postMay15 AS criteria captured now. Reminders sent to existing staff to update personal data. Impact seen in data gathering for this renewal.
		(ii) Where data can be reported without identifying the individual extend data analysis beyond the binary gender options. SP		Overarching data collected, analysed and monitored annually with inequalities identified and SMART actions put in place	Completed. Highlighted that recruitment collection criteria did not include nationality. New action (iv) added.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		(iii) Investigate automation of collection of all HR data – especially for recruitment to capture EOM data across the recruitment pipeline – July 17 SP			Completed. Reviewed BAME recruitment data and agreed as a committee that a comparison of % shortlisted to offered is the correct metric to use. Many of the applications are from people who do not meet the criteria for the role.
		(iv) Expand recruitment collection criteria to include the recording of nationality for all applications and short listing SP			Completed. Recruitment data can now be analysed by nationality.
		(v) Improve mechanisms for collecting non-mandatory training data and feedback that can be interrogated using an intersectional approach – Dec 17 SP			Completed. New automated and integrated system developed by L&D and computing linked to appraisal process and /or for training requests and approval processes throughout the year. Training data by gender and role in reviewed and discussed at SHRC and included in JIC annual reports.
		(vi) Continue to review and revise NBIROS (NBI Research Outcome System)		Positive feedback from staff re NBIROS is >90%	Completed – have opted to pilot use of Research Fish for the collection of this data in the future (2023).

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		where necessary making it less arduous to complete.			Amber rating because MoS was not surveyed. (Link GRAP3.4)
		(vii) Review resource allocation for any gender bias: Lab office space vs funding, productivity, experimental requirements (to inform the new build) – July 2019.	Lab managers	Appropriate action plan in place to address any gender bias found in resource allocation to RLs taking funding and experimental needs into consideration	Resources are allocated on requirements and availability by laboratory managers without any gender bias.
2.2	Develop a formal Alumni strategy that tracks and engages alumni through social media and develop inspirational material for career pathways support.	<p>(i) Develop a formal Alumni strategy that will enable an interactive map of alumni listing where they are and what they are doing. – July 18</p> <p>SP</p>	Head of C&E Head of Directorate; Head of Strategic Engagement; Head of P&IS	<p>A comprehensive list of alumni available that can be used as a career development tool</p> <p>Alumni regularly invited to PD and Student Retreats with good diversity amongst Alumni participants</p>	<p>Fixed term Alumni Officer appointed Feb 2020.</p> <p>493 on alumni list. Alumni map and database, 8 alumni led career events run and regular blogs and news stories featuring alumni.</p> <p>17F and 16M speakers at PD career retreats from 2017 – 2022.</p>
		<p>(ii) Convert this information into inspirational material for career pathways support for PGRs and PDs in particular – Dec 18</p> <p>SP</p>			<p>The Career Pathways Booklet was updated in 2020 and highlighted in Nov 2020 Newsletter.</p> <p>A former Rotation Programme student attends each annual Rotation Student Retreat to talk about their career path and alumni</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>speak at the annual PDV Careers Retreat.</p> <p>Link to GRAP1.4ii&iii.</p>
		(iii) JIC 50 Years' Celebration alumni event – Sept 17		> 50 JIC alumni to attend the JIC 50 Years' in Norwich celebration event	<p>Completed with the addition of an open day attracting over 3000 visitors</p> <p>Link to GRAP4.3ix.</p>
		(iv) Set up International Chapters focused around our International Strategy – China, Africa and India – June 19		Active Alumni communities in Africa, China and India	<p>Active African community but numbers not recorded.</p> <p>China – Over 200 alumni over two different groups</p> <p>India – no formal chapter but are in contact with some alumni.</p>
2.3	Diversify methods used to collect evidence with respect to impact and awareness of Athena SWAN related activities	(i) Rerun the Equal Opportunities Survey (EOS) Staff and PGR survey – 2018	AS-SAT/I&DC, HR Manager	<p>>80% awareness, as measured by EOS, of where the issues lie and action plan developed by the cohort affected to ensure relevance</p> <p>Initiatives set up to address any issues and resurveying demonstrates impact</p>	<p>Decided to run Temperature Check survey instead of EOS (2018).</p> <p>Voices also ran consultation on “What one change to the JIC would make it an even better place to work?”.</p> <p>Responses from both consultations and resulting actions published in dedicated newsletter.</p> <p>Full staff survey run 2020, and anti-bullying “Be Aware, Value Feedback, Take Action” campaign, RL 360 feedback, Active Bystander training</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					and Director communications on B&H all run to address issues raised. Impact seen in surveys in several areas (Appendix 1 of survey responses.) Link to GRAP3.4. & 2.2iii-vi.
		(ii) Voice led focus groups	Voice focus groups led by Representatives on the I&D Committee		Working groups set up to address feedback from “Motivators and Barriers” survey plus the ‘Just one thing’ consultation. Link to GRAP3.4.
		(iii) RSS, PD, PGR specific surveys tailored to relevant issues – 2018	Voices		Motivators and Barriers survey completed and action plan created following focus group discussions. Link to GRAP3.4.
		(iv) Survey specifically aimed at Carers at JIC – June 2018	Parents and Carer I&D representative	Minimal difference in primary carer and non-primary carer responses to survey Parent and Carers survey launched in March 2019. See GAP5.4vii outcomes for actions resulting from responses to survey. Minimal difference in carer versus non-carer responses to 2020 survey. (Appendix 1, Table x). Link to GRAP3.4 & 2.3	
3. Postgraduate Research Students					

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
3.1 (10)	Formalise and improve data collection for visiting PGRs (>6months) to ensure they are aware of the support available and are integrated into the JIC PGR community.	(i) Policy requiring RLs to register all visiting PGRs (>6 months) with the UEA GSO in place – Nov 17. SP	JIC PGR Director GSO I&D Committee representative	GSO has 100% visibility of all JIC visiting PGRs > 6 months	Completed, data is collected.
3.2 (ASCP 1, 10)	Increase the number of international PGRs (where funding allows) and ensure equal opportunities to foster the ethnic diversity of the JIC PGR population	(i) Put on a showcase event for JIC science to the UEA International Office so they are more informed and able to promote JIC PhD opportunities at their postgraduate road shows - Oct 2018	JIC PGR Director GSO I&D Committee representative	UEA can promote JIC PhD opportunities confidently Increase in quality applications from international students leading to interview and offer	A meeting was held with the JIC PGR Director, Head of Policy and International and representatives of the GSO, UEA PGR Service, UEA Doctoral College and the UEA International Office to make UEA more aware of what NBI can offer. This was followed by a meeting and tour of the JIC with other members of the UEA International Office. 46 international PGR students in 2020/21, compared to 37 in 2016/17 (Figure 2.2).
		(ii) Raise the profile and promote the JIC Scholarship Scheme	JIC PGR Director	JIC Scholarship used every year	The JIC International scholarship has been promoted and was awarded to a male student in 2018. A new student will start on the scholarship in 2022.
		(iii) Target developing countries and promote opportunities for studentships through our international partners	Policy international	Increase in quality applications from international students leading to interview and offer	Sub-Saharan Africa (SSA) visiting student support scheme is available for 12 months work at JIC. Has been taken up by two students.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		aligned to our international strategy			<p>Studentship opportunities for overseas students (particularly the Rotation Programme), are being made known to potential African applicants through our contacts with Biosciences for Eastern and Central Africa, AWARD and ACACIA attracting their strongest students to apply to our programmes.</p> <p>Increases in non-EU overseas application every year (Figure 2.4a)</p>
		(iv) Launch the 'Fostering International Relationships' policy (an Institute funded reduction in international fees to that of EU/Home fees) for students from developing countries as listed by ODEC . – Oct 2017	International	RLs take advantage of the Fostering International Relationships policy and all available places are filled	Completed - The scholarship is specifically for students from developing countries and is now called the Janaki Ammal scholarship. Awarded: 2019 1F, 2022 1M
		SP (v) Review how effective the Fostering International Relationships policy is – Oct 2020.	International		Was reviewed and the policy developed into a scholarship called the Janaki Ammal scholarship.
		(vi) Identify new partnerships and studentship funding		New Partnerships set up with EU research organisations – Max	Partnerships set up with Centre for Research in Agricultural Genomics (CRAG) and Max Planck Institute for Plant Breeding Research (MIPZ) for

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		opportunities within the EU -2019		Plank Institutes in the first instance	student exchange, PD placements and an early career researcher conference. Funded by BBSRC Flexible Mobility Training Award (FTMA).
		(vii) Develop EU Partnerships and student exchanges as part of our EU Futures Strategy in response to Brexit – 2019	International		Student exchanges and PD placements set up with MPIPZ & CRAG. Funding from BBSRC FTMA. JIC/CRAG/MPIPZ Early Career Researchers Conference organised in 2019 and 2022
		(viii) Review Rotation Programme (4 year PhD programme funded by the John Innes Foundation that allows students to select three 10-week projects in their first 8 months before picking a supervisor and topic for the main research project) marketing material and revise case studies on the web that reflect the diversity of the programme with the aim of attracting applications from a diverse pool – Sept 2018 SP	JIC PGR Director and GSO I&D Representative	Promotion material reflects student diversity	Rotation student recruitment material regularly reviewed. Rotation Programme webpage updated and includes a video of existing students, illustrating our student diversity. Rotation students are regularly featured in articles on website.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		(ix) Review the admission process for the PhD programmes with the aim of reducing potential risk of bias in student selection – Sept 2018 SP		Admission process is assessed and monitored for unconscious bias. All recruiters are aware of unconscious bias	Process reviewed. Changes made to include 3 staff that shortlist together. Figure 2.6 (Appendix 2) shows a lower success rate for UK BAME applicants compared to UK White applicants from 16/17 -18/19 and 20/21. The % success for BAME applicants in 19/20 is 22%, higher than the 17% success rate for White applicants. Link to GRAP4.2iii & iv.
		(x) Roll out the use of unconscious bias briefings ahead of Doctoral Training Partnership, Rotation Programmes and all ad-hoc student panel interviews SP	L&D Manager		The Royal Society guidance on unconscious bias is highlighted before recruitment on the Rotation Programme.
		(xi) Pilot advertising projects suitable for self-funded and overseas students to attract more applications from non-UK domicile students – Sept 2018	GSO I&D representative; JIC PGR Director	An increase in the number of self-funded non-UK domicile students	Webpage dedicated to process for self and externally funded PhDs provided on the website but no specific projects are listed to allow for greater flexibility for applicants. Includes testimonials from externally funded overseas students. Amber rating as MoS not met.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		(xii) Liaise with International funding bodies in developing countries to identify suitable Studentship schemes – Dec 2019	JIC PGR Director	Funding schemes identified that are consistent with JIC strategy and funds secured	A comprehensive list of potential sources of overseas funding for PGR student has been compiled. Tubitak, Turkey offers full funding over three years and the Gatsby studentship offers four years funding for UK or international students. The JIC has students on both studentships.
3.2a	Increase the number of quality PGR applications to ensure equal opportunities foster PGR diversity	(i) Develop an Undergraduate Internship Programme offering 3-month research placements to increase awareness of the benefits of PhD training – Dec 2019 ABANDONED ACTION	JIC PGR Director	Subject to funds, Internship scheme up and running by 2019 and leading to studentship applications by 2020	Action abandoned in 2018 due to lack of funds and because the current programmes (Year 10 and International summer internship programmes) meet the objectives Link to GRAP4.3iv
		(ii) Provide Research Leaders with an institutional slide to advertise the PGR programmes at scientific conferences – Dec 2018	JIC PGR Director; GSO I&D representative	RL promote the PGR programmes at conferences	Slide was provided. All studentships also advertised on website and advertised through social media. Link to GRAP4.3iii
		(iii) Systematically investigate anecdotal evidence reported by colleagues that we are losing out to top HEIs in the recruitment of quality		Established if incoming PGRs have fewer firsts and/or degrees from Russell Group HEIs, and if fewer offers have been accepted over time.	The quality of applications to the Rotation Programme has not dropped. The number of offers accepted to the programme in recent years has not dropped. There is no evidence that this programme is

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		undergraduates to our PGR programmes – Dec 2018		Suitable actions put in place to address findings	suffering from students being retained by top HEIs.
3.3	Influence BBSRC to consider funding a Global Challenges Research Fund (GCRF) PhD programme, with an aim of improving the overall ethnic diversity of PGR students and opening opportunities for research collaborations	(i) Meet with the CEO BBSRC and BBSRC Science Director to discuss the possibility of a GCRF funding stream for international students from developing countries (DAC) as listed by ODEC- Oct 2018	Director; JIC PGR Director; Head of P&I;	An increase of 10% in the ethnic diversity of overseas PGRs over the next 2-5 academic years – (NB - dependent on funding)	BBSRC have confirmed that GCRF cannot be used for studentships as these are considered as training Success measure achieved (we have increased the ethnic diversity of our overseas students: (15% BAME in 2015/16, 43% BAME in 2020/21) - Table 4.1.2) but amber rating as not due to this action.
3.4	Set up a JIC specific Student Recruitment Committee, part of whose remit is to increase the diversity of the JIC PGR population	(i) Student Recruitment Committee will explore funding opportunities and mechanisms to attract and increase the number and diversity of international PGRs	Chair of the Student Recruitment Committee	An increase to 10% in the ethnic diversity of international PGRs (currently <5%) – dependent on identifying funding streams	Committee set-up and met but it was disbanded when committee chair left JIC. Actions taken up elsewhere Success measure achieved but amber rating as not due to this action.
3.5	Promote awareness of CareerCentral, the UEA career service for PGRs	(i) Raise awareness of the career support service available at UEA – Sept 2017 SP	GSO I&D committee representative; JIC PGR Director.	>75% off students access, or are aware of this service	This is regularly promoted in student newsletters. Amber marking as success measure not surveyed. Link to GRAP1.4i & 3.4
		(ii) Blogs from PhD students SP	Comms team	PGR raise awareness of what it is like to be a PhD student and the	35 blogs (16F led, 13M led, 6 mixed) from PhD students on life in the JIC, internships etc.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
				culture at JIC in addition to career options	Link to GRAP3.5i
3.6 Priority	Provision of well-being support for PGRs	(i) GSO to work in partnerships with the Student Support Service to provide a drop-in provision at NBI/JIC	GSO I&D committee representative	90% of PGRs feel their well-being needs are supported	<p>A Student Support drop-in service was provided on the NBI campus. Engagement was very low so it was changed to appointment only and then moved back to UEA campus because of low use.</p> <p>The JSV is currently lobbying to get it re-instated and the EDI advisor supported students in running a mental health survey in summer 2022 (Appendix 1).</p> <p>JIC new Mental Health and Well-being landing page also signposts 24/7 phone support for PGRs (which is provided by UEA).</p> <p>Frequent signposting in the JIC Newsletters and via the Graduate School student newsletter.</p> <p>Mental health and well-being group was set-up in 2019. The group run a mental health first aiders scheme and run seminars, events and “Time to Talk” coffee mornings.</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					Amber rating as success measure not surveyed and the 2022 well-being survey revealed low satisfaction with UEA provided support (Appendix 1). Link to GRAP2.1 & 3.4.
		(ii) Extend the Welfare week to a month each year – 2018	L&D Manager and Student Voice Committee		Welfare month took place – JSV joined up with the other Voices. Well-being activities are also spread throughout the year and linked to National Well-being days. Regular Time to Talk Coffee sessions take place and rotate around departments and buildings. JSV welfare officer is a member of JIC well-being and mental health group and helps to organise events. Amber marking as success measure not surveyed. Link to GRAP2.1 – 2.5 & 3.4.
		(iii) Create a student welfare position on the SVC – 2017 SP	JSV		Completed and role is rotated annually/biennially.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>EDI advisor helped JSV welfare officer create and run a well-being survey 2022 (Table 13, Appendix 1).</p> <p>Amber marking as success measure not surveyed.</p> <p>Link to GRAP2.1 & 3.4.</p>
		(iv) Take part in the Courage well-being Project	GSO Manager, JSV, PGR Director		<p>JIC and all NBI, UEA and University of Suffolk took part in the 2 year “Courage project” in 2018/19 – 2019/20 – aimed at improving mental health and well-being for PGR students.</p> <p>8 different strands including resilience training, building social networks, setting up walk and talk groups, developing a mental health support app and offering free yoga and mindfulness courses.</p> <p>Amber marking as success measure not surveyed.</p> <p>Link to GRAP2.1 & 3.4.</p>
		(v) Set up Accessibility Advocates group to represent students and staff with mental or	HoDr & C&E Team	Staff and students with disabilities/neurodivergence have a group to advocate for their needs and provide support	Accessibility Advocates Group set up in 2021 and is chaired by an RL (NB) and member of RSS (M).

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		physical disabilities or neurodivergence.			<p>They have run seminars and meetings on physical access, hidden disabilities, mental well-being, sound and vision, chronic illness, neurodiversity & disability rights.</p> <p>They have liaised with facilities managers on the provision of better signage and access to buildings, including greenhouses, had badge making sessions for people wishing to indicate they are lip readers or have hidden disabilities and have gotten heavily scented air fresheners removed.</p>
3.7	Enhance data collection for the Postgraduate Internship Programme (PIPs)	(i) Data collection to include destination, gender and other EOM data – Dec 18.	GSO I&D committee representative	No gender bias in sector destination of internships.	GSO could not share data due to GDPR concerns as the small numbers involved and unique nature of the internships meant individuals could be identified.
3.8 Priority	Review Terms and Conditions for PGR maternity/paternity/adoption/ shared parental leave	(i) Update T&Cs for studentships funded by JIC bringing all maternity/paternity/adoption/ shared parental leave in line with the RCUK minimum – Dec 17	GSO I&D Committee representative; JIC PGR Director;	PGR T&Cs reflect those of RCUK for PGRs.	Completed and success measure achieved.
		SP (ii) Encourage all PGR programmes to provide		All PGR programmes provide standard	Completed and success measure achieved.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		RCUK standard funding for maternity/paternity/shared parental leave for all Institute funded studentships where possible – Oct 2019		funding for maternity/paternity and shared parental leave, where possible.	
		(iii) Provide equality of treatment regarding leave and enable all PGRs to apply for leave up to the RCUK standard maternity/paternity/shared parental leave maximum where possible and UK Visa and Immigration and University regulations allow – Dec 2018		PGR survey demonstrates awareness of entitlement with respect to caring leave. Survey supports the notion that all PGRs are treated equally with respect to leave.	All students are treated fairly with respect to VISA and IHS - in 2021 it was agreed that all students who had to pay visa costs and IHS could claim back £2500 to help with the costs. Rated Amber as success measure not surveyed. Link to GRAP3.4 & 2.3.
		(iv) Develop a webpage on the Graduate School intranet detailing maternity/paternity/shared parental leave entitlement – Oct 18.		Webpage in place providing clarity on maternity/paternity/shared parental leave;	Completed - UEA webpage available to all students.
4. Key Career Transition Points: Recruitment and Promotions/Reward					
4.1	Further develop recruitment and selection and resources, ensuring recruiting managers adopt	(i) Policy implemented that ensures single gender shortlists are challenged to make sure due diligence	Director, HR Manager, Recruiters	Able to recruit to all key positions	Completed and success measure achieved.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
	best practice and maximise the success of recruitment processes, both in terms of excellent appointments and the candidate experience	has been carried out – May 2017. SP		Single gender shortlists will have been subject to review	
		(ii) Online training for recruitment and selection put in place. This replaces the face-to-face training and enables staff to refresh at regular intervals. SP		All recruiters have undergone R&S training and remain up to date with the training	Completed and success measure achieved. NBI Recruitment & selection training for those new to recruitment incorporates an exercise on appropriate/inappropriate interview questions, which include specific examples around parental leave and family circumstances. R&S training for all recruiters and interview panels is mandatory. Access to submitted applications is denied if the training is not up to date.
		(iii) Introduce up to three pre-screening questions on the online recruitment system e.g. areas selected from the essential criteria to reduce the number of unsuitable applications received providing only applications from		Fewer unsuitable candidates submitting applications	Completed. HR report there are fewer unsuitable candidates applying for jobs.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		<p>candidates who meet the critical requirements for the post – June 17</p> <p>SP</p>			
		<p>(iv) For posts where there is under representation of one gender ensure the wording of the adverts is appropriate</p> <p>SP</p>		<p>The % of applications from the unrepresented gender increases by 20%.</p>	<p>Wording of adverts reviewed by HR before advertising to ensure they are appropriate – removing unnecessary “essential” criteria and gendered language.</p> <p>Partially achieved success measure:</p> <p>% of female RLs (under represented) applications has decreased from 2017 to 2021 (Tables 7.2.1 and 7.2.3) but the % of male RSS (under represented) applications has increased (Table 7.3.1).</p> <p>Link to GRAP1.1</p>
		<p>(v) Promote opportunities for flexible working where the job allows</p>		<p>Maintain staff retention rates (90%) at 6/12months as a measure of success for recruitment</p>	<p>Opportunities for flexible working have been promoted and blog on being a scientist and a mum (and working part-time) published. Success measure met (Table 7.4.2)</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		(vi) Note added to the recruitment system to remind recruiting managers to provide clear criteria (based on the Person Profile for the role) for any feedback they invite colleagues to provide following informal meetings during the selection process. – August 2018 SP		Able to provide constructive feedback to unsuccessful candidates if requested.	Completed and success measure achieved.
		(vii) Search Committee formed to improve recruitment opportunities SP		Wider RL engagement in recruitment of RLs	Completed and success measure achieved. Search Committee with terms of reference and a membership from across the career stages and science areas formed in 2019 – put in place to make recruitment more coordinated.
		(viii) Identify ways to improve recruitment of women into RL roles.		Recruitment is gender balanced.	Men and women are shortlisted for RL recruitment separately then a final shortlist drawn from the separate gender shortlists. This ensures that women don't get lost amongst the large number of male

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>applications. This has improved the gender ratio of those interviewed (Table 7.2.2) and has resulted in a good appointment success rate for women.</p> <p>A single gender 'targeted recruitment list' was drawn up to identify mid-career PDs who could be encouraged to apply for RL positions - none of them took the opportunity forward.</p> <p>Amber rating as success measure not achieved (Table 7.2.1 & 7.2.2)</p> <p>Link to GRAP1.1</p>
		<p>(ix) Blogs from Group Leaders promoting JIC as a good place to work and describing what it is like to be a RL at JIC</p> <p>SP</p>	Head of C&E	An increase in applications for RL positions – particularly from women	<p>There have been over 77 blogs written by or about RLs (13F, 23M, 41 mixed).</p> <p>There has been an increase in the number of RL applications from both women and men (Table 7.2.2) but</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					the proportion of female applications has dropped. Link to GRAP1.1.
4.2	Identify mechanisms to improve the ethnic diversity at all levels of staff.	(i) Ensure recruitment material continues to reflect diversity of staff and science – Dec 18. SP	Head of C&E, Head of P&I	Double the proportion of BAME staff	Recruitment material and the website show a diverse range of staff and students. Amber rating as success measure not achieved (Figure 1.2.5). Link to GRAP4.1, 4.2, 4.3, 4.4.
		(ii) Promote recruitment opportunities with our international partners			Action completed along with several events and articles around our collaborations in Africa. Amber rating as success measure not achieved (Figure 1.2.5).
		(iii) Review reach of recruitment media and consider new media (including social media as appropriate) drawing on other Institutes' experience – 2019/2020.	HR Manager, Recruiters, Senior E&D Champion		No change to practice required as this did not reveal anything, we were not already doing. Amber rating as success measure not achieved (Figure 1.2.5). Link to GRAP 4.1, 4.2, 4.3, 4.4
		(iv) Widen the diversity of selection panels where possible – 2018		Over the reporting period no significant difference detected between the diversity of	Selection panels are as diverse as our pool of eligible staff will allow and staff on the same grade as the role advertised are used in the

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		SP	I&D Committee representatives	eligible applications and the diversity of staff subsequently appointed	recruitment panel for career development. Amber rating as success measure not achieved (Table 7.4.1).
		(v) Investigate why the BAME diversity of JIC UK- National staff is below HESA benchmarking data e.g. Compare the diversity of eligible applications against the diversity of staff to whom job offers are made and determine if there is evidence of potential unconscious bias in the selection process.			The success measure was not achieved, and the analysis (Table 7.4.1) has prompted further action (GRAP4.2).
		(vi) Through consultation with appropriate staff identify the challenges and barriers faced by BAME staff – 2018. SP		Actions in place to address identified barriers.	In response to the BLM campaign the Race, Ethnicity Equality and Diversity (REED) Group was set-up, and the chair of this group sits on AS-SAT/IDC and has been active in setting up a number of initiatives: -All JIC vote on renaming of Watson & Crick seminar room to Rosemary McClintock room -Purchase and promotion of anti- racist books for JIC library -Read with REED podcast/book club

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					- Joint REED and LGBTQ+ online seminars on Allyship and Intersectionality.
4.3	Conduct equal pay audit and address any inequalities in pay.	(i) Undertake periodic gender pay gap analysis, publishing results in due course. SP	Pay roll Manager and Head of HR	A narrowing of the gender pay gap by 10%. Action plan in response to any issues in place	Completed but success measure not met due to more men on higher pay grades than women for both RLs and RSS (Table 4.1 and 5.1). Link to GRAP1.2.
4.4	Raise awareness of promotion and Individual Grading Review opportunities and encourage greater use by line managers of Special Bonus (SB) and Exceptional Performance (EP) Awards to recognise	(i) Encourage line-managers to consider all staff for SB and EPA awards SP	Director PDV and RRSV representatives on I&D committee.	Minimal (<10%) gender difference in awareness, nomination and success rates	Completed. Additionally, there was a seminar on promoting SB and EPAs and how to write a good proposal. Awareness of SB and EPAs was not measured but there was less than 10% difference in success and nomination rates between genders (Table 8.3).
		(ii) Appraisal form expanded to include explicit reference to personal promotion and Individual Grading Reviews – April 18 SP	HR manager	>90% of staff are aware of appraisal and reward mechanisms	Completed but amber rating as success measure not surveyed. Link to GRAP3.4.
		(iii) Annual review with HoDs to discuss promotion	Director	Staff report that the promotion process is fair	Completed but amber rating as success measure not surveyed.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		opportunities for all staff with line-managers ahead of the start of the appraisal review period – annually (Jan/Feb) from 2018. SP	HoDs and RL line-managers	and transparent – as judged through focus groups and surveys	Link to GRAP3.4.
5. Career Development: Training, Performance Appraisals and Support for Career Progression					
5.1	Be a beacon Institution for developing and driving career development for Research and Support Staff and spreading good practice to other Research Institutes	(i) Encourage RSS to work towards Science Council Professional Registration SP	RSSV Chair, RSS Mentors, Line-managers, L&D Manager	Double the current number of RSS who have achieved Professional Registration	The costs of Professional registration application and renewal are supported by the institute. Mentoring and help is provided to complete the application. A blog was written about the benefits. Numbers registered small (currently 2F at CSci). Amber rating as success measure not met.
		(ii) Submit action plan for the Technician Commitment and continue to be an active member SP		Complete assessment and be an active member of Technician Commitment network	JIC were a founding signatory in 2017 and completed our initial assessment in 2018. The action plan ran from 2018-2020 and completed stage 2 assessment and received an impact award in 2020 in recognition of the work done to ensure greater visibility, recognition, career development and sustainability for all technicians (RSS) at JIC. The new action plan runs 2021-2023 and was reviewed April 2022.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>The JIC Technician commitment lead has delivered numerous talks, workshops and collaborated with a range of Universities and research institutes.</p> <p>2021 – Technician’s commitment lead is seconded to Science Council to work as “Associate Lead for the Technician’s Commitment”</p> <p>Link to GRAP1.3.</p>
		(iii) Raise the visibility and recognition of RSS through innovation career development opportunities. SP	Head of C&E, RSSV members	RSS have good visibility on the website. Careers in RSS are promoted	<p>Changemaker placement program enabled technical staff to visit other institutions and we hosted visits for two technicians from Universities (Newcastle and Southampton)</p> <p>RSS careers are presented in the career pathways document</p> <p>FTMA – enabled opportunities for technical staff in mentoring, project management and secondments.</p> <p>Link to GRAP1.3</p>
		(iv) Promote JIC RSS career development initiatives to other Research Institutes	Technician’s Commitment Lead	RSS are invited to talk at other organisations	JIC were instrumental in setting up the Research Institute Technician Group which has grown to include 9 institutes. Our Technician

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		and HEIs and share good practice. SP			commitment lead has delivered numerous talks, workshops and collaborated with a range of Universities and research institutes. Link to GRAP1.3.
		(v) Formed Research Institute Technician Group working group – inter-institute technician conference planned for 2019		JIC heavily involved in conference organising	Have run 2 inter institute careers conferences (2019 and 2021) and launched an award scheme. Link to GRAP1.3.
		(vi) Play an active role in EDI initiatives for RSS – STEMM CHANGE - 2019 SP		JIC is key collaborator in EDI initiatives	EDI report on technicians shared with the wider sector. This was a collaboration with Science Council and Nottingham and Liverpool Universities. Link to GRAP1.3.
5.2	Continue to offer HfP (European Molecular Biology Organisation based) leadership and management programmes tailored for RLs and PDs and identify further scientific and professional	(i) EMBO leadership programmes run as annual event SP	L&D Manager	Continued positive feedback on the HfP Leadership and management course	2018 survey of post 6 and 12-month attendance on EMBO endorsed HfP leadership programmes resulted in very low number of responses however, those who did respond were positive. Feedback included: “I expect to look back in 10 years and attribute a measure of my

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
	development training of particular relevance to female scientists.				group's success to the skills I learnt on this course." 2021 saw the RL EMBO programme converted to a cross institute leadership programme involving the NBIs, the Crick, and Babraham.
		(ii) Identify further scientific and professional development training of particular relevance to female scientists, provision of mock interviews, and encourage attendance of early career scientists.		Female specific professional development training available	PGRs and PDs can access mock interview practice and female researcher focussed training from UEA. The JIC "Women in Wheat" mentoring programme for PGRs and PDs included tailored 'lunch & learn' sessions for female career development in wheat research' (2019 onwards). 'The Technician Commitment STEM Changemaker programme targets female technicians (and other minority groups) to offer career development placements. Link to GRAP1.2.
		(iii) Embed unconscious bias training into Leadership and		Awareness of unconscious bias is raised at every opportunity and results in increased awareness	Principles of EDI and training on how to manage more confidently 'difficult and sensitive conversations' was embedded in more recent "Essential Skills for Effective Managers" and

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		Management Training – April 2017 SP			new “Leadership Skills Review” programmes. We have had positive feedback on raised awareness of unconscious bias.
		(iv) Trial longitudinal evaluation (6 and/or twelve months’ post training) of leadership and management training to determine the impact this training has had over time ‘on the job’ – 2017/18. C		Evaluation demonstrates that Leadership and management training has had a positive impact on those who have taken part.	2018 feedback from surveys run 6 and 12 months post attendance of the leadership training indicated that participants felt that skills were embedded and that this resulted in equally positive feedback from their managers e.g. “ I think the program is partially responsible for some of the feedback I got from my line-manager in my last performance review. He wrote ‘Everyone she works with seems to excel which is a fantastic reflection on her abilities as a mentor.’ At the time of my leadership journey I was taking on greater management responsibility – I don’t think I could have maintained my performance and received this comment if I had not participated in the program.”
		(v) PD initiatives to focus on options for next career steps, exploring both academic and non-academic careers – 2019	PDV	New career development training and events available for PDs	L&D supporting ‘Women in Wheat’ mentoring & “Lunch & Learn” programmes and other career specific training such as ‘Presentation skills coaching’ , ‘C.V.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>writing', 'Train-the-trainer' programmes combined with teaching and light touch mentoring opportunities at the UEA.</p> <p>PDV run annual career focussed PD retreats using funding from L&D budget, covering diverse career types, both academic and non-academic.</p>
5.3	<p>Enhance scientific technical training to address the ever-evolving needs of JIC staff.</p> <p>Note: See JIC I&D Strategy Progress report</p>	<p>(i) Identify scientific and technical training gaps and the personnel to deliver them.</p> <p>SP</p>	PD Dean, JIC PGR Director, L&D Committee	Scientific and technical training needs met	<p>UEA Lecture training for staff which includes mentoring for PDs</p> <p>Raised awareness for opportunities for RSS and PD supervising mini projects: undergraduate projects, summer students, year 10 science camp, PhD supervisory panels, year in industry students – part of survey newsletter plus working groups</p> <p>Computational orientated problem drop ins (bioinformatics/ stats – working on real problems).</p> <p>The structural biology platform runs coffee time discussions which are open to all</p>
		(ii) Provide more RL delivered training sessions – 2018.	RLs, L&D Committee, L&D Manager	>80% of staff report that L&D opportunities help improve their	RL-delivered training includes: Grant writing training, Scientific writing

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		SP		performance and there is no gender difference in satisfaction.	<p>training and “How to do Science” (for PGRs).</p> <p>Staff survey question: “I can access the training I need to do my job”</p> <p>2020: 95%F & 90%M agreed 2022: 91%F & 93%M agreed</p>
		<p>(iii) Continue to revise and review training offering for personal and career development. Ensuring it is fit for purpose.</p> <p>SP</p>	L&D Committee, L&D Manager	>80% of staff report that L&D opportunities help improve their performance and there is no gender difference in satisfaction.	<p>L&D framework has been revised.</p> <p>New automated and integrated system developed by L&D and computing to cut-out ‘manual interface’ in learning and development requests linked to appraisal process and /or for training requests and approval processes throughout the year.</p> <p>Lunch and Learn program set-up.</p>
		(iv) Pilot new mediums for delivery of key scientific and technical training and host on the intranet as video based ‘how to guides’ enabling access to training ‘on demand’ – April 2018	L&D Manager	Staff feedback demonstrates that they can access training as and when they require it	<p>Regular technology platform seminars</p> <p>“Access at point of need” catered with drop-in informatics workshops and biannual careers clinic</p> <p>Three videos based “How to Guide” on protein crystallography created but no plans for additional video</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>guides due to time, expense and updates required.</p> <p>Since 2020, training is a mix of in-person and virtual, which is well-received</p> <p>Some virtual training sessions are recorded and available afterwards.</p> <p>Amber rating as success measure not surveyed.</p> <p>Link to GRAP3.4.</p>
		(v) Evaluate how well the 'how to' guides are working and identify other scientific training that would benefit from being delivered in this way – Dec 2018	L&D Manager	A suite of 'how to' guides available on the intranet;	<p>-Three video based "How to Guides" created but no plans for additional video guides due to time, expense and updating required.</p> <p>Amber rating as success measure not achieved.</p>
5.4 Priority	Enhance and formalise mentoring/coaching opportunities for PGR, RSS and PDs	(i) Expand the pool of internal coaches and mentors – May 2017	L&D Manager	Pool of mentors and coaches from across all staff cohorts available; All staff and students who require a mentor can access one	2018: Coaching and Mentoring Pool in place. Details of all mentors available on intranet, along with guidance. Mentees choose their mentors with assistance from L&D manager, if needed.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
				Survey data and focus groups confirm that Staff and PGRs have access to mentoring	Rated green as there is a pool of mentors available and all staff and students can access one. However, access to mentoring was not surveyed. Link to GRAP3.4 & 1.2 ii & iii.
		(ii) Provide new/revised training and guidance with respect to expectations of both mentor and mentee – June 2017	L&D Manager		Guidance available on intranet Rated green as there is a pool of mentors available and all staff and students can access one. However, access to mentoring was not surveyed. Link to GRAP3.4 & 1.2ii & iii.
		(iii) Trained pool of mentors and coaches advertised on the intranet for all staff to request a one off or a series of coaching discussions for support of their career or personal development – June 2017 SP	L&D Manager		Pool advertised in newsletters (2018 & 2020) Rated green as there is a pool of mentors available and all staff and students can access one. However, access to mentoring was not surveyed. Link to GRAP3.4 & 1.2iii & iv.
		(iv) Collect feedback and review mentoring provision to ensure the standard and benefits of mentoring are	L&D Manager		Feedback collected 2018 and was very positive

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		<p>maintained – Dec 2018, then annually.</p> <p>SP</p>			<p>Review carried out in 2018 and 2021 programme expanded to be across NBI in 2023.</p> <p>Rated green as there is a pool of mentors available and all staff and students can access one. However, access to mentoring was not surveyed.</p> <p>Link to GRAP3.4 & 1.2iii & iv.</p>
		<p>(v) Women in Wheat Mentoring Programme launched 2019</p> <p>SP</p>			<p>28 female PhD students and PDs have joined programme since 2019, 19 are still in the programme. Of the 8 PDs who participated, 5 female PDs have moved on to independent positions.</p> <p>Programme set up in response to lack of women in wheat in senior positions.</p> <p>The programme consists of targeted one-to-one mentoring in career planning, one-day retreat, training suggested by programme participants, and a programme of talks from external female speakers working in wheat research.</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					The programme has now been expanded to include our academic partners Rothamsted and National Institute of Agricultural Botany. Link to GRAP1.2 iv.
		(vi) PGR buddies to be matched by culture, gender and scientific speciality -Oct 2017 SP	JSV	All PGR's who want a buddy have one	An NBI-wide buddy system was set up for PGR students in 2017 but uptake was not sufficient to repeat it. Since 2021 the JSV runs its own buddy/mentor scheme where year 2-4 PhD students mentor year 1 PhD students.
		(vii) Provide events on 'Science Careers & Parenthood' aimed specifically at women but open to all – 2018	PACG	Series of events related to a scientific career and parenthood are run	There have been several articles on parenting as a scientist & flexible working, the PACG has set-up Teams channels to support parents and carers at different stages of parenthood, run a Parents and Carers survey, in response to feedback have written several guides and guidance documents (A Guide for Parents and Carers, Leave reference Guide, Guide to UK Schools, Guidance on Breastfeeding and Expressing at work, Recommended Days Outs in Norfolk), have an extensive intranet page with

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>links to resources and advice, provide regular support and advice to parents via email, run a Family Summer party and Christmas party, were on the panel for the NBI nursery provider interviews, were on the Covid Business Continuity Group, and are members of the I&DC.</p> <p>During the pandemic, the PACG advocated for parents and raised the issue of, JIC parents, especially women, experienced high levels of stress related to the forced drop in productivity when working from home while looking after children when schools and nurseries were closed. This was documented and raised with the Director and the BCG via an open letter. In response, the Director wrote to all line managers to remind them of the importance of continuing to respond flexibly to individual circumstances and the BCG recognised and acknowledged the practical and emotional demands of juggling childcare with working from home in its communications.</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					Amber rating as specific scientific career and parenthood events were not run. Link to GRAP 2.3iii.
5.5	Continue to review and revise the performance appraisal process, in the light of experience, to ensure it remains fit for purpose.	<p>(i) Revise the performance appraisal process as needed in response to feedback- annually.</p> <p>SP</p>	HR and L&D Manager	<p>Minimal gender difference in feedback on survey questions related to performance</p> <p>>85% of staff report positively with respect to appraisal feedback</p>	The appraisal process is revised annually and has been simplified and streamlined with automatic reminders, a clear timetable and regular appraisal training run at relevant time point. 2020 survey: "My manager provides me with the feedback that I need to do my job well": 84%F, 82%M agreed.
		<p>(ii) Embed Unconscious bias training into performance management training – 2018</p> <p>SP</p>			Completed and success measure achieved.
		<p>(iii) L&D section of the appraisal form revised to enable capture of all L&D requirements - April 2017</p> <p>SP</p>			Completed and success measure achieved.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
5.6	Encourage more entrepreneurial career activity	<div>(i) Promote entrepreneurial careers</div> <div>SP</div> <div>(ii) FTMA's available for 3-month placements to encourage PDs into industry.</div> <div>(iii) TSL/JIC Entrepreneur scheme (2Blades PDRA Master class) to be launched in 2020</div> <div>(iv) IP Workshops to be launched in 2020/21</div>	KEC Team and Head of Commercialisation	Broadening of career opportunities	<div>New Head of Commercialisation appointed in 2019</div> <div>Regular JIC alumni career seminars featuring a broad range of careers.</div> <div>F RL won 2019 BBSRC Innovator of the Year award</div> <div>Three spin-out companies formed, all led or co-led by female RLs or PDs.</div> <div>Three rounds of Flexible Talent Mobility Accounts were run from 2017 – 2022: 32 Placements – 21F, 11M 3 Industry engagement awards – 2M, 1F 15 Project Management training: 9F, 6M</div> <div>Cohort of 10 PDs, 2 online IP bootcamps and communication with industry training</div> <div>Head of Commercialisation ran IP training for all staff in 2021</div>
6. Career Breaks and Flexible Working					
6.1 Priority	Continue to monitor staff workload and the impact	(i) Implement sabbatical policy for RLs – Oct 2017	Director, Head of HR	An improvement on the percentage of staff that	RLs can apply for time off from all current duties to explore other

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
	this has on work-life balance.	SP		indicate they have an acceptable workload and achieve a good work-life balance	avenues of research or a start-up company. Five people have used the policy (3F, 2M).
		(ii) Promote and encourage flexible working SP			Family friendly policies and flexible working is raised by the Director at Faculty meetings – features heavily in newsletters and in feedback on survey. “I have an acceptable workload” 2015: 70% (70%F, 73%M) 2020: 72% (76%F, 72%M)
		(iii) Expand, enhance and promote awareness and access to mental health and well-being resources – Feb 2018 SP			2020: 78% (83%F, 80%M) think the JIC supports my health and well-being at work, 85% (87%F, 85%M) think well-being support is well promoted at JIC. Link to GRAP 2.2 - 2.5
6.2 Priority	Address the issues experienced by Staff on fixed term contracts in relation to parental leave	(i) Guidance document providing clarity on external funding body ToRs with respect to parental leave and the potential impact on the individual's FTC available – April 2017. SP	Director, Head of HR, Head of Contracts	All eligible staff on fixed term contracts that expires three or more months after the baby due date or (adoption date) are supported for six months' employment on return from parental leave.	Guidance document created and available on intranet. Feedback from PACG indicates that it is useful. Link to GRAP2.3.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		(ii) Implement a policy to support the extension of fixed term contract by up to six months on return from parental leave – May 2017. SP			Policy in place and three staff have availed of it (2F, 1M). Link to GRAP3.1 to promote policy.
		(iii) Determine the reasons behind staff resignations on return from maternity/shared parental leave and identify an intervention if needed.			Only one resignation on return from maternity leave in the five financial years 2016-17 to 2020-21 so no need to identify an intervention.
		(iv) Review Shared Parental Leave Policy – Feb 2020		SPL Policy reviewed and fit for purpose	This has been reviewed twice, and in 2020 in response to a suggestion in the JIC suggestion box shared parental leave has been improved from 37 weeks of statutory pay to 33 weeks at statutory pay and 4 weeks at full pay. Link to GRAP3.1.
6.3	Sponsor two additional Daphne Jackson Trust Fellowships in recognition of the value these Fellowships bring, both to the individual and the institute	i) Recruitment of two Daphne Jackson Fellows over the next four years – 2018 SP	HoDr	Two more fellows recruited	Completed. Four fellows (3F, 1M) have been hosted and co-sponsored by the JIC since 2015. All four are still working in the NBI, one in TSL as an Research Assistant, two as JIC PDs and one as JIC EDI Advisor. Currently

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					advertising for a fifth fellow to start in 2023. Link to GRAP2.3 vii.
6.4	Set up a JIC Parents and Carer Group to engage with parents at JIC and review current support and how JIC can support them better.	(i) Survey developed to identify if further support is needed and promote awareness of flexible working and family-friendly policies – Dec 2017	Chair I&DC, HR Manager, PACG	Survey data shows reduced differences between primary and non-primary carers in response to engagement questions;	PACG survey run in 2018. Actions (v) – (vii) in response to survey feedback. 2020 survey results on engagement: Overall: 91% engagement Carers: 94% engagement Link to GRAP2.3.
		(ii) An intranet Parents and Carer Forum to be created – April 17 SP	PACG	Parents and Carer Group is influential and engages with the I&D Committee to develop actions to ensure carers feel supported;	Completed and success measure achieved (GAP 5.4 v - vii) Link to GRAP2.3.
		(iii) Induction material to provide a link to the Parenting Group contact who will provide information relevant to carers (e.g. family friendly initiatives, flexible working, schools, childcare, local support groups, contact details for JIC Parenting Group) to all new starters – July 2017	PACG		Completed and success measure achieved. New starters who are parents find this information useful and have contacted the PACG for additional advice and support on schools and nurseries prior to starting in the JIC. Link to GRAP2.3 & 3.1.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		SP			
		(iv) If successful expand the pilot to include the other Norwich Institutes sharing best practice – Oct 17. SP	PACG	Other Norwich Institutes join the Parents and Carer Group	Completed. Biannual family parties are run with help from NBI PACG reps and funding from NBI. Logo created to badge any events that are family friendly – shared with all in 2020. Link to GRAP2.3 & 3.1.
		(v) Develop a Parent and Carers Support booklet to provide all parents and new starters with information on what is available to parents and carers – launched Oct 2019 SP	PACG, HR Manager	Better awareness of what is available for parents and carers.	Completed. PACG feedback indicates that parents find the booklet useful. Link to GRAP2.3 & 3.1.
		(vi) Develop a Carers Policy – October 2018 SP	HR Manager, SHRC and SC		Carer's policy launched and advertised. PACG feedback in positive. Link to GRAP2.3 & 3.1.
		(vii) Breast feeding guidance put in place and welfare and parents lounge equipped appropriately. Nov 2019.	PACG	Guidance in place and room is comfortable and fit for purpose	Room renamed the Parent and Welfare room and has couch and comfortable chair, locked fridge, sink, heat and air conditioning. Link to GRAP2.3 & 3.1.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
6.5	Facilitate the setting up of crèche/Nursery provision on NRP for JIC staff.	(i) Work with the landowner to enable them to attract a reputable Nursery/crèche provider to the NRP for Institute staff – Dec 17.	Head of Directorate	Nursery/crèche in place by 2018, JIC Staff have local access to reserved Nursery/crèche places	Completed and JIC staff have first priority for places. No JIC staff have been refused a place. NBI staff, then NRP staff have next priority for places, then local families. Currently, 80% of places are taken up by NRP families.
		(ii) Rerun the 2015 Nursery Facilities survey to find out what the likely demand would be in 2018/9 – May 17.	Head of Directorate and PACG Chair		Completed and success measure achieved.
		(iii) Consult with the JIC parenting group on what is needed from the crèche/nursery – October 2017	Head of Directorate and PACG Chair		Completed and success measure achieved. PACG rep on nursery provider interview panel and PACG rep served as liaison between prospective users and nursery during set-up period.
		(iv) Promote the childcare facility to ensure high visibility within JIC – from 2018. SP	Head of Directorate and HR Manager, and PACG Chair		Nursery promoted on the web pages and highlighted in recruitment material in addition to the PACG booklet and intranet pages. Completed and success measure achieved.
6.6	Promote Family Friendly Scientific Conferences and improve gender balance of speakers.	(i) Review what is required to make conferences family friendly (on-site childcare; bursary provision; changing areas etc.)	AS-SAT/I&DC chair, Conference organisers	On site conferences are family friendly	NBI Nursery will look after children whose parents are attending onsite conferences or will help find

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					childcare provided a suitable room is available. Administrators have been made aware of this facility, however, this has never been requested. Conference centre, recreation centre and restaurant provided with baby changing facilities and highchairs.
		(ii) Friday Seminar Committee has introduced a policy whereby at least a third of those nominated by Department/Voice must be female. SP	Friday Seminar Committee	More women giving seminars	In addition to this policy, Friday seminar committee has been provided with the following link to help identify more female speakers https://500womenscientists.org/request-a-scientist/ . It also lists other databases that can be used. 2013-2016: 28%F speakers 2017-2021: 32%F
7. Culture Communication and Institutional Organisation					
7.1	Review gender balance and succession planning of all JIC Committees (Senior Management through to Staff & Student Culture and Communication	(i) Director to encourage female RLs to nominate themselves for leadership positions taking workload into consideration – annual	Director	Gender balance of RL leadership positions reflects the gender balance of those eligible to apply	This is done – two women were encouraged to take on leadership positions but both declined. The % of leadership positions occupied by female RLs is 14% which is lower than the proportion of female RLs

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
	Committees) and Leadership roles	discussion to coincide with appraisal review			eligible to apply (24% of senior RLs are female) (Table 10.2). Link to GRAP1.1-1.4.
		(ii) Review gender balance of Research, Finance, Scientific Resources, Inclusivity & Diversity and Strategic HR Committees to move away from the stereo typical norms where possible – Dec 2020. SP	Director, Head of Directorate	Gender balance of committees represents the gender balance of those eligible to be a committee member	Committee membership reviewed annually. Success measure achieved (Table 10.3) except for Finance Committee, which has only 1 female member, which is an improvement on pre-2019 gender balance.
		(iii) Review the gender balance of all Senior Management Committee Chairs as the number of female RLs (grades SC3-1) increases through career progression and recruitment. SP			Success measure achieved (Table 10.3).
		(iv) Improve the gender balance of the Staff and Student 'Culture and Communication' Committees and Chairs by encouraging male RSS to engage and take	Director, Voice Committee Chairs	Gender balance of the Staff and Student 'Culture and Communication' Committees and Chairs is ~50:50.	Success measure achieved (Table 10.6).

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		responsibility for Chairing some of these committees – 2019 SP			
		(v) Identify a new lead for the next Athena SWAN submission.	Head of Directorate	New Athena SWAN lead in place for the next Athena SWAN submission.	JIC EDI Advisor is new AS lead and managed by Head of Directorate.
7.2	Improve the gender balance of the Corporate Level Committees	(i) Improve gender balance of Audit Committee (currently 0% female) – this could be through rotation of Governing Council members on Audit committee – Nov 2019 SP	Chair of Governing Council	Gender balance of Audit Committee to be >20% female.	Audit Committee now has 3 female members – 33%F (Table 10.4).
8. Supporting Trans People					
8.1 Priority	Inclusivity and Diversity Committee to embed gender identity specific issues within action plan	(i) Incorporate LGBT+ issues into the I&D Action plan – Dec 17 SP	I&D Committee Chair	Appropriate actions to support trans gender people in action plan	Completed. Actions added to Athena Swan action plan (iii) - (vi) JIC features in the Stonewall <u>Starting Out 2017/18</u> LGBT Careers Guide
		(ii) Undertake a self-assessment exercise against the Stonewall Workplace Equality Index,	SHRC, I&D Committee		Self-assessment against Stonewall's WEI carried out and policies

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		and draw actions points from this linked to our I&D action plan. Actions implemented in response to self-assessment exercise and finding of survey – Dec 21/22 SP			reviewed. Transitioning at work policy in place. Continued membership of Stonewall.
		(iii) Expand the LGBTQ+ support network to include all the NBIs with an identified lead for each institute. SP	LGBTQ+ Champion	NBI LGBTQ+ Network in place	All NBIs are part of the support group. Terms of reference approved and budget allocated, each Institute has a representative. LGBT+ intranet page set up. Network maximises activity by linking up with the UEA LGBTQ+ community for joint activities. Link to GRAP2.5
		(iv) Promote how to support LGBTQ+ Colleagues – i.e. how to be a trans and non-binary Ally. SP	LGBTQ+ Champion Head of C&E	Increased understanding of what it means to be an Ally and more staff and students opting for the rainbow lanyard	Director wears rainbow lanyard as do many staff. All new staff offered one. All rainbow lanyards come with a pledge statement to support and call out discrimination against LGBTQ+ community Signed up to LGBT STEM.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>How to be an ally - Promoted at JIC ALL, ASM 2019, and in Newsletter.</p> <p>Collection of LGBTQ+ books bought for library</p> <p>Numerous talks and events including:</p> <ul style="list-style-type: none"> -Trans and gender identity awareness talk- 2019 - The Science of Sex and Gender – 2019 -Annual JIC participation in Norwich Pride event and IDAHoBiT day (film screenings) -LGBT+ Charity bake off October 2019 -Joint REED & LGBTQ+ Allyship seminar event – 2020 -Joint REED & LGBTQ+ seminar on “Intersectionality in Action” - 2022 -Pride, Pizza & Paint – collaborative art and networking event – 2022 <p>LGBT+ related celebration days included in the JIC social media calendar, alongside other key</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>Equality and Diversity days. Two Blogs:</p> <p>“Why LGBT visibility matters in science”</p> <p>“LGBTQ life in the lab”</p> <p>Link to GRAP2.5i.</p>
		(v) Encourage the use of pronouns in email signatures.	LGBT+ Champion		<p>Pronouns encouraged by promotion in the newsletter. Intranet personal page modified to enable staff and students to include pronouns if they wish to.</p> <p>2021: a new field to enable staff and students to post their pronouns on their web pages.</p>
		(vi) Review and update the risk assessment and Working Overseas policy to ensure all aspect of cultural aspects of E&D have been taken into consideration.	Head of P&I, LGBT+ Champion	Updated policy available which takes the needs of the LGBTQ+ community into consideration	<p>Working group met to update policy. Includes help lines and links to customs in other countries. Working group included LGBT+ Champion, non-binary person and HR manager.</p> <p>Link to GRAP3.1.</p>
		(vii) Liaise with computing to create a “name changing policy” to facilitate staff name changes e.g after transitioning or divorce/marriage.	LGBTQ+ chair	Policy available which guides staff through the options and procedure for changing your staff username to align with your new name.	<p>Policy in place and promoted in newsletter - 2022.</p> <p>Link to GRAP3.1.</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		SP			
8.2	Review the need for a separate transitioning policy.	(i) Consider the need for a separate transitioning policy – 2018. SP	I&D and SHRC Committees	Policies in place are inclusive and support trans gender people.	Transitioning policy in place – reviewed by I&D Committee, approved by SHRC, and SC. Posted on intranet and awareness raised. Link to GRAP3.1
		(ii) Improve and promote information regarding point of contact for anyone transitioning – 2018.	HR Manager, LGBTQ+ support group		Highlighted in Transitioning Policy; Promoted as part of I&D Initiatives Link to GRAP3.1
		(iii) Improve staff and student awareness of support group – assessed via 2018/2021 staff surveys. SP	I&D Committee, LGBTQ+ Champion	> 80% of Staff and students aware of the support available to trans gender people	All new starters receive a poster signposting staff and student support groups and voices. Every staff member is on a mailing list linked to their corresponding Voice and emailed about all events and opportunities. Link to GRAP3.1 Amber rating as success measure not surveyed. Link to GRAP3.4.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
8.3	Ensure Trans gender people's needs are taken in account in future building projects	(i) Incorporate trans gender facilities within the plans for the JIC Next Generation Infrastructure should sufficient funds be secured – 2021. SP	Director, Head of Directorate, Capital Projects Manager	All new buildings have facilities suitable for trans gender people	2018 - The Disabled Toilet signs changed to one that indicates that it is both a Disabled toilet and a gender-neutral toilet. This is an interim fix to providing gender neutral toilets that will be provided as part of the Next Generation Infrastructure project.
9. Beacon Activity					
9.1	Develop novel beacon outreach events that target underrepresented groups	(i) Women of the Future Conference is an annual JIC event and remains focused on improving the social mobility of girls in STEMM – Nov 17-21.	Youth Aspirations Champion, AS-SAT/I&DC chair, Head of C&E	Continued interest and positive feedback to the Women of the Future Conference	A Women of the Future Conference has been run annually since 2017 (virtual event in 2020) and 625 women in total have attended with an additional 1671 estimated to have taken part in the 2020 virtual event which was opened up to more schools. <i>Feedback: "Very inspirational, good interactive sessions", "Opened more career paths for me. Enjoyed the interactive aspects", "Very interesting, great new career ideas".</i> Completed and success measure achieved.
		(ii) Youth STEMM award (YSA), opened up to all genders and expanded to		Youth STEMM Award continues to gain momentum with	Completed and the Youth STEMM Award is now a stand-alone business run by the female JIC RSS who started it.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		include Bronze, Silver and Gold Award - May 2017	Youth Aspirations Champion	demand outstripping capacity.	E-portfolio of YSAs is now at capacity.
		(iii) Youth STEMM Award to be expanded from a Norfolk to an Eastern Regional scheme – Dec 2020			Completed and success measure achieved.
		(iv) Explore opportunities for the Youth STEMM award to become a recognised National scheme – April 22.			Completed and success measure achieved. From May 2021 – April 2022: -51 UK wide schools ran Youth STEMM awards for their pupils (52% in East of England) - 631 young people were actively engaged, 67%F, 27%M, 5% PNS, 1% Non-Binary -93% of surveyed participants (Spring 2022) said it helped them to think more about careers in STEMM fields. E-portfolio of YSAs is now at capacity.
		(v) Develop and support other Beacon activities to encourage young people, particularly girls, to study/consider STEMM as a career option.	I&D Committee and Comms Team	New Beacon activities in place	Completed and success measure achieved.: European School Project: 21 Schools in Poland, Portugal, Germany, Italy, Romania, Serbia and the UK. JIC has interactive stands and activities at the annual Norfolk show

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					<p>and the annual Norwich Science Festival.</p> <p>LGBTQ+ role model posters for Norwich Science Festival 2021 (link to GRAP4.3vii)</p> <p>2022 - JIC & TSL Plant Science Open Day run in May.</p> <p>JIC continues to host and support the Teachers Scientist Network & the SAW (Science, Art and Writing) Trust.</p> <p>Hosts and runs an annual weeklong Year 10 Science camp and a 8 week funded International Summer school for talented undergraduates.</p> <p>JIC staff take part in the annual “Pint of Science” festival in Norwich, which involves PGR, PD, RSS and RL speakers giving accessible talks to the public in venues like pubs and cafes.</p> <p>LGBTQ+ group organised a LGBTQ+ science day event to coincide with Pride in STEM LGBTQ+ Day which included keynote speakers and seminars, a group art activity and a</p>

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					networking reception. It was featured in the Eastern Daily Press newspaper. Link to GRAPs 4.3.
9.2	Impact pathways developed that ensure appropriate JIC research has maximum benefit to the developing world and takes gender into consideration	(i) Impact pathways developed to maximise benefit to the developing world taking gender into consideration.	Director, Head of P&I, ISP leaders	Impact of JIC research on gender easily reported	Numerous blogs on our Indian and African partnerships and capacity building. Amber rating as success measure not met.
		(ii) Host more AWARD (African Women in Agricultural Research and Development) Fellows and build international networks. SP	JIC international Coordinator, Head of P&I	JIC viewed as a beacon in this area.	Completed and ongoing and success measure achieved. Deputy Director of AWARD has visited JIC twice and given a seminar and we have shared EDI initiatives and best practice. Collaborations have resulted in a summer school and skills training. A JIC-Pwani University partnership has resulted in multiple postgraduate internship placements. AfriPlantSci workshop in 2017 & 2019. In partnership with others, launched mini-version of AWARD fellowship

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					programme to develop mentoring networks and build leadership skills of Ethiopian female agricultural scientists (2019).
		(iii) Continue to engage with the Borlaug Global Rust Initiative (BGRI) taking a participatory approach to gender in research.	Academic RL lead for International		Completed and success measure achieved. BGRI early career Women in Triticum awards won by JIC PGRs 2018 and 2020 and by a JIC PD in 2019.
		SP			
9.3 Priority	Develop formal methods to measure and maximise the impact of JIC science and outreach initiatives on gender where appropriate.	(i) Systems and software to be put in place to enable impact tracking – Dec 2018 Discontinued.	Head of Business Development	Impact of initiatives validated and reported, and activities modified as necessary	Software trialled but was not supported to continue.
		(ii) Impact plans to be thought through in advance of launching Athena SWAN related initiatives and outreach activities.	AS-SAT/I&DC Chair, Head of C&E, Youth Aspirations Champion, Head of P&I	Exemplar case studies available	While most of our research and communications and engagement activities have impact plans no formal impact plans were written prior to launching Athena Swan related initiatives and no case studies are available. RAG rating of this action plan has proved to be an assessment of impact and we will continue to track the impact of our future action plan as described in Section 1.3.

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
		(iii) Review the merits in commissioning a case study on the societal impact of JIC science including a gender dimension - 2021	Director of P&I Head of Business Development	Societal impact of JIC specifically on gender documented.	Societal impact review proposal was not supported by KEC Strategy Committee.
		(iv) Participate in Technician Commitment Changemaker programme - 2020	Technician Commitment Champion	Enhanced opportunities for underrepresented technicians	JIC participated in Changemaker program specifically for technical colleagues from underrepresented and minority groups. Scheme affected by COVID lockdowns but JIC hosted two visits (Newcastle and Southampton and one technician visited Warwick and others did online meetings.
9.4	Strengthen JIC's position as an exemplar for gender equality and continue to be a beacon for Research Institutes and Universities	(i) Act as a mentor to other Research Institutes for Athena SWAN submissions. SP	AS-SAT/I&DC Chair Director	JIC invited to speak at other Research Institutes and Universities to share our approach to gender equality	Numerous examples including: JIC's AS lead: -chaired the Research Institutes' introduction to the transformed AS charter 2021 -chaired RI's round table discussions on new AS criteria 2021 -Spoke about Athena Swan at Wellcome Sanger 2020 -Advised QIB -Collaborated with Roslin to set up BBSRC Institute Athena Swan network

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					-Reviewed Babraham Gold application, Sanger Silver application, Institute of Cancer Silver application
		(ii) Promote JIC activities and share best practice. SP			Numerous examples including: JIC's AS lead: -Spoke about AS action plan at SAGE (Science in Australia Gender Equity) conference (2018) and toured the SAGE networks -Hosted visits from two SAGE pilot applicants -Hosted visits from UEA's Head of EDI, UEA Pro-Vice Chancellor for Arts, UEA's MED faculty Athena Swan project manager -Reviewed UEA Med School silver application, University of Glasgow SUERC draft bronze application and University of Sydney's Bronze SAGE application. -Policy sharing with Head of EDI at Sanger Institute -Panel Discussion at Women of the World Festival, Norwich, 2018 -Athena Swan presentations at over 10 different Universities and Research Institutes 2017 -2021 -Speaker at Advance HE "Going for Gold" Virtual networking Event for Athena Swan charter members 2022

Action	Objectives	Actions and timescale	Responsibility	Success Measure (as defined in 2017)	Outcomes/RAG rating
					-Member of UKRI EDI Programme Board and Advance HE's Athena Swan Governance Committee -Member of NBI EDI network and UEA EDI frameworks network Link to GRAP3.2
		(iii) Develop innovative interventions when needed to ensure gender equality – ongoing. SP			Single gender shortlisting for research leaders

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

3. *An action plan is in place to address identified key issues.*

1. Action plan

Please provide an action plan covering the five-year award period.

Appendix 1: Consultation data

If desired, please present the results of any relevant consultation/surveys used to inform the research institute's submission.

Appendix 2: Data tables

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

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Relevant Acronyms:

AA: Accessibility Advocates

ASM: Annual Science Meeting

AS-SAT/I&DC: Athena Swan Self-Assessment Team/Inclusivity and Diversity Committee

BAME: Black, Asian and Minority Ethnic

C&E: Communications and Engagement

EDI: Equality, Diversity and Inclusion

GAP: 2017 Gold Action Plan

GRAP: 2023 Gold Renewal Action Plan

GSO: Graduate School Office

HoD: Head of Department

HoDr: Head of Directorate

JSV: JIC Student Voice

MHFA: Mental Health First Aider

MHWP: Mental Health and Well-Being Group

NBI: Norwich Bioscience Institutes

NBIP: Norwich Bioscience Institutes Partnership

NGI: Next Generation Infrastructure

NRP: Norwich Research Park

PACG: Parents and Carers' Group

PD: Postdoctoral Scientists

PDV: Postdoc Voice

PGR: Postgraduate Researchers

REED: Race & Ethnicity Equality and Diversity Group

RSSV: Research & Support Staff Voice

SSSG: Staff and Student Support Group

TSL: The Sainsbury Laboratory

UEA: University of East Anglia

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
1. Increase % Females & Minority Genders in Leadership Roles					
1.1	<p>Increase the % of applications from females and minority genders (MG) for RL positions.</p> <p>Context: Average RL applications: ~40%F (Independent Fellowship process) or ~31%F (RL open recruitment call) (Tables 7.2.1 & 7.2.2)</p> <p>Link to GAP 4.1 (iv) and (viii) and (ix)</p>	<p>(i) Use a gendered “search list” to identify mid-career women to encourage to apply for senior RL positions via targeted approaches by senior RLs.</p> <p>(ii) Run a focus group of female RLs recruited through both the independent fellowship route and the open call recruitment route to understand the barriers and facilitators to applying to be a research leader.</p> <p>(iii) Run a focus group of female PDs to understand the barriers and facilitators to applying to be a research leader.</p>	<p>Chair of Search Committee</p> <p>EDI Advisor</p> <p>EDI Advisor</p>	<p>From Summer 2023, Summer review annually</p> <p>Winter 2023 – Spring 2024</p> <p>Winter 2023 – Spring 2024</p>	<p>Three female RLs hired at mid-career level by 2027.</p> <p>Focus group run and action plan developed by Summer 2024.</p> <p>Focus group run and action plan developed by Summer 2024.</p> <p>Overall MoS: %F RL Independent fellowship applications increased to 44% by 2027 %F RL open call applications increased to 34% by 2027</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
1.2	<p>Support career progression and encourage women to take on leadership roles.</p> <p>Link to GAP 4.3 (i), 5.2 (ii) & iii) 7.1 (i), (ii), (iii) and Tables 5.1 & 4.2.</p> <p>Context:</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Supporting female career progression and hiring more mid-career females should help narrow the pay gap.</p> <p>Because of the proportionally higher</p>	<p>(i) Support retention and progression of early/mid career women RLs, and mid-career PDs by funding at least two hfp consulting (European Molecular Biology Organisation based) “Female Leaders in Science” training courses in the JIC.</p> <p>(ii) Run a new cross-institutional mentoring programme and promote to all staff via intranet banner, newsletter, digital screens and JIC All email.</p> <p>(iii) Learn from the success of the “Women in Wheat” mentoring programme to pilot a female and minority gender mentoring programme for other research areas at JIC.</p> <p>(iv) Run a focus group of female and gender minority RLs at all career stages, to understand the barriers to taking on leadership roles.</p> <p>(v) Run a focus group of female and gender minority RLs at all career stages,</p>	<p>HoDr</p> <p>Training Manager</p> <p>Director & HoDr</p> <p>EDI Advisor</p>	<p>2024 and 2026</p> <p>Programme set-up by Autumn 2023, promoted Autumn-Winter 2023</p> <p>Programme set-up Spring – Summer 2024, review Spring 2026</p> <p>Winter 2023 – Spring 2024</p>	<p>At least two training courses run with positive feedback from the participants by Spring 2027.</p> <p>At least 10 new mentor-mentee pairings by 2027 and positive feedback from the experience.</p> <p>A new female mentoring programme/s established in the JIC by 2024 with positive feedback from participants.</p> <p>Focus group run and action plan developed by Summer 2024.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>number of early career female RLs, there are also more females on FTC than men (Table 6.2), which these actions also aim to address.</p> <p>In 2022 the % of leadership positions taken by female RLs is 14% which is lower than the proportion of female RLs eligible to apply (24%) (Table 10.2).</p> <p>Several influential committees have low %F RL membership (Strategy, Finance, Strategic HR & Inclusivity & Diversity – Table 10.3 & 10.4).</p>	<p>to understand the barriers to promotion.</p> <p>(vi) Annual review of potential RL promotion cases, with encouragement and support offered to staff who are reticent about applying.</p>	<p>EDI Advisor</p> <p>HR Manager and Director</p>	<p>Winter 2023 – Spring 2024</p> <p>Summer 2023 and ongoing</p>	<p>Focus group run and action plan developed by Summer 2024.</p> <p>%F & MG senior RLs (SC1-SC3) to reach 30% by 2027.</p> <p>Overall MoS: %F & MG RLs to reach 40% by 2027. %F & MG senior RLs (SC1-SC3) to reach 30% by 2027. %F & MG RSS at SC5 and upwards to increase by 10%. %F & MG in leadership roles to equal %F in pool eligible to apply for roles.</p>
1.3	Continue to build on the JIC's involvement in the Technician Commitment (TC), which has raised the profile of RSS and offered numerous career	(i) Share and learn best practice at Talent MI's Technicians EDI network meetings, reviewing the impact of our membership annually.	EDI Advisor and HoDR	Spring 2023 and ongoing	Best practice from Technician's network shared with RSSV and AS-SAT&IDC and review completed annually.

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>development and recognition opportunities.</p> <p>Link to GAP 5.1</p> <p>Context: As above.</p> <p>Only 24% of technical managers are female (Table 10.1).</p>	<p>(ii) Highlight TC network opportunities to raise the profile of JIC staff or provide career development opportunities.</p> <p>(iii) Support retention and progression of female RSS specifically by promoting and funding involvement with the Herschel leadership programme for female technicians.</p>	<p>TC lead</p> <p>TC lead</p>	<p>Ongoing</p> <p>Spring 2023 and ongoing</p>	<p>At least two JIC technicians' avail of TC network opportunities.</p> <p>At least 5 Herschel participants by 2027, and positive feedback from the experience.</p> <p>Overall MoS: Proportion of female technical leaders increases by 10%.</p>
1.4	<p>Raise awareness of and engagement with career development support and resources for staff and students.</p> <p>Link to GAP3.5i and 2.2ii</p> <p>Context: As above.</p>	<p>(i) Promote UEA PGR and PD career support service (e.g. female-only research career training, 1 to 1 career advice, mock interviews) at Welcome session, in Welcome magazine and on digital screen slides.</p> <p>(ii) Promote JIC career pathways booklet to staff and students at Welcome session, in Welcome magazine and on digital screen slides.</p>	<p>EDI Advisor & Head of C&E</p> <p>EDI Advisor & Head of C&E</p>	<p>Spring 2024 and ongoing</p> <p>Spring 2024 and ongoing</p>	<p>>75% of PGRs and PDs are aware of the career support available at UEA, with <5% difference in awareness between genders.</p> <p>>75% of staff report that they are aware of the career pathways booklet and find it useful, with <5% difference in answers between genders.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		(iii) Supplement career pathways booklet with a pilot of a Career Development Framework, providing guidance on potential career paths and the general expectations for different roles and grades, to aid career development discussions.	HR manager	Framework piloted and promoted Spring – Winter 2024. Review of impact Spring 2025.	>75% of staff report that they are aware of the Career Development Framework and find it useful, with <5% difference in answers between genders.
2. Improve Mental Health and Well-being Support for Staff & Students (link to GAP3.6 & 6.1 and Tables 8 - 13, Appendix 1)					
2.1	<p>Support mental health and well-being of PGRs.</p> <p>Link to GAP 3.6 and Table 13, Appendix 1.</p> <p>Context: The 2021 PGR Covid Survey (Table 12) and 2022 JSV Annual leave and Well-being Support survey (Table 13) revealed high levels of stress and mental health issues amongst students, a negative culture around annual leave and poor</p>	<p>(i) Liaise with JSV, GSO and UEA Student Services to work on solution to issue of poor perception/evaluation of mental health provision in UEA.</p> <p>(ii) Meet with Student Services counsellors to explain the specific needs and common issues which concern PhD students.</p> <p>(iii) Have UEA Student Services stand at JIC Annual Science Meeting promoting their services.</p>	<p>GSO Manager, JSV Chair and Welfare Officer</p> <p>GSO Manager, JSV Chair and Welfare Officer</p> <p>JSV Chair and Welfare Officer</p>	<p>Spring - Summer 2023</p> <p>Autumn 2023</p> <p>Winter 2023 and annually</p>	<p>>75% of PGRs are satisfied with UEA provided support by 2027, with <5% difference in answers between genders.</p> <p>>75% of PGRs who have accessed UEA support believe that UEA counsellors are aware of the issues which concern PhD students with <5% difference in answers between genders.</p> <p>>75% of PGRs are aware of UEA support by 2027, with <5% difference in answers between genders.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>satisfaction levels with UEA mental health support:</p> <p>2021 Covid survey – 48% (42%F&NB, 52%M) were more stressed.</p> <p>60% (63%F&NB, 57%M) said their mental health was affected by pandemic.</p> <p>2022 JSV survey – 28% (29%F, 27%M) don't feel able to take holidays when they want/need to.</p> <p>55% (57%F, 55%M) said they had mental health issues since they started their PhD and/or had a specific learning difficulty and/or other disability.</p> <p>50% (67%F, 33%M) were satisfied with UEA support.</p>	<p>(iv) Continue to support JSV in running surveys and lobbying for mental health provision for NBI institute PGRs (link to GAP3.6).</p> <p>(v) Ask survey respondents to include dates when reporting their experiences with UEA's mental health provision to ensure the impact of changes can be assessed.</p> <p>(vi) Promote Mental Health First Aiders (MHFA) as an on-site resource that students (and staff) can access quickly for support, via GSO emails, JIC newsletter, slides on digital screens and JSV emails.</p> <p>(vii) Review criteria for effectiveness of MHFA and adjust as necessary to provide timely support for staff and students.</p> <p>(viii) Train and promote PGR focussed MHFAs as an on-site first point of</p>	<p>EDI Advisor & Academic Lead for PGR</p> <p>EDI Advisor & JSV Chair</p> <p>MHWP Chair & Head of C&E & JSV Chair</p> <p>MHWP Chair</p> <p>MHWP Chair</p>	<p>Summer 2023 and biennially</p> <p>Summer 2024 and biennially</p> <p>Summer 2023 and ongoing</p> <p>Winter 2023</p> <p>Spring - Summer 2024</p>	<p>>75% of PGRs are satisfied with JIC mental health and well-being support, with <5% difference in answers between genders.</p> <p>>75% of PGRs are satisfied with UEA provided support, with <5% difference in answers between genders.</p> <p>>75% of PGRs are satisfied with JIC mental health and well-being support, with <5% difference in answers between genders.</p> <p>Review of MHFA completed by Spring 2024 and changes implemented if necessary, by Summer 2024.</p> <p>At least 1 PGR-focussed MHFA in JIC by Summer 2024.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		contact for PGR students with mental health issues.			
		(ix) Develop an annual leave recording system for JIC PGRs.	AS-SAT/I&DC Chair & Academic Lead for PGR	Autumn – Winter 2024	Annual leave recording system for PGRs in place by late 2024.
		(x) Biannual email from Department Heads encouraging staff and students to take their annual leave, highlighting the importance of breaks to support mental health and well-being.	HoDs	Summer 2023 and biannually	>90% of PGRs feel able to take annual leave when they want to, with <5% difference in answers between genders.
		(xi) Include regular reminders about annual leave in the NBI Graduate School newsletter and JIC newsletter to encourage staff and students to take their annual leave.	GSO Manager & Head of C&E	Summer 2023 and biannually	>90% of PGRs feel able to take annual leave when they want to, with <5% difference in answers between genders.
		(xii) Allocate time in each interim review meeting to discuss well-being and annual leave.	GSO Manager & Academic Lead for PGR	Summer 2023 and ongoing	>90% of PGRs feel able to take annual leave when they want to, with <5% difference in answers between genders.
		(xiii) Allocate time in each interim review meeting for the primary	GSO Manager	Summer 2023 and ongoing	>90% of PGRs feel able to take annual leave when they want to.,

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		<p>supervisor to leave the room so students can speak confidentially with the rest of the team.</p> <p>(xiv) Add section to the interim review form and annual report form asking the supervisor to confirm that the student is taking their allocated annual leave, with comment boxes for the student and supervisor.</p> <p>(xv) Disseminate JSV survey results at faculty meetings, emphasising the importance of RLs promoting a healthy research culture and attitude to holidays.</p> <p>(xvi) Promote the option of having JIC's Academic Lead for PGR advocate for students, or signpost to relevant support, if they are having issues.</p>	<p>AS-SAT/I&DC Chair & Academic Lead for PGR</p> <p>AS-SAT/I&DC Chair & Academic Lead for PGR</p> <p>AS-SAT/I&DC Chair & Academic Lead for PGR</p>	<p>Spring 2023</p> <p>Spring 2023 and as needed</p> <p>Spring 2023 and ongoing</p>	<p>with <5% difference in answers between genders.</p> <p>>90% of PGRs feel able to take annual leave when they want to, with <5% difference in answers between genders.</p> <p>>90% of PGRs feel able to take annual leave when they want to, with <5% difference in answers between genders.</p> <p>>85% of PGRs feel issues with project supervisor are/would be taken seriously by the JIC/GSO.</p>
2.2	Support mental health and well-being of staff and students.	(i) Support the work of the MHWB by providing assistance to manage their budget, collate reports, track actions and update intranet pages.	AS-SAT/I&DC Chair & EDI Advisor	Spring 2023 and ongoing	MHWB chair/s feel supported by the JIC and at least 4 events are run annually.

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>Link to GAP 3.6 & 6.1 (iii) & 1,1 (ii) & 2.3 (i)</p> <p>Context: As described in GRAP2.1 for students.</p> <p>2021 Covid Staff Surveys (Tables 8 - 11) and 2022 PDV survey (Table 13) revealed increased stress and mental health issues and low awareness of support available for mental health and well-being amongst PDs. The 2020 HR survey (Table 3) revealed issues around inappropriate behaviour.</p> <p>Staff 2020 survey: <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> </p>	<p>(ii) Pilot expanding the MHWB group to the three other NBI to facilitate more cross-institute activities, and support and social network building.</p> <p>(iii) Pilot the establishment of a small number of 'Culture Champions' – staff who can champion positive behaviours at work, provide an independent point of contact when concerns arise, signpost to relevant help and offer support to help colleagues find a positive way forward.</p> <p>(iv) Continue to regularly promote our 'Be Aware – Value Feedback – Take Action' resources and continue to strongly encourage all staff to participate in Active Bystander training, and encourage Research Leaders to participate in 360-degree feedback.</p>	<p>MHWB Chair</p> <p>HR Manager</p> <p>HR Manager & Head of C&E</p>	<p>Autumn 2024 – Autumn 2025, with review December 2025.</p> <p>Spring 2023 – Spring 2024 with review June 2024.</p> <p>Spring 2023 and ongoing</p>	<p>At least two cross-NBI events run during pilot that are well attended.</p> <p>>75% feel confident that the JIC will support them in resolving any issues around inappropriate behaviour, with a <5% difference in answers between genders.</p> <p>≤5% of people (from any gender) have experienced bullying & harassment or discrimination in the previous 12 months.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>46% (44%F, 50%M) were aware of the stress/mental health support available.</p> <p>PDV survey 2022: 11% experience undue stress on their mental health due to their working conditions.</p> <p>19% don't feel comfortable taking all their annual leave.</p>				
2.3	<p>Support staff and students with caring responsibilities.</p> <p>(Link to GAP 3.8 & 5.4 vii & 6.4)</p> <p>Context: Answers to the 2019 NBI PACG survey (Table 6) revealed that 38% said they could be better supported in their parent/carer role and 4% did not feel well-supported (but respondents</p>	<p>(i) Support the work of the PACG by providing assistance to manage their budget, collate reports, track actions and update intranet pages.</p> <p>(ii) Promote updated PACG intranet pages via emails, intranet notices and the digital screens.</p> <p>(iii) Liaise with PDV to have one speaker at the next PD retreat who speaks about balancing a scientific career with parenthood.</p>	<p>EDI Advisor</p> <p>PACG Chair & EDI Advisor</p> <p>AS-SAT/I&DC Chair</p>	<p>Spring 2023 and ongoing</p> <p>Autumn 2023 and ongoing</p> <p>Spring 2024</p>	<p>PACG chair/s feel supported by JIC, and at least two events are run annually.</p> <p>>75% of parents are aware of the PACG pages and find them useful, with a <5% difference in answers between genders.</p> <p>At least one speaker covers parenthood and a scientific career and feedback on the talk is positive.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>to these questions were from all NBI – not just JIC). Informal feedback to the PACG revealed that parents valued the information sharing, sense of community and social networking opportunities that family events, PACG webpages and guidance documents provided.</p> <p>Feedback to the PACG indicated that the nursing/expressing room was overbooked at times.</p>	<p>(iv) Promote family friendly culture through case studies focused on research staff who work flexibly or part-time because of caring responsibilities.</p> <p>(v) Re-organise staff support rooms so that there is sufficient access and appropriate equipment to accommodate users requiring a prayer room, breastfeeding/expressing room and welfare room.</p> <p>(vi) Continue to host and co-sponsor a Daphne Jackson Trust (DJT) career returner fellowship.</p>	<p>AS-SAT/I&DC Chair and Head of C&E</p> <p>HoDr</p> <p>Director</p>	<p>Summer 2024 onwards</p> <p>Summer 2023, new system in place by Autumn 2023.</p> <p>Ongoing</p>	<p>At least 4 case studies available on website by end 2027.</p> <p>There are rooms available for staff and students with varied needs as judged by spot checks on the booking system and consultation with SSSGs.</p> <p>At least two new DJT fellows hosted and co-sponsored by the JIC by 2028.</p> <p>Overall MoS: Survey feedback for staff identifying as parents continues to be as positive or more positive than staff who are not parents.</p>
2.4	<p>Support staff and students with additional needs</p> <p>Context:</p>	(i) Support the work of the AA by providing assistance to manage their budget, collate reports, track actions and update intranet pages.	EDI Advisor	Summer 2023 and ongoing	AA chair/s feel supported by JIC, AA run at least 3 events annually.

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	According to the 2022 JSV survey 55% (57%F,55%M) had mental health issues and/or had a specific learning disability and/or other disability. There has been good engagement with the AA and events have been well-attended, particularly events about neurodiversity.	<p>(ii) Run a one-year pilot of “Supporting and Celebrating Neurodiversity Group”, with seminars, coffee mornings and support signposting.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>AA, HoDr & Director</p> <p>EDI Advisor & AA Chair</p>	<p>Spring 2024 – Spring 2025, review completed by Autumn 2025</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>At least 4 Neurodiversity Group events are run with positive feedback from attendees.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Overall Mos: AA members are satisfied with the support provided by the JIC.</p>
2.5	<p>Support staff and students from minority groups and groups that needs extra support.</p> <p>Link to GAP8.1</p> <p>Context: Since poor mental health can result from feeling marginalised and/or not having your disability</p>	<p>(i) Support the work of LGBTQ+ and REED by providing assistance to manage their budget, collate reports, track actions and update intranet pages.</p> <p>(ii) Pilot expanding REED and AA to other NBIs to facilitate cross-institute activities, support, and network building</p>	<p>EDI Advisor</p> <p>AS-SAT/I&DC Chair & REED and AA Chairs</p>	<p>Summer 2023 and ongoing</p> <p>Spring 2025 – Spring 2026, review Summer 2026</p>	<p>Both groups’ chairs feel supported by JIC and run at least 4 events annually.</p> <p>REED and AA hold at least two cross-institute events that are well-attended.</p> <p>Overall Mos:</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>recognised/supported, these actions will contribute to addressing the issues flagged in GRAP2.1, 2.2 & 2.4.</p> <p>LGBTQ+ and REED events and meetings are well-attended and feedback from the groups indicate that these networks help foster a sense of community and inclusion.</p>				REED, LGBTQ+ & AA members are satisfied with the support provided by the JIC.
3. Improve Communication, Engagement, Consultation and Data Collection (links to GAP 1.2 & 1.3 and 2.3 and Appendix 1)					
3.1	<p>Increase awareness of Athena Swan, support available, EDI related guidance and documents.</p> <p>Context: The high turnover of PDs and PGRs (due to the fixed short-term nature of their contracts) means that the support available to staff and students needs to be</p>	<p>(i) Perform annual review and refresh of EDI related items on intranet.</p> <p>(ii) Perform annual review and refresh of EDI related content on the external website.</p> <p>(iii) Create a number of “Did you know..?” digital screen slides advertising</p>	<p>AS-SAT/I&DC Chair</p> <p>AS-SAT/I&DC Chair & Head of C&E</p> <p>Head of C&E</p>	<p>Autumn 2023 and annually</p> <p>Spring 2024 and annually</p> <p>Winter 2023</p>	<p>>75% are aware of Athena Swan & EDI related content on the intranet, with <5% difference in answers between genders.</p> <p>>75% are aware of Athena Swan & EDI related content on the external website, with <5% difference in answers between genders.</p> <p>>75% are aware of Athena Swan & EDI related content on the digital</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>regularly advertised, in a variety of different ways.</p> <p>(Link to GAP1.2 & 1.3 & 6.2i&ii).</p> <p>Males were less likely to say they had witnessed I&D initiatives successfully in action (2020: 83%F,73%M) and PDs were least aware of the well-being support available to them (46%Total, 44%F, 50%M).</p> <p>Feedback from the 2022 PDV survey indicated that the induction/social welcoming process could be improved.</p>	<p>EDI related policies and supports, to be played on rotation in the two main institute cafes.</p> <p>(iv) Create a schedule of Athena Swan and EDI related messages to be advertised via newsletter, emails to Voices and support groups, intranet banner for crucial messages, synced with calendar of relevant events (e.g. Pride, Black History month).</p> <p>(v) Pilot biannual new-starter welcome mornings/afternoons with 15-minute Athena Swan & EDI presentation and slots for all Voices and SSSGs.</p> <p>(vi) Improve consultation with Voices and SSSGs by introducing an annual report template which includes a progress section for AS actions, both existing and planned. (Link to GAP 1.3).</p> <p>(vii) Create Welcome magazine for all new staff with contributions from all Voices and SSSGs, highlighting key support and policies along with articles</p>	<p>EDI Advisor & Head of C&E</p> <p>EDI Advisor & HoDr & AS-SAT/I&DC Chair</p> <p>EDI Advisor & Head of C&E</p> <p>EDI Advisor and Head of C&E</p>	<p>with annual review</p> <p>Spring 2024 with annual review</p> <p>Spring 2024 and ongoing</p> <p>Summer 2023</p> <p>Autumn 2023 with annual review</p>	<p>screens, with <5% difference in answers between genders.</p> <p>>75% are aware of Athena Swan & EDI related content in the newsletter, with <5% difference in answers between genders.</p> <p>At least two welcome events held with positive feedback from attendees and increased awareness of Athena Swan and EDI.</p> <p>Annual reports available for all Voices and SSSGs with progress on actions documented.</p> <p>Welcome magazine available by Spring 2024, which >75% of people who have viewed it, report is useful,</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		<p>on local restaurants, walks and amenities and “Life in Norwich/Norfolk” guides.</p> <p>(viii) Create slides about all Voices and SSSGs to display on digital screens to encourage membership and raise awareness of support available.</p> <p>(ix) Create “Did you know...?” slides raising awareness of opportunity to have pronouns on webpage and intranet personal page and the JIC’s transitioning policy (Link to GAP 8.1 & 2).</p> <p>(x) Facilitate ad hoc sharing of EDI ideas and initiatives by setting up an AS-SAT/I&DC Teams channel.</p> <p>(xi) A spreadsheet version of the action plan will be set-up on a shared drive which all action holders and the I&DC have access to. Action holders will be prompted quarterly to update a progress section on the document.</p>	<p>Voice and SSSG Chairs</p> <p>Directorate Administrator</p> <p>AS-I&DC Chair</p> <p>EDI Advisor</p>	<p>Summer 2023 with annual review</p> <p>Autumn 2023</p> <p>Spring 2023</p> <p>Summer 2023</p>	<p>with <5% difference in answers between genders.</p> <p>>75% of people are aware of Voices and SSSGs, with <5% difference in answers between genders.</p> <p>>75% are aware of opportunity to have pronouns on webpage</p> <p>Teams site is used by AS-SAT/I&DC to share relevant articles and ideas.</p> <p>“Live” action plan is available to AS-SAT/I&DC and all action holders and is updated at least every two months.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		(xii) Run annual “Diversity and Inclusion” lecture series with high profile lecturers speaking on subjects such as racism in science, LGBTQ+ in STEM and Science and Disabilities.	AS-I&DC Chair & Head of C&E	Autumn 2023 and annually	<p>Annual lecture “Diversity and Inclusion” lecture series in place, that is well attended (>100 attendees) by both JIC and NRP staff and students.</p> <p>Overall MoS: Staff and student awareness of JIC’s commitment to EDI and Athena Swan remains above 80%, with <5% difference in answers between genders.</p>
3.2	<p>Build on JIC’s position as an exemplar for gender equality sharing best practice with other Research Institutes and Universities, leveraging these networks to push for sector-wide changes. (Link to GAP9.4)</p> <p>Context: As the first Institute to receive a Gold AS Award,</p>	<p>(i) Attend relevant gender, race equality and research culture events, as a presenter and attendee.</p> <p>(ii) Continue to regularly review literature on solutions to key issues relevant to the JIC and share and discuss at relevant meetings</p>	<p>EDI Advisor & HoDr & AS-SAT/IDC Chair & Director</p> <p>HoDr, Director & HR manager</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>At least two JIC representatives give talks at relevant conferences annually. Evidence of JIC good practice being used elsewhere and/or JIC adopting good practice from networks.</p> <p>Evidence based solutions shared with AS-SAT/I&DC and/or other networks annually.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>the JIC has shared best practice and consulted with others extensively (GAP9.4) and we wish to continue this to the same high standard.</p> <p>Anecdotal evidence from informal Voice discussions has indicated that some believe that gender equality and EDI work was deprioritised during the pandemic.</p>	(iii) Use UEA, NBI and RI EDI networks to launch coordinated campaigns for transformation on areas such as female leadership, name change policies in publication databases and funding for researchers from developing countries.	Director, EDI Advisor & HoDr & AS-SAT/IDC Chair	Ongoing	At least two coordinated NBI/NRP/RI approaches to EDI issues by 2027.
3.3	<p>Ensure that the JIC takes a holistic approach to EDI to enable the positive culture and atmosphere to thrive throughout the changes planned for the institute.</p> <p>Context: From 2023 onwards, work on developing a new JIC-TSL campus will be begin.</p>	<p>(i) Collate Athena Swan action plan, IAE culture statement and I&D strategy action plan and update and review annually.</p> <p>(ii) Meet with SSSGs and Voices annually to review action plan, expanding and adjusting actions as necessary to address issues faced by all underrepresented groups in the JIC.</p>	<p>EDI Advisor & HoDr</p> <p>EDI Advisor & HoDr & AS-SAT/IDC Chair</p>	<p>Autumn 2023, and biannual reviews</p> <p>Summer 2024 and ongoing</p>	<p>One combined EDI/Culture action plan developed by December 2023 that is updated biannually.</p> <p>Progress on SSSG and Voice actions recorded annually and actions adjusted as required.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		<p>(iii) Embed these actions within the planning and development of the new JIC-TSL campus.</p> <p>(iv) Learn from the success of the Covid Business Continuity Group and apply a multi-cohort/grade approach to managing any future crisis and to consultation over the new JIC-TSL campus.</p>	<p>HoDR & Next Generation Infrastructure (NGI) Project Manager</p> <p>HoDR & NGI Project Manager</p>	<p>Winter 2023</p> <p>Spring 2024 and ongoing</p>	<p>EDI & Research Culture actions are embedded in plans.</p> <p>Voices and SSSGs are consulted over NGI development.</p> <p>Overall MoS: NGI benchmarking and survey results indicate that the diversity and culture of the JIC is improved post NGI changes.</p>
3.4	Ensure relevant issues are being explored and benchmarked in staff and student surveys and relevant data collected to enable thorough analysis of staff and student protected characteristics and ascertain barriers and challenges to career progression.	<p>(i) Run dedicated staff and student surveys to ensure relevant questions on Athena Swan and EDI are being asked biennially with input from Voices and SSSGs.</p> <p>(ii) Run RSS, PD, PGR specific surveys and focus groups tailored to relevant issues (link to GAP2.3ii&iii).</p>	<p>EDI Advisor, Voices and SSSG Chairs</p> <p>EDI Advisor, Voices Chairs</p>	<p>Summer 2024 onwards</p> <p>Summer 2024 onwards</p>	<p>At least two staff and student surveys run with relevant granularity on gender and ethnicity questions for cohort, with actions developed and added to this GRAP as necessary.</p> <p>At least two staff and student surveys and focus groups tailored to relevant issues for cohort and GRAP,</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>Context: Several actions from our GAP were marked amber due to the MoS not being surveyed and in many cases, data could not be disaggregated by gender or other protected characteristics.</p> <p>Link to GAPs 1.3i-iii, 2.3i&iii, 2.1vi, 3.5i, 3.6, 3.8iii, 4.4ii-iii, 5.3iv,5.4i-iv).</p>	(iii) Coordinate these surveys with the HR timetable for staff surveys to avoid “survey fatigue” and publicise actions resulting from surveys so that staff and students see the value in giving feedback.	EDI Advisor/HR manager	Ongoing	<p>with actions developed and added to this GRAP as necessary.</p> <p>Response rate for surveys is ≥60%, with <5% difference between genders.</p> <p>Overall MoS: All GRAP MoS’ can be evaluated accurately.</p>
3.5	<p>Continue to raise the visibility and celebrate the work of our PGRs, PDs, RSS and RLs, especially those from underrepresented groups.</p> <p>Context: The % of staff feeling valued and recognised for the work that they do has dropped - 2015: 78% (73%F,84%M) and 2020: 76%</p>	<p>(i) Continue to run regular blogs and articles on staff and students on the internal and external website, highlighted in the monthly newsletter (Link to GAP 3.5 ii).</p> <p>(ii) Pilot new system for external award nominations with the list of upcoming external awards (for all types of staff) tabled at quarterly RL meetings, with RLs encouraged to nominate their staff.</p>	<p>Head of C&E</p> <p>Director & HoDr</p>	<p>Ongoing</p> <p>Spring 2024 – Summer 2024, review complete September 2024</p>	<p>At least 6 articles/blogs annually raising the visibility and celebrating the work of staff and students.</p> <p>At least two staff members are nominated for awards during the pilot.</p> <p>Overall MoS: >80% of staff report feeling valued and recognised for their work, with</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	(80%F,83%M) and women were less likely to say that their performance was evaluated fairly – 2020: 77% (78%F,84%M).				<5% difference in answers by gender.
3.6	<p>Explore new methods to reward and recognise staff.</p> <p>Link to GAP 4.4 and Tables 8.1-3.</p> <p>Context: As above.</p>	<p>(i) Assess the impact of the Outstanding Mentor award (RLs – started 2021) and Mentor Champion Award (PDs and RSS – started 2022) via surveys and focus groups.</p> <p>(ii) Pilot annual RSSV awards, to be presented at Annual Science Meeting.</p> <p>(iii) Review success of RSSV awards and expand to include PDs if successful.</p>	<p>HoDr & EDI Advisor</p> <p>RSSV Chair</p> <p>RSSV Chair & PDV Chair</p>	<p>Spring 2025</p> <p>Advertised Summer 2024</p> <p>Spring 2025</p>	<p>Consultation on mentoring award performed and decision made on whether to expand by June 2025.</p> <p>RSSV awards presented at 2024 ASM.</p> <p>Success of RRSV awards reviewed and if successful, expanded to include PDV for 2025 ASM.</p> <p>Overall MoS: >80% of staff report feeling valued and recognised for their work.</p>
4. Increase numbers of BAME staff and students.					

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
4.1	<p>Increase numbers of BAME RSS (Link to Figure 5.6 – Appendix 2).</p> <p>Context: RSS are our least ethnically diverse group of staff, especially our UK national staff (Figure 5.6).</p>	<p>(i) Liaise with TSL on their evaluation of their T-level technical internship programme and if successful, pilot a similar scheme in the JIC, targeting advertising at under-represented groups.</p> <p>(ii) Encourage those advertising positions to target job advertisements to diversity lists e.g. Diversify Plant Science list.</p>	<p>Director, HoDr & HR Manager</p> <p>EDI Advisor & Recruitment Managers</p>	<p>Spring 2023</p> <p>Autumn 2023 and annually</p>	<p>Report on feasibility of JIC involvement with technical internship scheme prepared for SHRC and if approved, pilot of scheme launched in JIC by Summer 2024.</p> <p>At least four RSS jobs posted to diversity lists annually.</p> <p>Overall MoS: % BAME RSS equals or exceeds benchmarks.</p>
4.2	<p>Examine the reason for a lower proportion of UK national BAME staff being short-listed for interview vs White staff.</p> <p>(Link to GAP4.2 v)</p> <p>Context: Analysis of the ethnicity of UK national staff recruitment revealed a</p>	<p>(i) Monitor the proportions of White versus BAME staff being shortlisted for interview. If there continues to be an issue with lower proportions of BAME staff being short-listed, spot-check an equal number of White and BAME applications to ascertain if the issues are related to application quality.</p> <p>(ii) If the quality of the applications is the same and biases remain, introduce</p>	<p>Recruitment Manager & EDI Advisor</p> <p>EDI Advisor & Chair AS-SAT/I&DC</p>	<p>Autumn 2023 and annually</p> <p>Spring 2025 – Spring 2026</p>	<p>Annual review of 2022 data completed by Summer 2023 and 2023 data by Summer 2024. If there continues to be an issue by Summer 2024 (5 years of data), spot checks on four recruitment sessions to be implemented in 2024/25.</p> <p>If spot checks reveal an issue with potential bias, unconscious bias</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>lower success rate for short-listing of BAME applications</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED] We wish to monitor this issue and explore the reasons behind it.</p> <p>The PGR application success rate of UK national BAME students was much lower than White students in 4/5 years from 2016/17 – 2020/21 (Figure 2.6). There was an improvement in 2019/20 when the BAME success rate was 22% versus 17% for White students but this was reversed in 2020/21 (13% BAME success rate vs. 22% White).</p>	<p>an unconscious bias observer to selected short-listing sessions.</p> <p>(iii) Monitor the proportions of UK domicile White versus BAME PGR application success (working with PGR programmes as required) and if there continues to be an issue with a lower success rate for BAME students, spot-check an equal number of White and BAME applications to ascertain if the issues are related application quality.</p> <p>(iv) If the quality of the applications is the same and biases remain, introduce an unconscious bias observer to selected short-listing sessions and/or recommend actions to external PGR programmes via the institute academic representation.</p>	<p>EDI Advisor & GSO Manager</p> <p>EDI Advisor & Chair AS-SAT/I&DC</p>	<p>Autumn 2023</p> <p>Spring 2024</p>	<p>observer to sit in on four short-listing sessions in 2025/26.</p> <p>Review completed by Autumn annually and if there continues to be an issue by Spring 2024, spot checks on four recruitment sessions to be implemented in 2024/25.</p> <p>If spot checks reveal an issue with potential bias, unconscious bias observer to sit in on four short-listing sessions in 2024/25.</p> <p>Overall MoS: In 2027 the % of BAME applicants shortlisted is the same as the % of eligible BAME applications.</p>
4.3	Increase numbers of BAME staff and students,	(i) Target universities with a more diverse ethnic population when	HoDr & Head of Yil programme	Spring 2024	Yil students come from universities with a more diverse student

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>especially Black staff and students.</p> <p>Context: Our UK national students are less ethnically diverse (88%F, 92%M White) than HESA benchmarks (80% White).</p> <p>While we have a higher % of BAME staff within our international cohort than benchmark (Figure 1.2.5) the %BAME UK national staff is lower than benchmark and we have not reached our 2017 targets for improvement (GAP 4.2)</p>	<p>advertising Year in Industry (Yil) projects and/or investigate whether the Yil programme could be re-branded to target underrepresented groups/BAME students.</p> <p>(ii) Use alumni contacts in universities with a more diverse ethnic student population so that PDs and RLs can give talks on their work and raise profile of JIC, and PGR & PD opportunities.</p> <p>(iii) Refresh institutional slide to advertise PGR programmes and PD and RSS opportunities and ask RLs and PDs to use at conferences (link to GAP3.2a ii), emphasising our diverse researcher population and promoting Norwich as welcoming place to live.</p> <p>(iv) Explore involvement in “in2science” widening participation programme – either hosting 8-week placements or promoting the opportunity for PGRs/PDs/RLs to sign up as official mentors (link to GAP 3.2 a).</p>	<p>AS-SAT/I&DC Chair, Director, Voices and SSSG Chairs</p> <p>HoDr & Head C&E</p> <p>REED Chair, EDI Advisor & Director</p>	<p>Campaign launched Spring 2024 with regular reminders on digital screens</p> <p>Winter 2023 with annual review and reminder</p> <p>Spring 2024</p>	<p>population than current university partners (Oxford, York and UEA) by 2025.</p> <p>From Summer 2024, at least two PDs and RLs give talks at universities with diverse student populations annually.</p> <p>Institutional slides are circulated to all PDs and RLs and used at external conferences and seminars.</p> <p>JIC signs up to “in2science”, with at least three PGRs/PDs/RLs agreeing to be mentors.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		<p>(v) Compile a list of EDI related funds and grants and assess whether any are suitable to use to fund widening participation and/or BAME summer internships/outreach activities.</p> <p>(vi) Run a pilot of “Equity Compass” (a framework to reflect on your current outreach and engagement practice and develop more equitable and effective routes to engaging under-represented groups. Developed by 3 UCL researchers) training programme for staff and students doing significant outreach and engagement events with schools and the public.</p> <p>(vii) Liaise with other NBI institutes to develop BAME in STEM posters for Norwich Science Festival.</p> <p>(viii) Develop strategy to enable students with no scientific networks or contacts to avail of work-shadowing opportunities in the JIC.</p>	<p>EDI Advisor</p> <p>REED Chair and AS-SAT/I&DC Chair</p> <p>REED & Head of C&E</p> <p>HoDr & Head of C&E</p>	<p>Summer 2023 and annually</p> <p>Summer 2023</p> <p>Spring 2024</p> <p>Autumn 2023</p>	<p>A list of funds available on intranet and at least one application from JIC submitted annually.</p> <p>Pilot run and if well regarded, offered to all staff and students who do regular outreach and engagement.</p> <p>Posters on display at 2024 Norwich Science Festival.</p> <p>At least 3 BAME students with no JIC contacts, avail of work shadowing opportunities annually.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		(ix) Run another JIC/TSL open day and advertise to local schools and colleges, targeting ethnically diverse schools and colleges as well as the public.	Head of C&E	Planning to begin Spring 2025, event to be held Autumn 2025	JIC/TSL open day run with positive feedback from attendees. Overall MoS: Ethnic diversity of our UK national PGR students and staff to equal or exceed benchmarks.
4.4	<p>Increase ethnic diversity of RLs</p> <p>Context:</p> <p>Both UK national RLs %BAME [REDACTED] [REDACTED] and non-UK national RLs %BAME [REDACTED]</p>	<p>(i) Ask @DiversifyPlantSci to retweet any RL recruitment advertisements.</p> <p>(ii) Identify routes for more diverse microbial RL recruitment advertising.</p>	<p>Head of C&E</p> <p>AS-SAT/I&DC Chair and Head of C&E</p>	<p>Summer 2023</p> <p>Summer 2023</p>	<p>All plant related RL vacancies retweeted by @DiversifyPlantSci.</p> <p>Relevant diversity route identified and utilised for microbial plant science advertising.</p> <p>Overall MoS: %BAME RL to exceed benchmarks by 2027.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
	<p>██████████ is similar to benchmark but we would like to increase these percentages (Figure 4.5), ██████████</p> <p>██████████</p> <p>██████████</p>				
4.5	<p>Increase numbers of BAME staff, especially Black staff, working at the JIC.</p> <p>Context: While we have a higher % of BAME staff within our international cohort than benchmark (Figure 1.2.5), within our non-UK national cohort there are very few Black staff – much lower than benchmark (Table 1.2.1, Figure 1.2.6, Table 3.2).</p>	<p>(i) Investigate whether there are PD fellowships which will allow scientists from developing countries to work at JIC.</p> <p>(ii) Perform annual review of published Race Equality Charter submissions and adopt any novel good practice applicable to the JIC.</p> <p>(iii) Along with other NBIs, lobby government and funding bodies to re-instate global challenges fund/funding for collaborations with developing countries (link to GAP3.3i).</p>	<p>EDI Advisor</p> <p>EDI Advisor & AS-SAT/I&DC Chair</p> <p>AS-SAT/I&DC Chair & Head of Policy</p>	<p>Summer 2024</p> <p>Autumn 2023 and annually</p> <p>Spring 2025</p>	<p>Review complete and opportunities for funding shared with our partners in developing countries.</p> <p>Annual reviews performed, reports shared at AS-SAT/I&DC and relevant good practice adopted.</p> <p>NBI intervention sent to UKRI to persuade them to reinstate the global challenges fund/funding for collaborations with developing countries.</p>

Action No.	Objective	Action	Responsibility	Timescale	Measure of Success
		(iv) Continue to work with REED to identify barriers faced by UK national and international BAME staff and design actions to address these.	EDI Advisor & AS-SAT/I&DC Chair & REED Chair	Ongoing	<p>Joint REED/AS-I&DC report completed and action plan in place by Autumn 2026.</p> <p>Overall MoS: %BAME UK national and international staff to equal or exceed benchmarks by 2027.</p>

Appendix 1: Consultation data

Note: Prefer Not Say (PNS) data is not included in Tables so total response % may differ from combined % female and % male.

Table 1. Summary of surveys and focus groups from 2017-2022

Summary of 2017 - 2022 Surveys and Focus Groups							
Year	Survey/Focus Group Title	Survey Organiser	Groups Surveyed	Female Response Rate	Male Response Rate	Total Response Rate	Total No. of Respondents
2017	Postdoc Voice Survey	PDV	Postdocs	n/a	n/a	23%	34
2017	NBI Childcare Facilities Survey*	PACG & Directorate	Staff and students	n/a	n/a	13%	68
2018	JIC Mini-survey - January	HR	All Staff	58%	52%	56%	223
2018	One Change Question and Focus Group	Director & HR	PDV, JSV, RSSV working group (11F, 3M)	n/a	n/a	n/a	14
2019	Motivators and Barriers Survey	Voices	Postdocs (14), Students (17), RSS (28)	n/a	n/a	13%	59
2019	NBI Parent and Carer's Survey	PACG	NBI Staff	n/a	n/a	-	45
2020	JIC Staff Survey - March	HR	All Staff	55%	51%	61%	221
2020	Research leader Covid survey - June*	Covid Business Continuity Group (BCG)	Research Leaders	69%	75%	74%	32
2020	Research leader Covid survey - September*	BCG	Research Leaders	53%	55%	56%	25
2020	RSSV Covid Survey - October	RSV	Research and Support Staff	n/a	n/a	33%	62
2020	Your Vote Matters - BLM response - October	Directorate	Staff and Students	n/a	n/a	33%	186
2021	Research Leader Covid Survey - July	BCG	Research Leaders	40%	37%	60%	26
2021	Postdoc Covid Survey - July	BCG & PDV	Postdocs	54%	43%	49%	69
2021	Student Covid Survey - July	BCG & JSV	Students	41%	35%	41%	48
2021	RSS Covid Survey - July	BCG & RSV	Research and Support Staff	65%	35%	46%	90
2022	JIC Mini-survey - February	HR	All Staff	55%	45%	54%	199
2022	Annual Leave and Wellbeing Support - July	JSV	NBI Students	55%	45%	58%	54
2022	Postdoc Voice Survey - November	PDV	Postdocs	n/a	n/a	27%	36

*Survey data for these surveys is not included in this Appendix as the questions are not relevant to Athena Swan but is included in this Table as it is referred to in the narrative. ^The Director asked all Voices to consult with their members on "What one thing would you change about the JIC?" and the feedback from this and the 2018 survey was discussed in a focus group of Voice representatives and relevant senior management staff and resulted in an action plan (details not included here).

Table 2: Comparable Athena Swan relevant questions from staff surveys from 2015 to 2022

HR-led Staff Surveys 2015 -2022: Comparable Questions				

Response figures in the Table are the % that agreed or strongly agreed to the statement/question.

Table 3: Athena Swan relevant questions from 2020 staff survey which were not asked in previous or subsequent years.

2020 Staff Survey			
Questions	2020 Responses		
	Female	Male	Total

Response figures in the Table are the % that agreed or strongly agreed to the statement/question.

Table 4: Relevant questions from the 2020 survey analysed by gender and carer status.

2020 Staff Survey Question by Gender and Caring Responsibility				
Question	% Positive Response by Gender and Caring Responsibility			
	Female Carer	Female Non-Carer	Male Carer	Male Non-Carer

Response figures in the Table are the % that agreed or strongly agreed to the statement/question.

Table 5: 2017 Postdoc Voice Survey Athena Swan relevant questions

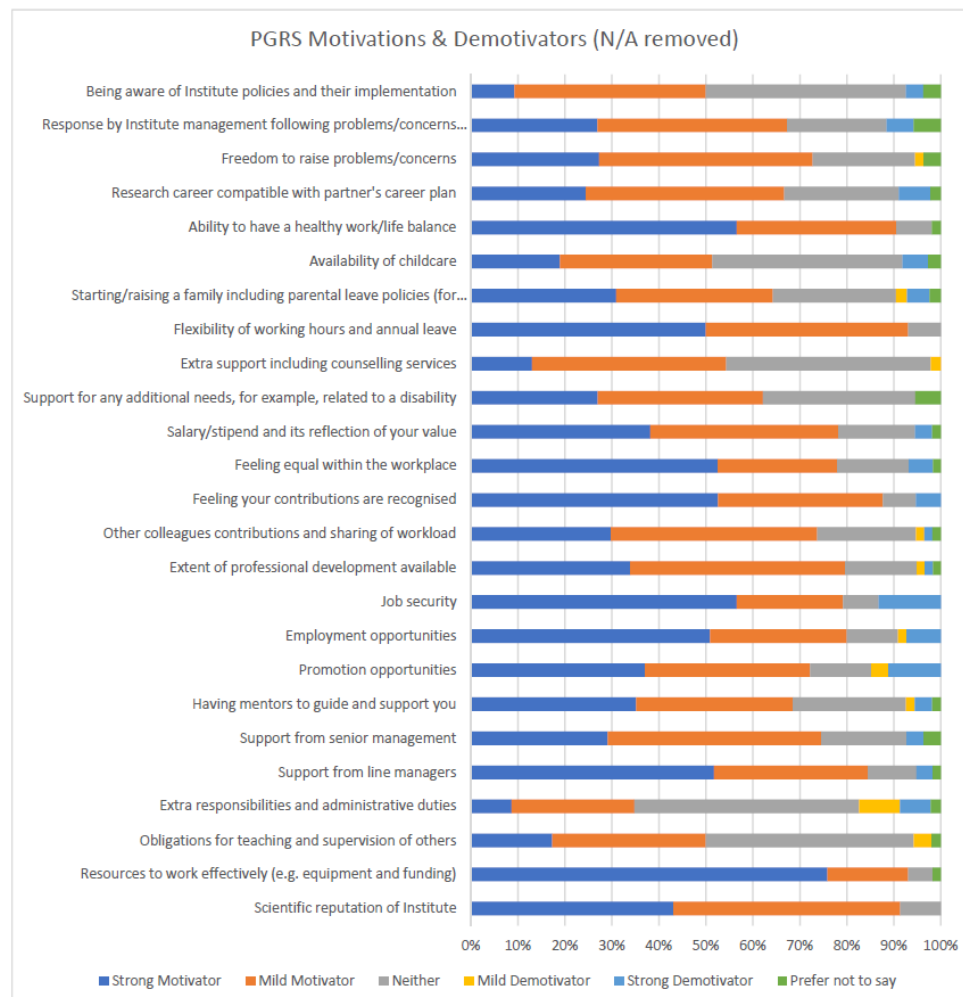
Question	Response	Respondents
How happy are you with the JIC as an employer?	88% were satisfied	34
How happy are you with the support provided for visa applications?	78% were satisfied	9
How satisfied are you with the support provided for academic applications (e.g. fellowships, jobs, etc.)?	75% were satisfied	24
How satisfied are you with training opportunities?	88% were satisfied	34
Do you agree with the following statement: "There is a culture of valuing Equality, Diversity, and Human Rights at the JIC"?	94% agreed	34
How satisfied are you with the support provided for parents?	63% were satisfied	8
What else could the JIC improve to support the Postdoc community?	Provide teaching opportunities linked to UEA, more opportunities to collaborate and network, more opportunities to supervise students	34
What do you think the JIC does well to support Postdocs?	Work environment, range and quality of training and seminars, PDV	34

Table 6: 2019 Parent and Carers Group (PACG) survey Athena Swan relevant questions. 45 responses, 19 from JIC, results not available by gender or by Institute

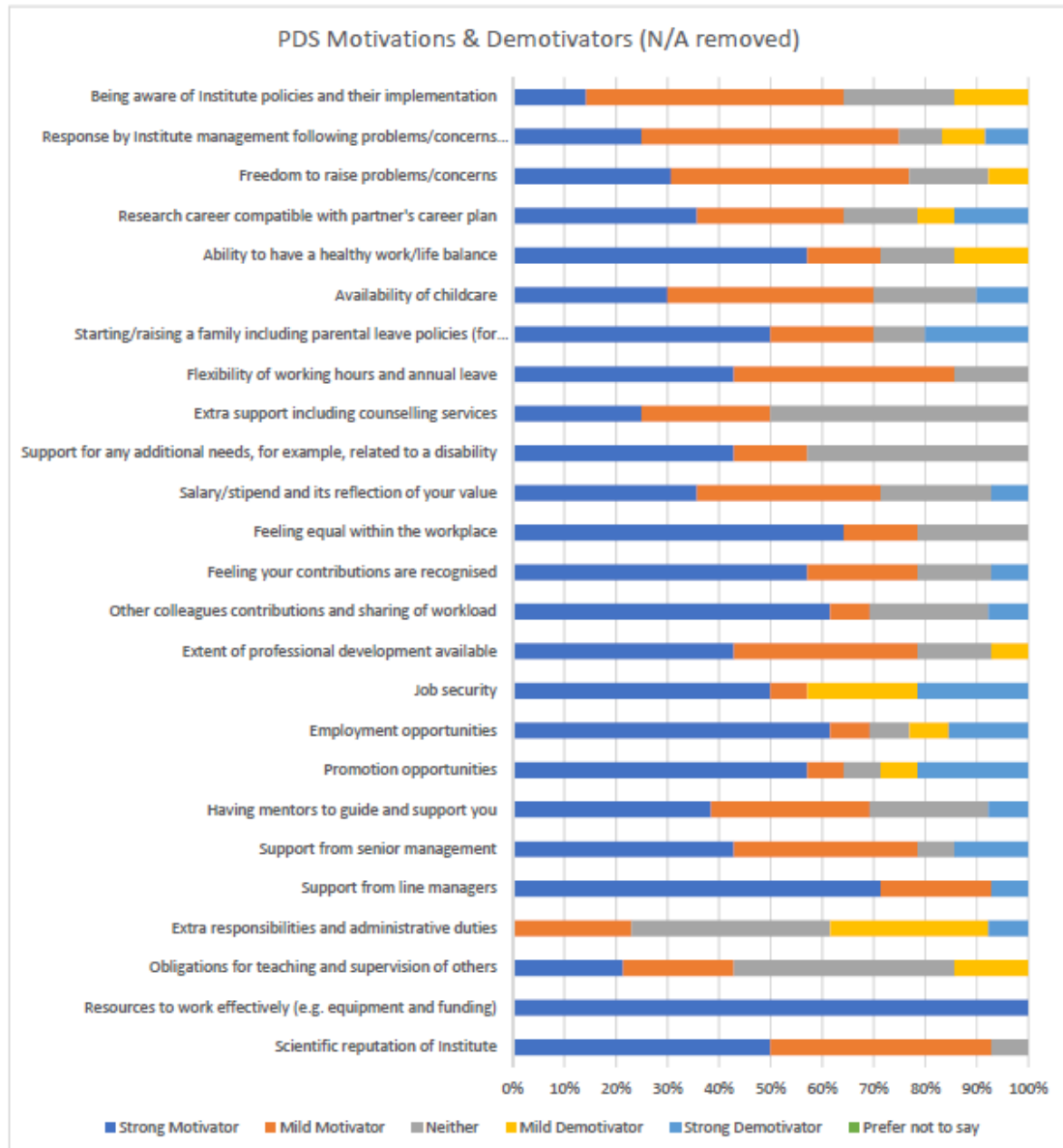
NBI & NBIP PACG survey March-April 2019	
Question	Response
What type of caring responsibilities do you have?	78% were carers for pre-school/primary school children, 9% were carers of elderly/disabled dependents
Have you attended PACG meetings?	38% had attended meetings
Do you feel well-supported by the NBI in your parent/carer role?	58% said yes, 38% said support could be better, 4% said no

Figure 1. 2019 Voices Motivators and Barriers Survey (analysis performed by PDV, raw data no longer available)

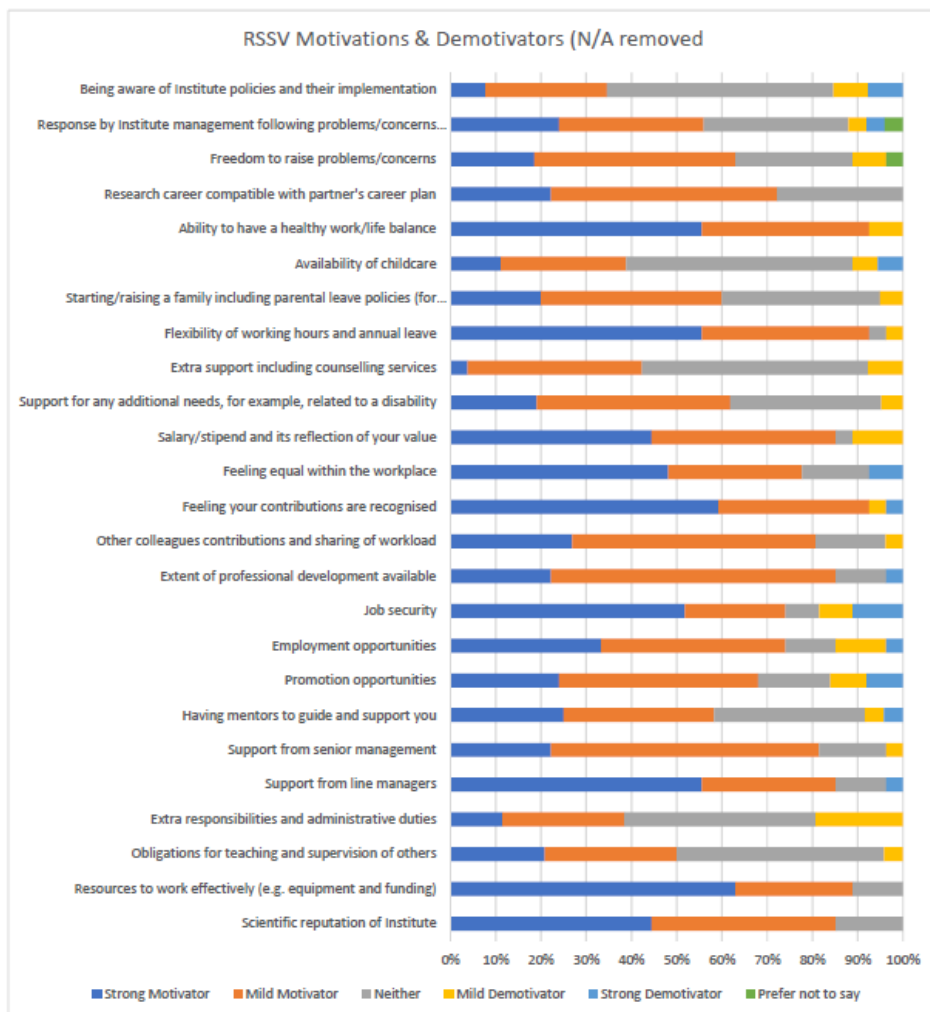
(a) PGR responses



(b) Postdoc responses



(c) RSS Responses



(d) All Voices, specific JIC motivators and demotivators

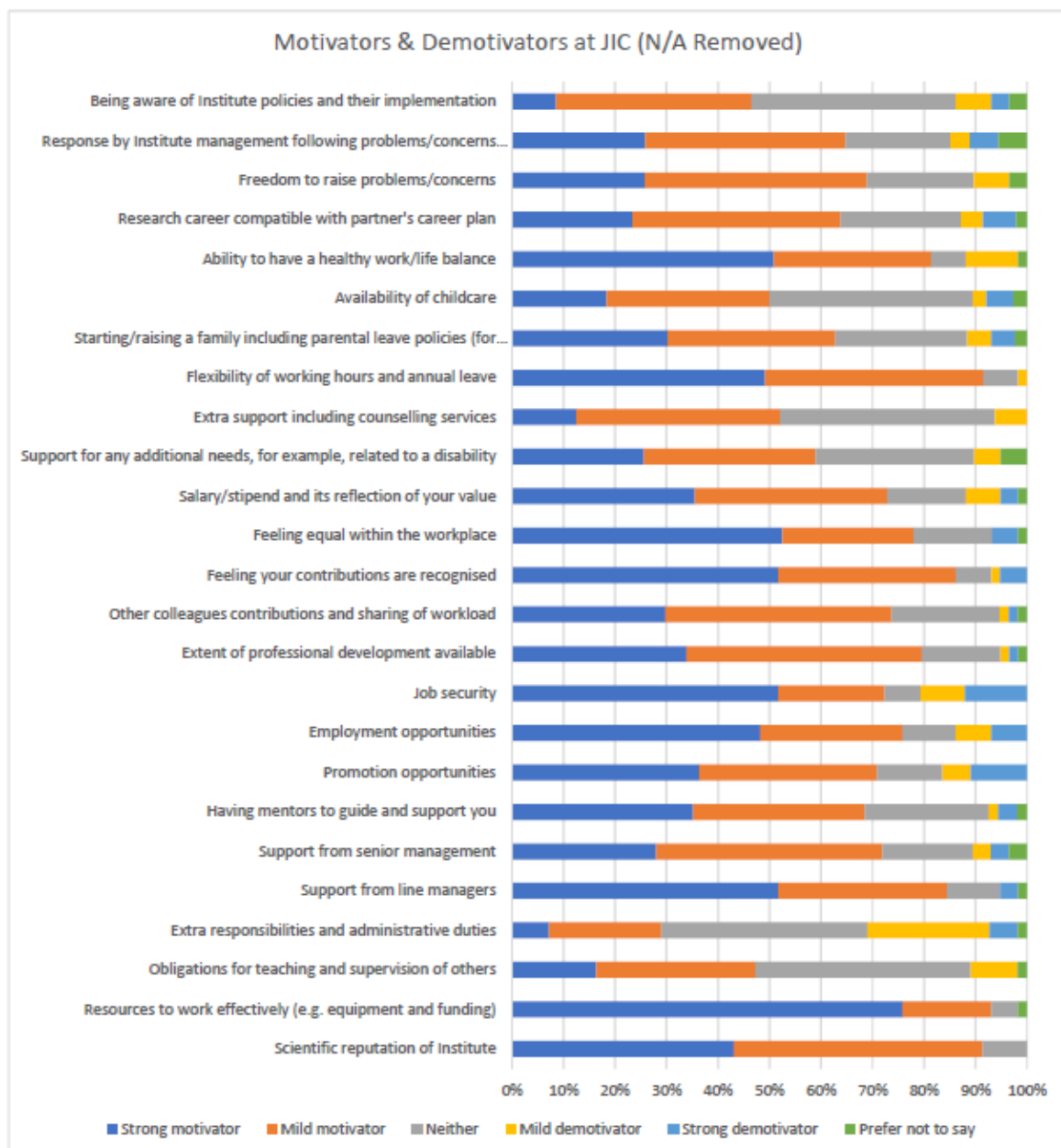


Table 7: Your Vote Matter Survey 2020 (response to BLM movement), results not available by gender

Your Vote Matters Survey 2020		
	Question:	Responses
Renaming Watson & Crick seminar room options:	Janaki Ammal	21%
	George Washington Carver	11%
	Barbara McClintock	30%
	Marie Clark Taylor	6%
	Alice Augusta Ball	12%
	Bayfordbury Rooms	10%
	None of the above	10%
Would you be interested in taking part in Allyship training?	Yes	45%
	No	34%
	Maybe	21%
If you answered yes, what form would you prefer this training to take?	JIC or NBI organised training event	56%
	A series of seminars focused on Allyship	57%
	Signposting to external Allyship training	14%
	Signposting to relevant Allyship literature	28%
	All of the above	29%
	None of the above	10%

Table 8: RSSV Covid Survey 2020, Athena Swan relevant questions, data not available by gender

RSSV Covid Survey October 2020 *	
Questions	Responses
Do you feel safe at work?	85% felt very safe or safer than other public spaces
How easy is it to conduct your work?	56% think it is less easy than pre-Covid, but doable 31% think it is as easy as pre-Covid
In regards to your working life, how stressed are you feeling compared to pre-Covid times?	35% marginally more stressed 19% highly stressed
How is the reduced interaction with colleagues and friends onsite affecting you?	15% are finding it difficult or somewhat limiting, or information exchange is delayed, this is having some effect on my wellbeing and mental health and I am finding it difficult to deal with.

Table 9: RSS BCG Covid Survey 2021, Athena Swan relevant questions

Research and Support Staff Covid Survey 2021*								
Questions	Responses							
	Female	%	Male	%	PNS	%	Total	%
% that are aware of the support that's available to staff experiencing stress and/or mental health issues?	43	83%	24	83%	6	67%	73	81%
% that felt, in regards to their working life, marginally more stressed when compared to pre-Covid times.	21	40%	18	62%	7	78%	46	51%
% that felt, in regards to their working life, highly stressed when compared to pre-Covid times.	7	13%	1	3%	0	0%	8	9%
% that have felt very safe, or safer than other public places, while working on the JIC site during the pandemic (excluding n/a responses)	47	96%	27	93%	6	86%	80	94%
% that feel they have received appropriate support from their line manager in the last year	42	81%	28	97%	6	67%	76	84%
% that felt their workload had increased compared to pre-Covid levels?	17	33%	12	41%	3	33%	32	36%

Table 10: RL BCG Covid Survey 2021, Athena Swan relevant questions

Research Leader Covid Survey 2021*								
Questions	Responses							
	Female	%	Male	%	PNS	%	Total	%
% that are aware of the support that's available to staff experiencing stress and/or wellbeing issues?	5	83%	9	90%	8	80%	22	85%
% that have felt safe working on the JIC site during the pandemic	6	100%	9	90%	10	100%	25	96%
% that think that, generally, the site was well-managed during the pandemic	6	100%	10	100%	10	100%	26	100%
% that feel, generally, given the circumstances, they have received appropriate support from JIC	4	67%	9	90%	8	80%	21	81%

Table 11: PD BCG Covid Survey 2021, Athena Swan relevant questions

Postdoctoral Scientist Covid Survey 2021*								
Questions	Responses							
	Female	%	Male	%	PNS	%	Total	%
% that are aware of the support that's available to staff experiencing stress and/or mental health issues?	16	44%	15	50%	1	33%	32	46%
% that felt, in regards to their working life, marginally more stressed when compared to pre-Covid times.	17	47%	17	57%	3	100%	37	54%
% that felt, in regards to their working life, highly stressed when compared to pre-Covid times.	8	22%	4	13%	0	0%	12	17%
% that have had support from colleagues to address mental health issues appearing during the pandemic	10	28%	5	17%	2	67%	17	25%
% that have had support from my line manager to address mental health issues appearing during the pandemic	3	8%	5	17%	2	67%	10	15%
% that have had support from outside to address mental health issues appearing during the pandemic	12	33%	4	13%	0	0%	16	23%
% that have felt very safe, or safer than other public places, while working on the JIC site during the pandemic (excluding n/a responses)	34	100%	27	100%	2	67%	63	98%
% that felt pressured to work longer hours than usual or be more available for meetings/to respond to emails, when working from home (excluding not applicable)	3	10%	1	4%	0	0%	4	7%
% that feel they have received appropriate support from their line manager to carry out their work, recognising their individual circumstances	32	89%	26	87%	3	100%	61	88%
% that said their line manager ensured that they had appropriate working conditions at home (excluding n/a responses)	16	84%	12	92%	2	100%	30	88%

Table 12: PGR BCG Covid Survey 2021, Athena Swan relevant questions

Postgraduate Student Covid Survey 2021*								
Questions	Responses							
	Female & NB	%	Male	%	PNS	%	Total	%
% that are aware of the support that's available to staff experiencing stress and/or mental health issues?	18	75%	18	86%	0	0%	36	75%
% that felt, in regards to their working life, marginally more stressed when compared to pre-Covid times.	8	33%	2	10%	1	33%	11	23%
% that felt, in regards to their working life, more stressed when compared to pre-Covid times.	10	42%	11	52%	2	67%	23	48%
% that said their mental health had been affected by the pandemic	15	63%	12	57%	2	67%	29	60%
% who reported feeling marginally more pressure to achieve pre-pandemic levels of productivity?	4	17%	1	5%	0	0%	5	10%
% who reported feeling high pressure to achieve pre-pandemic levels of productivity?	4	17%	6	29%	1	33%	11	23%
% that have had support from their colleagues and work friends to address mental health issues appearing during the pandemic	11	46%	8	38%	0	0%	19	40%
% that have had support from my line manager to address mental health issues appearing during the pandemic	8	33%	4	19%	0	0%	12	25%
% that have had support from outside to address mental health issues appearing during the pandemic	8	33%	5	24%	1	33%	14	29%
% that have felt very safe, or safer than other public places, while working on the JIC site during the pandemic (excluding n/a responses)	24	100%	19	90%	3	100%	46	96%
% that feel they have received appropriate support and supervision throughout the pandemic?	21	88%	15	71%	2	67%	38	79%

*Because there was only 1 Non Binary (NB) response, their responses are included with female responses.

Table 13: 2022 JSV PGR survey on annual leave and well-being

(a) Annual leave questions

Annual Leave	Female	%	Male	%	PNS	%	Total	%
Aware of holiday entitlement	24	83%	13	59%	2	67%	39	72%
Don't feel able to take holidays whenever they want/need to	8	29%	6	27%	1	33%	15	28%
Uses an official system to record holidays	0	0%	1	5%	0	0%	1	2%
Thinks an official system to record holidays would support them to take their annual leave	21	75%	16	76%	2	67%	39	75%
Thinks an annual email from the Head of Department encouraging staff and students to take their holidays would encourage them to take their annual leave	18	64%	11	55%	1	33%	30	59%
Thinks regular reminders in GSO student emails, encouraging students to take their full allocation of holiday allowances would help	16	57%	10	50%	2	67%	28	55%
Thinks 10 minutes allocated time in each interim review meeting to discuss well-being with all committee members and primary supervisor, specifically including a discussion on annual leave, would encourage them to take their annual leave	18	64%	8	40%	1	33%	27	53%
As above, but without their primary supervisor being present	14	50%	4	20%	1	33%	19	37%
Thinks an addition to the interim review meetings form stating the importance of taking holidays to support well-being would encourage them to take their annual leave	18	64%	14	70%	0	0%	32	63%

(b) Mental health, specific learning difficulties and well-being support questions

Mental health, specific learning difficulties and well-being support	Female	%	Male	%	PNS	%	Total	%
Has mental health issues since they started their PhD and/or has a specific learning difficulty and/or other disability	16	57%	12	55%	1	33%	29	55%
Has accessed professional support to address these issues	10	56%	6	43%	0	0%	16	47%
Has accessed UEA student services support	6	60%	6	100%	0	0%	12	75%
Of those that accessed UEA support, % who were satisfied with this support	4	67%	2	33%	0	0%	6	50%
% who thought the support addressed issues encountered by PhD students	4	22%	0	0%	0	0%	4	12%
% who thought the support available was accessible	5	28%	3	21%	0		8	24%
If they found themselves struggling with mental health issues and/or any disability again, % who would access UEA Student Services	5	28%	3	23%	1	50%	9	27%
If they found themselves struggling with mental health issues (or other wellbeing-related issues) % who would access UEA Student Services?	3	30%	3	38%	0	0%	6	32%

(c) Awareness of UEA Student Support Services questions

Awareness of UEA student support	Female	%	Male	%	PNS	%	Total	%
% who were not aware of short term support that was relevant to them: 1 to 1 support with trained wellbeing advisors, workshops & group sessions	5	19%	3	14%	2	67%	10	20%
% who were not aware of specialist tuition that was relevant to them: learning enhancement team support for students with specific learning difficulties, autism spectrum disorder, ADHD	1	4%	2	10%	0	0%	3	6%
% who were not aware of UEA talking therapies service that was relevant to them: single session therapy at UEA (with option for further sessions)	6	22%	3	14%	0	0%	9	18%
% who were not aware of UEA disability advisors although it was relevant to them	1	4%	0	0%	0	0%	1	2%

Table 14: 2022 PDV Postdoc survey. Respondents were asked to rate their level of agreement with statements with "Strongly Disagree" at 1 and "Strongly Agree" at 10. For the purposes of this summary table, options 1-4 are rated as "Disagreeing", options 5-6 are rated as "Neutral" and options 7-10 are rated as "Agreeing"

2022 Postdoc Voice Survey						
Questions	No. Agreeing	% Agreeing	No. Neutral	% Neutral	No. Disagreeing	% Disagreeing
I am happy with my working conditions at JIC	31	86%	2	6%	3	8%
I experience undue stress on my mental health as a result of my working conditions	4	11%	11	31%	21	58%
I feel comfortable taking up to and including all of my annual leave	25	69%	4	11%	7	19%
I feel that JIC values post-docs of all durations	18	50%	7	19%	11	31%
I feel that my work is appropriately compensated	14	39%	4	11%	18	50%
I know what the role of KEC is at JIC	16	44%	4	11%	16	44%
As a Postdoc are there any areas you would like more support on that JIC doesn't currently meet?	Improved induction process and social welcoming, more soft skills training and advice on non-academic careers, more training on academic careers/grant application/mentorship of students, increase pay in line with inflation, have longer contracts, more transparency on interactions with SSSGs.					
Any feedback that you would like us to take to the Director?						

Appendix 2: Data Tables

Notes:

Census date of staff data is 01 March. Census date for students is 31st August in each academic year. Benchmarking data: HESA 2020/21, European Commission SHE Figures 2021 “Gender in Research and Innovation Statistics and Indicators”. Data from 2018. UEA benchmarking data is not used for PGRs in this submission due to a change in UEA’s policy on data sharing.

%F and %M was calculated using the total number of staff/students which will include some individuals identifying as Non-Binary (NB) or “Prefer not to say” (PNS). One Research Leader identifies as non-binary and has given permission for their data to be used in the charts and tables where it doesn’t risk sharing confidential information. In some cases, the non-binary staff member is included with figures for females and grouped as “female and minority gender (MG)” at the suggestion of the non-binary staff member. There are also non-binary postdocs and research and support staff but their data is not used in tables or charts due reasons of confidentiality or because of difficulties presenting the data.

The format of the charts and tables are the same as was used in the 2017 Gold submission. **To evidence longitudinal progress, in some cases, Tables and Figures from the 2017 application are included (these are shown against a yellow background to avoid confusing with current data) and in some cases 2013 and 2017 snapshots are included in 2022 Figures or Tables.** Most of the 2017 data is not included to avoid a prohibitively long appendix.

Section 1.1: Overview

Table 1.1.1: JIC Staff Numbers 2022 and Student Numbers 2020/21 (excludes visiting workers)

Research & Support Staff (RSS)				Postgraduate Research Students			Postdoctoral Scientists (PD)					Research Leaders (RL)				
F	M	PNS	% F	F	M	% F	F	M	NB	% F	% F & Minority Gender	F	M	NB	% F	% F & Minority Gender
105	86	2	54%	58	60	49%	60	66	2	47%	48%	16	29	1	35%	37%
F&M Total: 191				F&M Total: 118			F&M Total: 126					F&M Total: 45				
Total: 193				Total: 118			Total: 128					Total: 46				
2013 Silver AS: 54% F				2013 Silver AS: 56% F			2013 Silver AS: 41% F					2013 Silver AS: 26% F				
2017 Gold AS: 54%F				2017 Gold AS: 57%F			2017 Gold AS: 49%F					2017 Gold AS: 32%F				

Section 1.2 Staff Overview

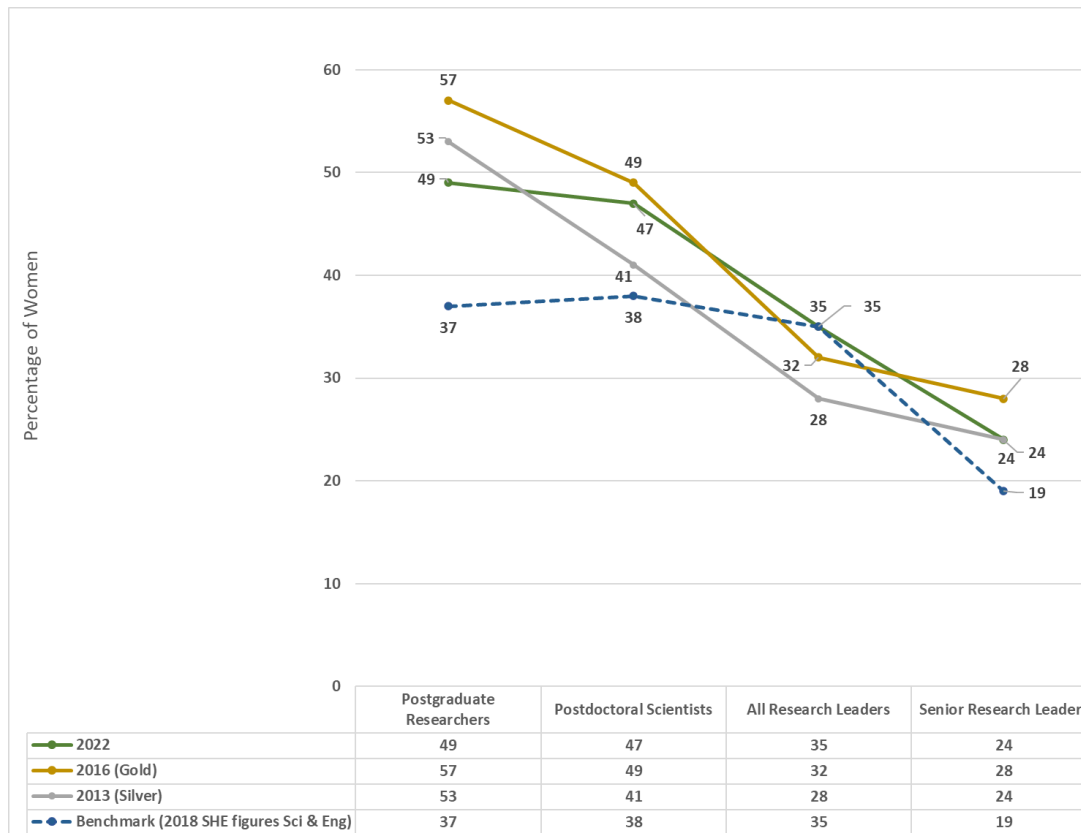


Figure 1.2.1: JIC Academic Career Pipeline split by gender: 2013 Athena SWAN Silver award vs 2016 Athena Swan Gold vs 2022 data vs 2018 benchmark. Senior research leader is equivalent to Professorial grade.

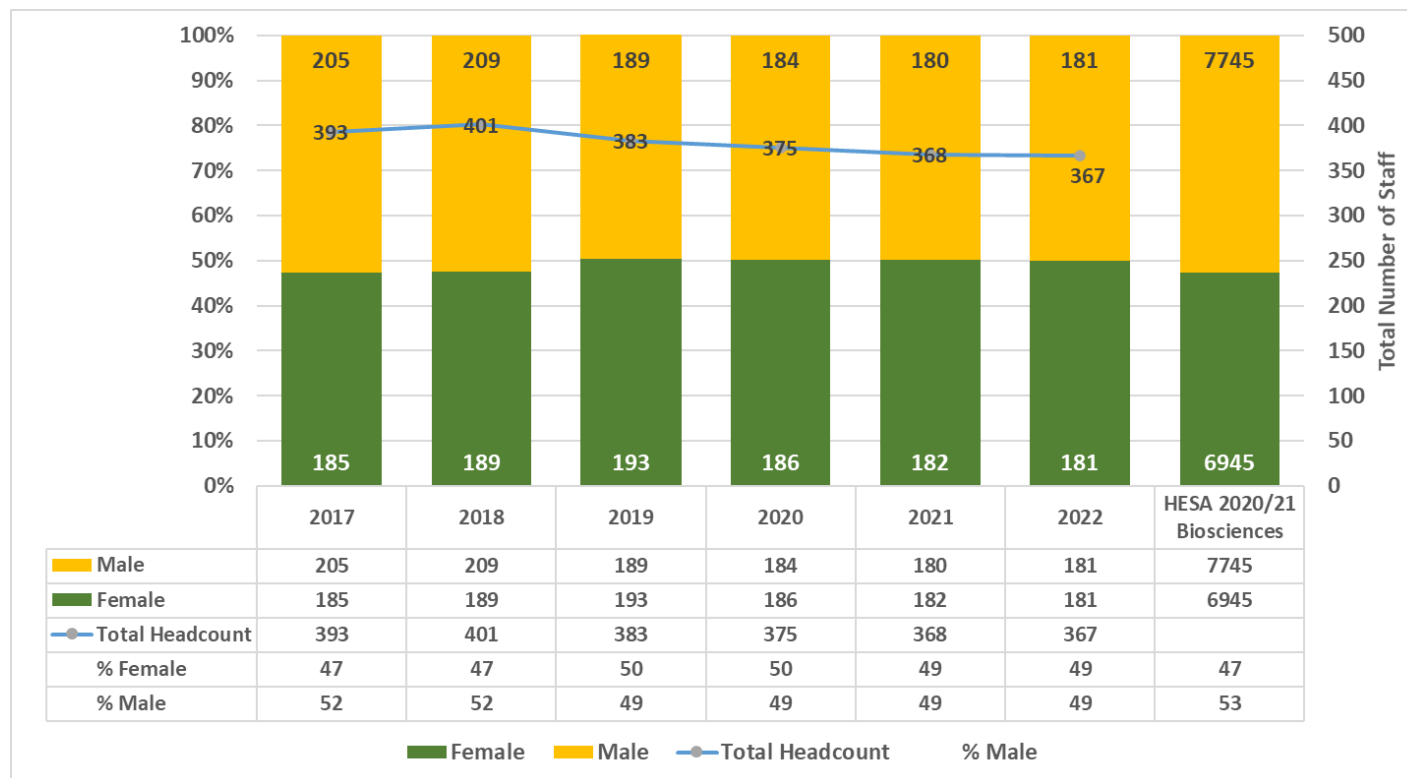


Figure 1.2.2: Percentage of JIC Staff by gender, relative to the total number of JIC Staff over the period between 2016 and 2022 (Total headcount includes staff recorded as non-binary or PNS)

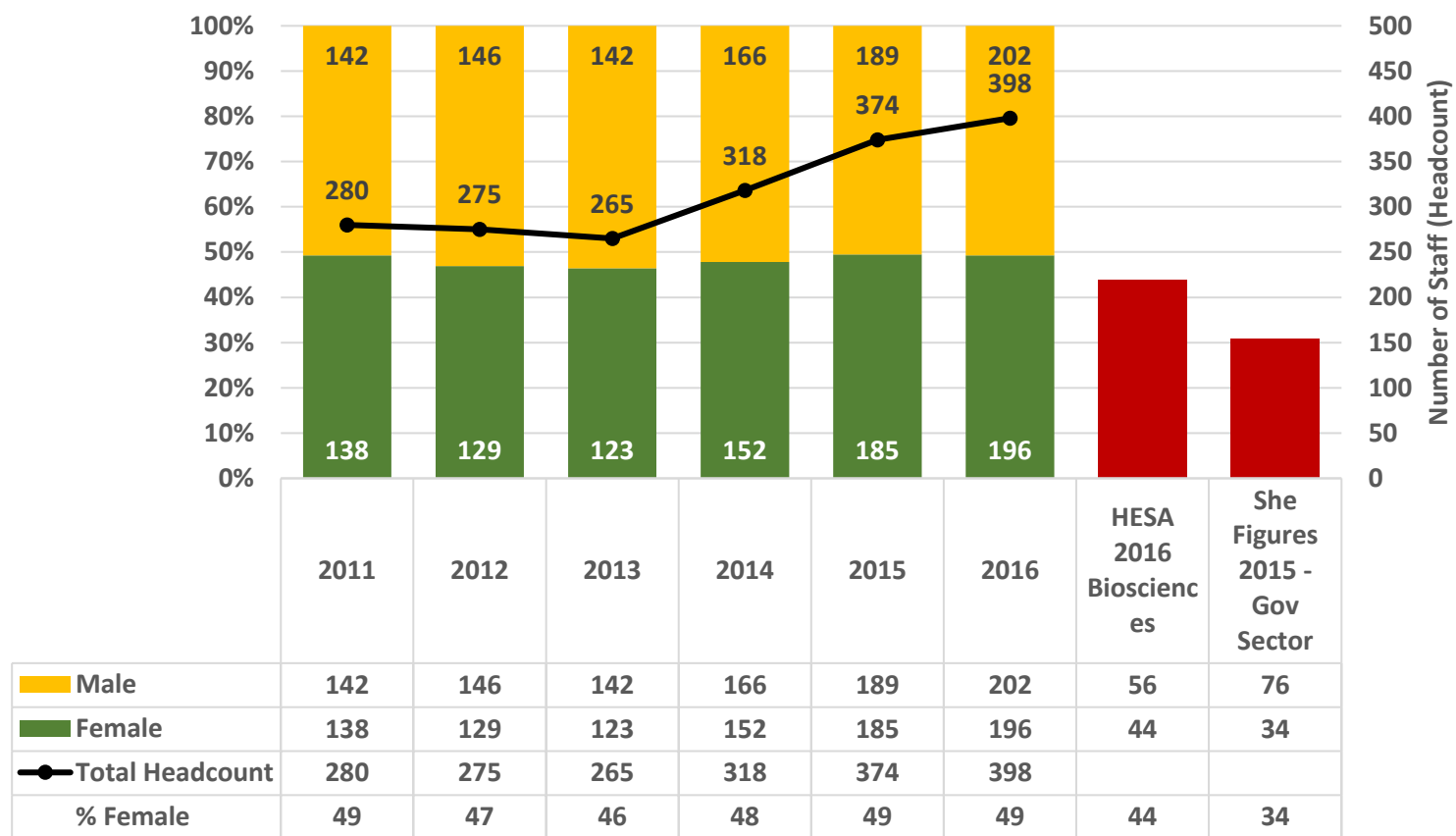


Figure 1.2.2a: Percentage of JIC Staff by gender, relative to the total number of JIC Staff over the period between **2011 and 2016**

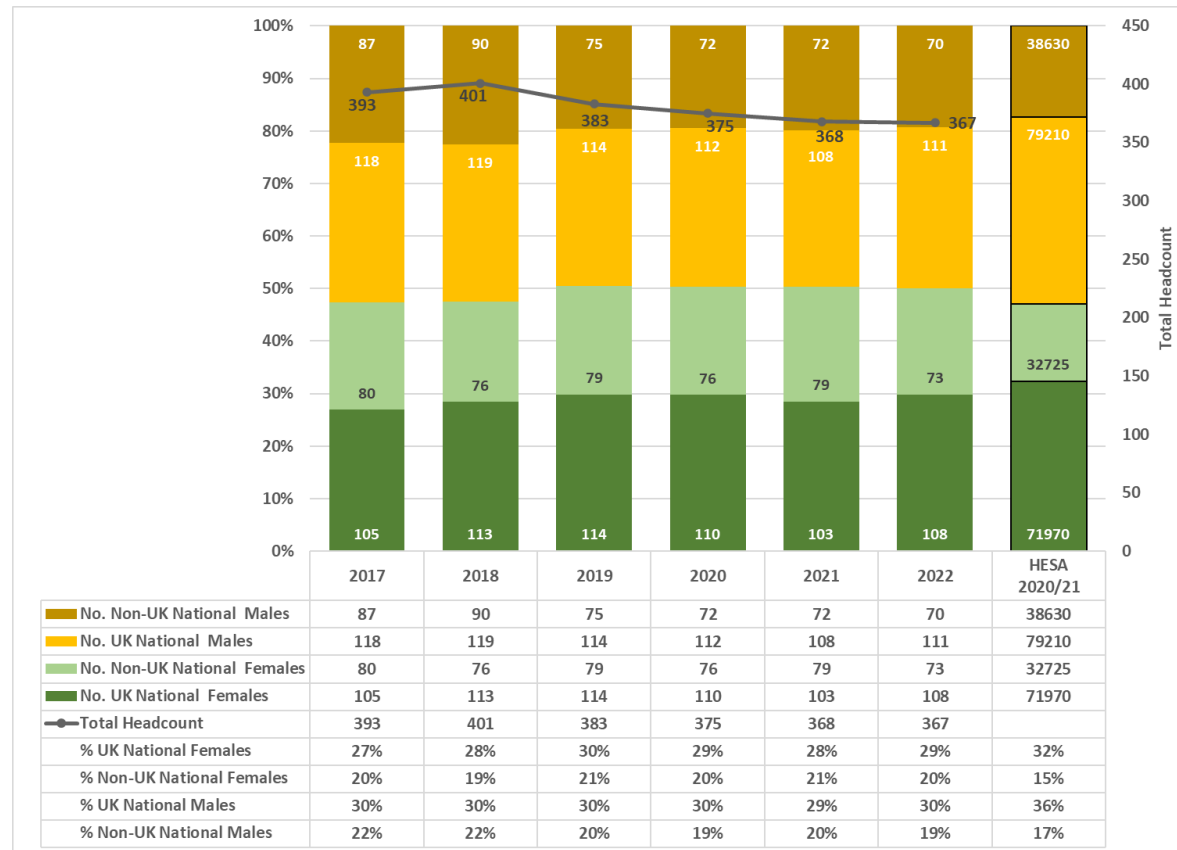


Figure 1.2.3: Intersectional analysis: JIC Staff by Domicile Category (UK/non-UK Nationality) and Gender for 2017 to 2021

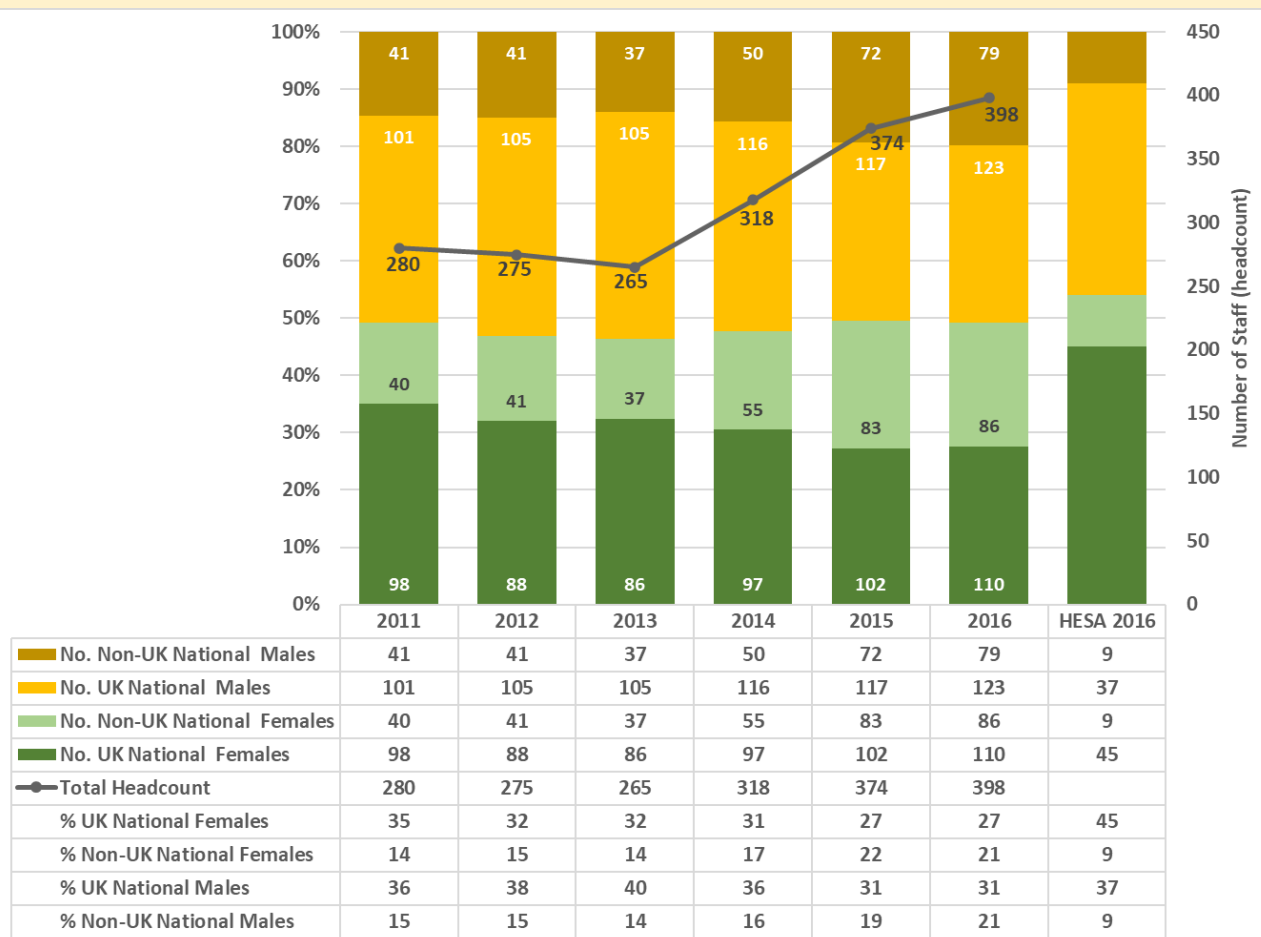
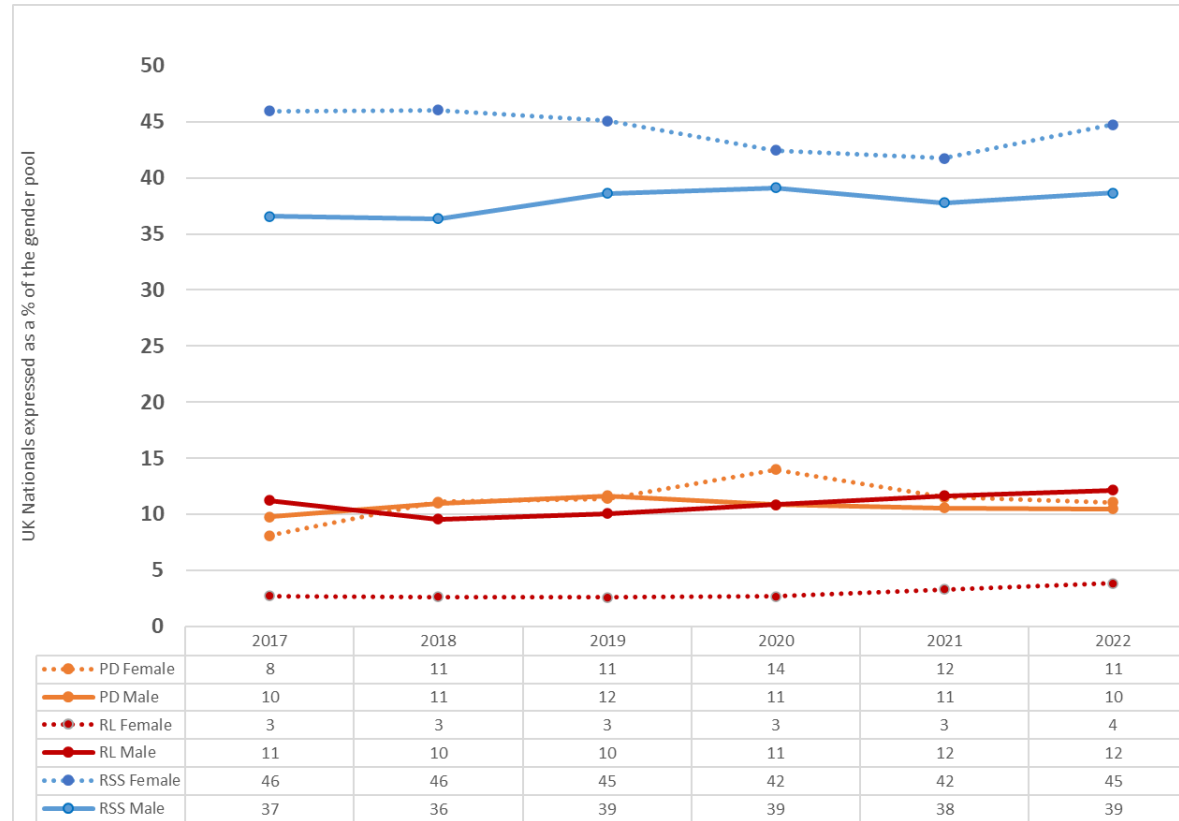


Figure 1.2.3a: Intersectional analysis: JIC Staff by Domicile Category (UK/non-UK Nationality) and Gender for 2011 to 2016

(i) JIC UK National Staff by cohort



(ii) JIC Non-UK National Staff by cohort

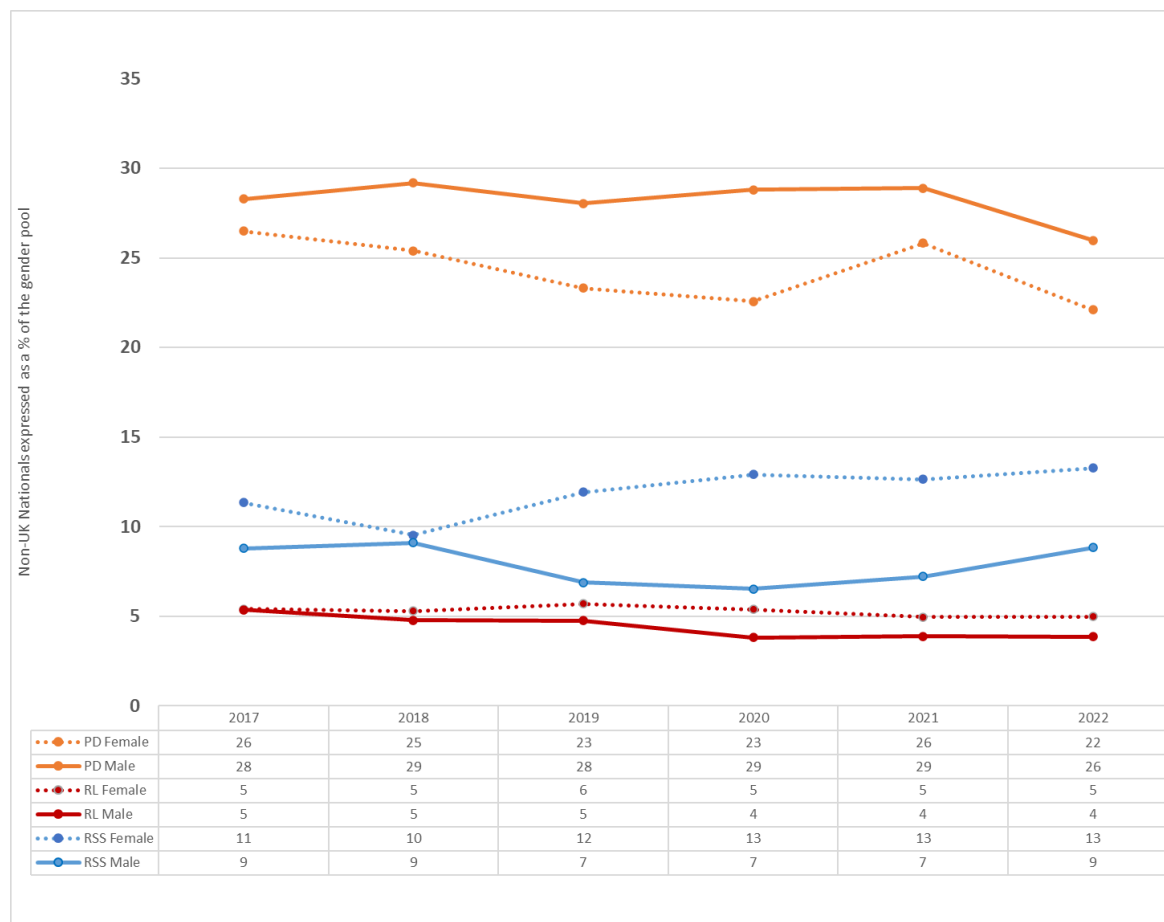
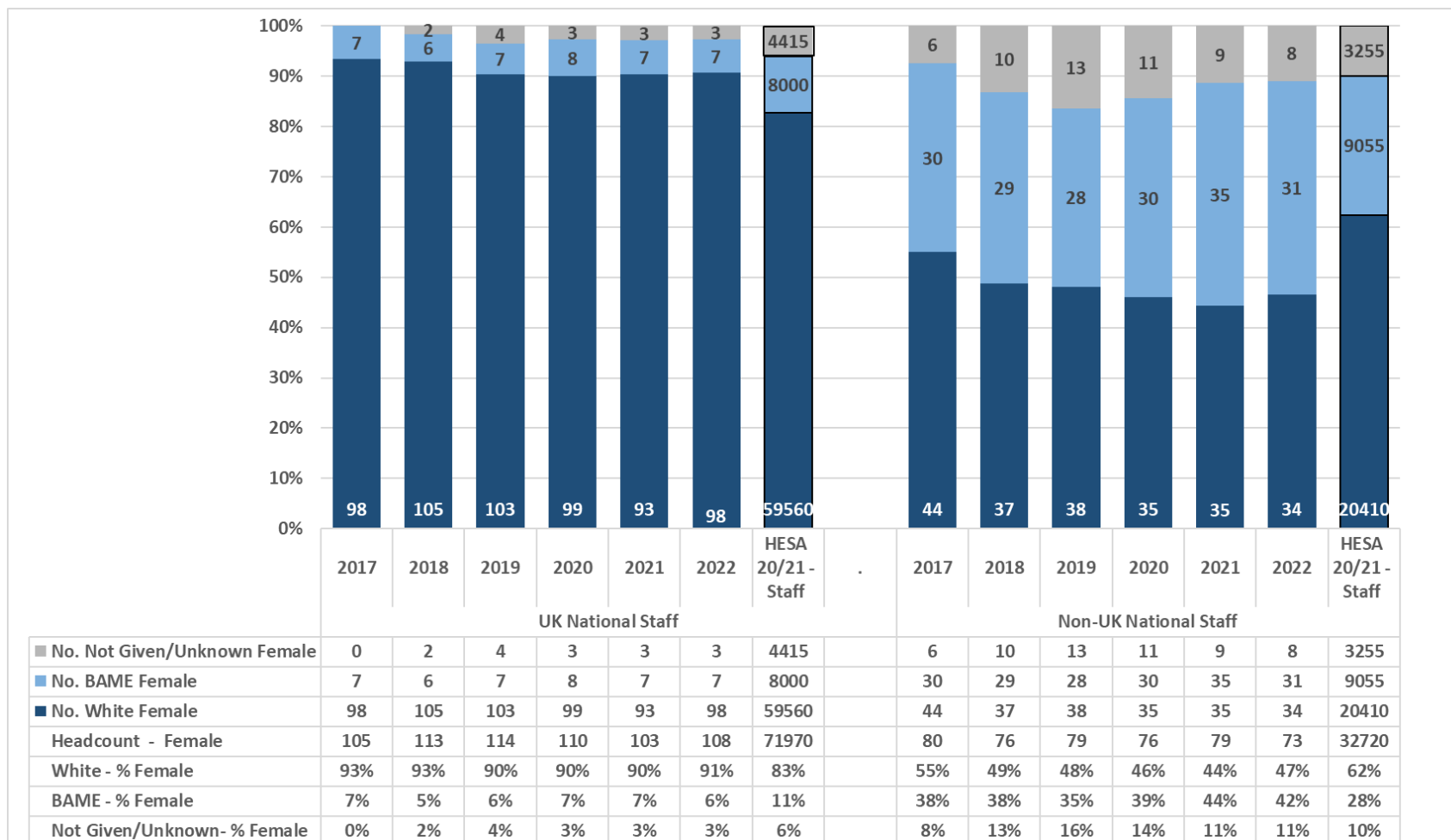


Figure 1.2.4: Intersectional analysis: JIC Staff Cohorts by Domicile Category (UK/non-UK Nationality) and Gender - expressed as a proportion of each Gender pool. (This analysis was added in response to panel feedback in 2017 and we have updated it for this submission)

a)



b)

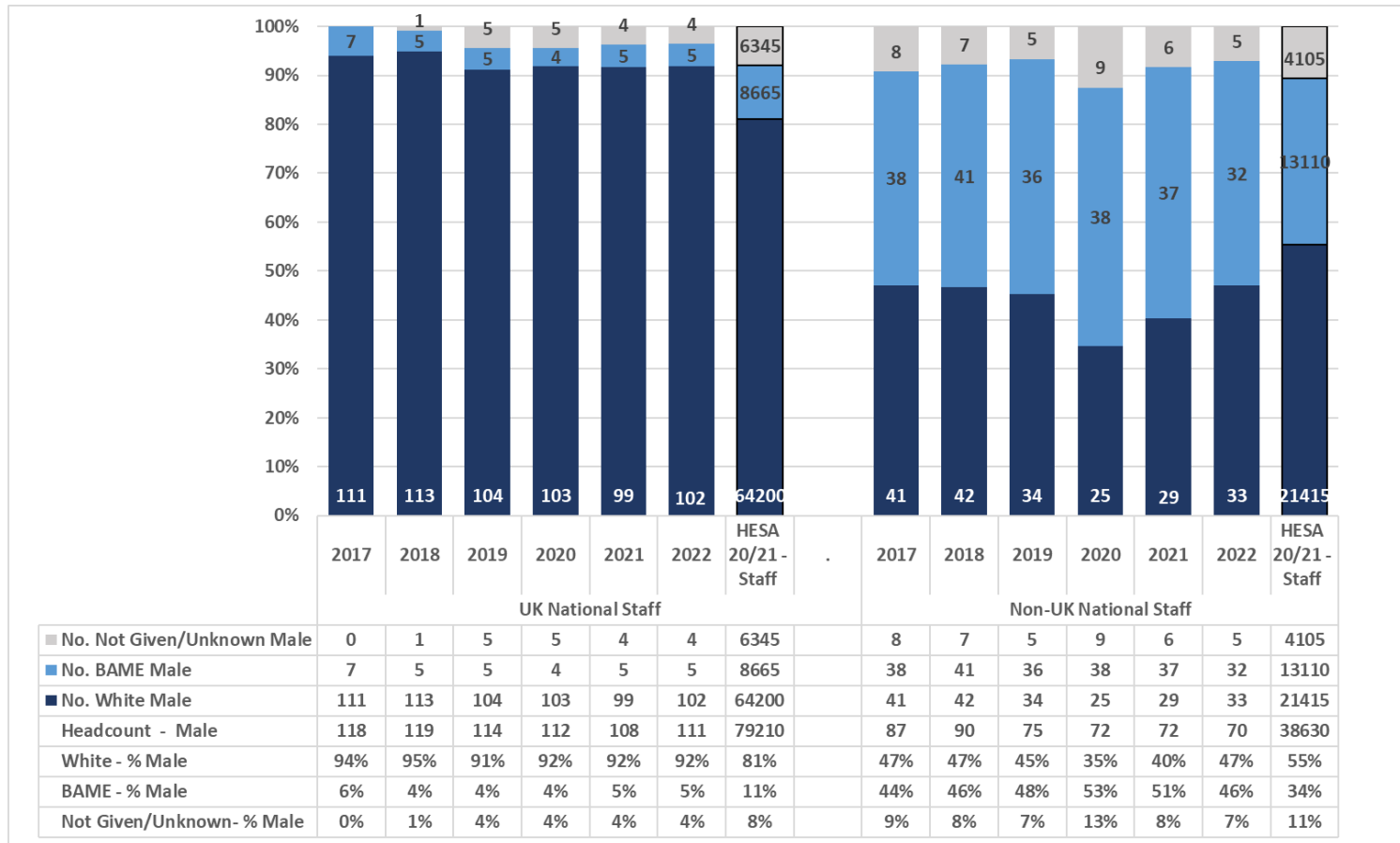
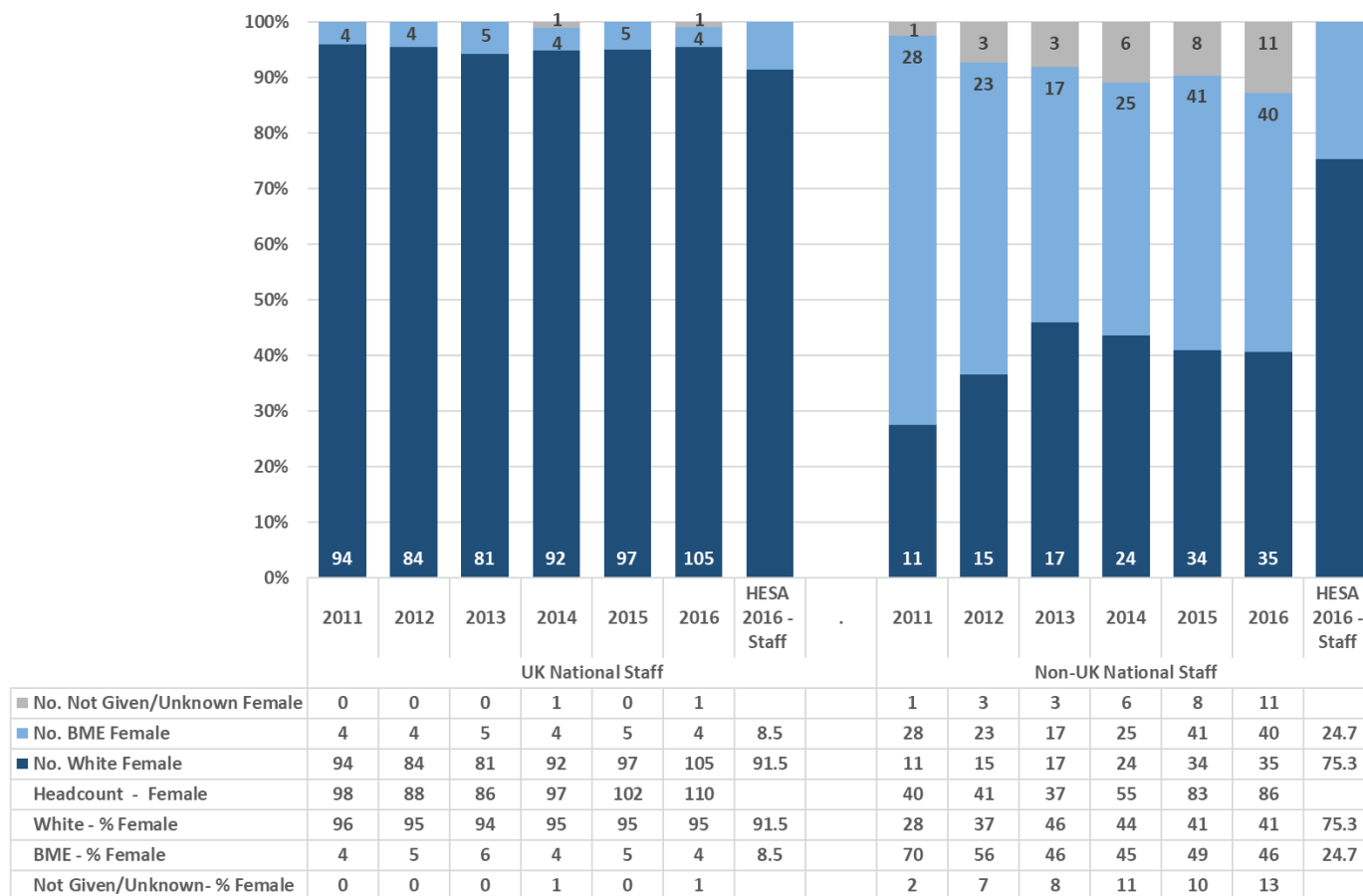


Figure 1.2.5: Profile of UK/non-UK JIC Staff over time by BAME/white Identity and Gender; a) female staff and b) male staff.

(a)



(b)

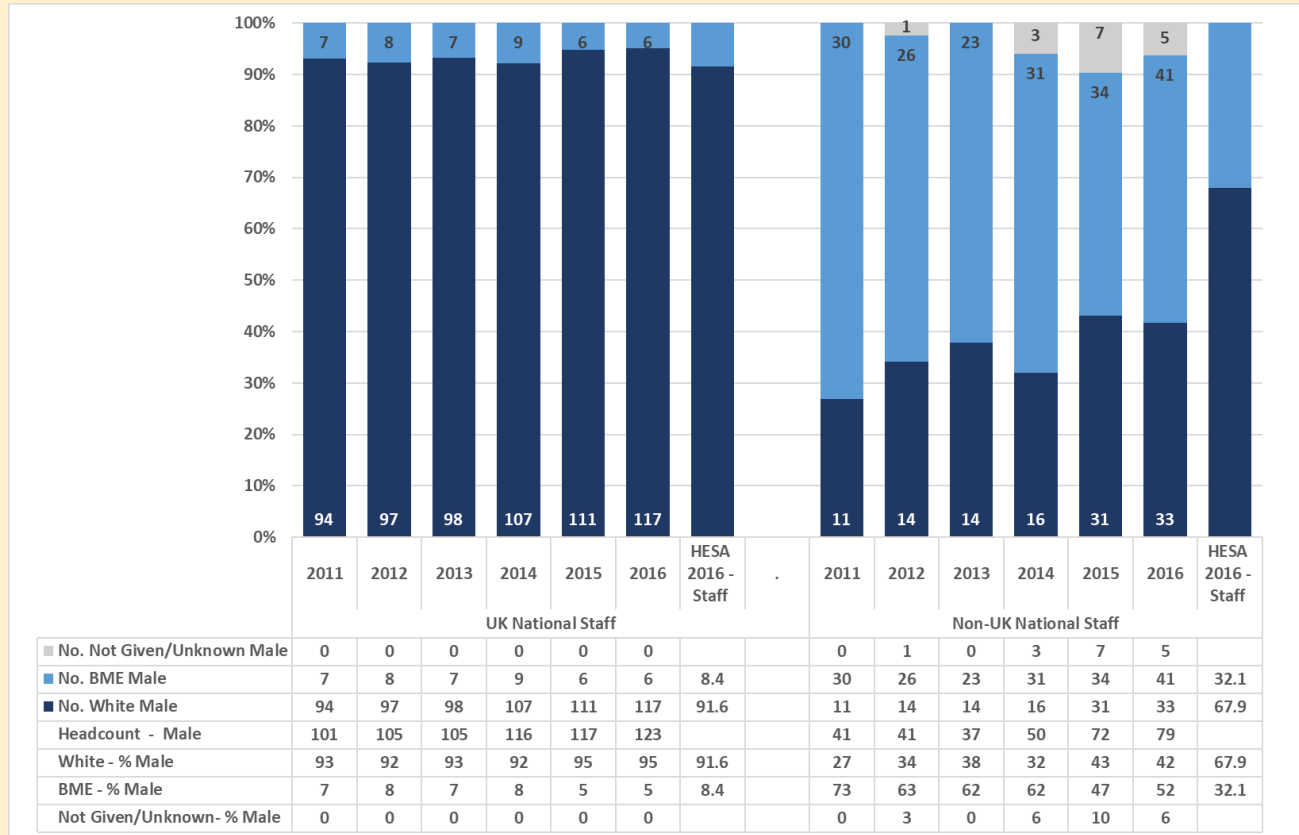


Figure 1.2.5a: Profile of UK/non-UK JIC Staff over time by BAME/white Identity and Gender; a) female staff and b) male staff from 2011 to 2016

Table 1.2.1: Non-UK National JIC Staff by Ethnic group and Gender (*within gender, the percentage of staff in an ethnic group (compare vertically))

HESA Category	Ethnic	Non-UK National Staff – by Ethnicity and Gender																							
	Group	2017				2018				2019				2020				2021				2022			
		F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*
		No.	No.			No.	No.			No.	No.			No.	No.			No.	No.			No.	No.		
WHITE	White	44	41	55%	47%	37	42	49%	47%	38	34	48%	45%	35	25	46%	35%	35	29	44%	40%	34	33	47%	47%
BAME	Black																								
	Asian																								
	Chinese	14	21	18%	24%	16	20	21%	22%	20	18	25%	24%	20	19	26%	26%	20	16	25%	22%	17	13	23%	19%
	Mixed																								
	Other																								
Not Given/Unknown		6	8	8%	9%	10	7	13%	8%	13	5	16%	7%	11	9	14%	13%	9	6	11%	8%	8	5	11%	7%
Total		80	87			76	90			79	75			76	72			79	72			73	70		

(a)



(b)

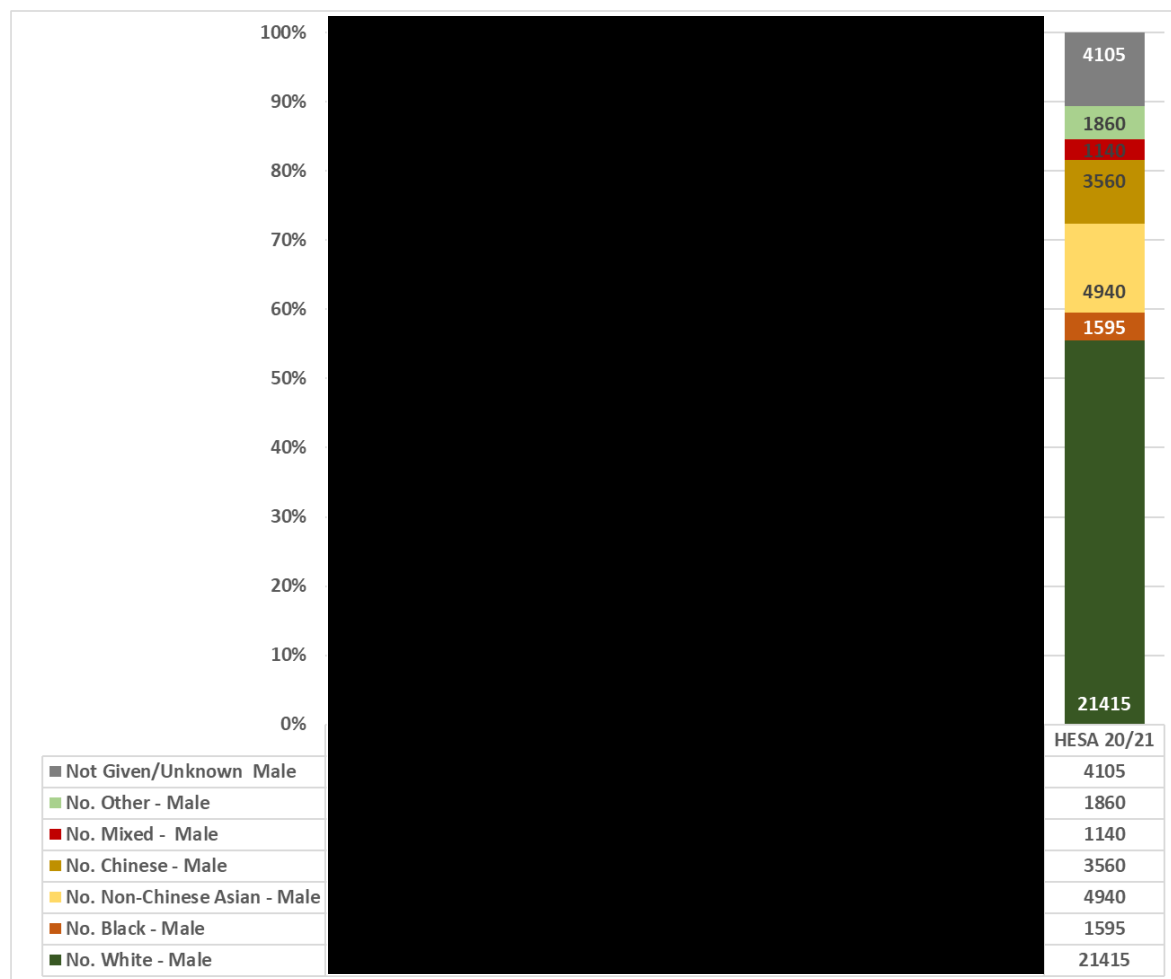


Figure 1.2.6: Profile of non-UK National Staff over time by ethnic group and gender; a) female and b) male non-UK national staff

Table 1.2.2 JIC Staff by Domicile Category, Ethnicity, Professorial Category and Gender (2013 - Silver vs 2016 – Gold vs 2022)

Grade	Ethnicity	Staff – by Gender, Ethnicity and Professorial Category																																			
		Total												UK National								Non-UK National															
		2013						2016						2022						2013						2016						2022					
		Female			Male			Female			Male			Female			Male			Female			Male			Female			Male			Female			Male		
		No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
Senior Research Leaders/Senior Management' (SC3-1)	WHITE																																				
	BAME																																				
All Other Staff (SC9-4)	WHITE																																				
	BAME																																				
	Not Given/ Unknown																																				
Total																																					

Key: * within gender (compare vertically); ^ within grade and ethnic group (compare horizontally)

Note: Total staff numbers and non-UK staff numbers include staff with “Unknown” recorded for nationality. 2022 - just included staff identifying as M and F. There were also 5 staff who were NB or PNS

Section 2: Student Data

Table 2.1: PGR Studentship Portfolio by gender

Studentships	PGR Studentship Portfolio														
	2016/17			2017/18			2018/19			2019/20			2020/21		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
BBSRC (e.g. DTP)	34	20	63%	39	26	60%	40	33	55%	37	36	51%	34	34	50%
JIC Rotation	12	10	55%	11	11	50%	13	9	59%	11	11	50%	13	10	57%
Other	14	13	52%	9	14	39%	13	16	45%	15	15	50%	11	16	41%
Total	60	43	58%	59	51	54%	66	58	53%	63	62	50%	58	60	49%

Most of our studentships are awarded as part of programs that include one or more of the other NRP partners. BBSRC DTP – Awarded to the NRP as a whole. UEA, JIC, QIB, EI and TSL are members and their faculty members can apply for fully funded PhDs from the scheme. EDESIA – UEA, JIC, QIB and EI are members and their faculty members can apply for PhDs from the scheme. There is also an MRC DTP, currently joint between QIB, UEA and NNUH. Recruitment procedures for all of these are decided at the group level. Apart from MRC, 'Other' studentships are a combination of foreign government or direct industrial sponsorship, ERC funding, the EDESIA and MMB schemes, and a few JIC direct funded posts.

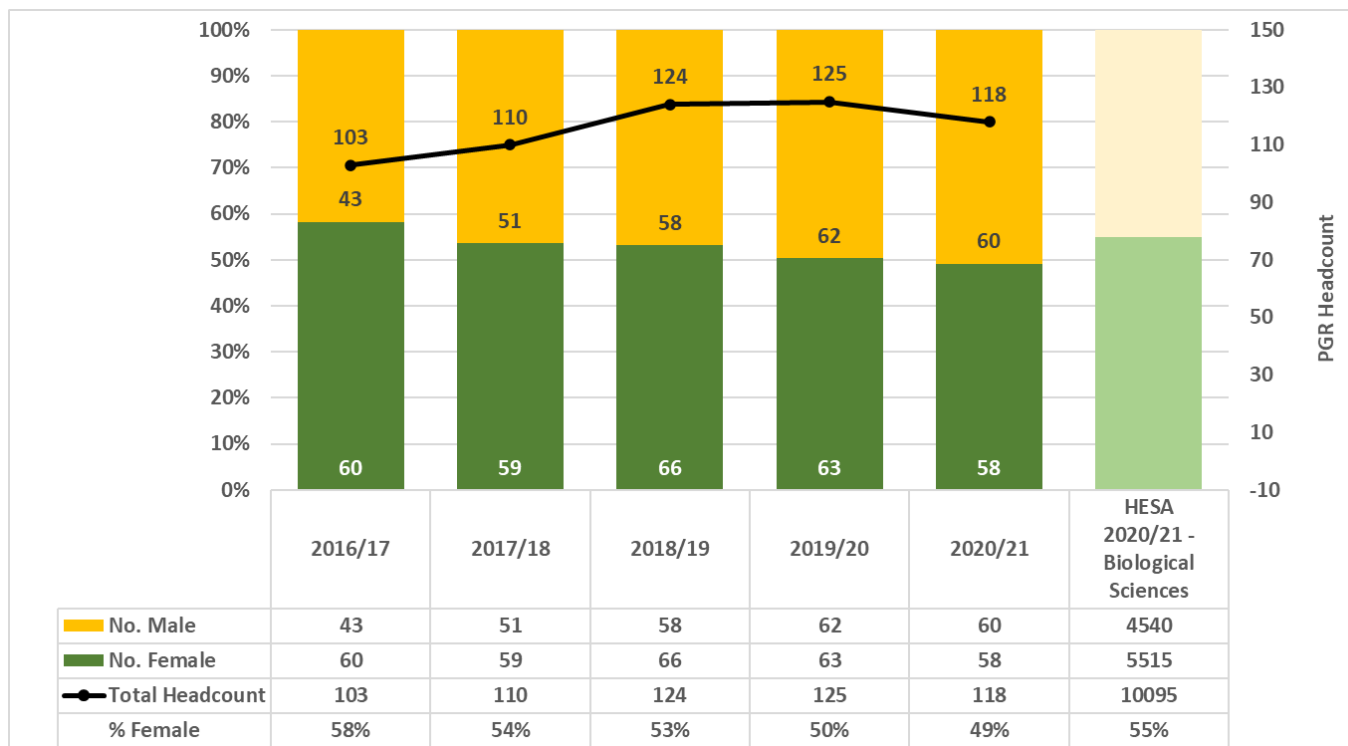


Figure 2.1: JIC Postgraduate Research Students by gender, relative to the total number of JIC PGRs between academic years 2016/17 and 2020/21 – (excludes Visiting PGRs)

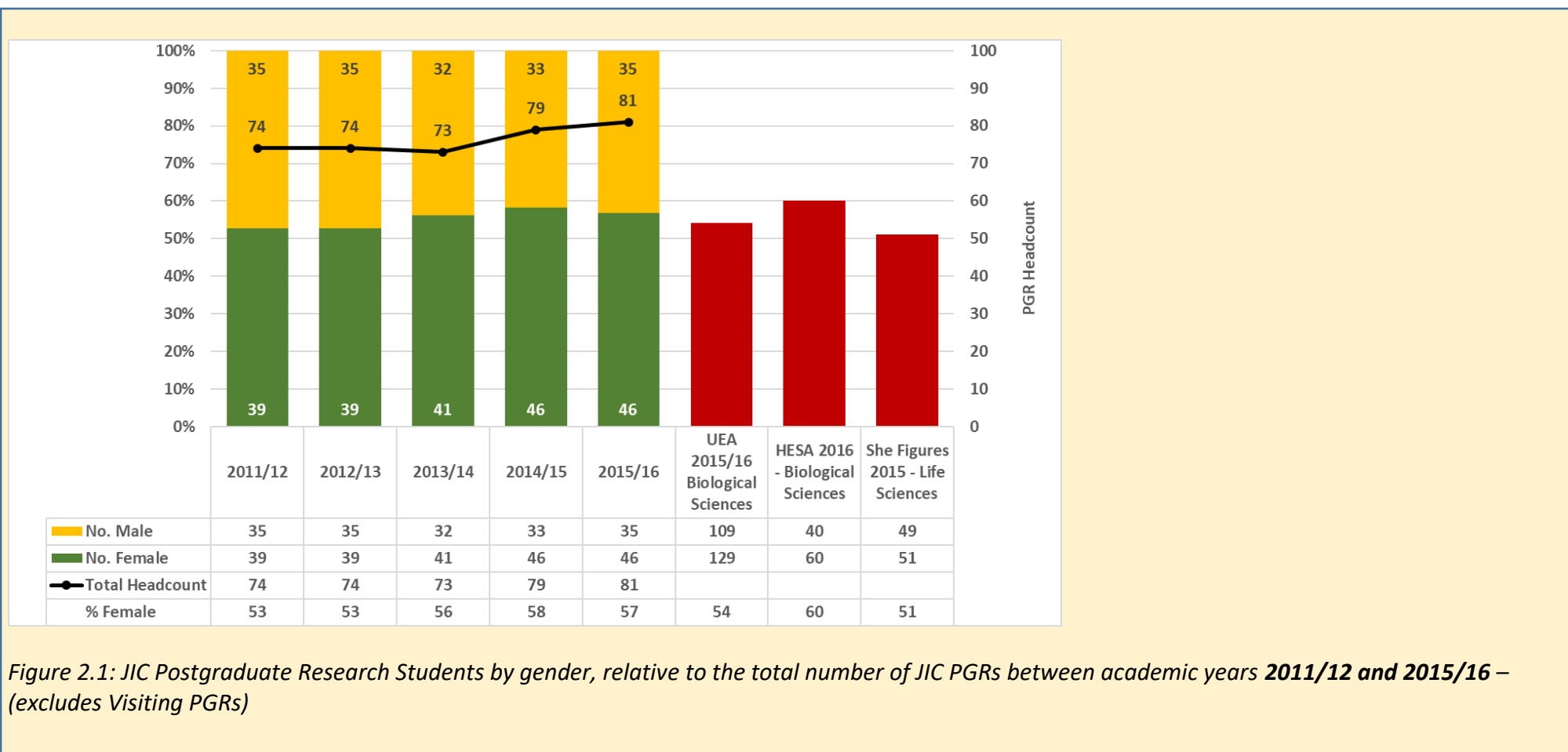
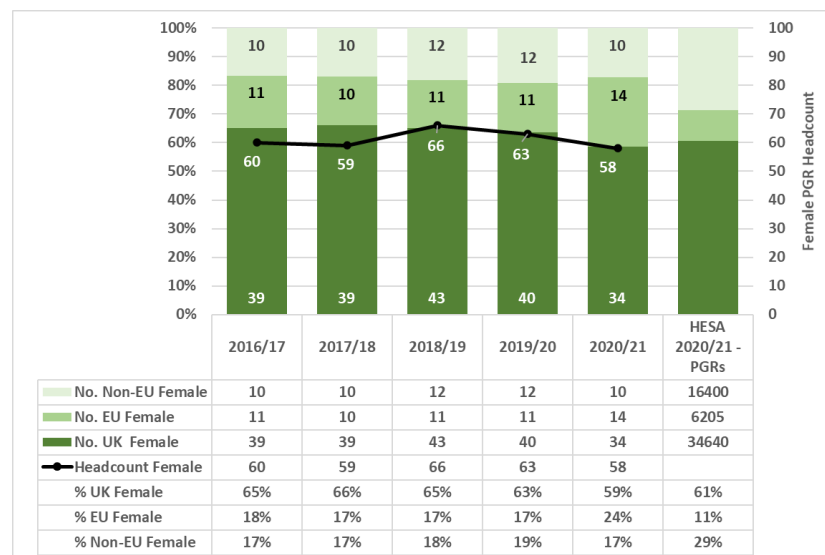


Figure 2.1: JIC Postgraduate Research Students by gender, relative to the total number of JIC PGRs between academic years **2011/12 and 2015/16** – (excludes Visiting PGRs)

a) Female UK, EU and Overseas PGRs



(b) Male UK, EU and Overseas PGRs

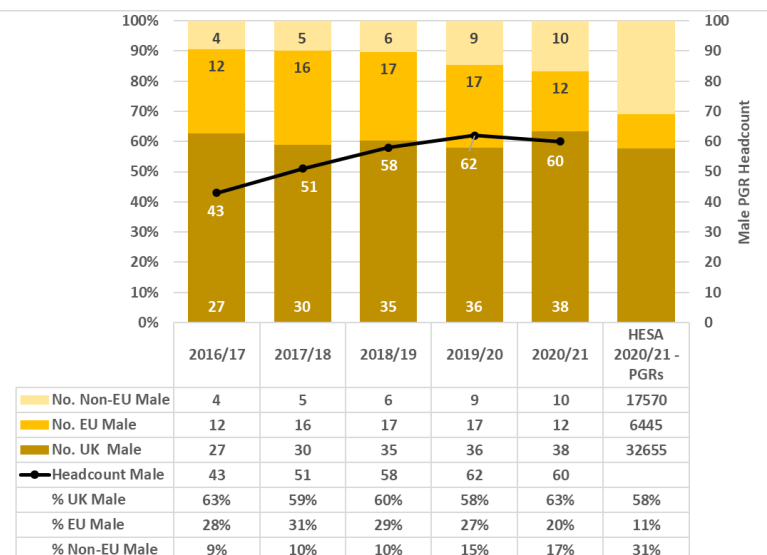


Figure 2.2: JIC PGR Student Data by Domicile Category and Gender; a) the proportion of female UK, EU and non-EU (overseas) domicile PGRs; and b) the proportion of male UK, EU and non-EU (overseas) domicile PGRs

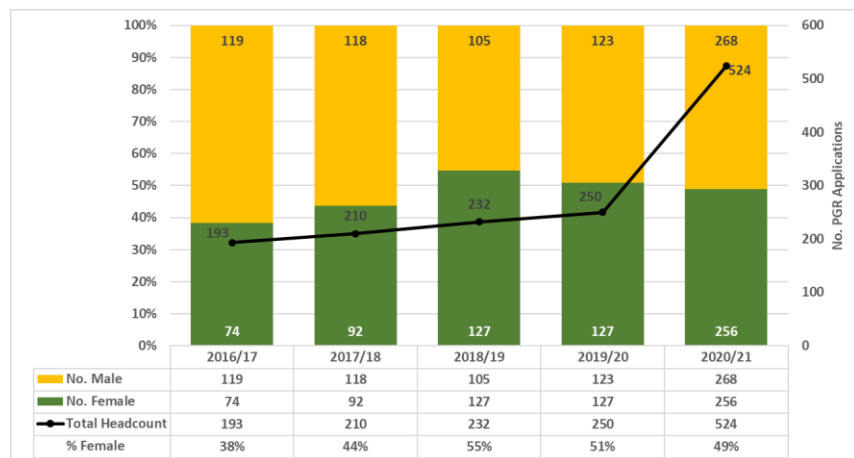
Table 2.2: PGRs Intersectional Analysis: PGRs by domicile category, BAME/White identity and Gender

White/BAME Identity	Postgraduate Researchers by Ethnic Group and UK/Non-UK Domicile																			
	2016/17				2017/18				2018/19				2019/20				2020/21			
	F	M	%^ F	%^ M	F	M	%^ F	%^ M	F	M	%^ F	%^ M	F	M	%^ F	%^ M	F	M	%^ F	%^ M
UK PGRs																				
White																				
BAME																				
Other																				
Mixed																				
Not Given																				
Total																				
Non-UK (EU and non-EU)																				
White																				
BAME																				
Other																				
Mixed																				
Not Given																				
Total																				

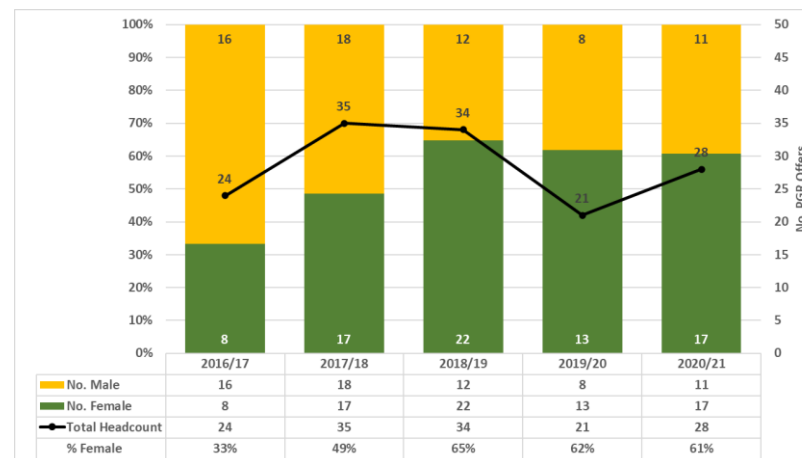
Key: ^ compare vertically within gender

Applications, Offers and Success Rates: in 2016/17 one student classed as "other" for gender was offered and accepted a PGR -when this student registered for their PhD they opted to choose male or female rather than use "other", "non-binary" or "gender-fluid"

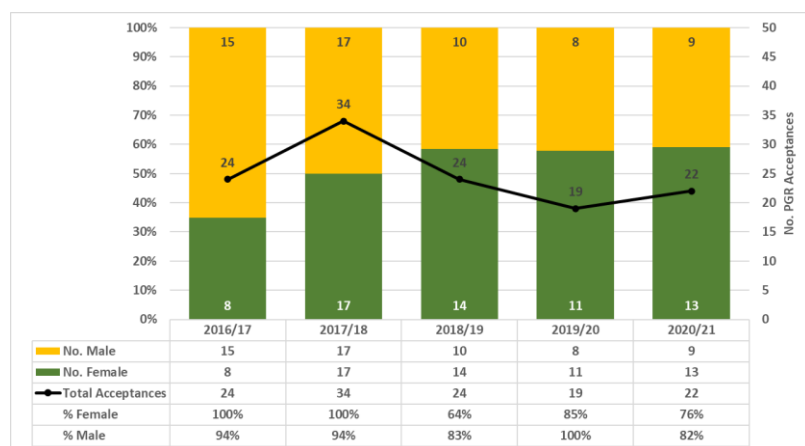
Applications



b) Offers



a) Acceptance rates



d) Success Rates

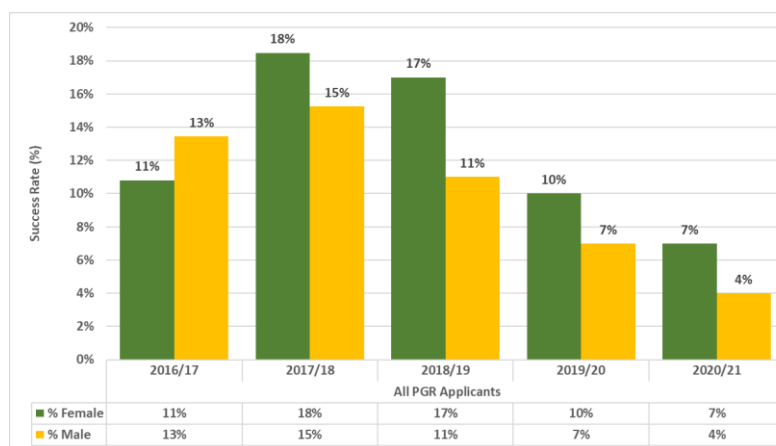
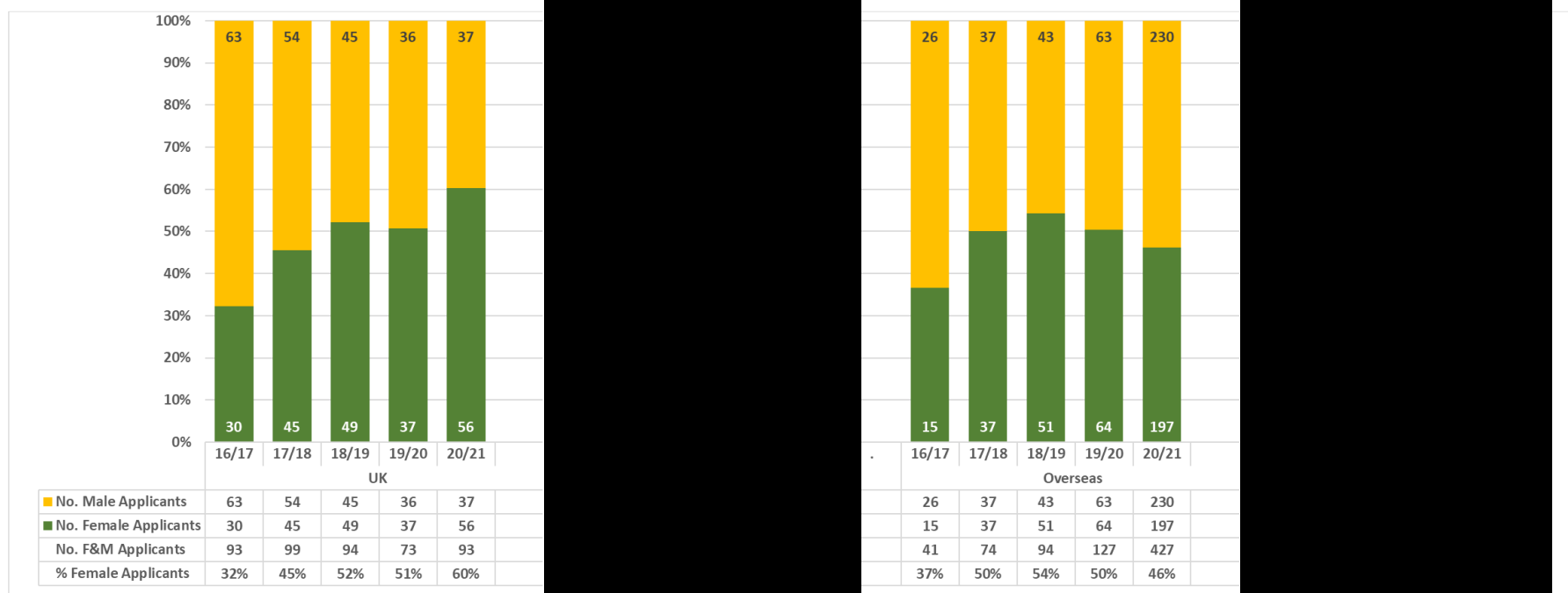


Figure 2.3: Postgraduate Researcher Applications (a), Offers (b) and Success Rates (c) by Gender

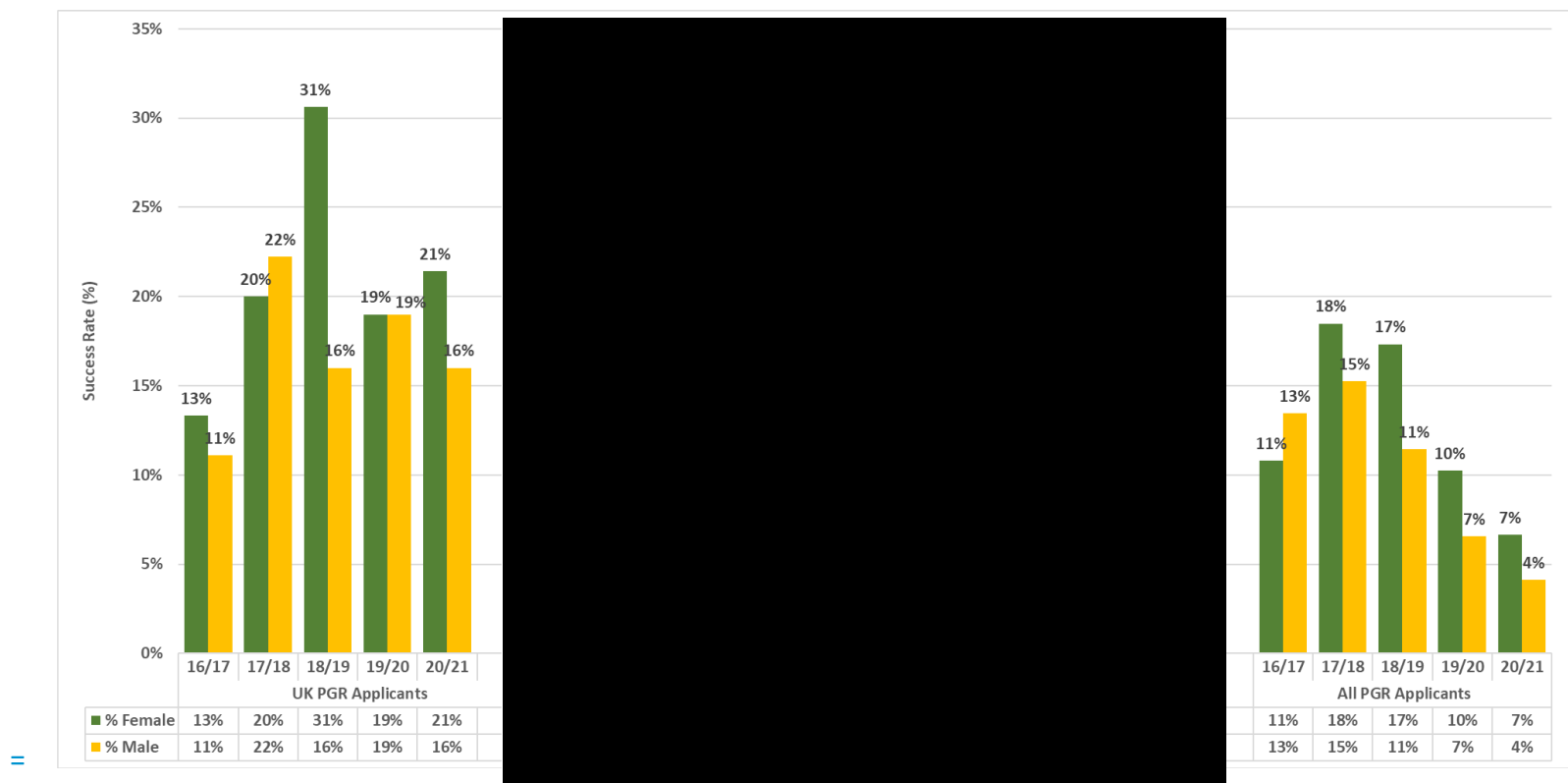
(a) Applications



(b) Offers

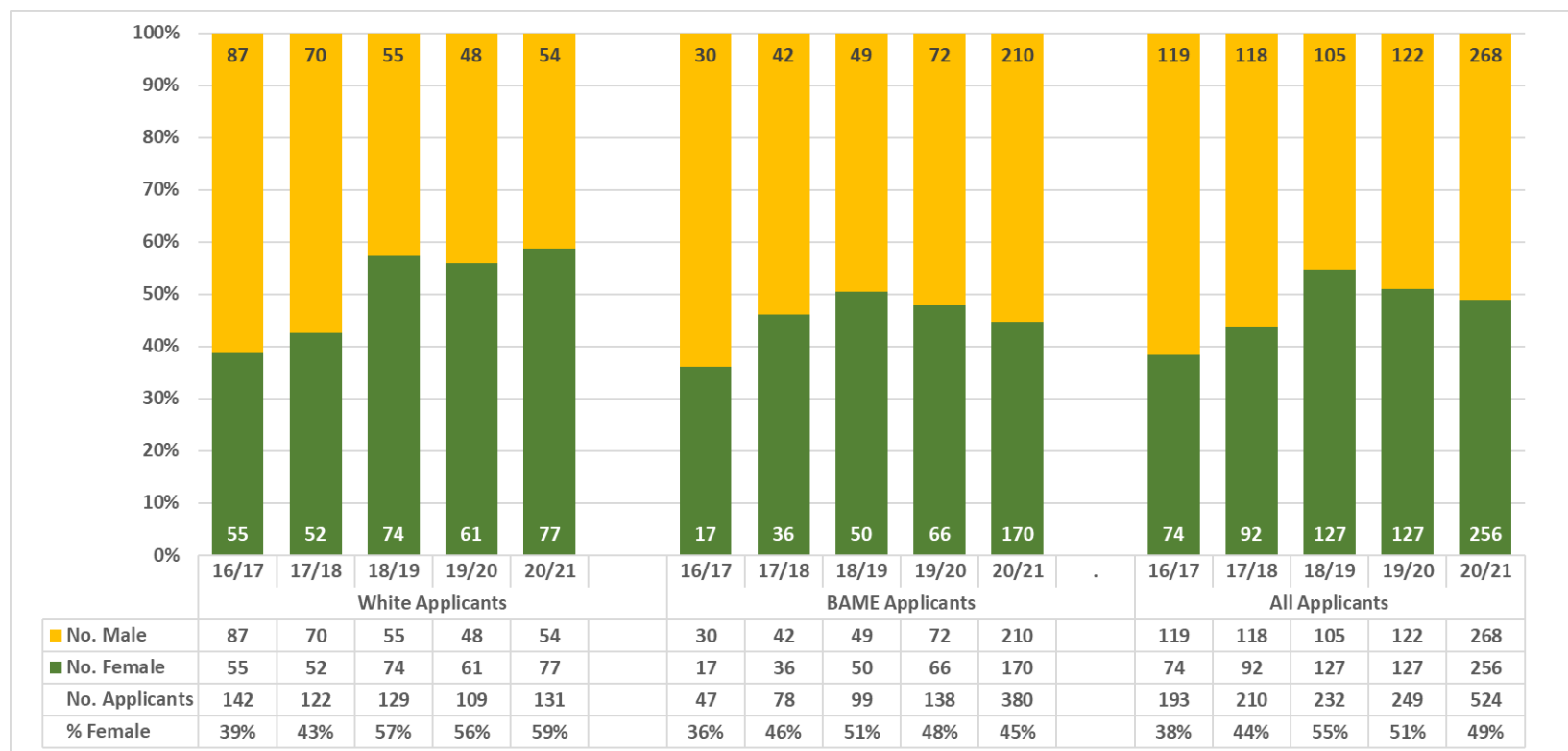


(c) Success rate

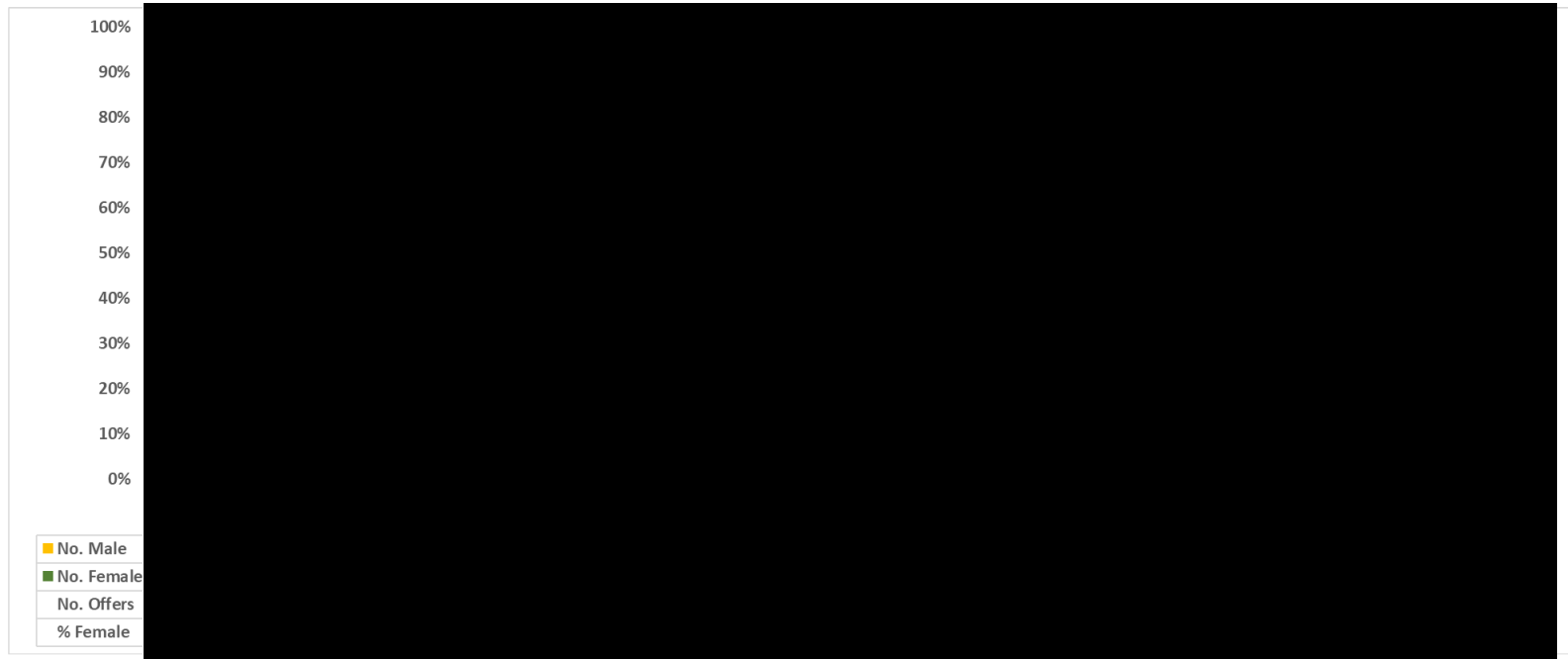


Figures 2.4: Applications (a), Offers (b) and Success Rates (c), by Domicile category and Gender

(a) Applications



(b) Offers



(c) Success rate

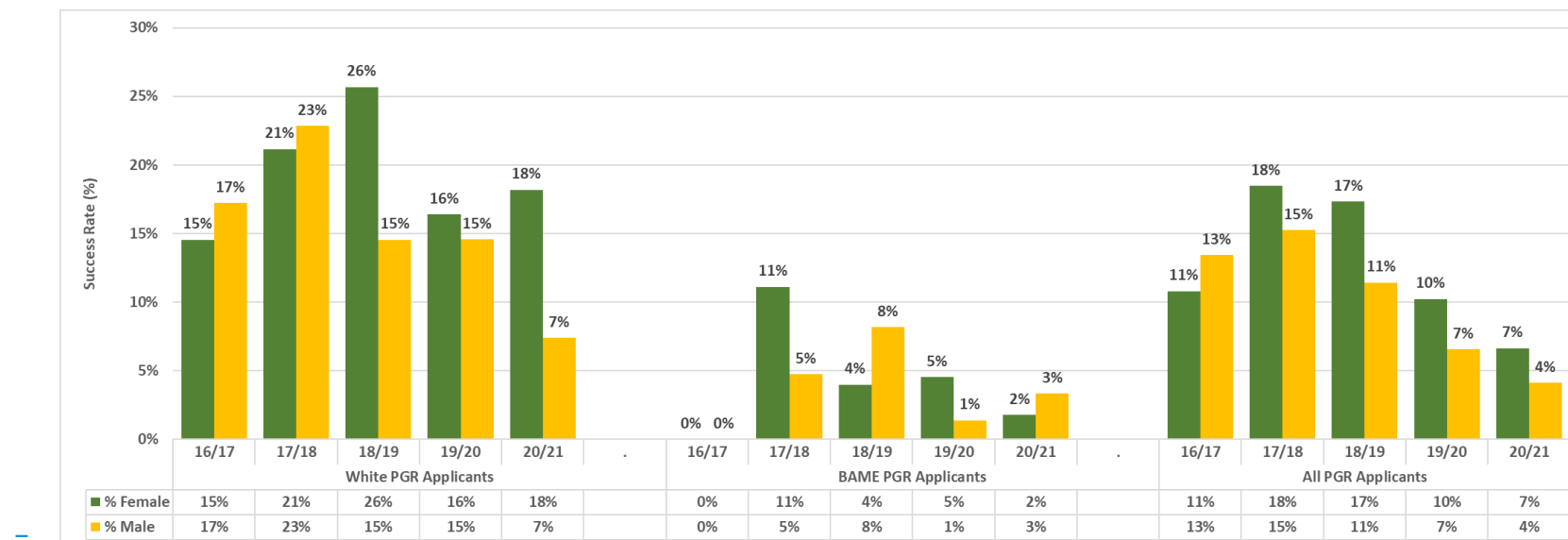
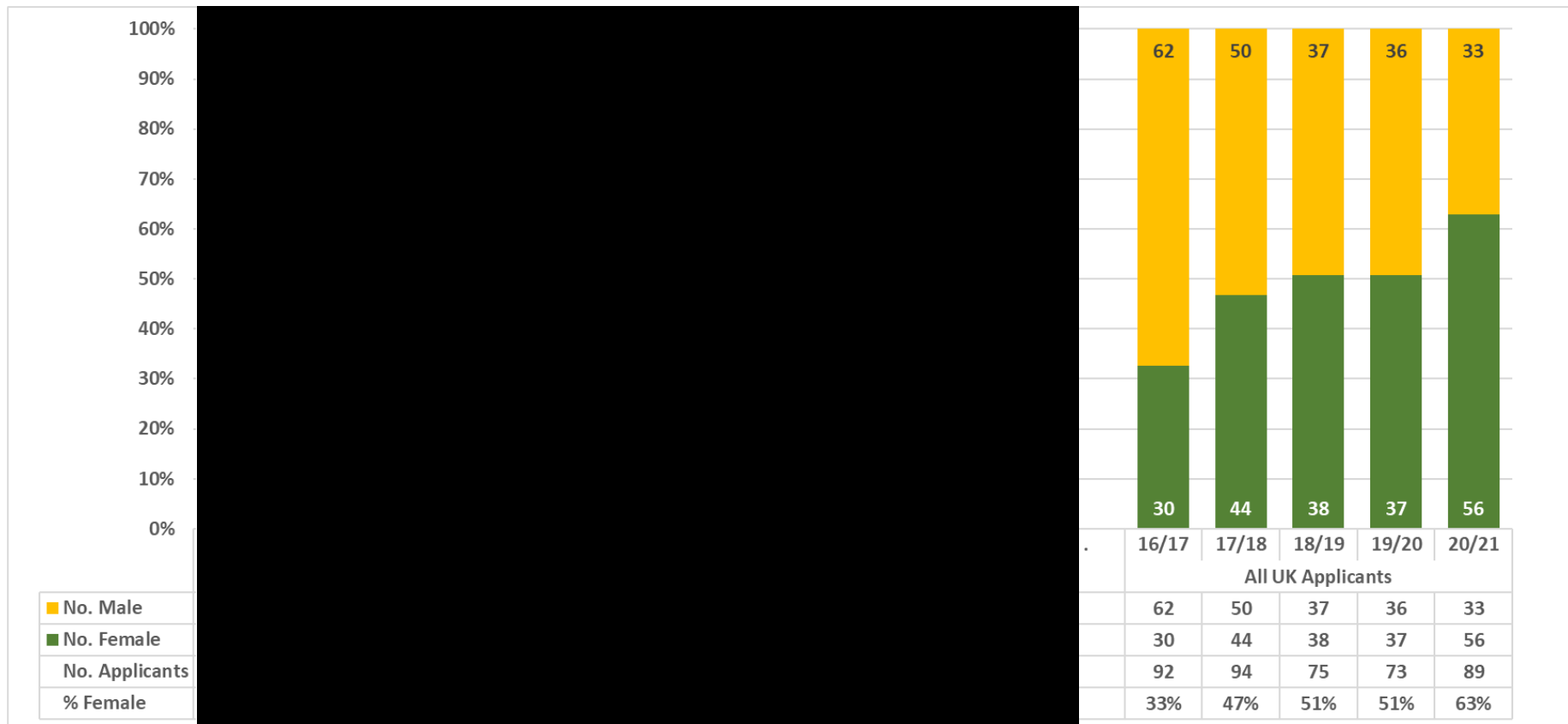


Figure 2.5: Applications (a), Offers (b) and Success Rates (c), by BAME/White identity and Gender for all PGR applications (UK, EU and non-EU overseas). Note: There is a cap on the number of overseas applications that JIC can offer places to (10 annually), so when there are proportionally more BAME applicants among overseas applications, they will get a lower proportion of the offers.

(a)



(b)



(c)

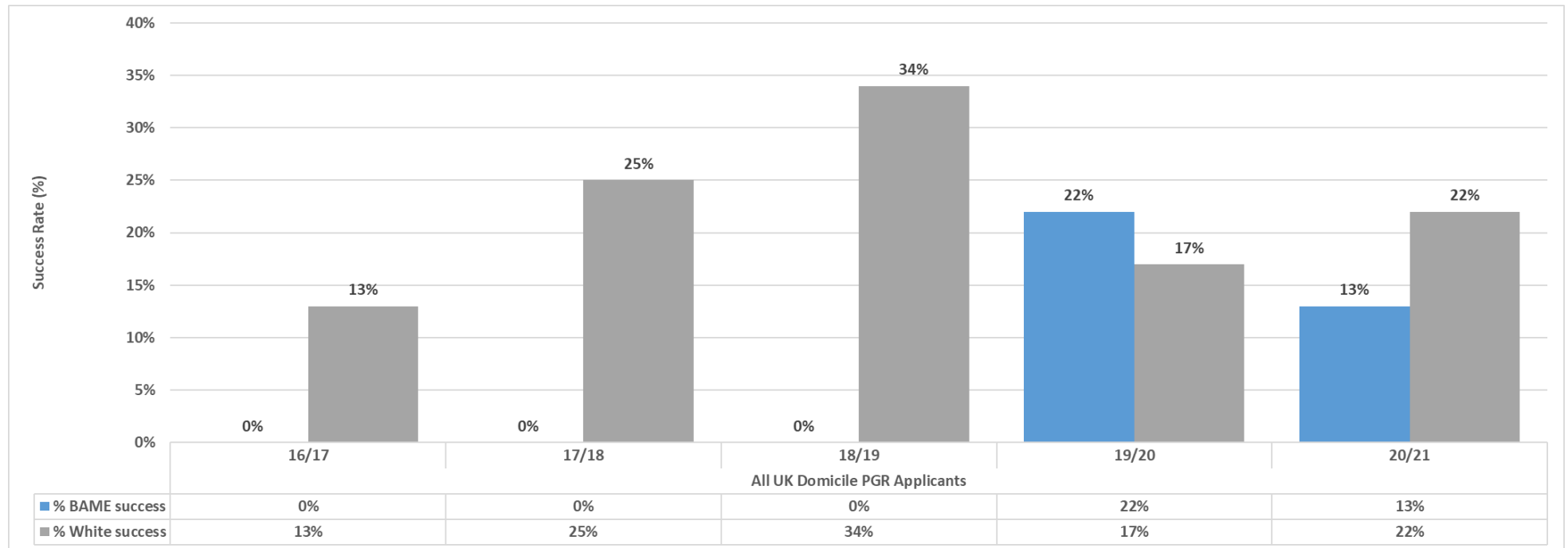


Figure 2.6: (a) UK Domicile applications (b) and Offers by BAME/White identity and gender and success rates (c) by BAME/White identity, male and female data aggregated in (c) because of small numbers (not including students who didn't disclose their ethnicity.)

Table 2.3: Research Degree Submission Rates by gender for 2016/17 – 2020/21 *by date of PGR registration, more recent data not available at time of collection (Spring 2022).*

Submission Rates	PGR Submission Rates (Date of PGR registration)											
	2011/12		2012/13		2013/14		2014/15		2015/16		Average %	
	F	M	F	M	F	M	F	M	F	M	F	M
Eligible	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	91%	96%
Submitted	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
%	73%	100%	100%	100%	82%	100%	100%	67%	100%	100%		
Completed	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Section 3. Postdoctoral Scientists (PDs)

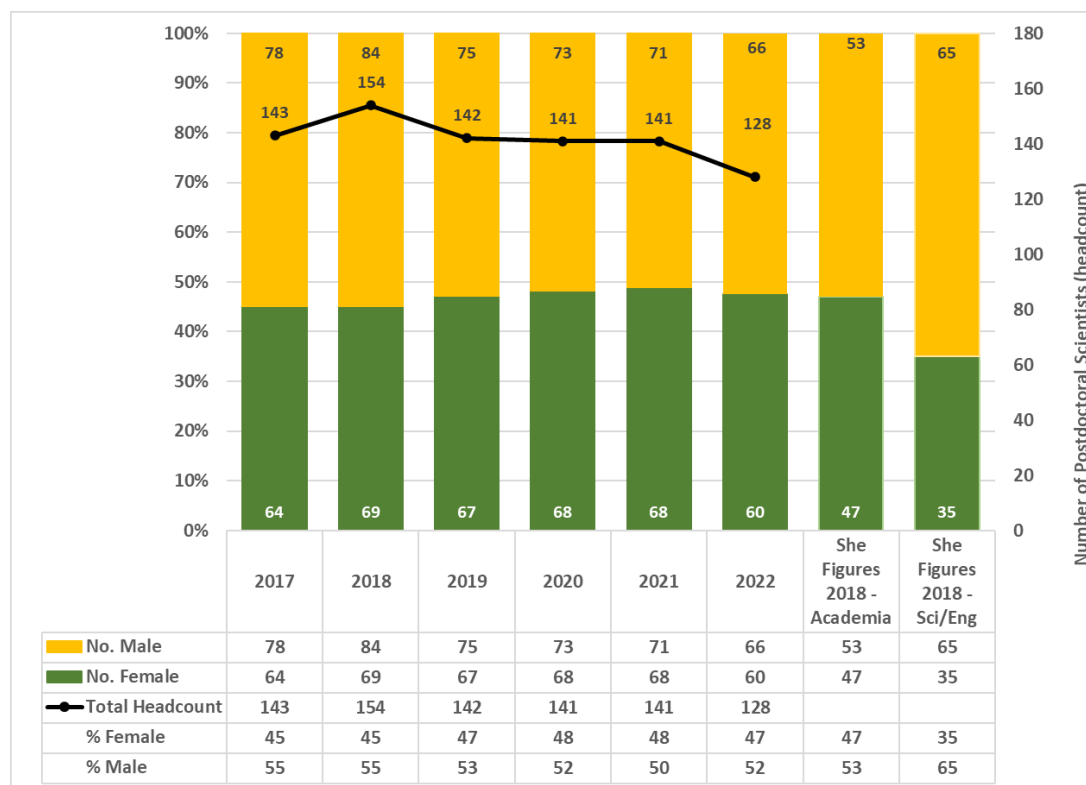


Figure 3.1: Postdoctoral Scientists split by gender, relative to the total number of Postdoctoral Scientists over the period between 2016 and 2022

Table 3.1 JIC Employed Postdoctoral Scientists split by Grade and Gender from 2016 to 2022 (SC4 is highest grade/most senior)

Grade	Postdoctoral Scientists – by Gender and Grade																							
	2017				2018				2019				2020				2021				2022			
	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M
SC7	0	0	n/a	n/a	0	0	n/a	n/a	0	0	n/a	n/a	0	0	n/a	n/a	0	0	n/a	n/a	0	0	n/a	n/a
SC6	63	73	46%	54%	67	82	45%	55%	64	72	47%	53%	66	69	49%	51%	66	66	50%	50%	58	61	49%	51%
SC5																								
SC4																								
Total																								

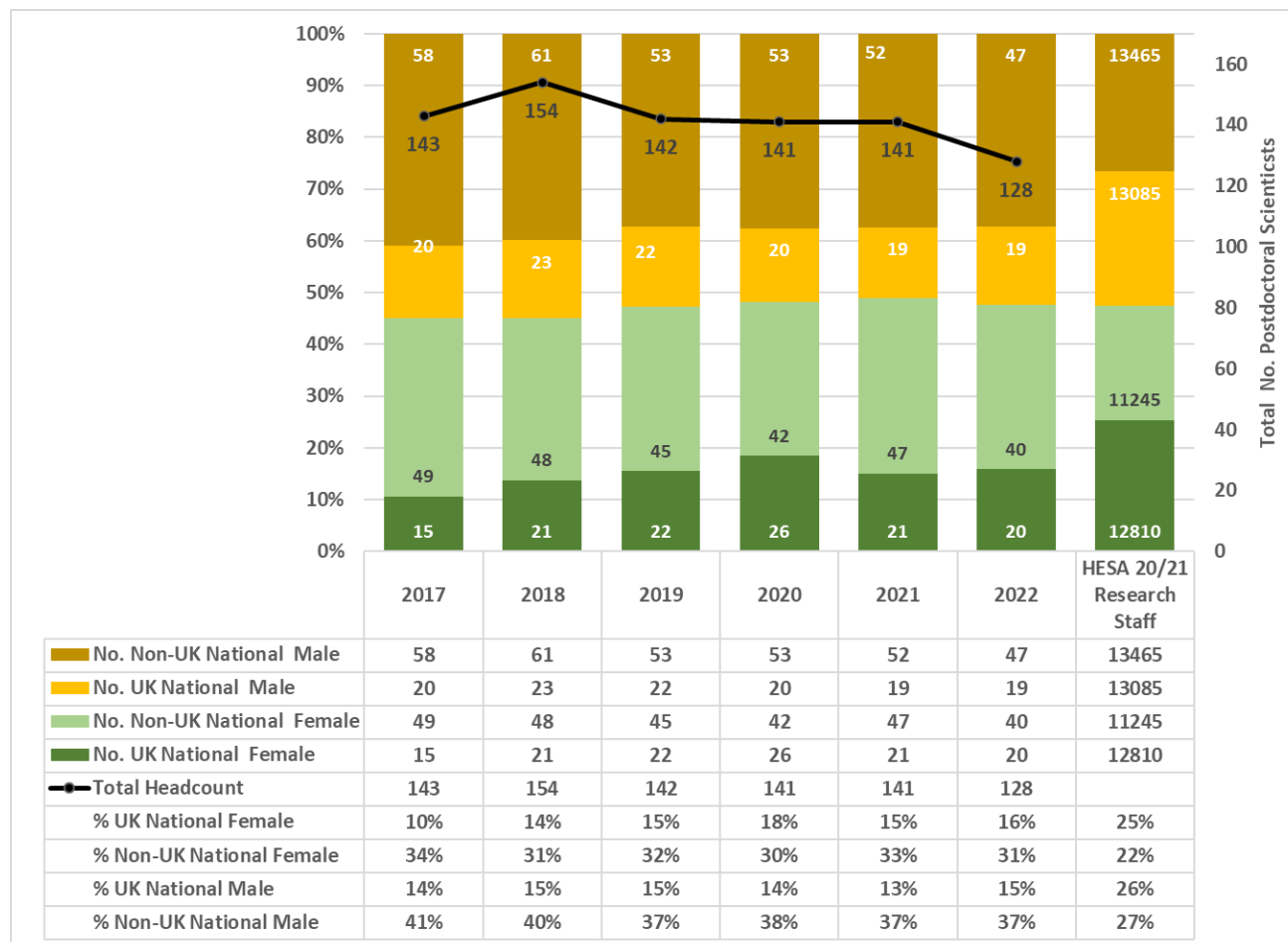
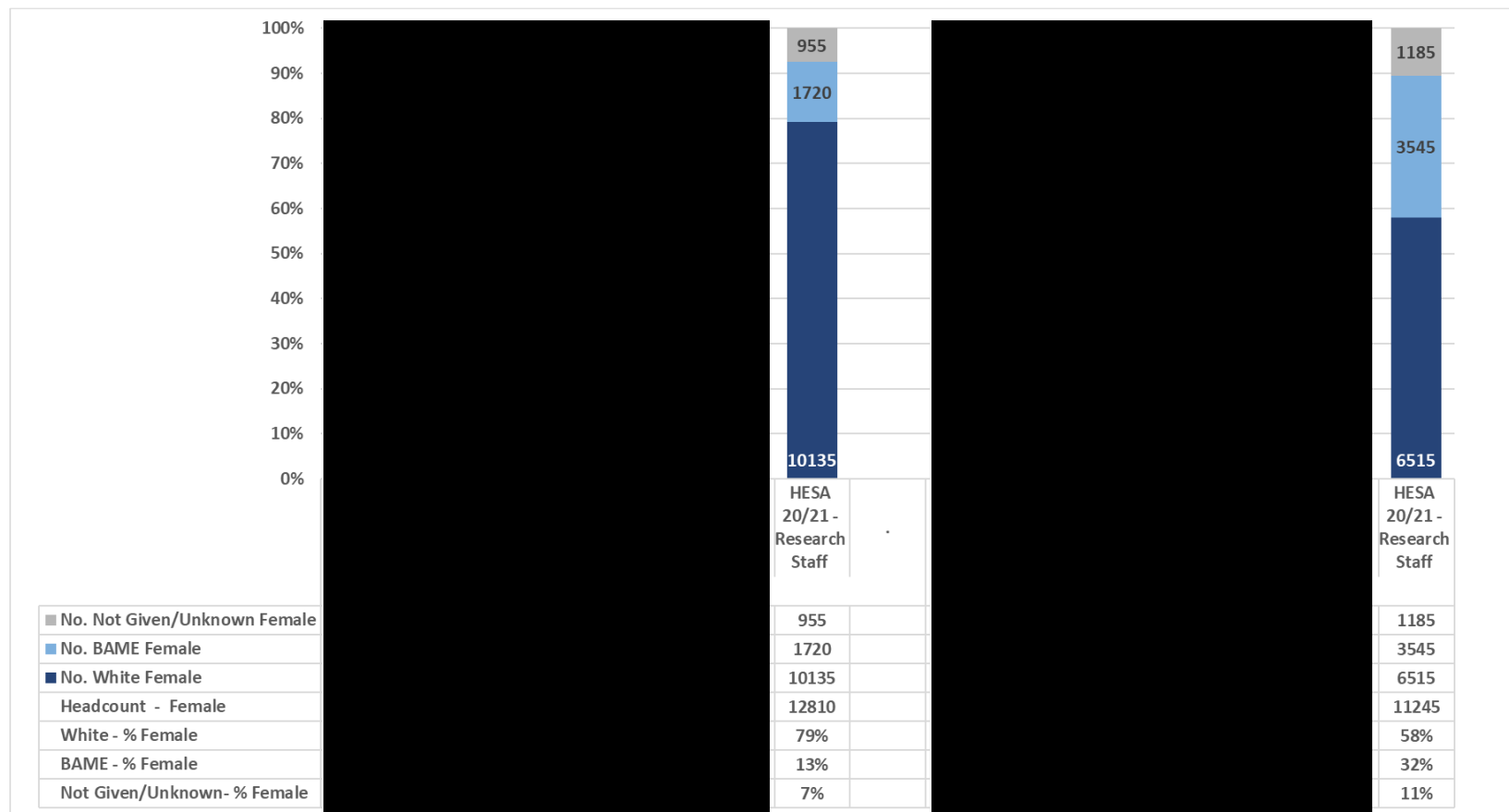


Figure 3.2: Intersectional Analysis: Postdoctoral Scientists by Domicile Category (JIC UK/non-UK Nationality) and Gender

(a) Female Postdoctoral Scientists



(b) Male Postdoctoral Scientists

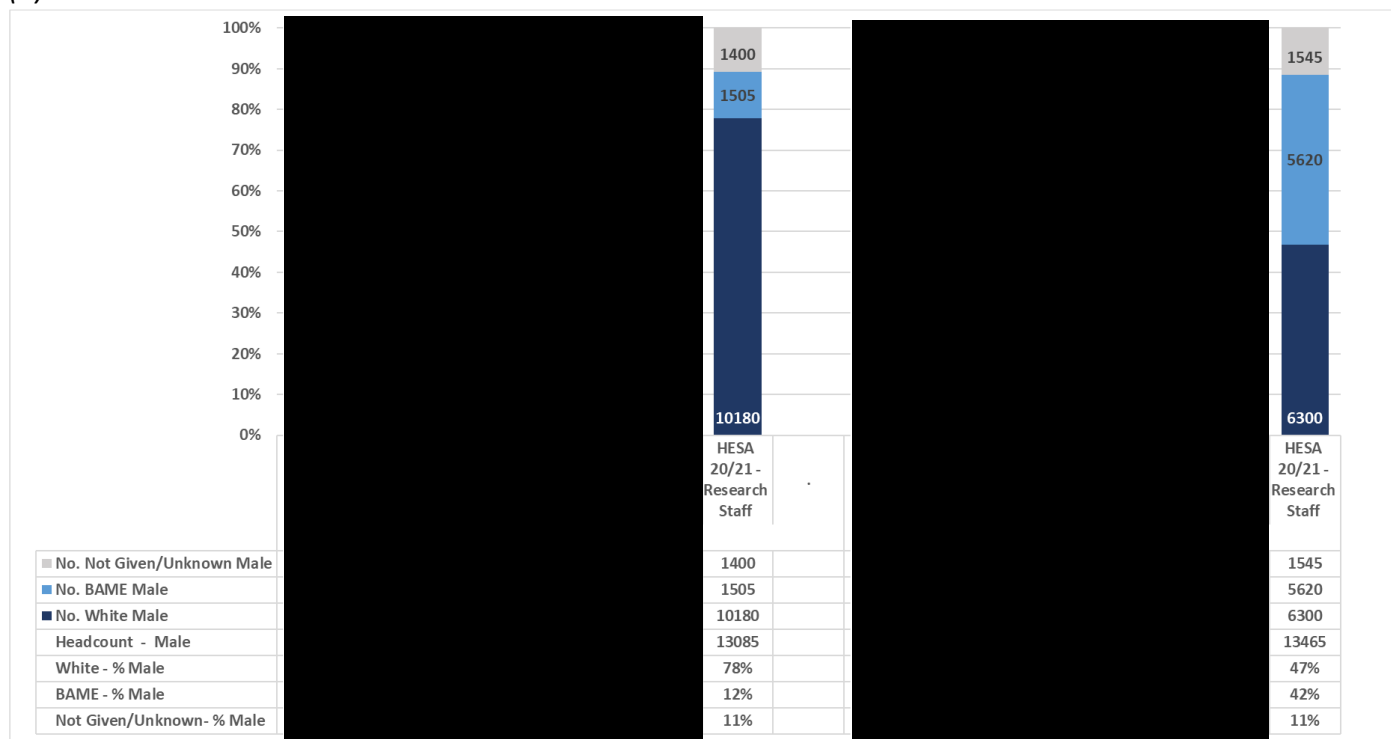
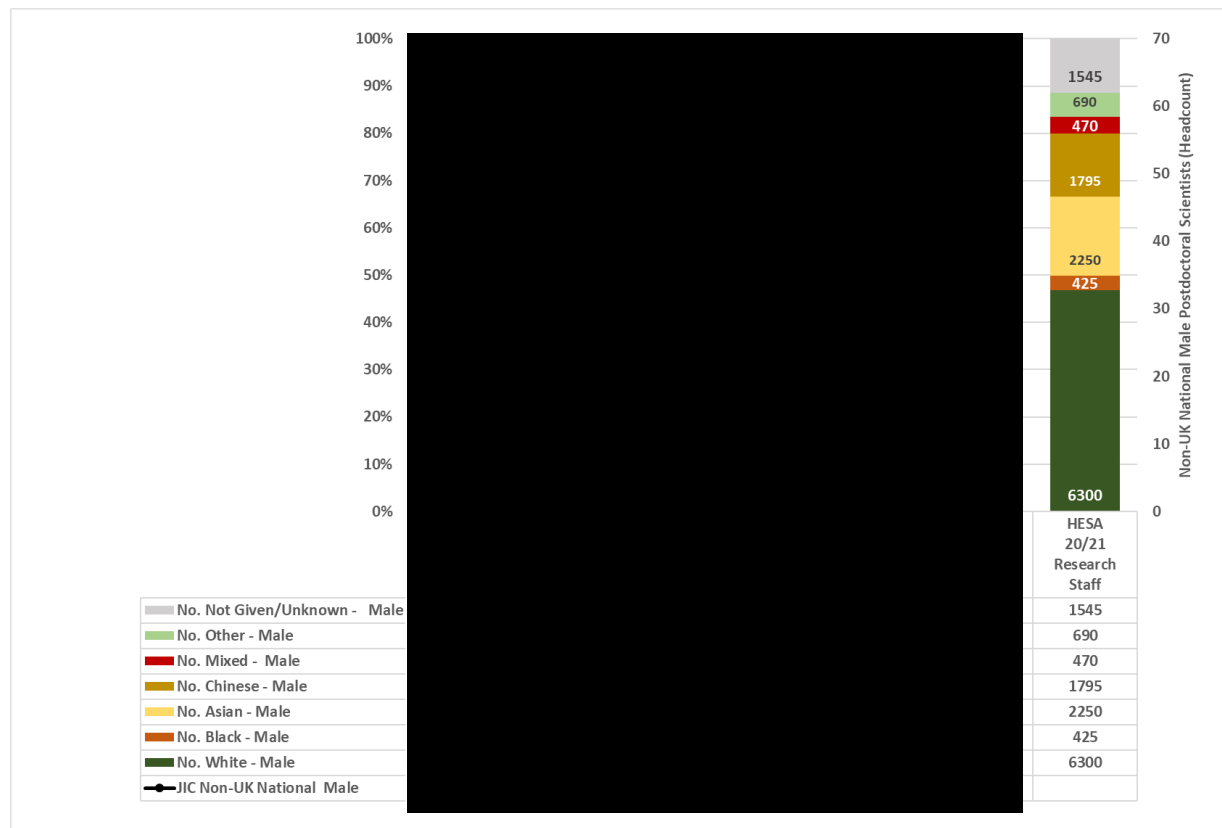


Figure 3.3: UK/non-UK Postdoctoral Scientists by gender and BAME/White identity; a) female and b) male postdoctoral scientists

Table 3.2 Non-UK National Postdoctoral Scientists by Ethnic group and Gender (*within gender, the percentage of gender in an ethnic group (compare vertically))

HESA Category	Ethnic Group	Non-UK National Postdoctoral Scientists – by Ethnicity and Gender																							
		2017				2018				2019				2020				2021				2022			
		F No.	M No.	F %*	M %*	F No.	M No.	F %*	M %*	F No.	M No.	F %*	M %*	F No.	M No.	F %*	M %*	F No.	M No.	F %*	M %*	F No.	M No.	F %*	M %*
WHITE	White	28	24	57%	41%	25	23	52%	38%	24	19	53%	36%	21	15	50%	28%	20	18	43%	35%	19	23	48%	49%
BAME	Black																								
	Non-Chinese Asians																								
	Chinese																								
	Mixed																								
	Other																								
Not Given/Unknown		2	8	4%	14%	5	6	10%	10%	5	5	11%	9%	5	8	12%	15%	6	5	13%	10%	4	3	10%	6%
Total		49	58			48	61			45	53			42	53			47	52			40	47		

(a) Male Postdoctoral Scientists



(b) Female Postdoctoral Scientists

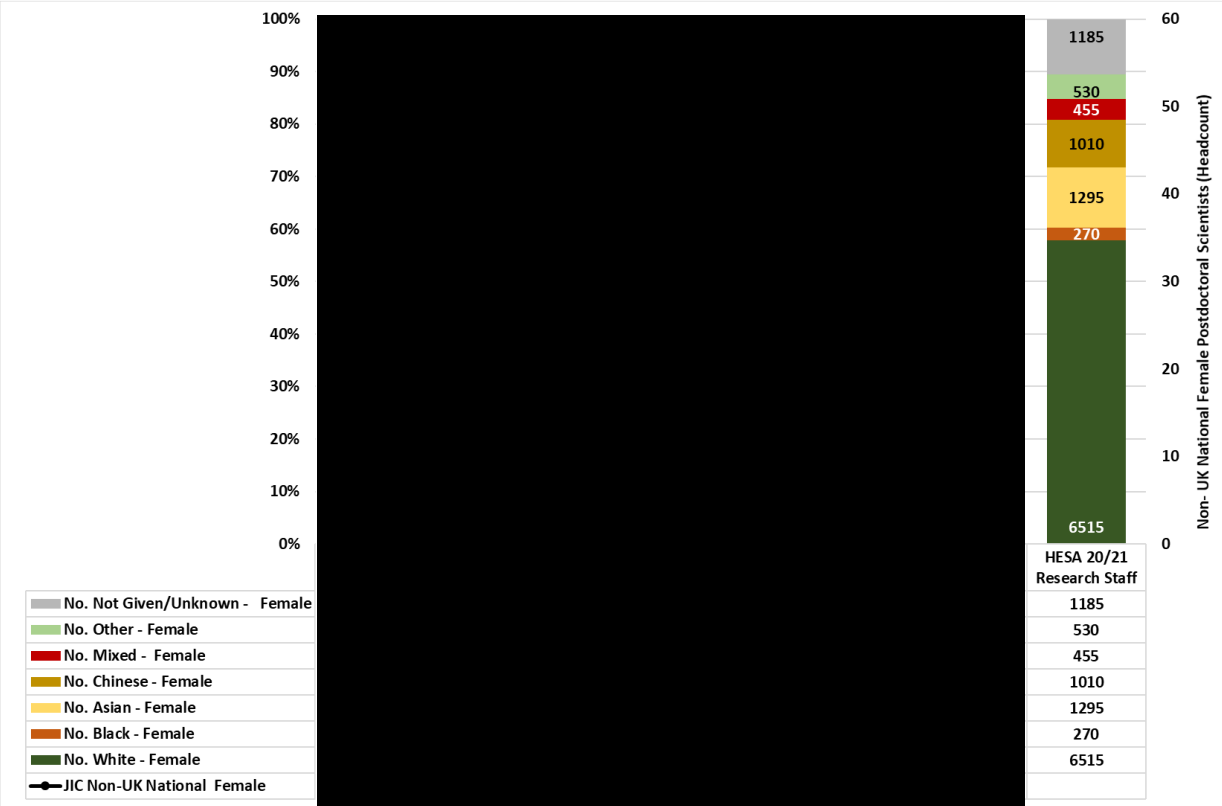


Figure 3.4: Non-UK National Postdoctoral Scientists by Ethnic group and Gender

Section 4: Research Leaders (RLs)



Figure 4.1: Percentage of male and female Research Leaders, relative to the total number male and female of Research Leaders over the period between 2016 and 2022.

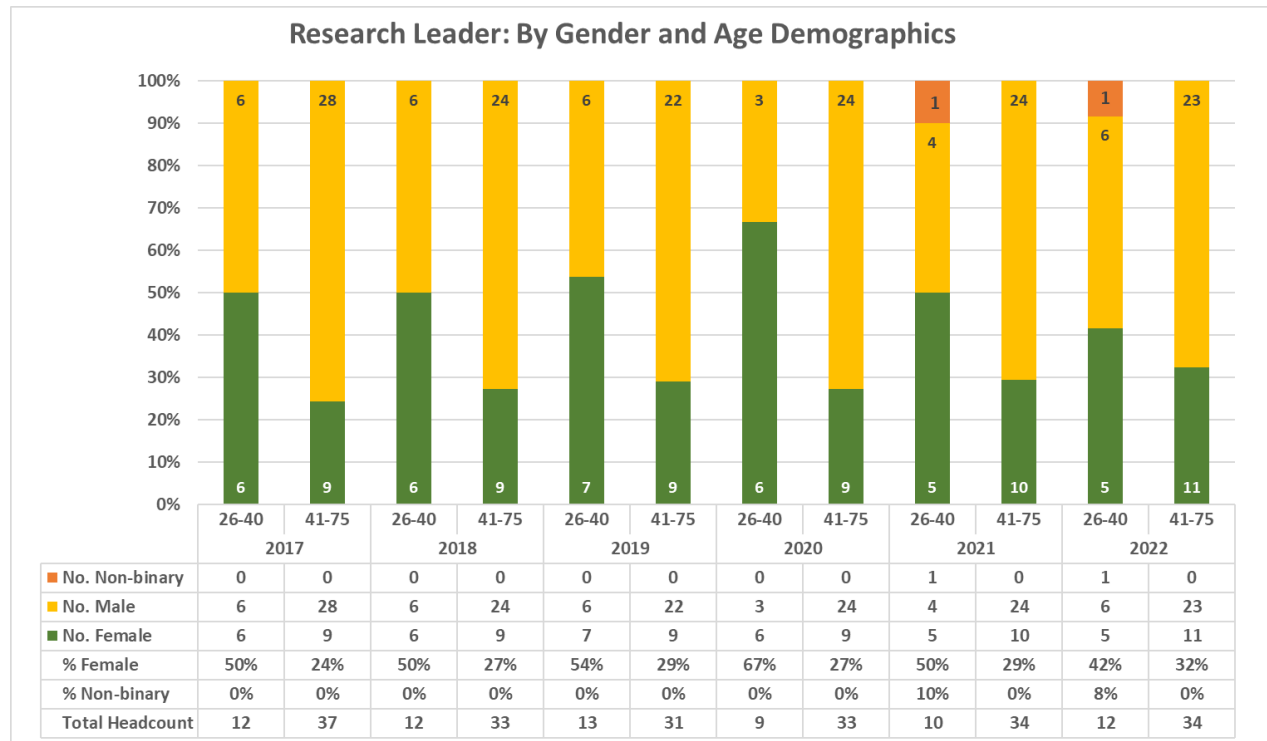


Figure 4.2: Research Leaders: Intersectional analysis by gender and age over the reporting period

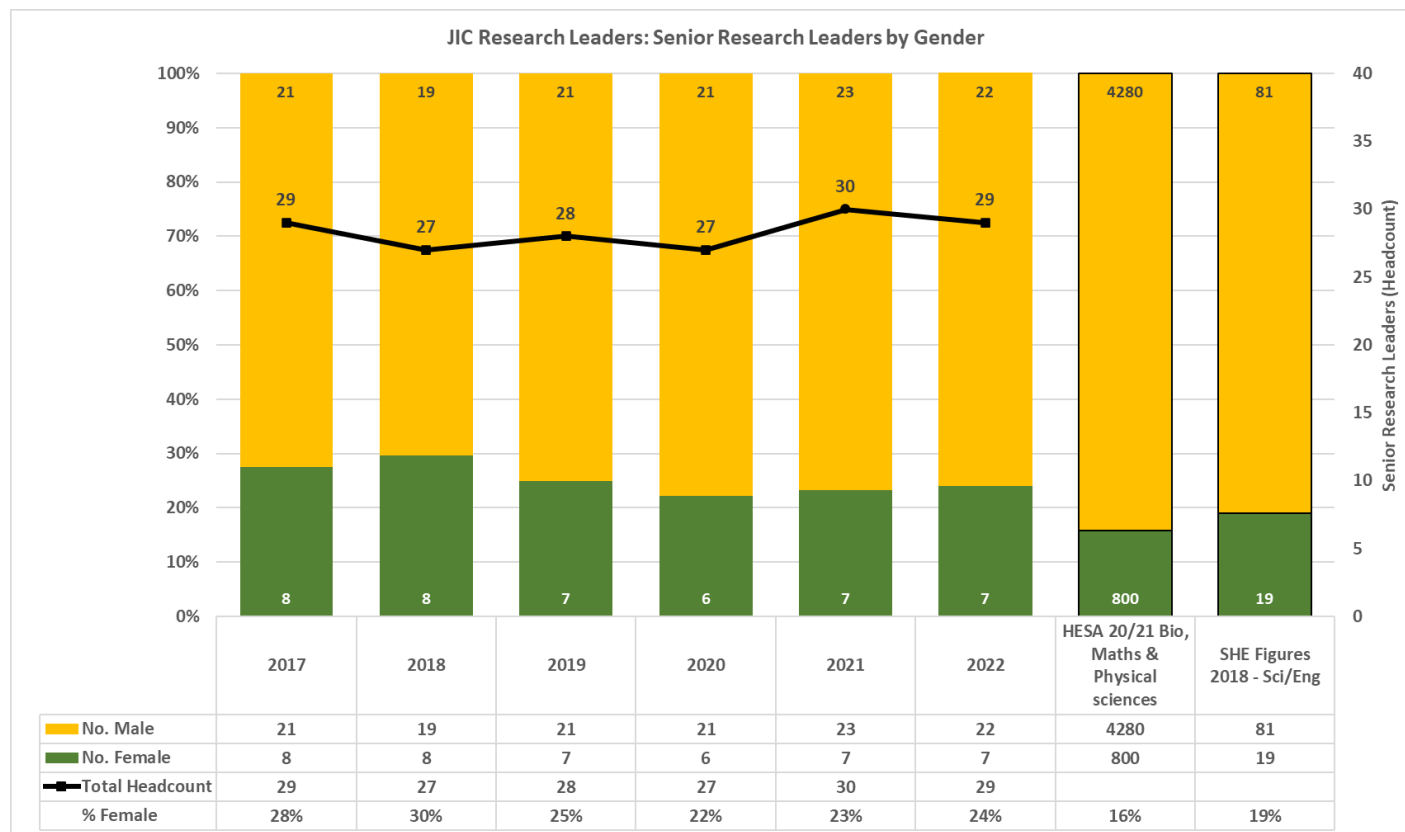


Figure 4.3: Senior Research leaders by gender.

Table 4.1 Research Leaders by Grade and Gender

Grade	Research Leaders – by Gender and Grade											
	2017			2018			2019			2020		
	Female	Male		Female	Male		Female	Male		Female	Male	
SC5												
SC4												
SC3												
SC2												
SC1												
Total												

Key: * within a gender, the percentage of RLs by grade (compare vertically); ^ within a grade, the percentage of RLs who are female/male (compare horizontally), NB member of staff not included for confidentiality reasons

Table 4.2 Research Leaders by Professorial Grade and Gender

Grade	Research Leaders – by Gender and Seniority																							
	2017						2018						2019						2020					
	Female			Male			Female			Male			Female			Male			Female			Male		
	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
Senior Research Leaders (SC3-1)																								
Early to mid-career Research Leaders (SC5-4)																								
Total																								

Key: * within a gender, the percentage of RLs by grade (compare vertically); ^ within a grade, the percentage of RLs who are female/male (compare horizontally), NB member of staff not included for confidentiality reasons

The glass ceiling index (GCI*¹) is a way of measuring the relative chance for women as compared to men of reaching the top positions:

$$\text{Glass Ceiling Index}^* = \frac{\text{Total number at grades SC3-1 as a \% of the total number at grades SC6-1}}{\text{No. women at grades SC3-1 as a \% of the number of women at grades SC6-1}}$$

- GCI = 1 – no difference between women and men;
- GCI <1 - women more represented at professorial grade (SC3-1) than grades (SC6-1 – PDs/RLs)
- GCI >1 - indicates the presence of the glass ceiling effect. The higher the value the stronger the glass ceiling effect and the more difficult it is for women to get promoted.

Table 4.3: Figures used to Calculate the Glass Ceiling Index for the JIC Academic Career Pipeline 2017 - 2022

GLASS CEILING INDEX – Postdoctoral Scientists and Research Leaders																		
PDs/RLs	2017			2018			2019			2020			2021			2022		
Grades	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.
SC6-4	71	91	162	76	95	171	76	82	158	77	79	156	76	76	152	69	73	142
SC3-1	8	21	29	8	19	27	7	21	28	6	21	27	7	23	30	7	22	29
Total No.	79	112	191	84	114	198	83	103	186	83	100	183	83	99	182	76	95	171
% at SC3-1	10%	19%	15%	10%	17%	14%	8%	20%	15%	7%	21%	15%	8%	23%	16%	9%	23%	17%
GCI	1.50	0.81		1.43	0.82		1.78	0.74		2.04	0.70		1.95	0.71		1.84	0.73	

Table 4.4: Figures used to Calculate the Glass Ceiling Index for the JIC Academic Career Pipeline **2011 - 2016**

GLASS CEILING INDEX – Postdoctoral Scientists and Research Leaders																		
PDs/RLs Grades	2011			2012			2013			2014			2015			2016		
	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.	No. F	No. M	Total No.
SC6-4	38	51	89	36	55	91	31	50	81	40	56	96	65	71	136	73	82	155
SC3-1	4	21	25	5	20	25	6	19	25	7	20	27	7	21	28	8	21	29
Total No.	42	72	114	41	75	116	37	69	106	47	76	123	72	92	164	81	103	184
% at SC3-1	9.5	29.2	22	12.1	26.7		16.2	27.5	23.5	14.8	26.3	21.9	9.7	22.8	17.1	9.9	20	15.8
GCI	2.3	0.75		1.79	0.81		1.45	0.85		1.48	0.83		1.76	0.75		1.59	0.79	

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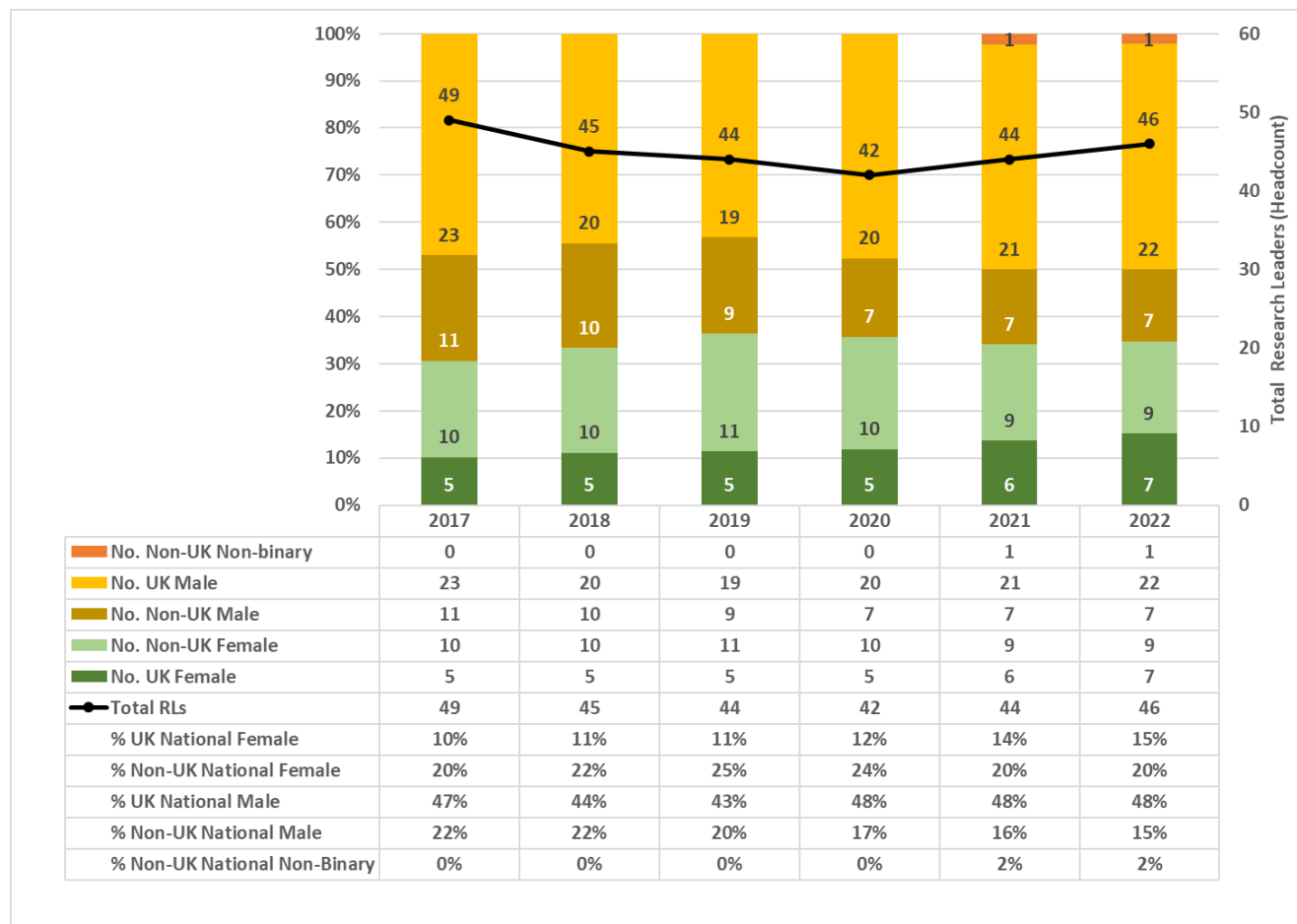
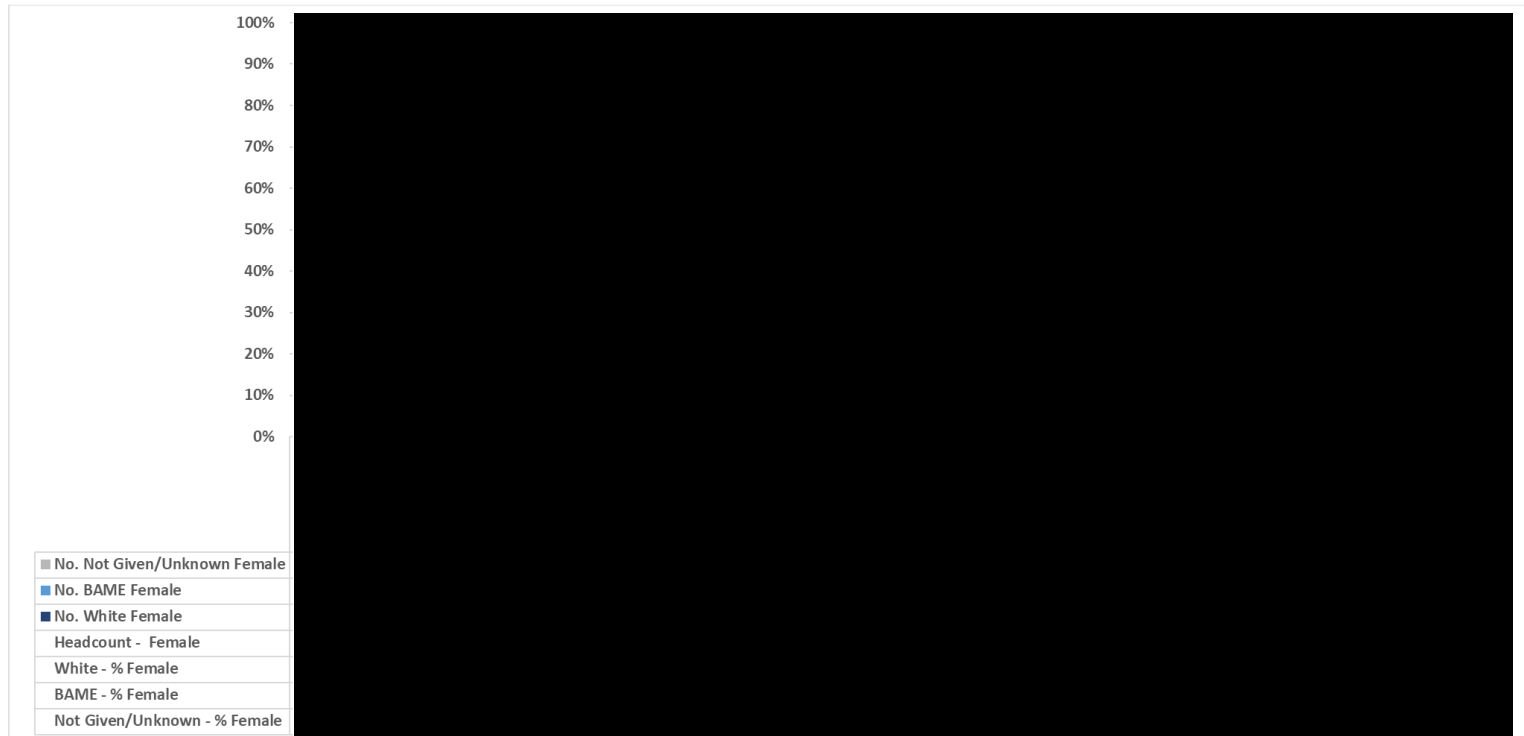
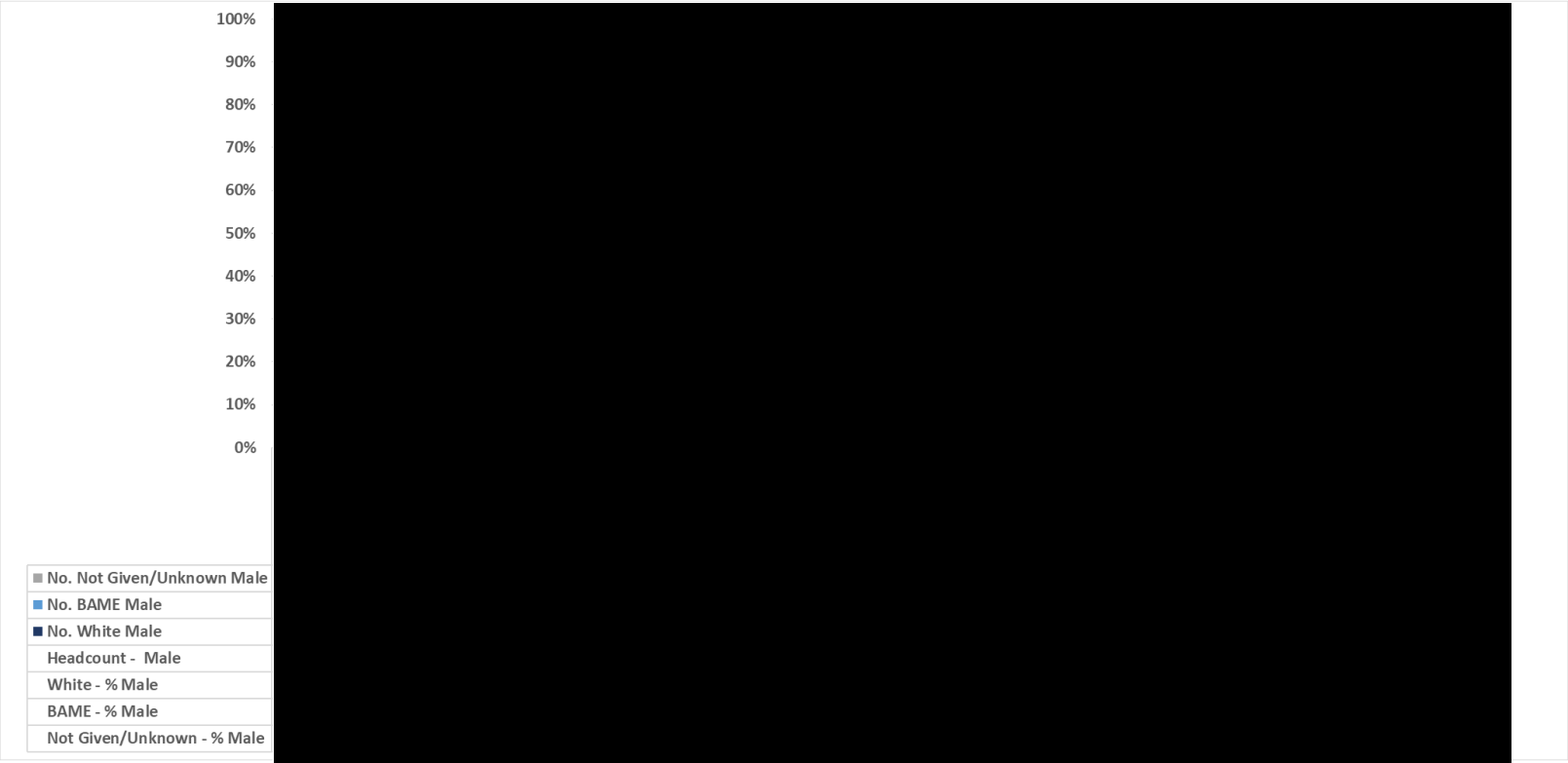


Figure 4.4: Intersectional Analysis: Research Leaders by Domicile Category (UK/non-UK nationality) and gender

(a) Female Research Leaders



(b) Male Research Leaders



Note: Non Binary RL is white

Figure 4.5: UK/non-UK Research Leaders by BAME/white identity and gender; (a) female and (b) male research leaders.

Table 4.5 Non-UK National Research Leaders by ethnicity and gender

HESA Category	Ethnic Group	Non-UK National Research Leaders – by Ethnicity and Gender																							
		2017				2018				2019				2020				2021				2022			
WHITE	White																								
BAME^	Non-Chinese Asian																								
	Chinese																								
	Mixed																								
	Other																								
	Unknown																								
Total																									

Key: ^ no black ethnic groups; *within grade (compare vertically) Non-binary RL is white.

Section 5: Research and Support Staff (RSS)

Note from HESA website: From 2019/20, it is not mandatory for HE providers in England and Northern Ireland to return information about non-academic staff. Of the 214 providers returning staff data to HESA in 2020/21, 130 opted into returning data about all of their non-academic staff. The remaining 84 opted-out and therefore only returned non-academic staff data pertaining to vice-chancellors/head of institutions or governors. Due to this, we advise caution in interpreting this data.

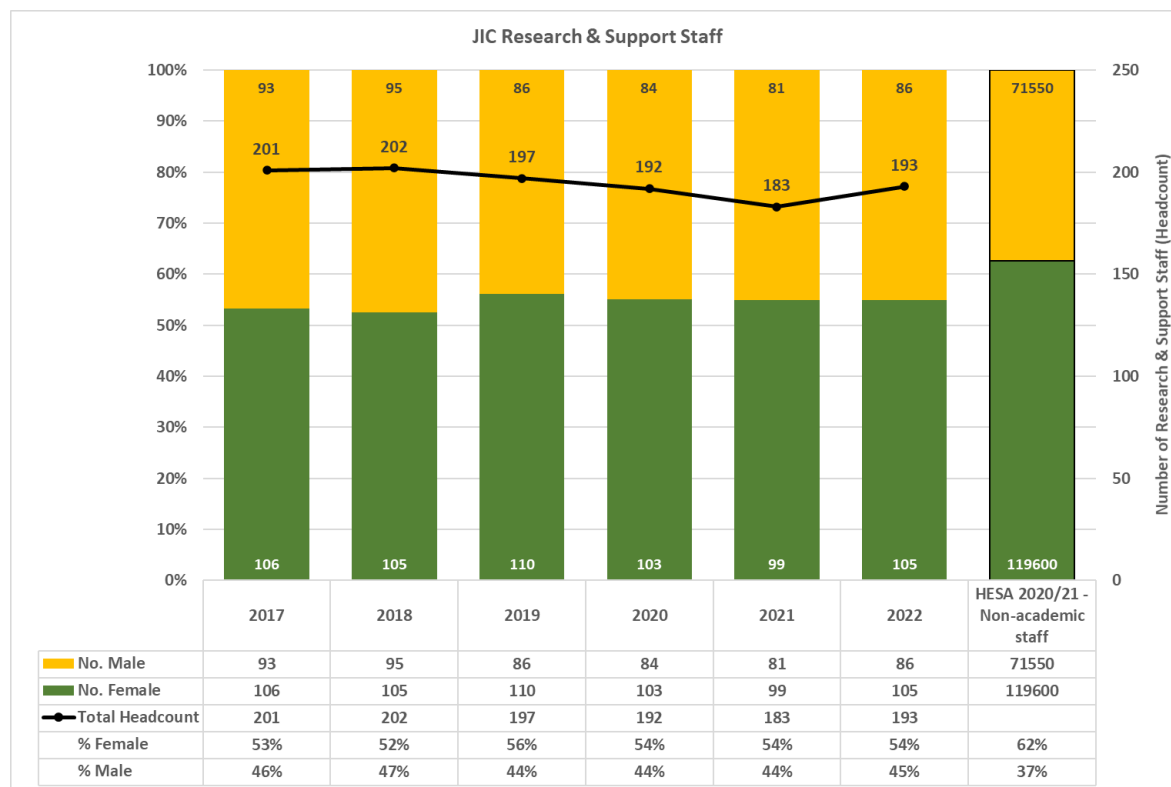


Figure 5.1: Percentage of Research & Support Staff split by gender, relative to the total number of Research & Support Staff over the period between 2017 and 2022. (Headcount includes 1 Non-binary staff member 2017, 2018, 2020 and 2021 and 1 PNS in 2017 -2019, 4 in 2020, and 2 in 2021-22.)

Table 5.1: Research & Support staff by Grade and Gender

Grade	Research & Support Staff – by Gender and Grade																																			
	2017						2018						2019						2020						2021						2022					
	Female			Male			Female			Male			Female			Male			Female			Male			Female			Male			Female			Male		
	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
SC9																																				
SC8	15	14%	50%	15	16%	50%	14	13%	52%	13	14%	48%	19	17%	63%	11	13%	37%	20	19%	71%	8	10%	29%	17	17%	68%	8	10%	32%	18	17%	69%	8	9%	31%
SC7	30	28%	67%	15	16%	33%	33	31%	67%	16	17%	33%	39	35%	80%	10	12%	20%	35	34%	74%	12	14%	26%	35	35%	85%	6	7%	15%	35	33%	71%	14	16%	29%
SC6	36	34%	61%	23	25%	39%	31	30%	57%	23	24%	43%	33	30%	59%	23	27%	41%	27	26%	52%	25	30%	48%	28	28%	48%	30	37%	52%	34	32%	56%	27	31%	44%
SC5	11	10%	33%	22	24%	67%	9	9%	29%	22	23%	71%	7	6%	24%	22	26%	76%	6	6%	21%	22	26%	79%	8	8%	27%	22	27%	73%	9	9%	28%	23	27%	72%
SC4																																				
SC3																																				
SC2																																				
Total	106			93			105			95			110			86			103			84			99			81			105			86		

Key: *within gender, the percentage of RSS by grade (compare vertically); ^within a grade, the percentage of female and male RSS (compare horizontally)

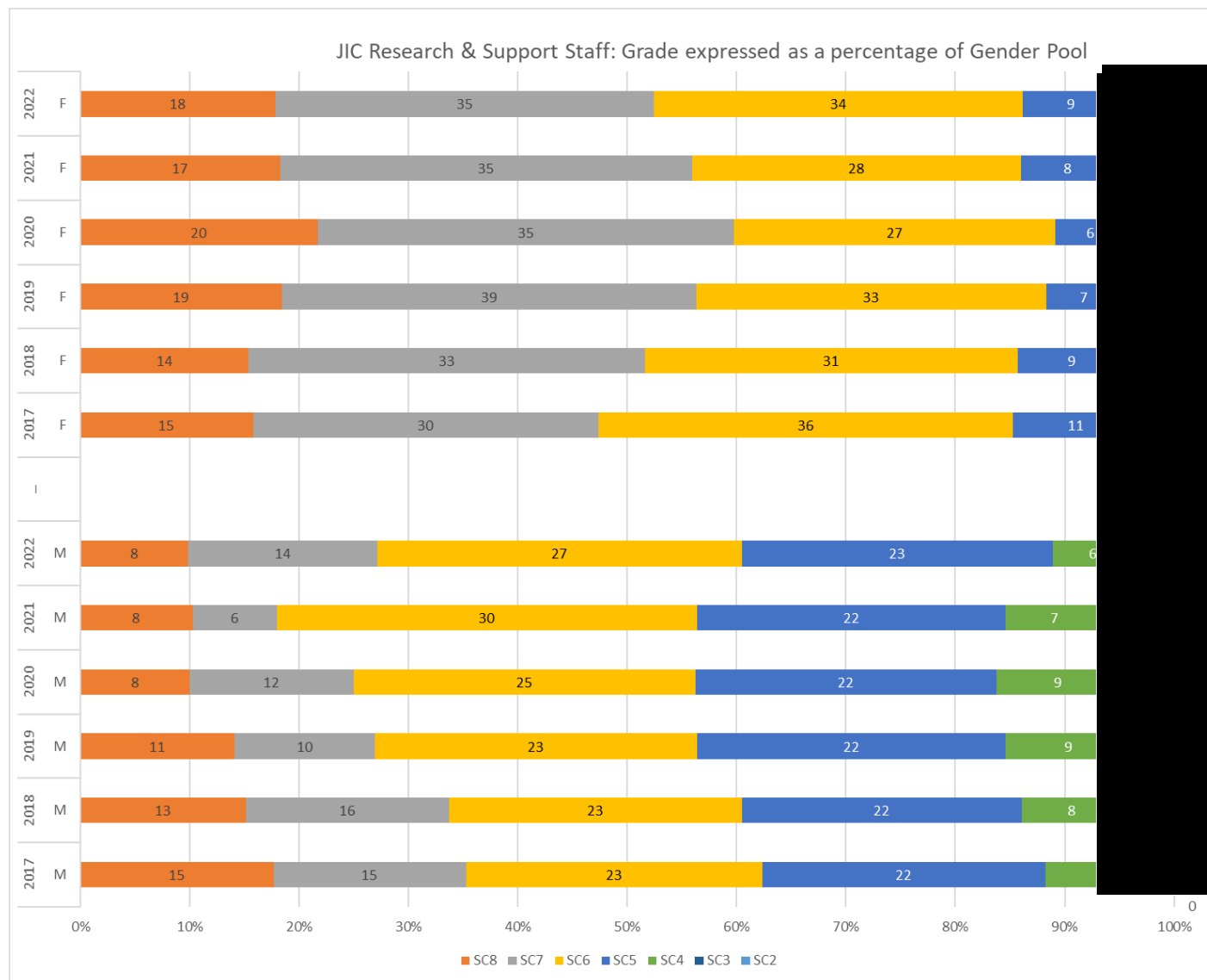


Figure 5.2: Number of Research & Support Staff by Grade and Gender over the period 2017 to 2022 (SC9 staff have been excluded as these are typically seasonal staff).

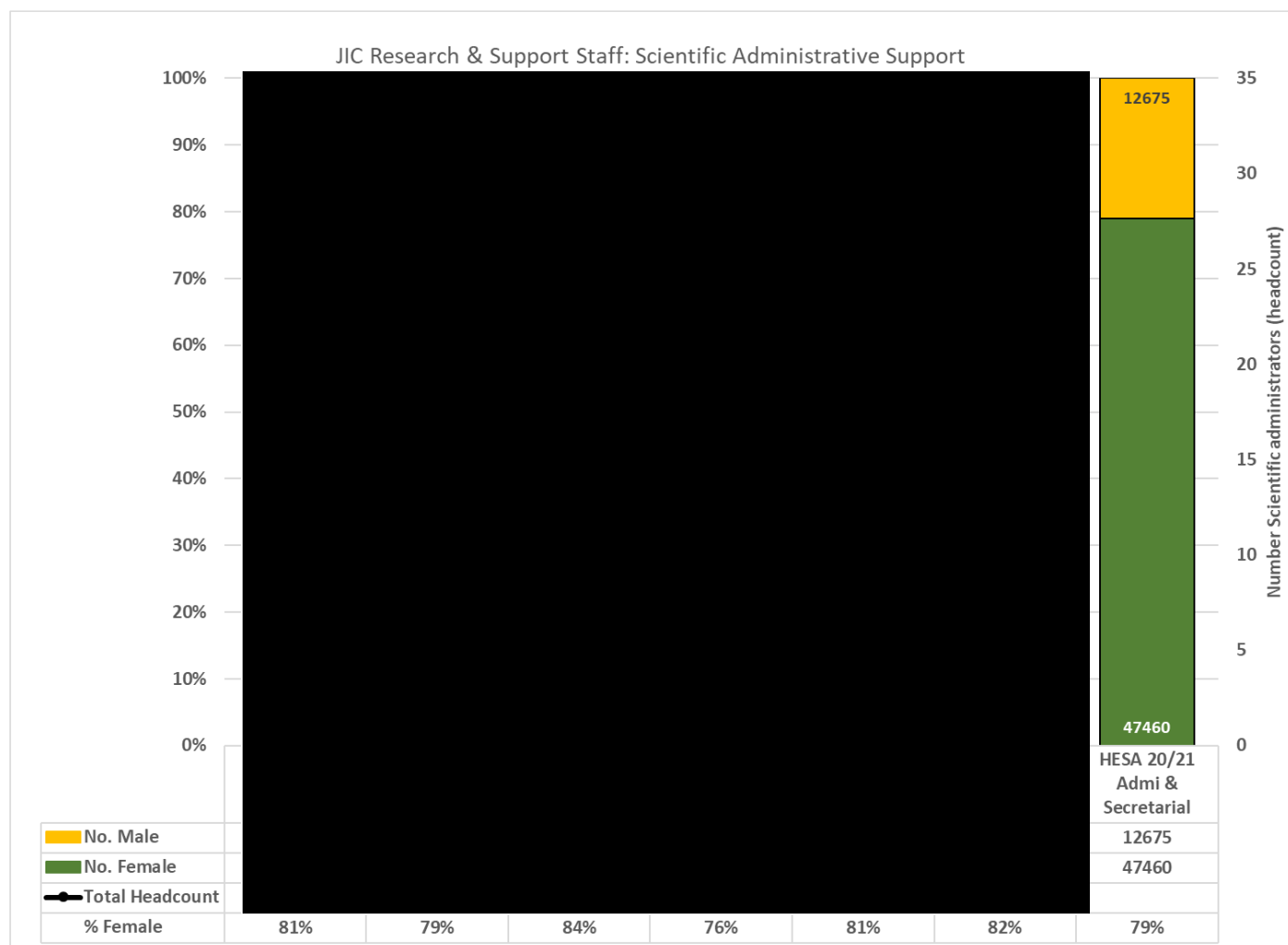


Figure 5.3: Percentage of Scientific Administrative Staff by Gender, relative to the total number of Scientific Administrative Staff over the period between 2017 and 2022.

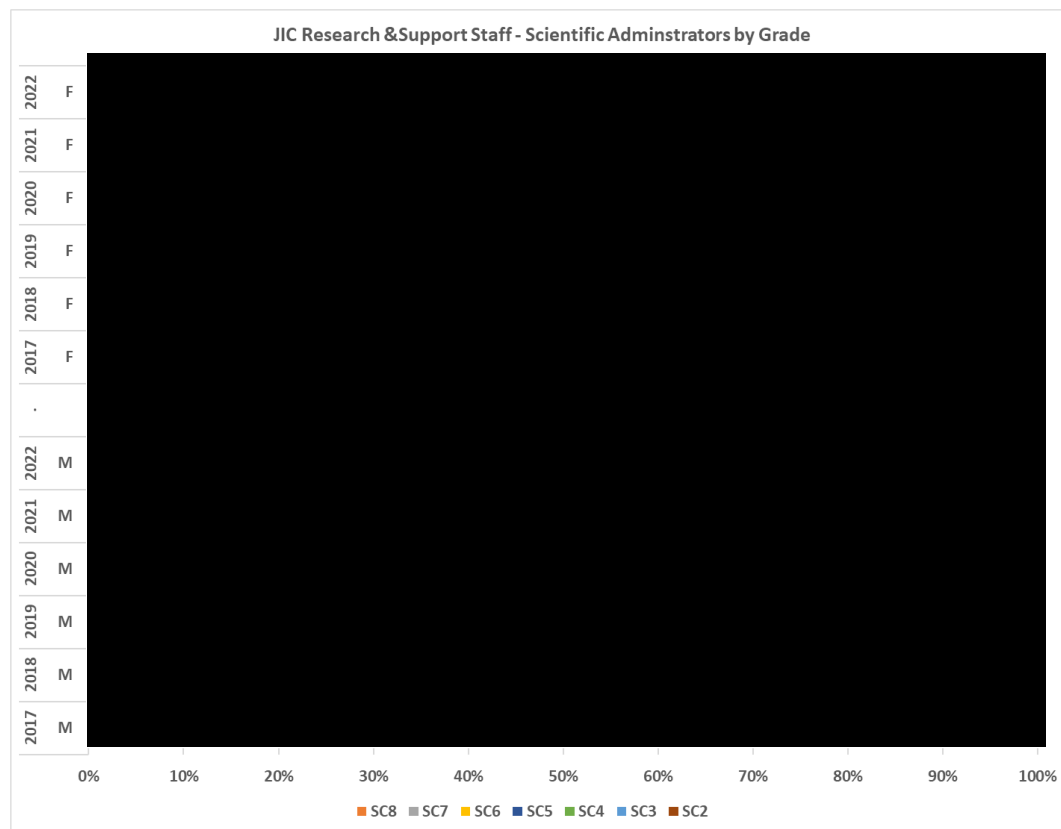


Figure 5.4: Number of Scientific Administrative Support Staff split by Grade and Gender, relative to the total number of Scientific Administrative Support Staff over the period between 2017 and 2022

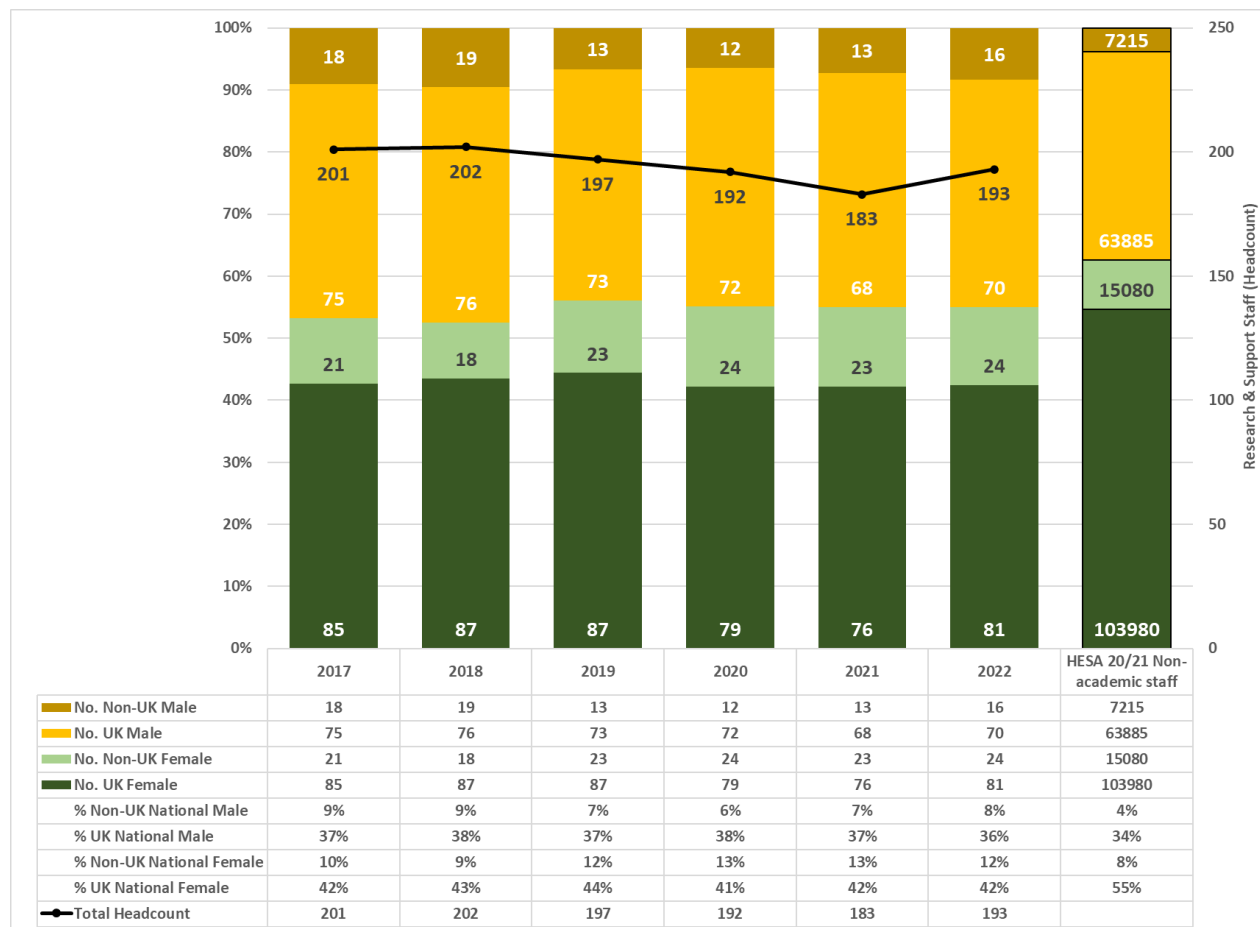
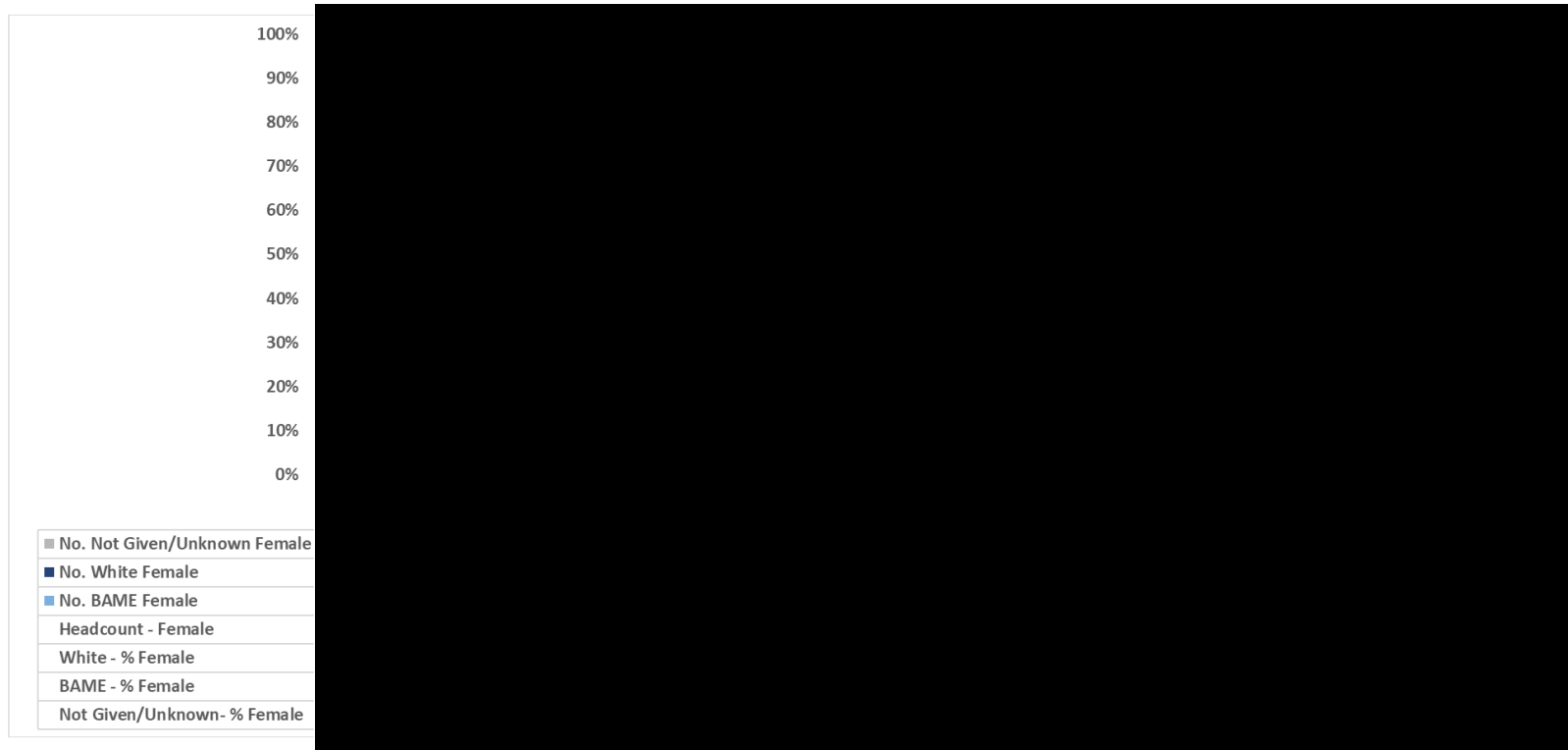


Figure 5.5: intersectional Analysis: Research & Support Staff by Domicile Category (UK/non-UK Nationality) and Gender

(a) Female Research & Support Staff



(b) Male Research & Support Staff

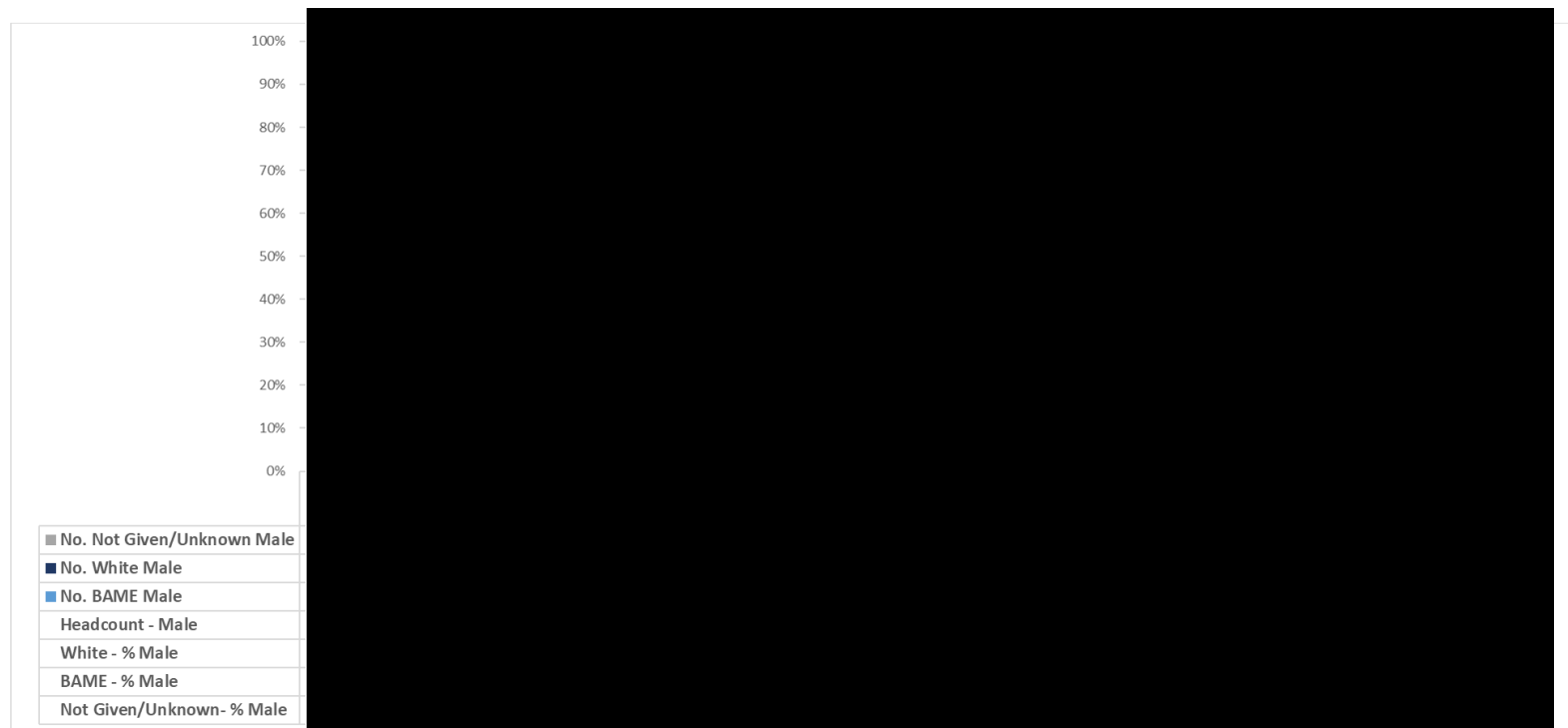


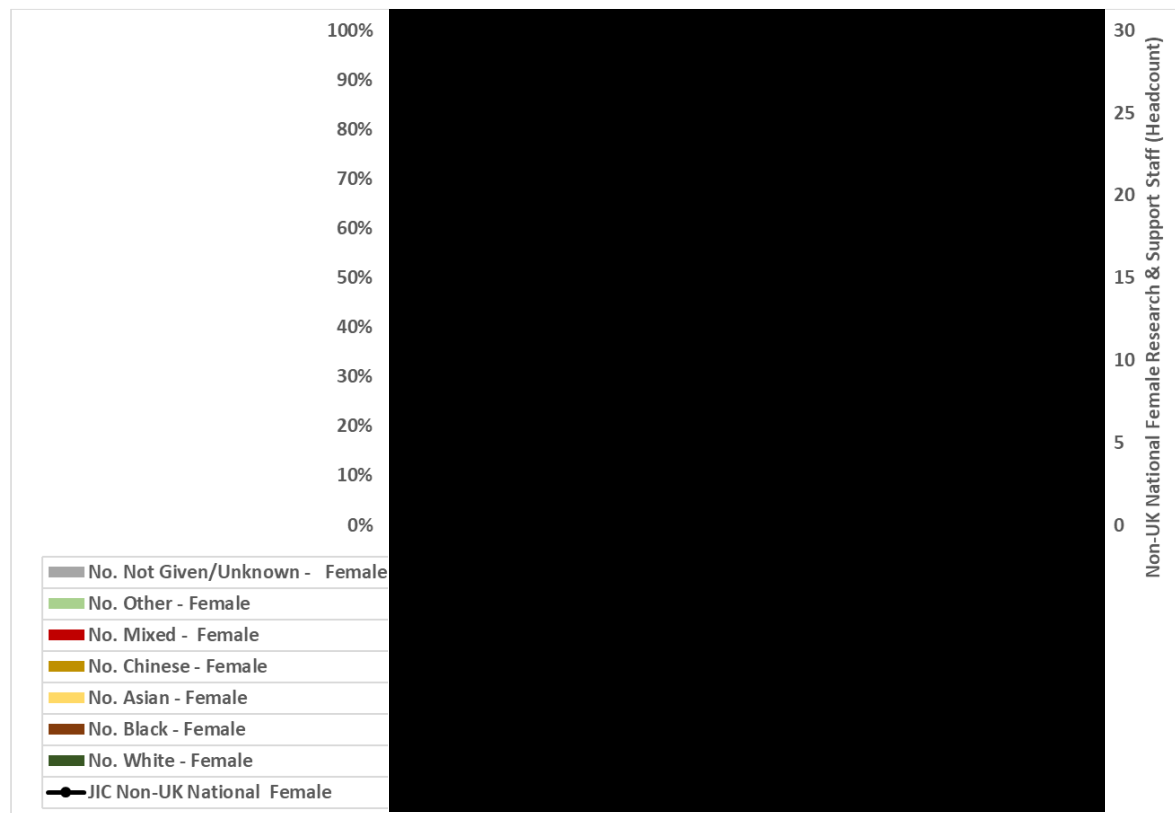
Figure 5.6: UK/Non-UK National Research & Support Staff by BAME/white identity and Gender; a) female and b) male Research & Support Staff

Table 5.2: *Non-UK National Research & Support Staff by Ethnicity and Gender – (*within gender (compare vertically))*

HESA Category	Ethnic	Non-UK National Research & Support Staff – by Ethnicity and Gender																							
	Group	2017				2018				2019				2020				2021				2022			
		F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*	F	M	F %*	M %*
		No.	No.			No.	No.			No.	No.			No.	No.			No.	No.			No.	No.		
WHITE	White																								
BAME	Black																								
	Non-Chinese Asian																								
	Chinese																								
	Mixed																								
	Other																								
	Not Given/Unknown																								
Total																									

No information on NB, PNS staff as numbers are so small they could be identified

(a) Female Research & Support Staff



(b) Male Research & Support Staff

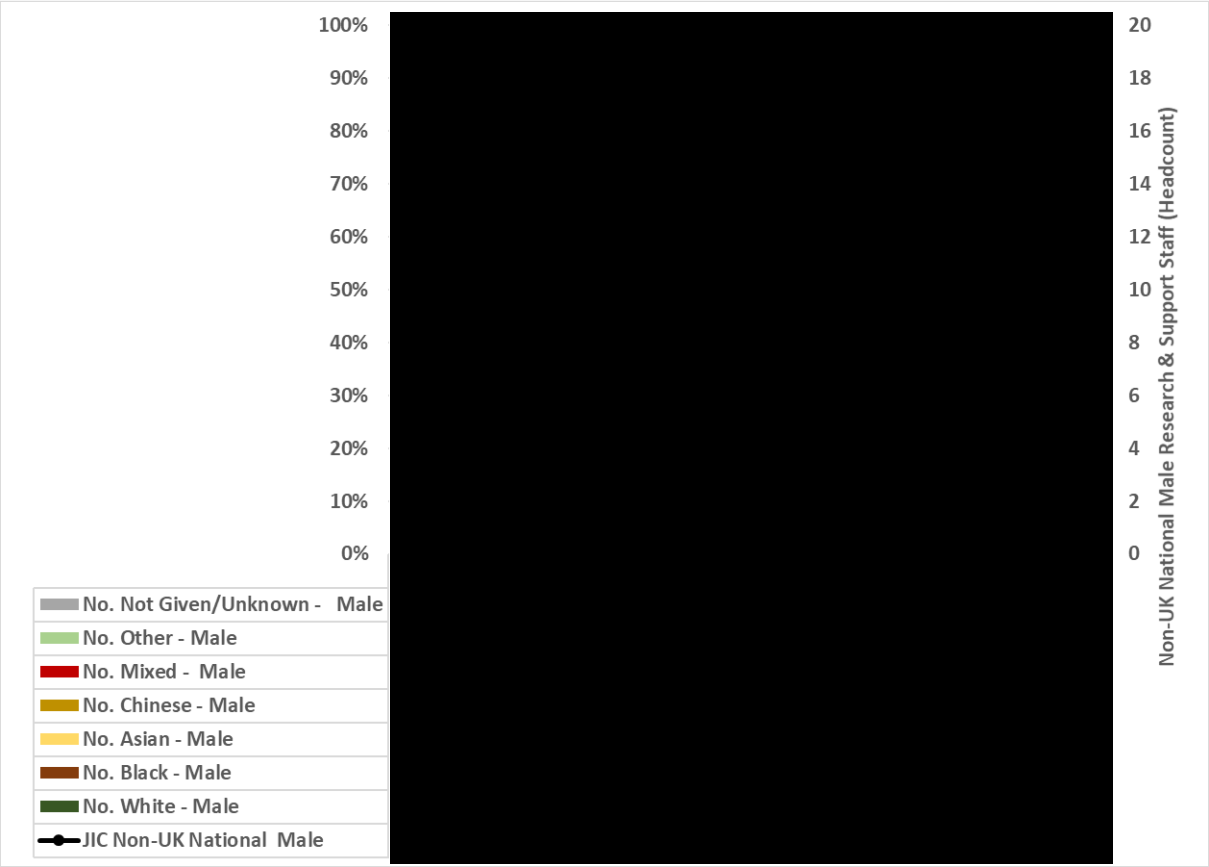


Figure 5.7: Non-UK National Research & Support Staff by Ethnic group and Gender; a) female and b) male Research & Support Staff

Section 6: Staff Contract Type

*Table 6.1: Staff by Grade, Contract Type and Gender (*within a gender, the percentage of staff in contract type and grade (compare vertically within gender); ^ within a contract type and grade, the percentage of staff who are female/male (compare horizontally in year)*

CONTRACT TYPE	Grade	JIC Staff– by Grade, Gender and Contract Type																																			
		2017						2018						2019						2020						2021						2022					
		Female			Male			Female			Male			Female			Male			Female			Male			Female			Male								
		No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^						
FIXED TERM CONTRACT	SC9																																				
	SC8																																				
	SC7																																				
	SC6																																				
	SC5																																				
	SC4																																				
	SC3																																				
	SC2																																				
	NULL																																				
OPEN ENDED CONTRACT	SC9																																				
	SC8																																				
	SC7																																				
	SC6																																				
	SC5																																				
	SC4																																				
	SC3																																				
	SC2																																				
	SC1																																				
ZERO HOURS CONTRACT	SC9																																				
	SC8																																				
	SC7																																				
	SC6																																				
NULL CONTRACT (VISITING WORKER)	NULL																																				
	Total	194		214		192		217		198		199		189		191		186		185		182		187													

No information on NB, PNS staff as numbers are so small they could be identified and contract type is personal information

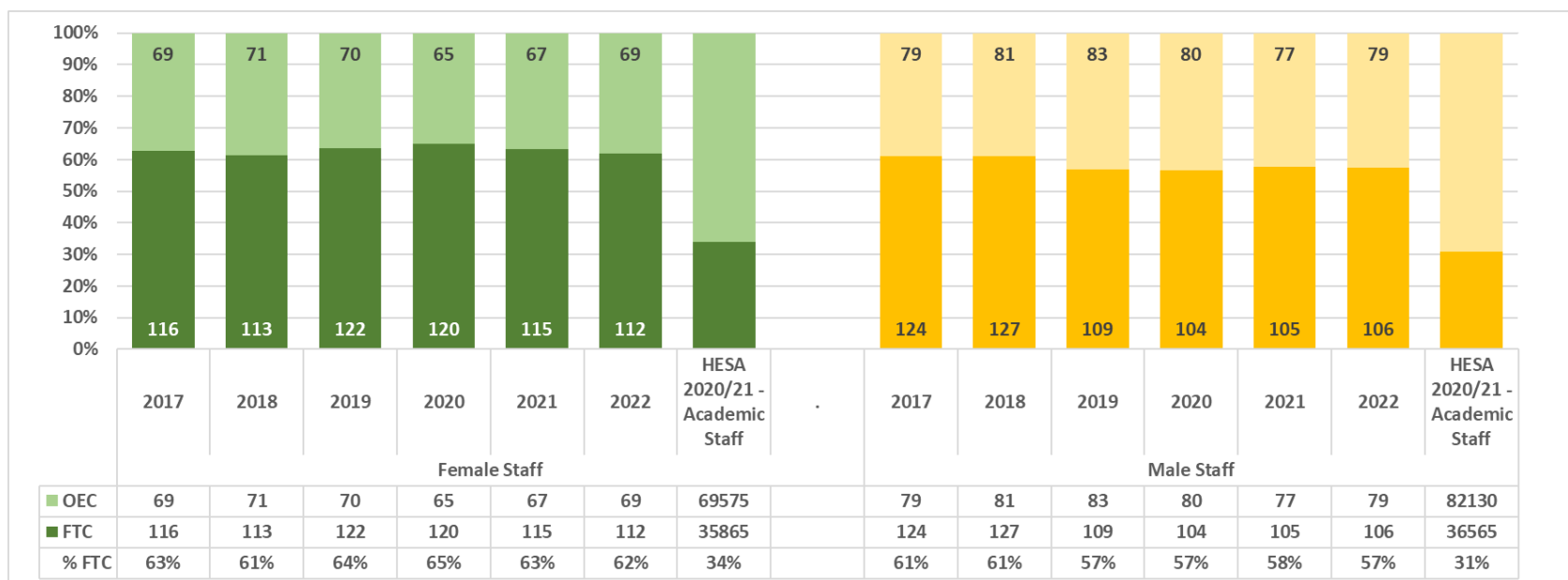


Figure 6.1: Proportion of Female and Male Staff on fixed-term and open-ended contracts expressed as a percentage of each gender pool

Key: darker colour represents fixed-term contracts – lighter colour represents open-ended

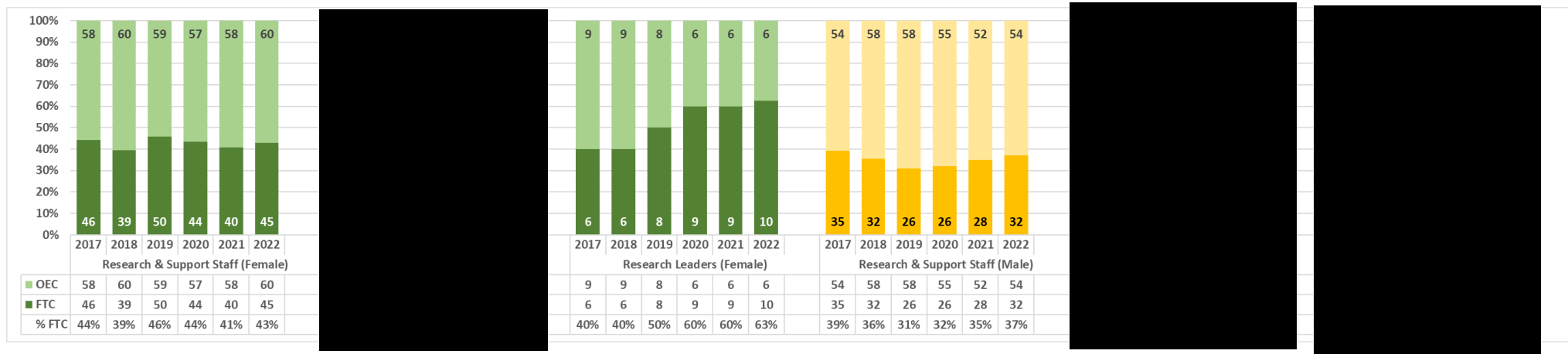


Figure 6.2: Number of Female and Male Staff on fixed-term and open-ended contracts, by cohort, expressed as a percentage of each gender pool

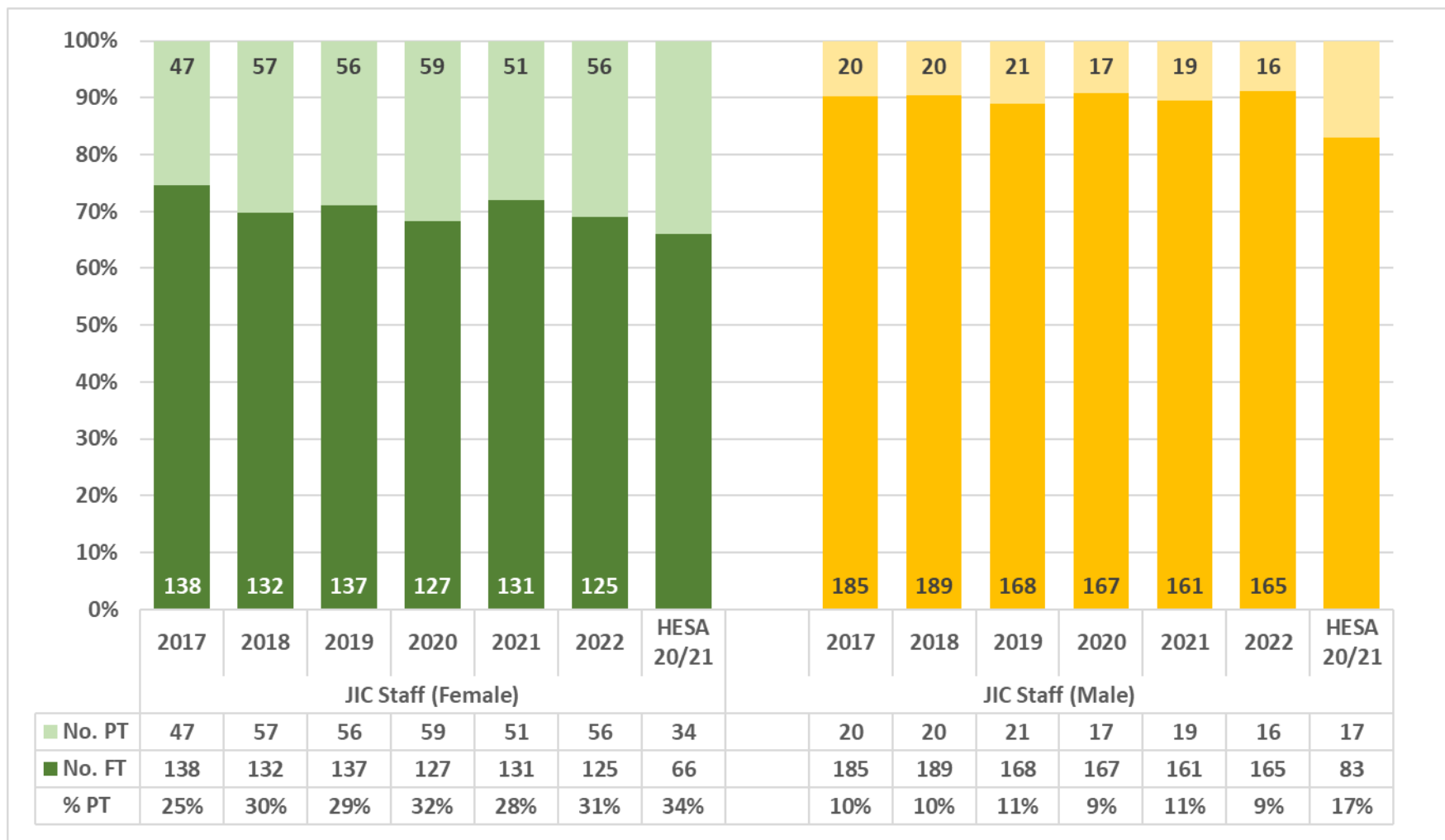
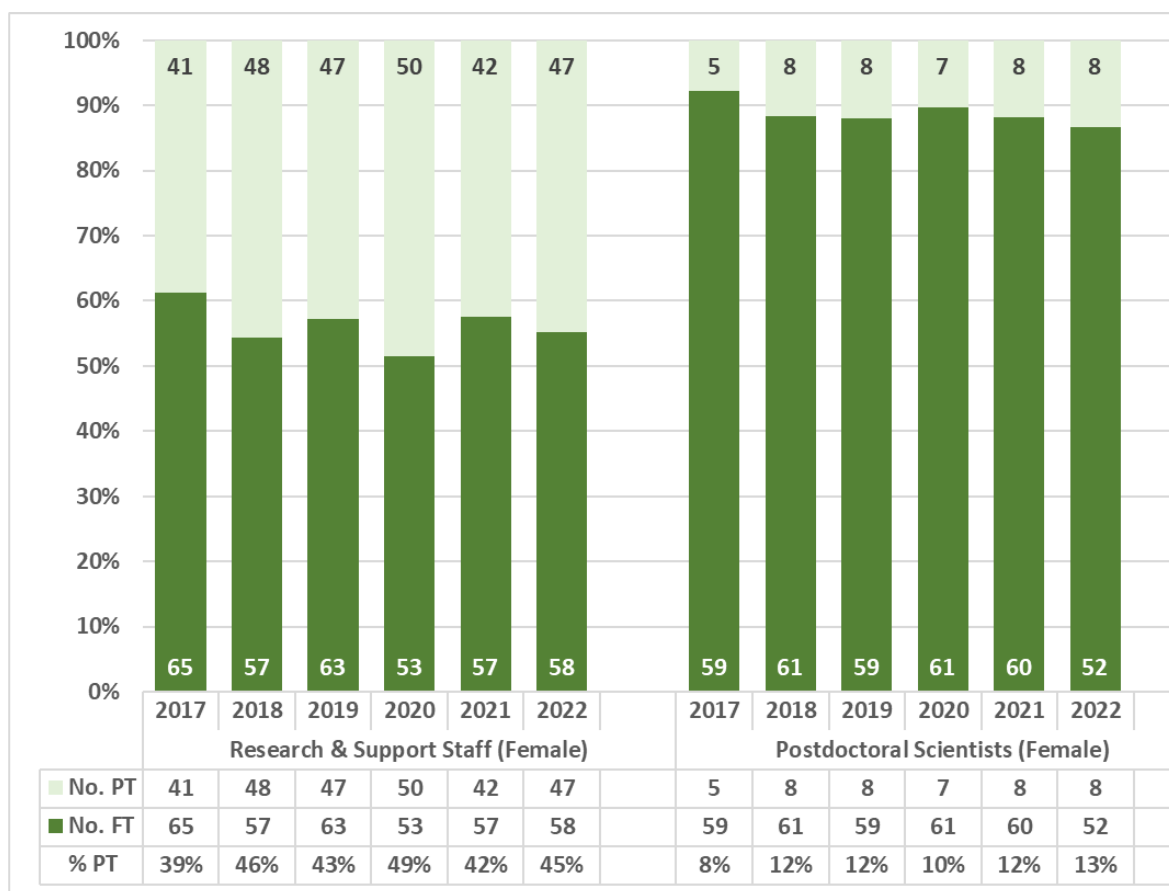


Figure 6.3: Proportion of staff on part-time and full-time contracts by gender.

(a)



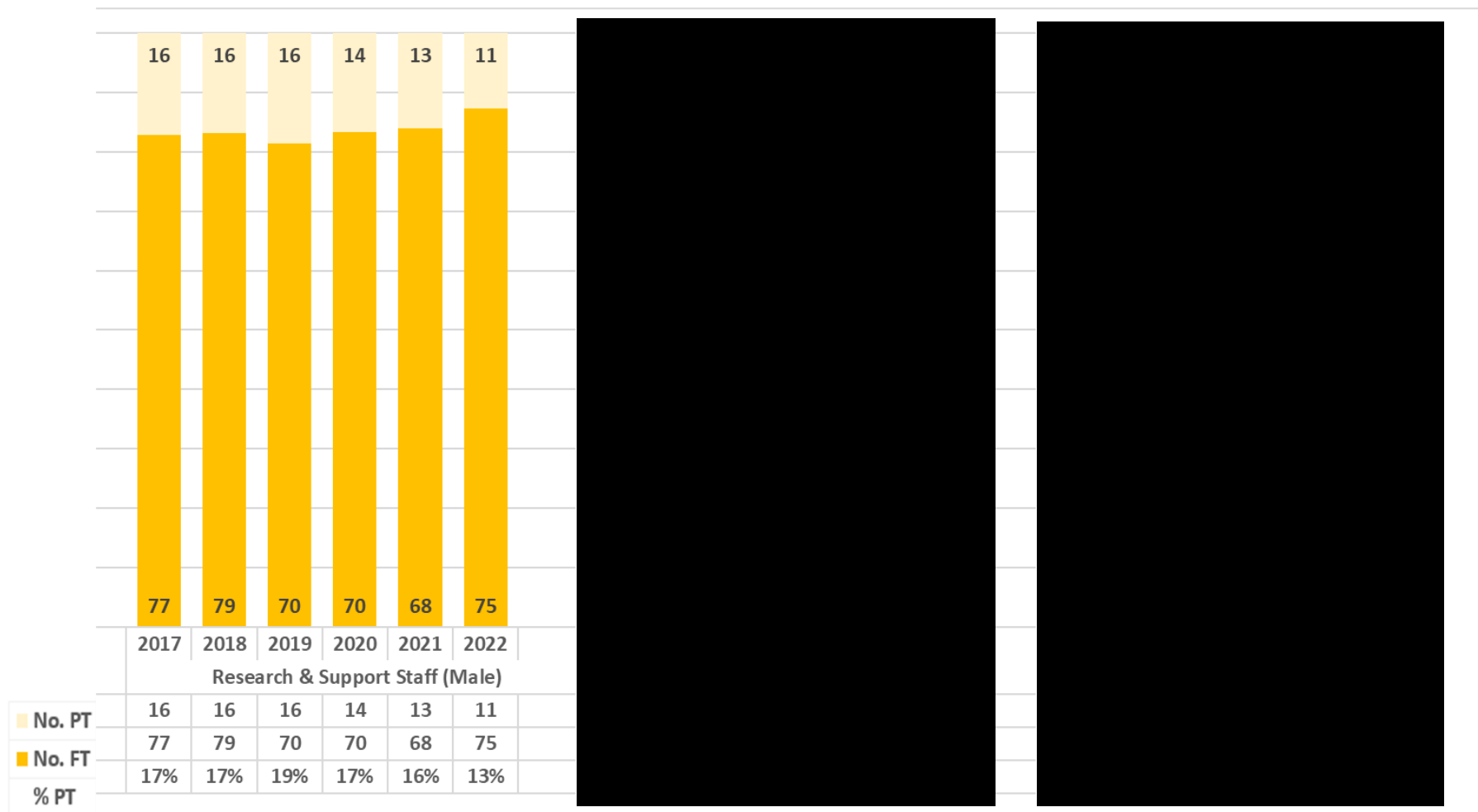


Figure 6.4 (a) Proportion of female staff on part-time and full-time contracts by gender and cohort, (b) proportion of male staff on part-time and full-time contracts by gender and cohort

Section 7: Recruitment

7.1 Postdoctoral Scientists

Table 7.1.1: *Postdoctoral Scientist Recruitment by Gender*

YEAR	Postdoctoral Scientists – Recruitment by Gender and year													
	Applications				Shortlisting				Appointed				Success Rate	
	Female		Male		Female		Male		Female		Male		Female	Male
	No.	%^	No.	%^	No.	%*	No.	%*	No.	%*	No.	%*	%	%
2017	368	34%	728	66%	39	11%	60	8%	23	59%	29	48%	6%	4%
2018	153	36%	269	64%	17	11%	24	9%	12	71%	11	46%	8%	4%
2019	414	37%	705	63%	62	15%	65	9%	34	55%	34	52%	8%	5%
2020	229	42%	313	58%	28	12%	30	10%	17	61%	15	50%	7%	5%
2021	274	33%	553	67%	35	13%	76	14%	15	43%	27	36%	5%	5%
Average	36%		64%		12%		10%		58%		46%		7%	5%

Key: ^gender split; *success rate within gender as a proportion of the gender pool at the appropriate recruitment stage

7.2 Research Leaders

Table 7.2.1: *Independent Fellow Selection by gender*

YEAR	Independent Fellows (Research Leaders) – Selection by gender and year																	
	Applications				Shortlisting				Selected for Mentoring				Won Fellowship				Success Rate for Mentoring Selection	
	Female		Male		Female		Male		Female		Male		Female		Male		Female	Male
	No.	% [^]	No.	% [^]	No.	% [*]	No.	% [*]	No.	% [*]	No.	% [*]	No.	% [*]	No.	% [*]	%	%
2017																		
2018																		
2019																		
2020																		
2021																		
Average	40%		60%		50%		31%		40%		39%		25%		14%		20%	12%

Key: [^]gender split; ^{*}the success rate within gender for mentoring selection is the number chosen for mentoring divided by the number that applied & the success rate for winning the fellowship is the number who won the fellowship divided by the number selected for mentorship (by gender)

JIC recruits RLs at all career stages, including five-year IFs (e.g. BBSRC David Phillips and Royal Society University Research Fellowships), tenure-track and tenured mid-career scientists.

Independent Fellows (IFs) - JIC runs an annual IF day to recruit promising early-career scientists.

Table 7.2.2: Tenure track and tenured Research Leader Recruitment by Gender

YEAR (No. of Posts)	Research Leaders – Recruitment by Gender and year																	
	Applications				Shortlisting				Offered				Appointed				Success Rate**	
	Female		Male		Female		Male		Female		Male		Female		Male		Female	Male
	No.	%^	No.	%^	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	%	%
2017 (1)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	-	-
2018 (3)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	0%	8%
2019 (5)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	5%	3%
2020 (4)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	7%	1%
2021 (1)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	-	-
Average	31%		69%		11%		7%		23%		28%		40%		71%		3%	2%

^gender split, *success rate within gender as a proportion of the gender pool at the previous recruitment stage, **success rate is based on number offered as a proportion of the number that applied within gender. Note: in 2017, no suitable candidates were found so post was re-advertised in 2018. In 2019, both females accepted the job, but one declined the offer in late 2020 for personal reasons. 2021 recruitment process still ongoing, 2F remain in contention.

7.3 Research and Support Staff

Table 7.3.1: Research and Support staff recruitment by gender

YEAR	Research & Support Staff – Recruitment by Gender and year													
	Applications				Shortlisting				Appointed				Success Rate	
	Female		Male		Female		Male		Female		Male		Female	Male
	No.	%^	No.	%^	No.	%*	No.	%*	No.	%*	No.	%*	%	%
2017	336	52%	305	48%	44	13%	38	12%	25	57%	19	50%	7%	6%
2018	112	45%	135	55%	24	21%	13	10%	10	42%	6	46%	9%	4%
2019	273	47%	309	53%	67	25%	49	16%	21	31%	21	43%	8%	7%
2020	370	48%	393	52%	45	12%	32	8%	20	44%	9	28%	5%	2%
2021	292	43%	386	57%	53	18%	51	13%	21	40%	18	35%	7%	5%
Average:	48%		52%		18%		12%		43%		40%		7%	5%

Key: ^gender split; *success rate within gender as a proportion of the gender pool at the appropriate recruitment stage

Table 7.3.2: Research & Support Staff Recruitment by Gender and Grade

Year	Grade	Research & Support Staff – Recruitment by gender, grade and year													
		Applications				Shortlisting				Appointed				Success Rate	
		Female		Male		Female		Male		Female		Male		Female	Male
		No.	%^	No.	%^	No.	%*	No.	%*	No.	%*	No.	%*	%	%
2017	SC5	■	■	■	■	■	■	■	■	■	■	■	■	0%	4%
	SC6	■	■	■	■	■	■	■	■	■	■	■	■	7%	14%
	SC7	■	■	■	■	■	■	■	■	■	■	■	■	6%	3%
	SC8	■	■	■	■	■	■	■	■	■	■	■	■	8%	8%
	SC9	■	■	■	■	■	■	■	■	■	■	■	■	27%	9%
2018	SC4	■	■	■	■	■	■	■	■	■	■	■	■	0%	50%
	SC6	■	■	■	■	■	■	■	■	■	■	■	■	33%	40%
	SC7	■	■	■	■	■	■	■	■	■	■	■	■	5%	0%
	SC8	■	■	■	■	■	■	■	■	■	■	■	■	10%	4%
	SC9	■	■	■	■	■	■	■	■	■	■	■	■	29%	0%
2019	SC5	■	■	■	■	■	■	■	■	■	■	■	■	3%	6%
	SC6	■	■	■	■	■	■	■	■	■	■	■	■	16%	15%
	SC7	■	■	■	■	■	■	■	■	■	■	■	■	7%	5%
	SC8	■	■	■	■	■	■	■	■	■	■	■	■	6%	4%
	SC9	■	■	■	■	■	■	■	■	■	■	■	■	13%	15%
2020	SC3	■	■	■	■	■	■	■	■	■	■	■	■	17%	0%
	SC5	■	■	■	■	■	■	■	■	■	■	■	■	-	100%
	SC6	■	■	■	■	■	■	■	■	■	■	■	■	2%	1%
	SC7	■	■	■	■	■	■	■	■	■	■	■	■	7%	2%
	SC8	■	■	■	■	■	■	■	■	■	■	■	■	9%	4%
	SC9	■	■	■	■	■	■	■	■	■	■	■	■	31%	9%
2021	SC4	■	■	■	■	■	■	■	■	■	■	■	■	100%	17%
	SC5	■	■	■	■	■	■	■	■	■	■	■	■	100%	25%
	SC6	■	■	■	■	■	■	■	■	■	■	■	■	3%	5%
	SC7	■	■	■	■	■	■	■	■	■	■	■	■	6%	4%
	SC8	■	■	■	■	■	■	■	■	■	■	■	■	8%	2%
	SC9	■	■	■	■	■	■	■	■	■	■	■	■	21%	4%

Key: ^gender split; *success rate within gender as a proportion of the gender pool at the appropriate recruitment stage

7.4 All Staff

Table 7.4.1

YEAR	All Staff – Recruitment of UK nationals by broad ethnic groups and year														
	Applications					Shortlisting					Offers				
	BAME		White		Total	BAME		White		Total	BAME		White		Total
	No.	%^	No.	%*	No.	No.	%*	No.	%*	No.	No.	%*	No.	%*	No.
2019															
2020															
2021															
Average:	21%		79%			10%		29%			37%		41%		

Table 7.4.2

Retention Rate for new staff	2016/17	2017/18	2018/19	2019/20	2020/21
After 6 months	94%	100%	95%	100%	100%
After 12 months	89%	100%	93%	90%	95%

Section 8: Promotions and Rewards

Table 8.1: Promotion (Individual Grading Review and Personal Promotion) data for JIC Research Leaders and Research & Support Staff: 2017-2021

Personal Promotion/ IGR	2017				2018				2019				2020				2021			
	Nominated		Approved		Nominated		Approved		Nominated		Approved		Nominated		Approved		Nominated		Approved	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Research & Support Staff																				
SC8 to SC7																				
SC7 to SC6																				
SC6 to SC5																				
SC5 to SC4																				
SC4 to SC3																				
Total																				
% Success																				
Pool																				
% Pool																				
Nominated																				
SC4 to SC3																				
SC3 to SC2																				
SC2 to SC1																				
Total																				
% Success																				
Pool																				
% Pool																				
Nominated																				

*There was also one postdoc application for promotion in 2020 - 1M, SC6 to SC5 – successful, * promotion supported but candidate withdrew, pool for RSS is staff up to grade SC3, for Research leaders, pool is up to grade SC2. 2017 RRS M unsuccessful candidate was successful in 2020, unsuccessful M RL candidate was successful in 2019.*

Table 8.2: Performance related Pay Awards and Special Bonus by Cohort, Gender and Grade

Exceptional Performance Award/Special Bonus	2017				2018				2019				2020				2021			
	Nominated		Approved		Nominated		Approved		Nominated		Approved		Nominated		Approved		Nominated		Approved	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Research & Support Staff																				
SC9																				
SC8																				
SC7																				
SC6																				
SC5																				
SC4																				
SC3																				
Total																				
Pool																				
% Pool Nominated	21%	14%			13%	21%			6%	9%			25%	36%			24%	23%		
% Success			100%	100%			79%	75%			100%	100%			69%	87%			92%	74%
Postdoctoral Scientists																				
SC7																				
SC6																				
SC5																				
SC4																				
Total																				
Pool																				
% Pool Nominated	2%	0%			7%	5%			10%	12%			4%	8%			19%	11%		
% Success			100%				80%	50%			100%	100%			100%	67%			62%	63%
Research Leaders																				
SC5																				
SC4																				
SC3																				
Total																				
Pool																				
% Pool Nominated																				
% Success											100%	100%			100%				100%	100%

Table 8.3 Promotion success rates by staff cohort and gender.

2017 -2021				
Average % Success			Average % Pool Nominated	
Group	F	M	F	M
RSS	86%	84%	18%	21%
Postdocs	79%	74%	9%	7%
RLs	100%	100%	5%	1%

Section 9: Funding Applications and Successes

Table 9.1: Grant success rate by gender of Research Leader (no co-applicant)

YEAR	Research Leader - Grant success rate (no co-applicants)							
	Applications			Won			Success Rate	
	Female & MG led	Male led	Total	Female & MG led	Male led	Total	Female & MG led	Male led
	No.	No.	No.	No.	No.	No.	No.	No.
2015/16	43	99	142	18	39	57	42%	39%
2016/17	78	113	191	29	40	69	37%	35%
2017/18	59	95	154	23	44	67	39%	46%
2018/19	57	64	121	25	24	49	44%	38%
2020/21	42	71	113	14	23	37	33%	32%
Total	279	442	721	109	170	279		
%	39%	61%		39%	61%		39%	38%

For confidentiality reasons, Non-Binary (NB) RL data has been added to female RL data. MG = minority gender

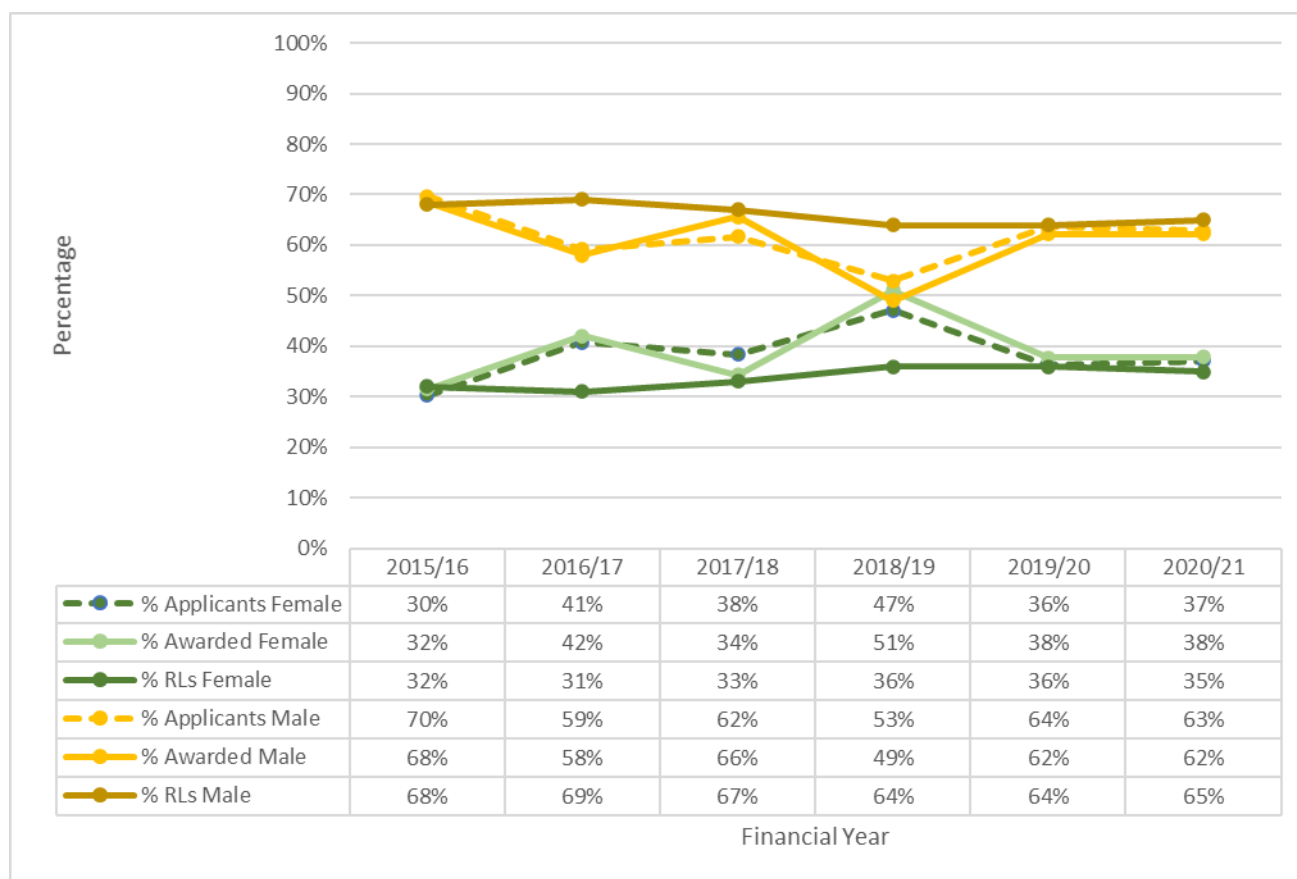


Figure 9.1: Proportion of grant applicants and awards by gender vs the proportion of research leaders by gender

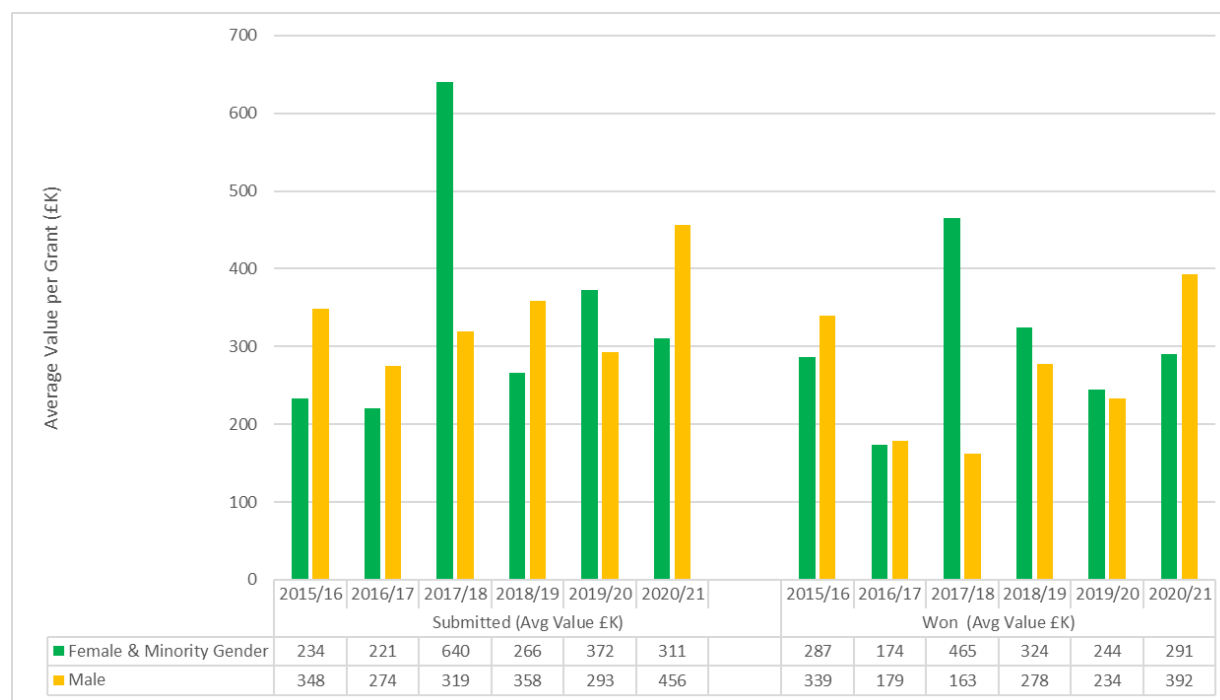


Figure 9.2: Average value of grant submitted or won by gender

Section 10: Leadership Roles and Committee Membership

Table 10.1: Leadership Roles at JIC

Role (number)	2016	2017	2018	2019	2020	2021
Research Leader Additional Leadership Roles						
Director	M	M	M	M	M	M
Deputy Director	M	F	F	M	M	M
NRP Industrial Biotechnology Alliance Director	F	F	F	F	F	F
ISP Leaders (4/6 *)	17% F	17% F	20% F	0% F	0% F	0% F
Theme Leaders (14 JIC based)	29%F	29%F	29%F	29%F	29%F	29%F
Heads of (Research) Departments (4/5^)	25% F	25% F	25% F	25% F	25% F	20%F
Academic Leads for PGR (2)	M	M	M	M	M	M
Research & Support Staff Leadership Roles						
Platform/Facility Managers (14/15`)	36% F	36% F	36% F	36% F	27% F	27% F
Head of Directorate	F	F	F	F	F	F
Head of Communications and Engagement	F	F	F	F	F	F
Head of Business Development	M	M	M	M	M	M
Head of Commercialisation (new role 2019)	n/a			M	M	M
Head of Policy and International	M	M	M	M	M	M
Head of Strategic Engagement (new role 2020)	n/a				F	F
Operational Roles (Finance, Contracts, Facilities and Risk Management, HR, Computing, Research Computing, Health/Safety/Environment and Quality Assurance)*						
NBI Partnership - Heads of Functions (7)	43% F	43% F	29% F	29% F	29% F	29% F

*6 ISP leads in 2016 – 2017, 5 in 2018, 4 from 2019 -2021. ^ 4 HoD from 2016 – 2020, 5 HoDs in 2021. Census date: Dec 01. Females left HoD and ISP lead roles due to retirement or semi-retirement. `14 Platforms from 2016 – 2019, 15 Platforms from 2020 – 2021

Table 10.2 Number and percentage of RLs in leadership roles by gender

2022			
Leadership Role	M	F	%F
Head of Department	5	0	0%
ISP Leader	4	0	0%
Director	1	0	0%
Deputy Director	0	1	100%
NRP IBA Director	0	1	100%
PGR Leads	2	0	0%
Total	12	2	14%
SC1-SC3 (Eligible)	22	7	24%

Table 10.3: Committee membership by gender, grade and cohort in 2021.

Committee	Cohort	Grade Range	Overall Proportions	2021 Committee Membership		
			% F	F	M	% F
Strategy	RL	SC3 – SC1	24%	1	6	14%
	RSS	SC4-SC2	29%	3	3	50%
	Total		26%	4	9	31%
Research	RL	SC4 – SC1	24%	3	7	30%
	RSS	SC4-SC2	29%	1	0	100%
	Total		33%	4	7	36%
Finance	RL	SC3 - SC1	24%	0	5	0%
	RSS	SC3 - SC2	38%	1	4	20%
	Total		26%	1	9	10%
Strategic HR	RL	SC3-SC1	24%	0	3	0%
	RSS	SC5-SC2	28%	3	1	75%
	Total		26%	3	4	43%
Scientific Resources	RL	SC4-SC1	35%	3	6	33%
	RSS	SC5-SC2	28%	0	2	0%
	Total		31%	3	8	27%
Inclusivity & Diversity	RL	SC4 - SC1	34%	0	2	0%
	PD	SC6 - SC5	48%	1	2	33%
	PGR	-	49%	1	1	50%
	RSS	SC9 - SC2	54%	6	4	60%
	Total		49%	8	9	47%

Table 10.4 Key committee membership analysed by gender from 2017 to 2021.

Committee		2017			2018			2019			2020			2021			Average % F
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	
Corporate	SIAB*	5	4	56%	5	4	56%	4	3	57%	3	3	50%	2	5	29%	50%
	Governing Council	5	9	36%	6	7	46%	4	9	31%	4	8	33%	4	9	31%	35%
	Audit	0	7	0%	0	7	0%	2	7	22%	3	7	30%	3	6	33%	19%
Senior Management	Strategy	2	10	17%	4	6	40%	3	8	27%	3	8	27%	4	9	31%	28%
	Research*	2	6	25%	3	7	30%	2	8	20%	3	9	25%	4	7	36%	27%
	Finance	0	8	0%	0	9	0%	1	8	11%	1	9	10%	1	9	10%	7%
	Scientific Resources	4	9	31%	5	9	36%	5	11	31%	3	10	23%	3	8	27%	30%
	Tenure Review and Appointments	6	6	50%	6	6	50%	5	6	45%	5	6	45%	5	6	45%	47%
	Strategic HR*	4	3	57%	4	3	57%	4	3	57%	4	3	57%	3	4	43%	54%
Culture	Inclusivity & Diversity*	8	1	89%	7	4	64%	7	6	54%	8	8	50%	9	8	53%	59%
	Employee Consultation Forum (ECF)	5	5	50%	4	5	44%	3	5	38%	3	7	30%	3	6	33%	39%

Table 10.5 Gender of chair of senior management committees from 2017 – 2021.

Gender of Chair of Senior Management Committees							
Year	Strategy Committee	Research Committee	Finance Committee	Scientific Resources	TRAC	SHRC	%F/%F RLs
2017	M	M	M	M	M	F*	17%/0%
2018	M	F	M	M	M	F*	33%/20%
2019	M	F	M	M	M	F*	33%/20%
2020	M	M	M	M	M	F*	17%/0%
2021	M	F	M	M	M	F*	33%/20%

Table 10.6: Gender of chair of culture, Voice and staff and student support committees

Gender of Chair of Culture, Voice and Support Committees											
Year	Inclusivity & Diversity	Employee Consultation Forum	Postdoc Voice	Student Voice	Research & Support Staff Voice	Mental Health & Well-being	Race & Ethnicity Equality & Diversity	LGBTQ+	Accessibility Advocates	Parent & Carers Group	%F
2017	F	M	F	M	F					F	67%
2018	F	M	F	F	F					F	83%
2019	F	M	F	F	F	F		F		3F	88%
2020	F	M	F	F	F	F	M	F		3F	78%
2021	F	M	F	F&M	M	F	M	F	F&M	2F	60%
2022	M	M	M	M	F	2F	F	F	F&M	2F	55%

Appendix 3: Glossary

Abbreviations:

AA	Accessibility Advocates
AP	Action Plan
AS	Athena Swan
ASG	Athena Swan Gold
ASM	Annual Science Meeting
AS-SAT/I&DC	Athena Swan Self-Assessment Team/Inclusivity and Diversity Committee
AWARD	African Women in Agriculture Research and Development
BAME	Black, Asian and Minority Ethnic
B&H	Bullying and Harassment
BBSRC	Biotechnology and Biological Science Research Council
BCG	Business Continuity Group
BGRI	Borlaug Global Rust Initiative
E&D	Equality and Diversity
EDI	Equality, Diversity and Inclusion
EMBO	European Molecular Biology Organisation
EOM	Equal Opportunities Monitoring
EOS	Equal Opportunities Survey
EPA	Exceptional Performance Award
ERC	European Research Council
F	Female
FTC	Fixed Term Contract
GAP	2017 Gold Action Plan
GC	Governing Council
GRAP	2023 Gold Renewal Action Plan
GSO	Graduate School Office
HEI	Higher Education Institute
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoDr	Head of Directorate
HPIS	Head of Policy and International Strategy
HR	Human Resources
I&D	Inclusivity and Diversity
IF	Independent Fellows
ISP	Institute Strategic Programme
JIC	John Innes Centre
JSV	JIC Student Voice
KEC	Knowledge Exchange and Commercialisation
KIT	Keeping in Touch days
L&D	Learning and Development
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer + Group
M	Male
MG	Minority Gender

MHFA	Mental Health First Aider
MHWB	Mental Health and Well-Being Group
MoS	Measure of Success
MPI	Max Planck Institute
NB	Non-binary
NBI	Norwich Bioscience Institutes
NBIP	Norwich Bioscience Institutes Partnership
NBIROS	NBI Research Outcomes System
NGI	Next Generation Infrastructure
NRP	Norwich Research Park
OEC	Open Ended Contract
PACG	Parents and Carers' Group
PD	Postdoctoral Scientists
PDV	Postdoctoral Scientists Voice
PGR	Postgraduate Researchers
PNS	Prefer Not to Say
REED	Race & Ethnicity Equality and Diversity Group
RL	Research Leaders
RSS	Research & Support Staff
RSSV	Research & Support Staff Voice
SAGE	Science in Australia Gender Equity
SAT	Self-Assessment Team
SB	Special Bonus
SC	Strategy Committee
SHRC	Strategic Human Resources Committee
SIAB	Science and Impact Advisory Board
SSSG	Staff and Student Support Group
STEMM	Science, Technology, Engineering, Maths and Medicine
T&Cs	Terms and Conditions
ToRs	Terms of Reference
UEA	University of East Anglia
UKRI	UK Research & Innovation Council
YSA	Youth STEMM Award