



*** NOTE: This CBSU application received a Bronze, NOT Silver, award ***

Athena SWAN Silver institute award application

Name of institute: Cognition and Brain Sciences Unit

Name of Research Council that governs institute: Medical Research Council

Date of application: 28th November 2014

Date of Institute membership to Athena SWAN: 15th September 2014

Contact for application: Dr Fionnuala Murphy

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Athena SWAN **Silver Institute** awards recognise that in addition to its own formal policies the institute is working to promote gender equality and to address challenges particular to the discipline.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

Abbreviations

APU	Applied Psychology Unit (former name of the Cognition and Brain Sciences Unit)
AS	Athena SWAN
AS SAT	Athena SWAN Self-assessment Team
CBSU	MRC Cognition and Brain Sciences Unit
CDF	Career Development Fellow Postdoctoral Scientist
ECU	Equality Challenge Unit
E&D	Equality and Diversity
EDC	Equality and Diversity Committee
F	Female
FRS	Fellow of the Royal Society
GC	Graduate Committee
HEI	Higher Education Institution
HR	Human Resources
IMC	Imaging Management Committee
IS	Investigator Scientist
IT/ITC	Information Technology/Information Technology Committee
KTC	Knowledge Transfer Committee
M	Male
MRC	Medical Research Council
NHS	National Health Service
PDTS	Postdoctoral Training Scheme
PDR	Performance and Development Review
PhD	Doctor of Philosophy
PL	Programme Leader
PLT	Programme Leader Track

RA	Research Assistant
RC	Resources Committee
RI	Research Institute
SAT	Athena SWAN Self-Assessment Team
SIS	Senior Investigator Scientist
UCL	University College London
UMC	Unit Management Committee

1. Letter of endorsement from the institute director or chief executive: maximum 500 words

An accompanying letter of endorsement from the institute director or chief executive should explain how the SWAN action plan and activities in the institute contribute to the overall institute strategy and academic mission.

The letter is an opportunity for the institute director or chief executive their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the institute's mission.

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Ms. Sarah Dickinson
Athena SWAN Manager
Athena SWAN Charter
Equality Challenge Unit
7th Floor Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

November 2014

Dear Sarah

I am delighted to be the first female Director of the MRC Cognition and Brain Sciences Unit (CBSU). I am keenly aware that with this comes a strong responsibility to ensure the Unit fosters fairness and diversity. The Athena SWAN application is an extremely useful component in this process.

The Unit has a long history of excellent women scientists including Karalyn Patterson FRS, Anne Cutler (Chair of the Max Planck Institute at Nijmegen), Barbara Wilson (OBE), and Dorothy Bishop FRS (Professor at Oxford). It has been the training ground for many female graduate and postdoctoral scientists who have gone on to flourish in departments and institutes throughout the world. I was a postdoc at the APU (Applied Psychology Unit, former name of CBSU) in the 1980s, and later became Head of Psychology at York. This was the home of the first department (Chemistry) to gain Athena SWAN Gold Award. Their radical approach to equality and fairness was influential in my department, where we progressed to gain a Silver Award.

Despite its history, after a series of senior departures, the CBSU faced a serious gender imbalance in 2009 with no women in the top three bands. Concerns were raised about

internal and external perceptions of equality of opportunity and lack of local role models. There was wide recognition among staff that positive action was needed.

A dedicated group of postdocs (including Fionnuala Murphy who co-leads this submission) organised a hugely successful Women in Science day in which former CBSU women researchers reflected on their research paths. This group were also instrumental in encouraging my Directorship application. A Unit Equality and Diversity Committee (EDC) was formed in June 2009. This provided a strong impetus for the ongoing changes in process and culture. Its activities and recommendations have been widely embraced with notable innovations including a mentoring scheme, monitoring representation in committees, studentships and recruitment, and changing the times of our seminar series so that scientists, like me, with childcare responsibilities could fully participate.

Since I became Director in 2011 our equal opportunities vision has developed further with a strong commitment to transparency in decision-making and career progression. I run regular Unit-wide meetings with open discussion and we have organised Q&A sessions with trade unions, HR specialists, and senior MRC officials. All decision-making committees have an EDC representative and equal opportunities issues are now routinely considered in all areas.

Active recruitment and career progression systems have now markedly increased the number of senior women CBSU scientists. This includes Programme Leader Professor Emily Holmes (like me, a recipient of the Suffrage Science award), Senior Investigators Joni Holmes, Hedwig Gockel and Elisabeth von dem Hagen, and Physicist Marta Correia. We have made real advances, but there is more to be done. In line with its aims, preparing this submission has been extremely useful in highlighting and making explicit areas that require immediate and longer-term attention. I very much look forward to Athena SWAN becoming a useful spur in our continued development.

Sincerely yours,

Professor Susan Gathercole
Director, MRC Cognition and Brain Sciences Unit
Tel: +44 1223 355294
email: susan.gathercole@mrc-cbu.cam.ac.uk

[496/500 words]

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the institute and as part of the team) and their experiences of work-life balance

The members of the CBSU SAT are described in Table 1, below:

SAT Member	M/F	Job Title	SAT role	FT/PT	Experience relevant to AS submission and work-life balance
Tom Manly	M	Band 2, Tenured Programme Leader	Co-chair Responsibility for all sections Member of UMC and RC, ensuring AS informs Unit decision-making and vice-versa	FT	Caring responsibilities for son Dual career family Has taken paternity leave Partner is eminent cognitive neuroscientist at UCL (AS award holder) Has personal experience of working at different levels and of the CBSU promotion process Clinical Psychologist
Fionnuala Murphy	F	Band 4, Investigator Scientist	Co-chair Responsibility for all sections Member of EDC, ensuring communication Member of AS RI Advisory Group Links with other AS individuals/networks	PT	Long-standing member of the EDC Caring responsibilities for three children Single parent Has been the recipient of two periods of maternity leave Works part-time, flexibly
Duncan Astle	M	Band 3, Programme Leader Track (PLT)	Member of GC Responsibility for PhD Student admissions	FT	Works within a dual career family
Debbie Davies	F	Band 5, HR Representative	Collection of staff data HR role in shortlisting, interviewing, and hiring new staff Advice on HR policy	FT	Has worked part-time Dual career family with two grown-up children Caring responsibilities for elderly parent
Martina DiSimplicio	F	Band 4, Career Development Fellow	Case studies	FT	Involved in AS submission at Oxford University
Jane Hall	F	Band 5, Research Assistant	Outreach section	FT	Caring responsibilities for elderly parents Union representative for Unite Member of EDC
Olaf Hauk	M	Band 3, Senior Investigator Scientist	Training section, as CBSU Head of Methods with responsibility for delivery of training	FT	Former physicist turned psychologist, has had a range of scientific roles at the CBSU Has personal experience of promotion

Emily Holmes	F	Professor, Band 2 Programme Leader	Chair of EDC Member of UMC, thus ensuring AS and E&D principles inform unit decision-making	FT	Has taken maternity leave and has caring responsibilities for daughter and two family members with disabilities Works within a dual career family Involved in AS submission at Oxford University CBSU Equality Champion Part time/flexible worker during year of ill health
Julie Ji	F	PhD Student	PhD Student section	FT	Previous career as management consultant and communications officer for UN World Food Programme
Alex Kaula	M	PhD Student	PhD Student section	FT	Employed previously in UCL department (AS award holder) Previous career in the art and music industry
Rogier Kievit	M	Band 4, Investigator Scientist	Staff data section Preparation of figures throughout submission	FT	Caring responsibilities for a child with developmental difficulties Dual career family Wife is a FT STEMM postdoctoral scientist at Cambridge University Has benefited from support and flexible working
Richard Meiser- Stedman	M	Band 3, Senior Investigator Scientist and MRC Clinician Scientist Fellow	Discussion relating to all sections	FT	Caring responsibility for three (soon four) children Dual career family Has taken paternity leave
Polly Peers	F	Band 4, Investigator Scientist	Outreach and public engagement section Case study	PT	Caring responsibilities for two children Dual career family Married to scientist in the Cambridge Psychology Department (Silver AS award holder) Has worked in industry Experience of fixed-term and open-ended contracts Has taken maternity leave
Marcia Rato	F	Band 5, Administrative Support	Collection of data Gathering information on MRC policies Organised SAT meetings and prepared minutes	FT	Studied at Imperial College (AS award holder) Holds a PhD in molecular microbiology

Table 1. Membership of CBSU Athena SWAN Self-Assessment Team

The CBSU AS Self-Assessment Team (SAT) includes a good balance of women and men. The majority are members of Science Staff but crucially, there is also significant involvement and consistent input from individuals working within HR. Also represented are individuals working at different stages of the career ladder from PhD through to Band 2 PLs, individuals with prior E&D and AS experience both at the CBSU and other institutions (e.g. University of Oxford, Royal Society), individuals on permanent and open-ended contracts, individuals with a clinical or medical background, individuals with current NHS responsibilities, individuals working within dual career families and/or with child-caring responsibilities, individuals who have worked part-time and/or taken career breaks, and individuals who have had a non-science career prior to embarking upon a scientific one (or vice-versa). Several members of the SAT were also able to offer a long-view perspective on the culture, policy, and workings of not only the CBSU but also the former APU and the MRC more generally, having been in their employment over many years.

[183 words]

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

The SAT met for the first time in April 2014. The SAT was assembled following meetings between Fionnuala Murphy and Tom Manly (SAT Co-chairs), Susan Gathercole (Director), Anthea Hills (Administrative Head), and Emily Holmes (EDC Chair) in which individuals were identified and subsequently approached such that the SAT would have a diverse and representative membership. A separate appeal made in March 2014 to all CBSU staff by the EDC Chair at a Unit-wide meeting also resulted in several individuals putting themselves forward.

The SAT met 4 times between April and November 2014. These meetings were used as an opportunity to discuss specific aspects of the submission: to delegate particular tasks to the most knowledgeable and appropriate individuals on the SAT, to consider collated data as a group, to compare CBSU data against national benchmarks, to share best practice and policy, and to detail specific and measurable actions along with appropriate timescales in an appropriately ambitious action plan.

The SAT has full support of not only Professor Susan Gathercole, Director of the MRC CBSU, but also the administrative team led by Anthea Hills. Its recommendations are influenced by and influence actions of the CBSU's UMC, EDC, and other key unit committees. The SAT also benefited from invaluable input and expertise gained not only at AS events, workshops, and regional network meetings held at the Royal Society, Equality Challenge Unit, University of Cambridge and elsewhere, but also from other key individuals within the MRC and beyond: (1) Michelle Barthelemy (MRC Regional HR Business Partner); (2) Megan Davies (MRC Centre, Cambridge); (3) Mel Nunn, Corporate HR; (4) Dr. Vivien Hodges, Women in Science, Engineering and Technology Initiative Project Officer at the University of Cambridge; and (5) Dr. Carol Thomas, lead scientist for the John Innes Centre's silver AS submission. Fionnuala Murphy is a member of the AS RI Advisory Group, and so awareness and knowledge of the particular issues faced by RIs, as distinct from

HEIs, has also been important in guiding this process. Navigating this process at the CBSU has similarly fed back into discussions of the RI advisory group, ensuring the process is bidirectional.

Awareness of the AS process is raised through Unit-wide and PL meetings and also through feedback to key unit committees – Unit Management Committee (UMC), Imaging Management Committee (IMC), Resources Committee (RC), Knowledge Transfer Committee (KTC), and Graduate Committee (GC) – via a member of the EDC. This mechanism allows the AS SAT to update and obtain feedback from the groups of staff that it represents, and similarly, for the current and ongoing areas of focus to inform the unit’s AS process. Minutes of SAT meetings are also made available on the CBSU intranet. Events that the AS/EDC have organised and/or participated in also serve to raise the profile of this initiative. Members of the AS committee have met with those from other organisations and institutes in order to share best practice. The final submission document was presented to the Director, to key HR members of staff at both local and MRC levels, and to the AS SAT so that the submission and action plan could be endorsed.

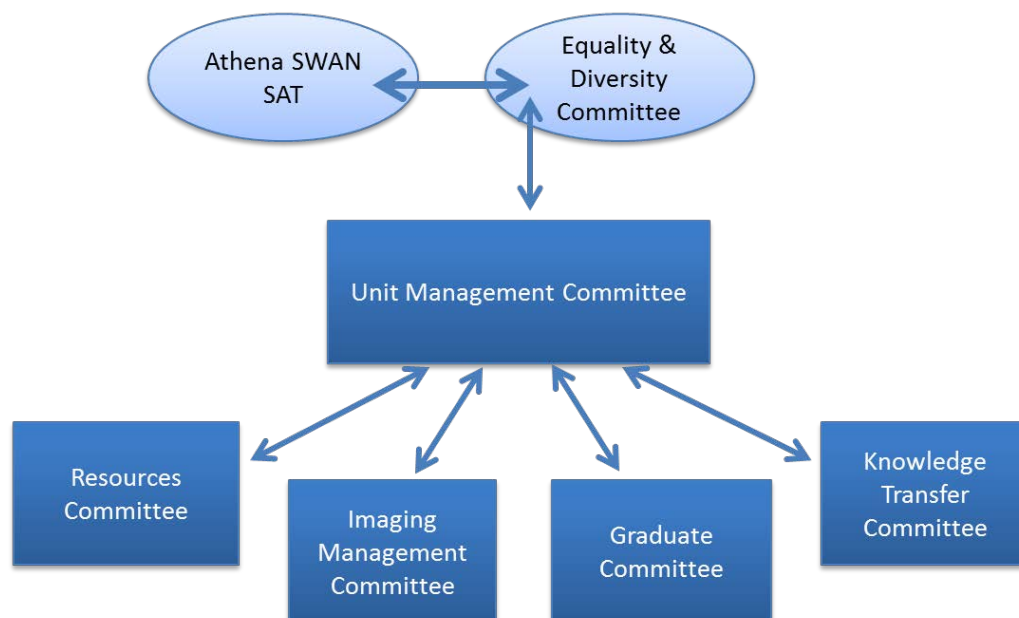


Figure 1. Relationship between Athena SWAN SAT, EDC and key decision making committees at the CBSU

(Actions 1.1, 1.2, 1.3 – raising awareness of AS, specifying means by which it influences decision-making, learning and sharing at a broader level)

[520 words]

c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The CBSU SAT will continue to meet termly from January 2015. The purpose of these meetings will be to index and gauge progress across different areas against the targets and timescales set out in

our action plan. Members of the SAT, along with others identified in the action plan, will have responsibility for different elements of this plan. Key to this process will be communication of AS initiatives to different staff groups and the continued collection and collation of key data that will inform these initiatives over time.

The primary route for this communication is through inclusion of a member of the AS SAT on the CBSU EDC. Queries and recommendations from the AS SAT are thus a regular agenda item at CBSU EDC meetings. In addition, an EDC member sits on the UMC to facilitate regular communication and feedback of relevant issues identified by AS to the unit's strategic committee, along with an opportunity to make requests or recommendations or raise other considerations regarding best practice.

AS and E&D will also feature as a regular item in the Director's regular addresses to the staff (at the Unit-wide meetings). An E&D representative will also sit on promotion panels (See section 5 a) (ii)) and on the CBSU's key committees (e.g. UMC, Resources, and IT committees). These measures, along with more casual and evolving discussions, will ensure that issues affecting women in science remain high on the agenda of the workforce and senior staff at the CBSU.

[246 words; section 949/1000 words]

3. A picture of the institute: maximum 1000 words

Provide a pen-picture of the institute to set the context for the application, outlining in particular any significant and relevant features.

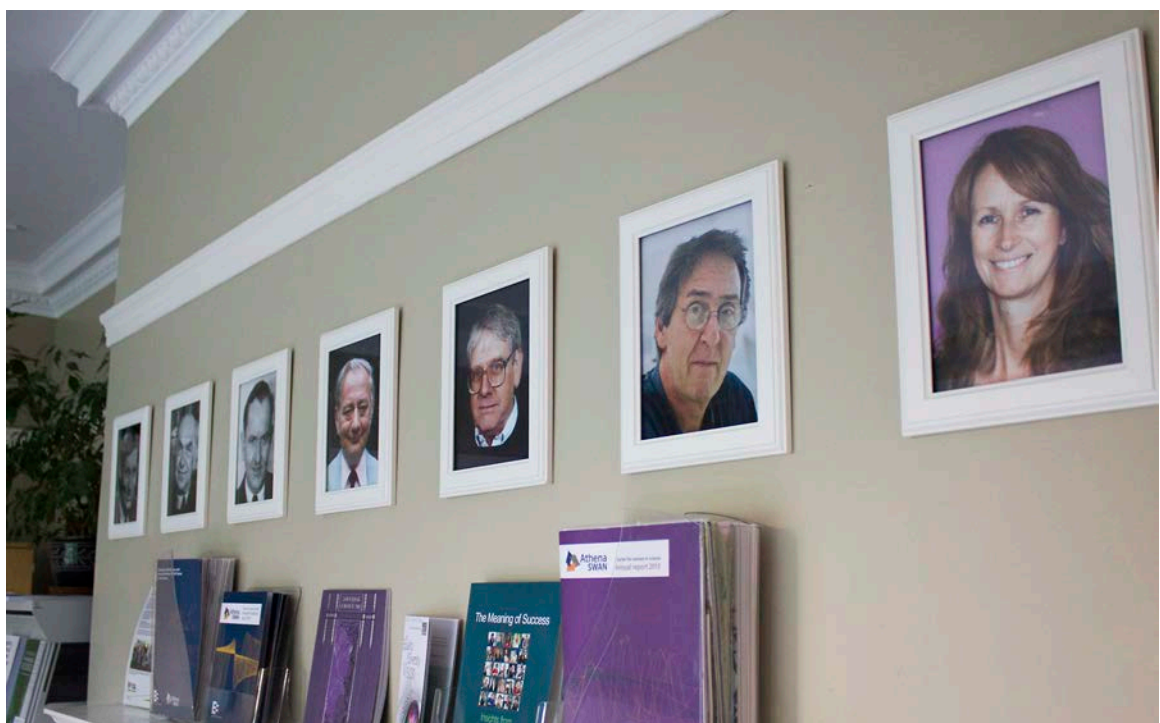


Figure 2. Portraits of the CBSU's Directors over the last 70 years above the common room mantelpiece

The Medical Research Council (MRC) established the Cognition and Brain Sciences Unit, (then the 'Unit for Research in Applied Psychology') in 1944. Its early emphasis, driven by wartime observations, was on human performance under different conditions. Key questions included limits on human attention under different levels of load, the relevance of intellectual and personality variables to specific tasks, and changes in performance related to drugs, gases, vitamin supplements, high temperatures and humidity. Outputs from this period included the design of the war room for controlling the Battle of Britain and the first flight simulator assessment. The research broadened in the post-war years to encompass civilian industrial questions such as computer interfaces, driving, and memory for sequences (leading to the current UK postcode system). This applied experimental work also saw the development of leading cognitive theories including 3rd Director Broadbent's models of attentional selection, Hick's Law (relating number of options to the time required to make a choice) and Baddeley and Hitch's hugely influential model of working memory. The Unit has a long history of using the altered experiences of people with brain injury to build and constrain models of normal function exemplified in Karalyn Patterson's work on face recognition, aphasias and semantic memory, recognized by a Fellowship of the Royal Society in 2014. From the 1980s on, there was increased emphasis on clinical issues including cognitive biases in people with depression and anxiety and cognitive rehabilitation of people with brain injuries, the latter spearheaded by Barbara Wilson (OBE). Recognizing the new scanning technologies that allowed increasing links between brain and behaviour, the Unit was renamed the Cognition and Brain Sciences Unit in 1997 and now has 3T Magnetic Resonance Imaging (MRI) and a magnetoencephalography (MEG) scanner on site.

Our earliest records list 28 researchers working at the Unit. Today the CBSU houses 112 research staff, visiting scientists and students (50% women) as well as 24 IT, technical and administrative staff (46% women), primarily at its Chaucer Road site although with some workers at the Herchel Smith Building on the Addenbrooke's site (a space shared with the Department of Psychiatry, Behavioural and Clinical Neurosciences Institute (BCNI) and Clinical Neurosciences) and a small satellite group based in Oxford University Psychology Department. It has 13 research programmes within four broad groups (Attention and Cognitive Control, Memory and Perception, Hearing and Language, and Emotion) as well as a very active Methods section. There are themes which unite those in different groups and in the wider Cambridge neuroscience community including functional imaging methods, the Cambridge Clinical Research Centre in Affective Disorders (C2:AD), the Cambridge Centre for Ageing and Neuroscience (Cam-CAN), the Centre for Attention, Learning and Memory (CALM, for infant and school-age child studies). The CBSU also has strong links with Clinical Neurosciences, Cambridge Community Services for people with neurological disability and the Oliver Zangwill Centre for Neuropsychological Rehabilitation, founded in a unique NHS MRC collaboration by CBSU scientist Barbara Wilson.

Although originally emerging from, and enjoying close relationships with, Cambridge University Psychology Department, the CBSU is not a university department and has no formal role in undergraduate selection, teaching or examination. It is directly funded and managed by the MRC. Our PhD students (currently 13 women and 12 men) receive Cambridge degrees and have shared formal tuition with the University Psychology Department. Approximately a third are funded by

MRC fellowships and admission is via recommendation from our Graduate Committee to the University.

Posts at the CBSU fall within seven bands, with 1 being the most senior. A useful distinction at the CBSU for the purposes of this application, which is not well categorised by the bands, is between Science and Scientific Support staff. Science Staff day-to-day activities include data collection and analysis, writing publications, developing methods and informing scientific strategy (i.e from Band 1 and 2 PLs to RAs in Band 5 and including MRI Physicist, Head of Methods and Statistician). Also included are Band 7 'summer student' positions. These are short-term posts (about eight weeks) designed to give hands-on experience to those studying for psychology and related degrees as well as contributing to CBSU productivity. Scientific Support includes the CBSU's administrative team, IT and Technical departments and MRI radiographers.



Figure 3. (L-R) The CBSU then and now; the main house and garden remain, new lecture theatres and testing rooms have been added, and a 3T MRI scanner can now be found behind a columned façade in the garden

The CBSU is evaluated and funded on a 5-yearly cycle by the MRC Neurosciences and Mental Health Board. These quinquennial reviews are based on scientific output and proposals for the next cycle, both of which are evaluated by an international panel of referees. The reviews also take into account the training environment offered by the CBSU, its translational work (e.g. development of therapies, methods and new diagnostic instruments, influence on health policy) and its contribution to public understanding of science.

The MRC celebrated its 100th anniversary last year. The 1911 National Insurance Act (introduced by David Lloyd George) created a National Fund for Medical Research which culminated in the Medical Research Committee and Advisory Council's foundation in 1913. The achievements of MRC funded work, recognized in 29 Nobel prizes, are too extensive to cover in detail here but include the discovery of penicillin, discovery of the links between smoking and cancer, the invention of magnetic resonance imaging and the discovery of DNA. It is one of seven research councils and is currently funded via the Department of Business,

Innovation and Skills. It is governed by 14 council members from government, NHS, academia and industry and managed by a Chief Executive. The MRC has 27 Units in the UK including seven in Cambridge and also funds research through grants to Universities and other centres.

Since AS criteria were widened from the University sector, two MRC Institutes have gained bronze awards.

[section 935/1000 words]

4. Data analysis: maximum 2000 words

Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

- (i) Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**



Figure 4. CBSU staff, students and visitors make good use of our garden and BBQ

The CBSU has no undergraduate or taught masters courses. Our PhD degrees are awarded by Cambridge University but our Admissions Committee undertakes shortlisting, interviewing and offers. If offered a place, UK students will potentially take up one of three annual MRC studentships. Others are supported in applying for external funds. In that respect the CBSU is only partially in control of its final student numbers and balance.

Annual PhD student intake has increased from four to ten over the last three years. Whilst, as shown in Figure 5 below, there is parity in the number of women and men being offered and accepting places this masks a disparity (highlighted for the first time by this AS application process) at the shortlisting stage. The success rates of women applicants in getting shortlisted for interview over the three years were 22%, 17% and 39% whilst for men the values were 46%, 48% and 55% (difference in outcome based on counts significant at $\chi^2 p = 0.005$, taken over the three years).

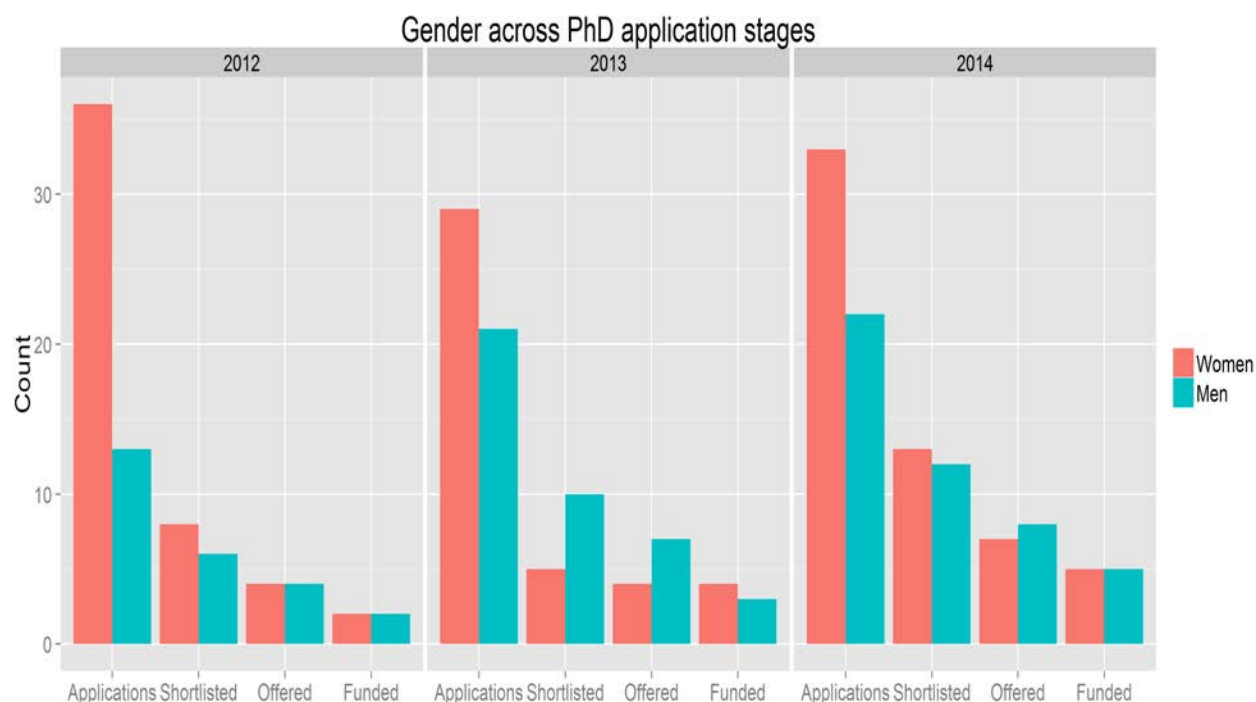


Figure 5. Number of women and men applicants for PhD positions, number shortlisted, number offered places and the number successful in gaining funding at the CBSU 2012-2014

For geographical and other similarities we have selected Psychology Departments at Cambridge (data available 2010-2012), Oxford (2008-2010) and University College London (Psychology and Language Sciences 2007-2013) against which to benchmark. The relative success rates of PhD applicants at these institutions are shown below (note Cambridge Psychology do not report the

rate of offers, only take up of places).`

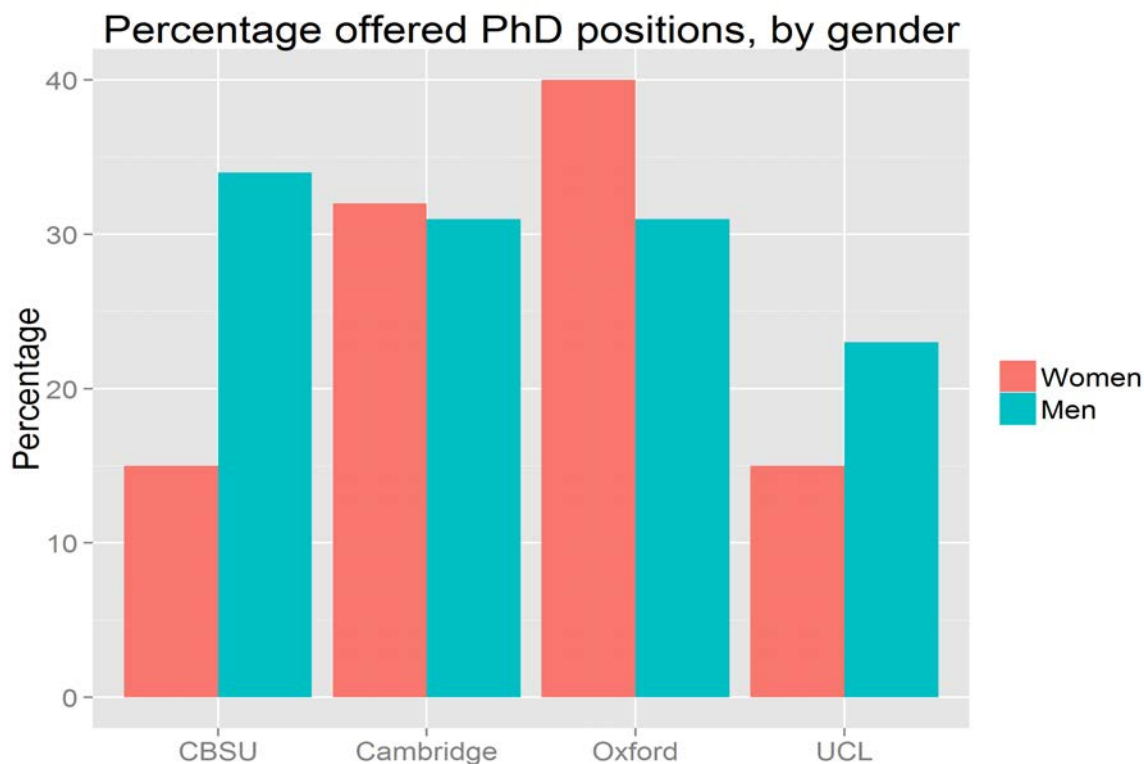


Figure 6: Percentage of men and women applicants for postgraduate research degrees who were offered places at the CBSU (2012-2014), Cambridge Psychology Department (2010-2013), Oxford Psychology Department (2008-2010) and UCL Psychology and Language Science (2007-2013)

These findings have prompted urgent discussion by the GC and, following Directorial and EDC consultation, immediate changes for the current intake.

[248 words]

(Actions 3.1-3.3 – review and revision of admission procedures, analysis of reasons for imbalance)

- (ii) Visiting students more than 6 months: male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline or topic area. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.**

We have defined visiting student as any student (undergraduate, masters or PhD, UK or abroad) from a university other than Cambridge spending at least three months at CBSU. During the reporting period 64% of visiting students were women (20/36, 15/26, 21/27 over the three years). This is slightly lower than would be expected based on typical undergraduate courses (see Action 5.4 below).

[62 words]

- (iii) Ratio of applications to offers and acceptances by gender for visiting students more than 6 months, and for postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

We do not have information on the ratio of applications to offers and acceptance by gender for visiting students. As a result of increasingly limited space and informed by this AS application, henceforth requests for visiting students will not be considered in an ad hoc manner but at fixed intervals to allow fairer comparison. As with other workings of the RC, prospective records of the gender of applicants and any equal opportunities issues will be kept.

[76 words]

(Action 5.4 – initiate RC monitoring of visiting student balance).

- (iv) Research degree submission rates by gender – comment on any differences in submission rates between males and females and describe what actions are being taken to address any imbalance.**

Over the past three years, there has been a 100% completion rate for postgraduate students at the CBSU, both women and men.

[22 words]

- (v) Time taken to complete research degree by gender – comment on any differences in research degree completion time between males and females and whether any breaks were needed e.g. maternity/paternity leave, career break.**

All CBSU PhD students expected to complete within the reporting period did so and received the degree. Women completed within three and four years in all cases (data from completers 2012-2014). Whilst MRC studentships do not take into account maternity during the course of studies, the CBSU has used intramural funds to extend a period of study in three cases within this period.

(Action 3.5 – investigate maternity support during PhDs and query MRC on issue)

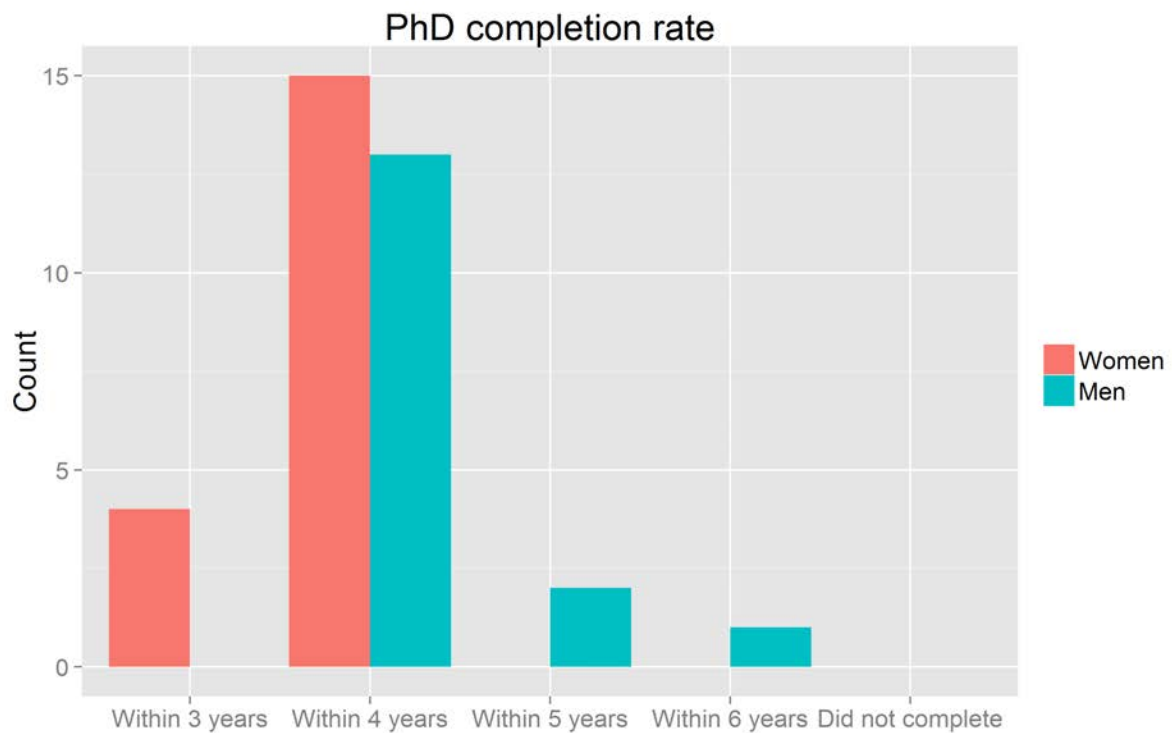


Figure 7. PhD completion rates for men and women at the CBSU from 2006

Supervisors were polled as part of this AS application as to the destination of PhD completers over the last three years with a response rate of 100%. As shown below, 86% of the students continued to work in scientific careers with the majority moving to more senior/autonomous postdoctoral positions. Four students (three women) went on to competitive clinical training courses or returned to clinical roles and one woman took up a job primarily teaching science.

[138 words]

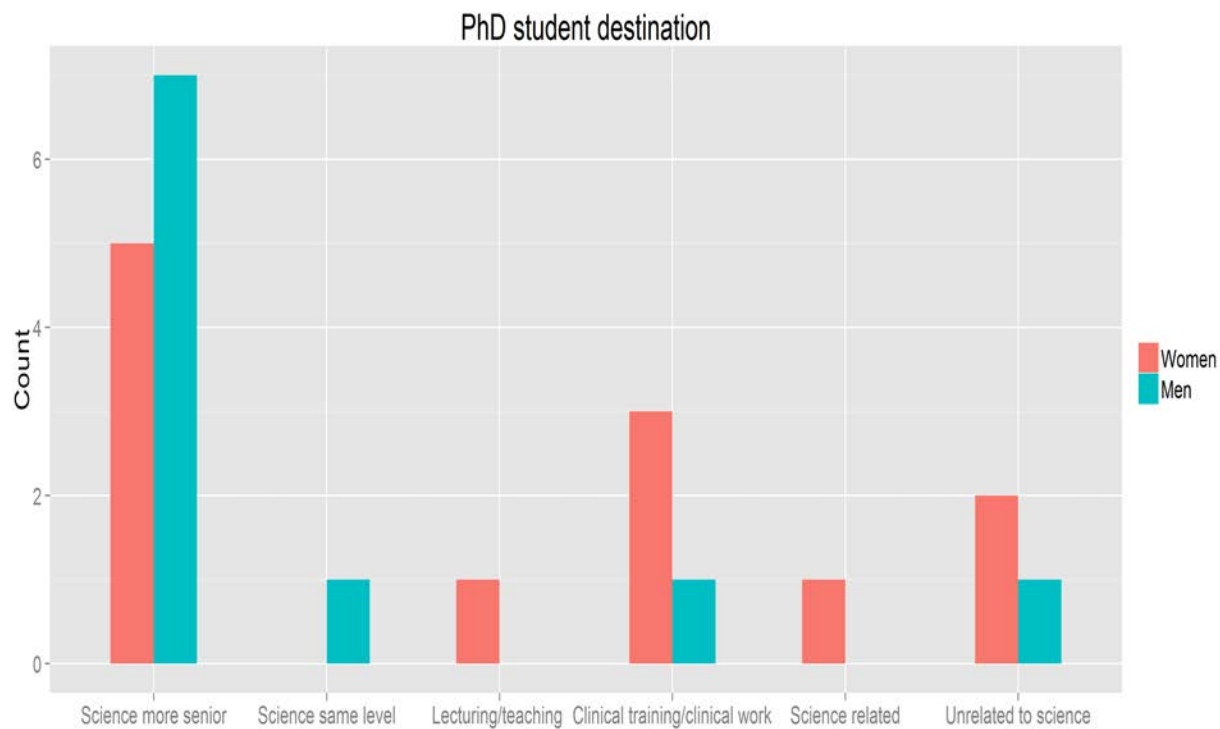


Figure 8. Destination of PhD students after completing their degrees at the CBSU based on supervisors poll commissioned by the AS application team. Unused categories not shown - “Went to full time family/carer role”, “Went into further education”, “Other”, “Not known”

Staff data

- (vi) **Female:male ratio of all academic staff (including teaching academics) and research staff – where suitable include post-doc, tenure track or fixed-term scientists and tenured scientists and different grades. Comment on any differences in numbers between males and females, benchmarked against national averages and say what action is being taken to address any underrepresentation at particular grades/levels.**

Science Staff

The band and career structure at the MRC CBSU differs from that of HEIs. These different staff bands, along with descriptions of corresponding staff roles, are summarised in Table 2.

MRC/CBSU Band	MRC/CBSU Staff Role	HEI Staff Category	Athena SWAN classification		
			Research and support Staff	Postdoctoral scientists	Research Leaders
Band 7	Visiting/placement student	Undergraduate student	✓		
Band 5	Research assistant (RA)	Researcher / Research Associate	✓		
Band 4	Investigator Scientist (IS) Career Development Fellow (CDF) Postdoctoral Training Scheme (PDS)	Research Associate / University Lecturer	✓	✓ ✓	
Band 3	Senior Investigator Scientist (SIS) Programme Leader Track (PLT)	Senior Research Associate / Lecturer Lecturer / Senior Lecturer		✓	✓
Band 2	Programme Leader (PL)	Senior Lecturer / Reader / Professor			✓
Band 1	Programme Leader (PL)	Professor			✓

Table 2: Band structure of MRC CBSU staff and comparison with HEI (University of Cambridge)

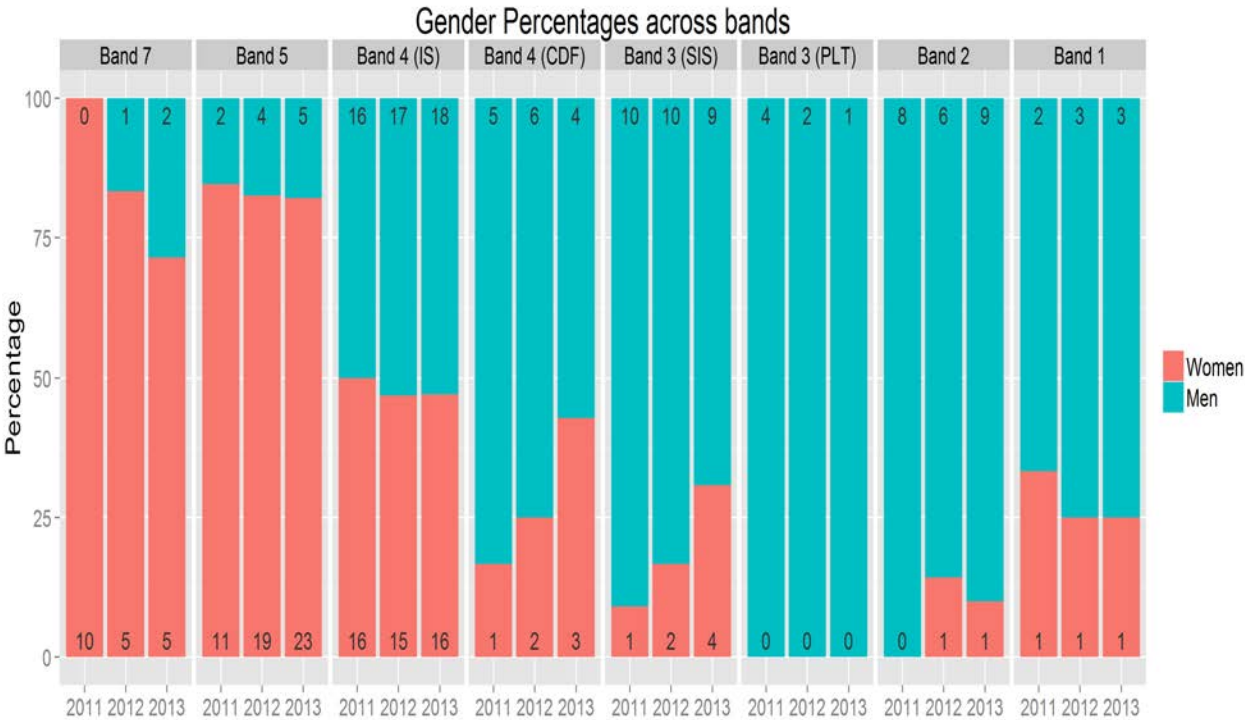


Figure 9. Percentage (and counts) of Women and Men Science Staff in Bands 7-1 at the CBSU 2011-2014

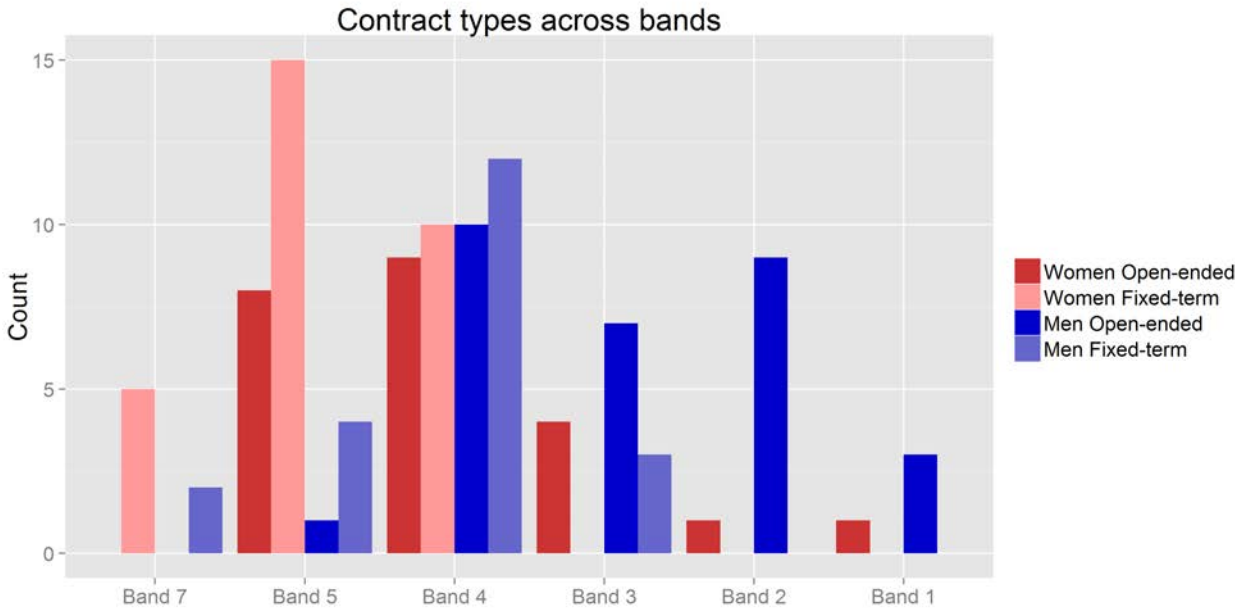


Figure 9. Female and Male fixed-term and open-ended contract science staff in each of the Bands 7-1 in 2014. In Band 4, Career Development Fellows and MRC Postdoctoral Training Scheme posts are included as ‘fixed-term’ because of their 3-4 year duration. PLT posts in Band 3 are included as open-ended because, whilst they have a 6-year duration, the expectation is that they will be followed by promotion to Band 2

Band 7 scientific posts are eight week paid placements for undergraduate students. Women filled 71% of these posts over the last three years broadly reflecting the proportion of women on psychology undergraduate courses in the UK.

RAs are typically Band 5 with 68% of the posts being supported by external funding during this period (hence fixed-term contracts). In line with the relative proportion of female and male applicants (see Section 5 a) (i)), women make up 79% of the fixed-term, and 89% of the open-ended, contracts. Whilst a higher proportion of Band 5 women than men are on open-ended contracts (34% vs. 20%) the difference is not statistically significant and the number of men is relatively small.

Band 4 comprises an approximately equal mix of Investigator Scientist postdoctoral researchers with open-ended contracts and CDF/MRC PDS posts limited to three, sometimes four years. There have been slightly more male than female applicants for these posts (see Section 5 a) (i)) with the 2014 data broadly reflecting this proportion. As can be seen in the year-on-year figures (with due caution for low numbers), the number of these posts has slightly increased and male preponderance has slightly declined.

Fixed-term contracts in Band 3 are more senior researchers on external funding with the same three men in post across the reporting period. No women have been in such posts during this time. In contrast, and reflecting the concern over gender balance at this and more senior levels of the CBSU, the number of women in open-ended Band 3 posts has increased from one to four over the last three years whilst the number of men has declined from 11 to 7. Whilst, again, the numbers are low, it is a concern that currently only men (2) are in PLT posts (and therefore very likely to swell the ranks of future male PLs). Attracting excellent women candidates to apply for these future leader posts is a priority.

(Actions 1.4, 4.1, 4.2, 5.5, 6.6,6.7, 6.8, 7.1 – a range of changes to increase attractiveness of CBSU to candidates with family responsibilities and to broaden pool and balance of candidates)

PLs in Bands 2 and 1 are all on open-ended contracts. The imbalance highlighted throughout this application that followed the departure/retirement of a number of senior women before the reporting period is clear. With limited resources new Programmes are created rarely and so, whilst numerically the appointment of a new woman PL in 2012-2013 makes a modest difference, the visibility of now two senior women role models is an advance on the previous figure of 0/13 PLs.

Science Staff benchmarking

Given an uneven link between CBSU Bands and University posts and differences between Universities (e.g. Oxford does not have Readership grades) we have collapsed Bands 1 and 2 and Readership/Professor grades for this comparison using the mean percentage of women and men across the three years.

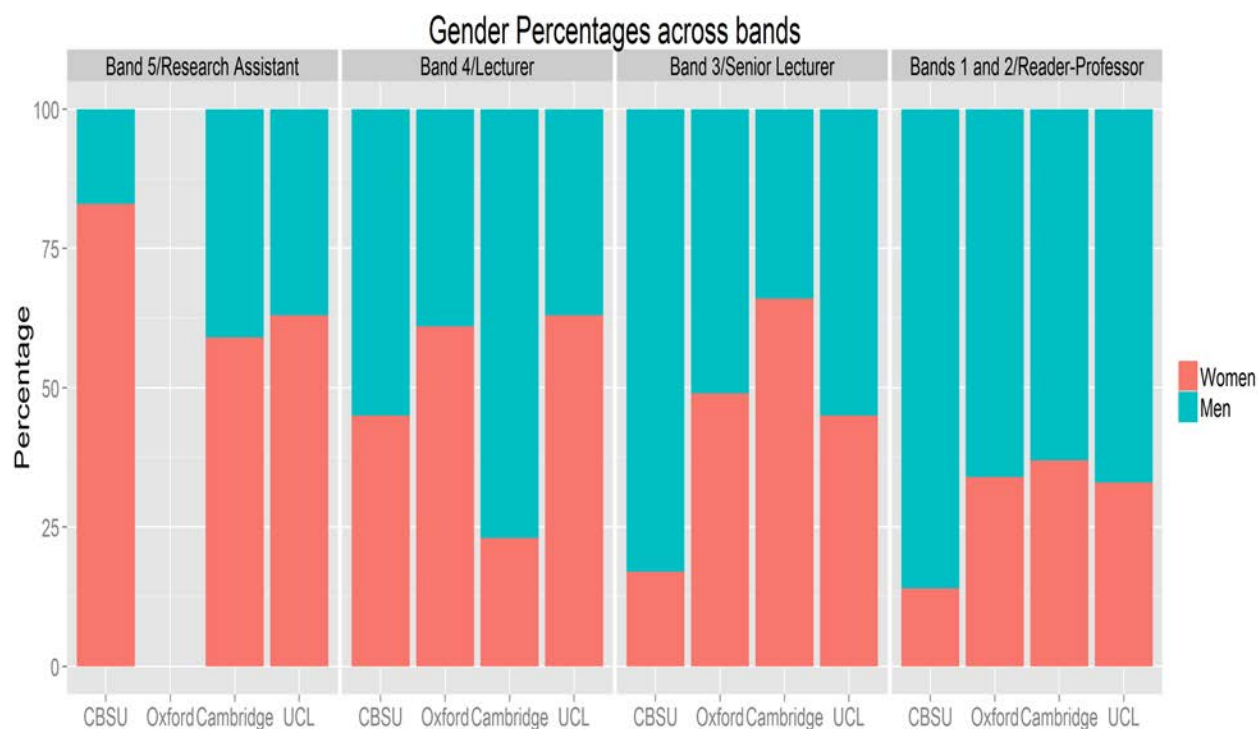


Figure 10. Percentage of men and women science staff in relevant bands across recent 3-year periods at the CBSU, Cambridge and Oxford Departments of Psychology and UCL Psychology and Language Sciences department

The CBSU has a significantly higher proportion of women in RA posts when compared with the mean of the three other institutions ($p = 0.005$). The CBSU has a lower proportion of women at the postdoctoral career fellow/lecturer level than either Oxford or UCL but fares rather better than Cambridge in this respect and was not significantly different to the mean. The CBSU has the lowest proportion of women of all the departments in the Senior Lecturer and Professorial levels ($p < 0.001$ mean CBSU values over three years vs. combined mean of other institutions over three years). To help examine whether differences between the CBSU and the University Psychology departments are in part attributable to our somewhat greater focus on Cognitive Neuroscience, we obtained data from the Institute for Cognitive Neuroscience, part of UCL Psychology and Language Sciences with close similarities to the work conducted here. Although the numbers are small, that 5/11 ICN programme leaders are women supports the general picture of female underrepresentation in CBSU senior science staff.

Scientific Support Staff

Scientific Support Staff are vital to the operation of the CBSU. Administration carries out HR, financial management, public engagement, grant applications, purchasing, volunteer panel

management, library and information management, student admissions, and reception tasks. IT manage a 1000 core HPC compute-cluster, ten gigabit network and 700 terabytes of data storage as well as over 100 desk and laptop PCs. Technical maintain the computer networks, MRI and MEG scanning facilities, build bespoke equipment for science and provide graphics support for the CBSU. The radiographers run the 3T MRI scanner.

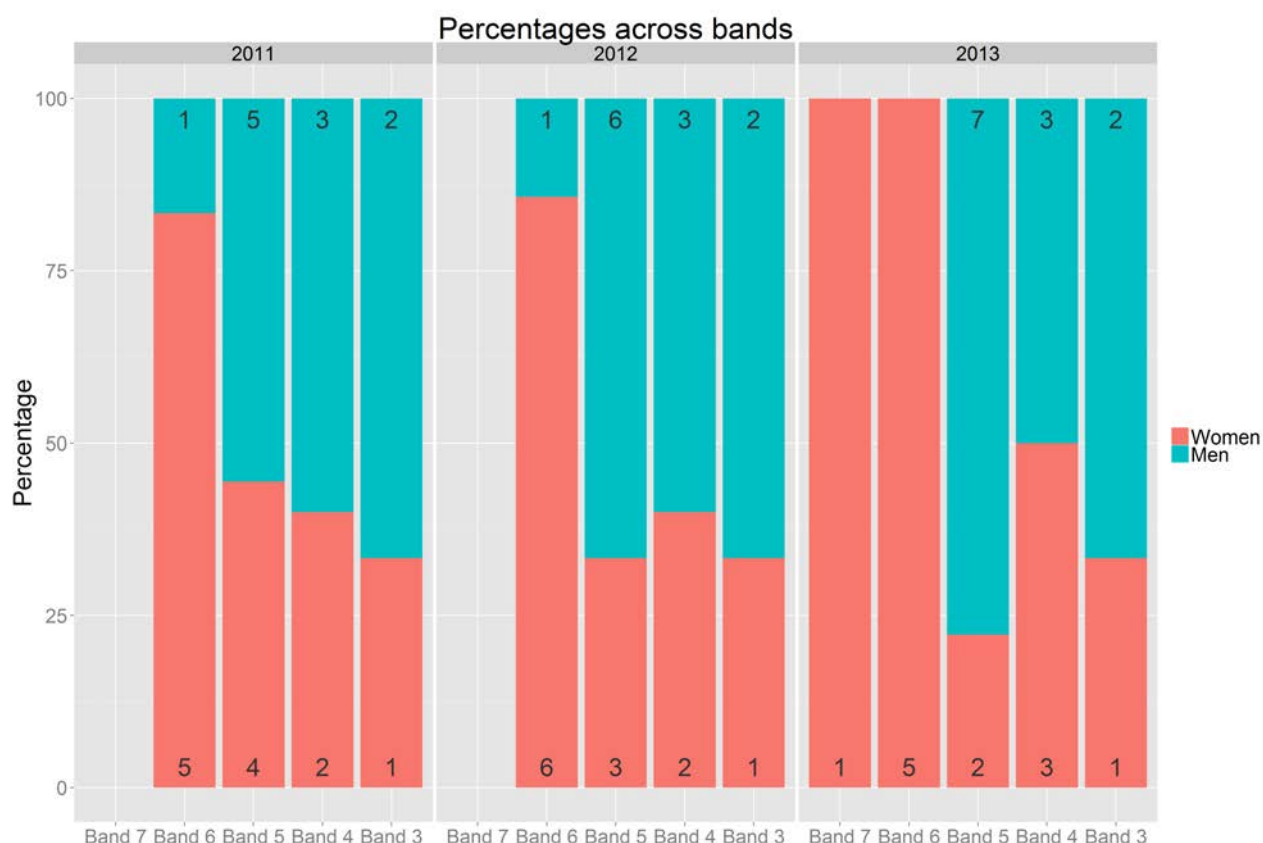


Figure 11. The percentage (and counts) of men and women in different seniority bands within the CBSU’s Scientific Support Staff over the three years of the reporting period

Technical and IT departments have had exclusively male staff over the past three years whilst the relative percentage of women staff in Administration and Radiography has been between 77% and 83% (10 out of 12 to 13) and 67% (3 out of 3) respectively. The imbalance between women’s and men’s representation in the bands does not therefore reflect disparity between people performing similar roles but the greater number of lower banded posts in Administration. To a degree, the relative banding of different roles is determined by the MRC rather than locally. As with all aspects of CBSU recruitment, a change affected by the AS application process will include greater monitoring of the relative rates of men and women applicants for support posts, greater thought about job advertising and the prominence given to e.g. flexible working, and greater transparency in the process for promotions.

[883 words]

(Actions 1.4, 2.1, 4.1 – improving job advertising, recruitment practices and regular monitoring of staff balance).

- (vii) **Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.**

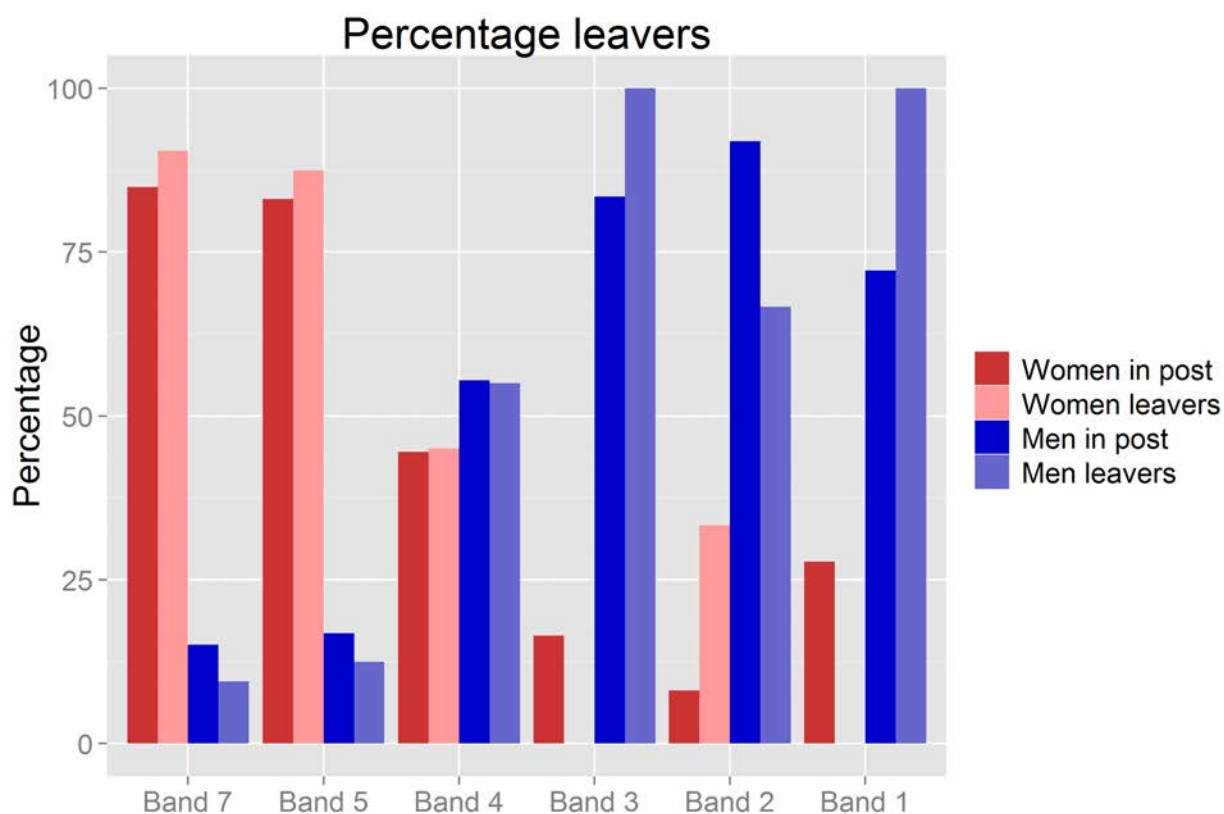


Figure 12. Percentage of leavers in each Science Staff band over the last three years who were women and men relative to the mean percentage of men and women in those posts over the last three years

Fifty-seven Science Staff left the CBSU over the last three years: 36 women and 21 men. As illustrated in Figure 12 above, the relative rate of leaving was broadly proportional to the relative representation of men and women in each band (note small numbers in highest band). The largest groups, unsurprisingly, were those on fixed-term contracts (Band 7 and CDFs). Scientists on open-ended contracts are at risk of redundancy if the programme in which they work ends (e.g. due to the departure of the PL). The CBSU strives to reallocate where possible and despite three programmes closing during the reporting period, only four staff members (one woman and three men) were made redundant.

As part of this AS application, line managers were polled as to the destination of leavers with the exception of Band 7 staff who invariably return to their undergraduate courses. There was a high response rate. As shown in Figure 13 below, the majority of leavers (68%) continued to work in science with 34% moving to more senior/autonomous positions and 34% to posts of approximately equal seniority. Looking at potential sex differences it is important to consider the

data by band and the relative proportions of men and women at these different levels. One Band 1 male scientist retired (although continued to work at a senior level in science), one Band 2 male scientist resigned to take up a new senior opportunity abroad and one sadly died in post. All Band 3 leavers were men and went on to more senior/autonomous scientific posts. Eleven people left Band 4 posts, (four women and nine men) with three of the women leavers going on to more senior scientific posts (the remaining one to a scientific post of approximately equal seniority). In contrast only two of the nine male leavers were considered to have moved on to more senior positions with six of those remaining moving to posts of approximately equal seniority and one taking up clinical work. Fourteen women and 3 men left Band 5. Four of the women RAs and one man left to take up PhD studies and four of the women and two men moved to other scientific posts of similar or greater seniority. Three women embarked upon clinical psychology training, one went to a science teaching post, one to a science-related post and the final leaver reached retirement. Of the four staff made redundant during this period, three (including the one woman) progressed to more senior/autonomous science posts and the fourth continued working in science at approximately the same level of seniority. In general, therefore, there was no evidence of a disproportionate number of women leaving relative to the numbers in the relevant bands and most people who left the CBSU during this period continued to work in science, often at a more senior level. The most junior members of the Science Staff (as discussed above, currently 80% women) progressed well into further scientific or clinical study and science posts on leaving the CBSU.



Figure 13. Destinations of science staff leavers from the CBSU over the last three years

[499 words; section 1928/2000 words]

5. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Job application and success rates by gender and grade – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

The CBSU received 2024 job applications in the last three years across all bands, 63% from women. Shortlisting rates for women and men were 10% and 12% respectively. The final appointment rate (39 women) was slightly below, but not substantively out of line with the proportions applying or being shortlisted.

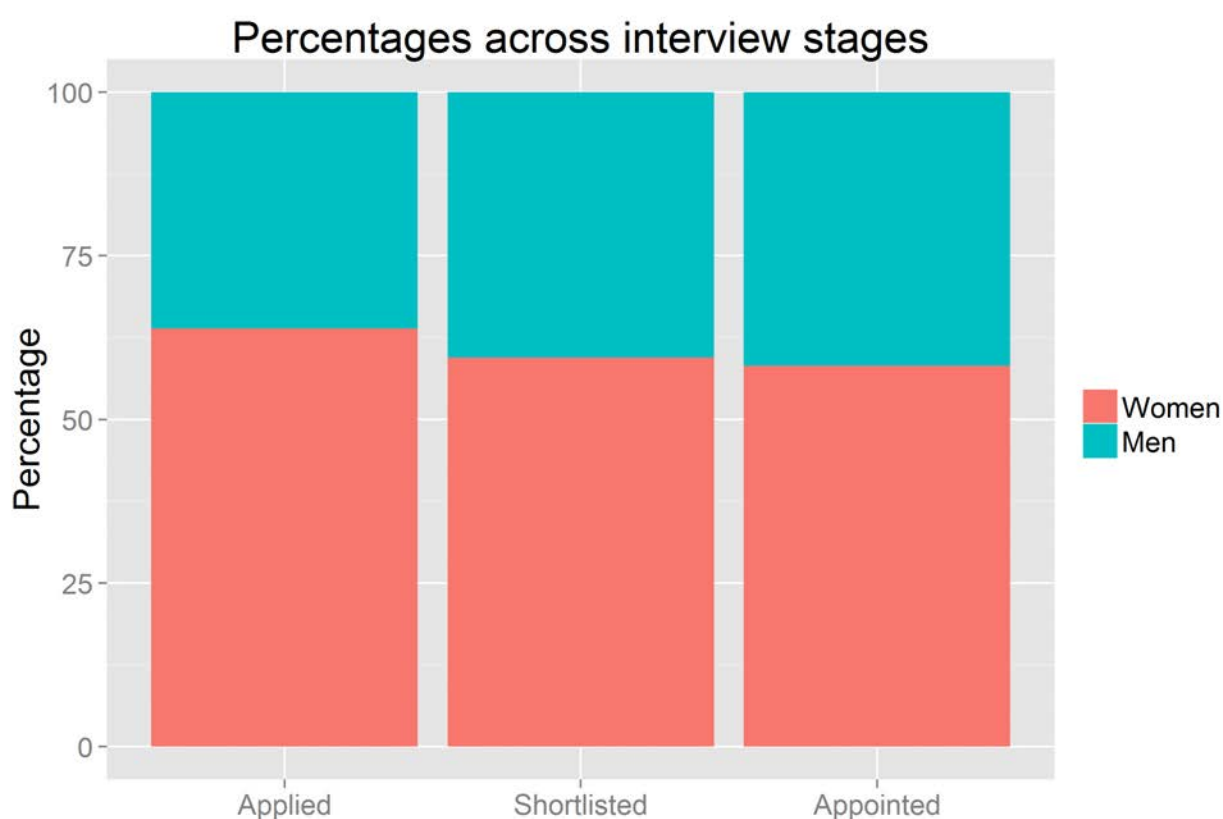


Figure 14. Relative percentage of women and men applying for, shortlisted for, and appointed to posts at the CBSU over the last three years

As can be seen in Figure 15 below, there are some interesting patterns within this general picture. Band 5 RA positions were most frequently advertised and women formed the great majority of applicants, shortlistees and appointments, with appointments broadly reflecting the proportions of women and men applicants. In contrast there was a slight preponderance of men applicants for Band 4 posts. This was reflected in the rate of shortlisting but not at appointment, where women and men fared equally well. There was also a higher number of men applicants for the more senior Band 3 posts that was reflected at shortlisting and appointment stages (note changes in scale across the three figures). There was an equal number (9) of female and male applicants for

the most senior Band 2 post but more women than men were shortlisted and a woman was ultimately appointed.

It is important to note, given caution for low numbers, that the number of women applicants for Band 3 and 4 posts appear lower than would be expected given the background rates in the field. Initiatives aimed at attracting excellent women candidates for Band 4 and higher posts are thus required (See Section 5 b) (i)).

[249 words]

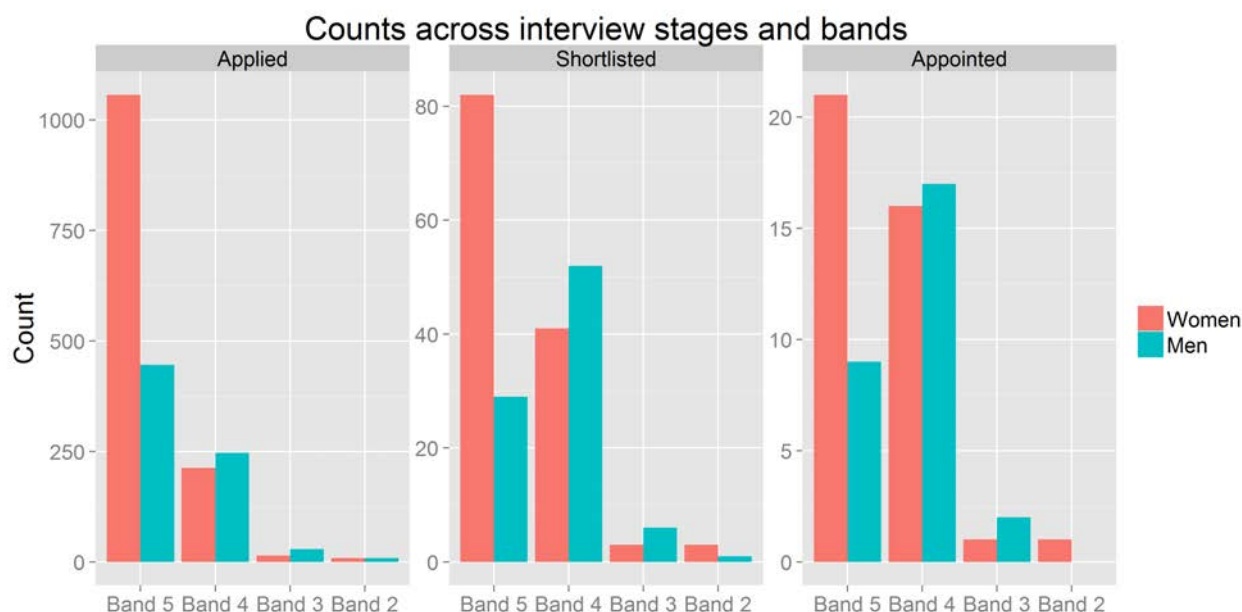


Figure 15. Number of men and women applicants, shortlistings and appointment by Band at the CBSU over the reporting period

- (ii) **Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small, applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.**

There were seven promotions in the reporting period. Five for men (one from Band 4 to 3, two from Band 3 to 2, two from Band 2 to 1) and two for women (both from Band 4 to 3). All of those that were put forward and considered for promotion were successful.

The main route to promotion is the annual Performance Development and Review (PDR – see further below) in which staff members review their performance over the last year and set targets for the next. Line managers are asked to consider staff for promotion and nominate when appropriate. Post-holders can also self-nominate. In addition, the Director reviews all PDRs to identify staff with promotion potential.

Understanding promotion at the CBSU is complex due to the range of different schemes and because expectations of promotion for certain staff groups may be rather different to those in Universities. Table 3 below summarises the prospects and mechanisms for between-band promotions.

Promotion Band > Band	Contract type	Prospects/criteria for Promotion	Mechanism for promotion
5 > 4	Fixed-term	N/A	N/A
5 > 4	Open-ended	Only if responsibilities/capabilities have developed far beyond original job description	Prepare new job description for external panel review. If approved, interview by internal panel and external regional representative
4 (CDF and PDTS) > 3	Fixed-term	N/A	N/A
4 > 3	Open-ended	If “experience, expertise and application of personal skills develop to a higher level which benefits the scientific strategy of the MRC”	Review by internal panel and external regional representative who make recommendation to MRC
3 (non-PLT) > 2	Open-ended	N/A	N/A
3 (PLT) > 2	Fixed-term	High	Director’s recommendation considered by external panel who also interview
2 > 1	Open-ended	Based on scientific leadership and wider CBSU role	Director’s recommendation to HR

Table 3. Prospects and mechanisms for promotion by band for Science Staff at the CBSU

In addition to promotions between Bands, there are two within-Band promotions, A>B and B>S relating to sustained levels of high performance over periods of years. These, and a range of one-off bonuses for outstanding work, follow the same general internal promotions panel process outlined above. Partially as a result of discussions around this application, internal promotion panels must include at least one EDC member and one woman.

A 2012 survey indicated staff uncertainty around the promotions process. This led to a series of on-going actions including increased presentations from MRC Head Office at the CBSU Unit-wide Staff meetings aimed at educating staff and line managers and increasing transparency. Whilst the

CBSU has to work within MRC policies we are strongly aware that low awareness of opportunities and procedures, and fuzzy criteria, can help to perpetuate or mask inequalities including between men and women and this is an area for a number of actions including internal procedures and advocacy to the MRC.

[319 words]

(Actions 1.4, 2.1, 4.3 – improved monitoring of promotion balance, promotion panels composition, changes to annual appraisal forms and monitoring awareness of promotion opportunities)

- b) For each of the areas below, explain what the key issues are in the institute, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
 - (i) Recruitment of staff – comment on how the institute’s recruitment processes ensure that female candidates are attracted to apply, and how the institute ensures its short listing, selection processes and criteria comply with the institute’s equal opportunities policies.**

The CBSU has formal recruitment procedures in accordance with MRC equal opportunities policy. Positions are advertised widely (Top Career, jobs.ac.uk, Nature online, assistant heads of psychology departments, and on more specialised sites where relevant) using gender neutral language and statements on commitment to fairness and diversity.

Job applications are submitted via an online RCUK Shared Service system. At least two people shortlist applications using criteria pre-specified as ‘necessary’ and ‘desirable’ for the post. Written reasons for not shortlisting must be given. Shortlisted candidates are interviewed by a panel including a minimum of one woman and one person with E&D recruitment training. All candidates are asked the same questions based on the pre-stated criteria.

The above procedures aim to ensure objectivity, reduce bias, promote fairness, and provide equal opportunity for all candidates. In addition, the AS process has led to the following recommendations: (1) a woman or E&D representative must be involved in the shortlisting stage, (2) all recruiting staff should be encouraged to undergo recruitment training, and (3) panel members must now indicate that E&D issues have been considered.

To further encourage applications from excellent women scientists at all band levels a further action is to review and amend adverts/criteria to make even more explicit that applications are welcome from those who have had a career break or who have worked part-time. Consistent changes will also be made to the CBSU website to raise the visibility of E&D and AS at the CBSU, as well as details of the ways in which the MRC supports its staff (maternity/paternity leave, flexible working, childcare vouchers, etc.). The website will continue to promote the achievements of the CBSU’s women scientists and the Unit’s inclusive and friendly culture. These website changes are

also important for improving E&D components of new staff inductions (see Career Development a) (ii)).

[303 words]

(Actions 1.4, 4.1, 4.2 – improving job advertising, recruitment panel composition and web presence for E&D relevant issues)

- (ii) **Support for staff at key career transition points – having identified key areas of attrition of female staff in the institute, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.**

As is clear from the above discussion, MRC Units do an excellent job of providing potentially long-term support to its most senior staff and PLT scientists. In other respects, however, barriers are explicitly imposed at various levels (most notably the three year postdoctoral positions and between Senior Investigator Scientist and Programme Leader bands). There are doubtless good reasons for this in terms of preventing an accumulation of senior staff and, thereby, keeping open opportunities for young scientists to develop their careers. However, particularly for those with families or elderly care responsibilities, this presents a major challenge for remaining in, and advancing in, science. Whilst we can reflect these issues back to the MRC, within these constraints our primary role in supporting junior staff is to best equip them during their time here to advance their careers elsewhere.

Whilst as described above, the CBSU has had a good record in terms of the next destinations of women and men scientists, recognising that these transitions are points of vulnerability in the 'pipeline', the CBSU (largely through the efforts of the EDC since 2009) has implemented programmes and activities, particularly to support women researchers, at these stages.

Women in Science event

Before the formation of the EDC a group of women post-docs organised a well-attended and well-received *Women in Science* event, intended to present useful female senior role models at a time when the CBSU had none. Eminent CBSU women alumni were invited to talk about their career paths, challenges and strategies. They included Professor Susan Gathercole, Head of Psychology at the University of York. When the CBSU Directorship was advertised shortly afterwards she was approached by attendees and encouraged to apply and she became the first female Director. An article summarising the event's core themes and topics will appear in this December's *The Psychologist* (Murphy, Bishop, Sigala, 2014). This illustrates how an event that embeds AS principles can have both immediate and long-term positive influences, both within and beyond the institution. Funding is secured for a similar event in March 2015.

(Action 5.1 – Five Years On Women in Science Day)



Figure 16. Front cover of *The Psychologist* December 2014 issue (readership > 47,000 <http://www.bps.org.uk/publications/the-psychologist>) featuring Murphy (SAT co-chair), Bishop (FRS) and Sigala's article on the CBSU EDC *Women in Science* event

Development and training

CBSU staff can take advantage of funded places on a wide variety of scientific and non-scientific courses. These include managing research, presentation skills, grant application, supervision, scientific writing and negotiating skills, and come from a variety of providers including the MRC and RCUK. The CBSU also runs workshop series on various neuroscience methods and statistics. With an eye to the provision of role models many are presented by CBSU women scientists and the organizer (Head of Methods and AS SAT member) will prospectively monitor the relative proportion of women and men attending and presenting on these courses.

(Action 5.2 – review of training and initiation of attendee/speaker balance monitoring)

CBSU Mentoring scheme

Following its first Staff Survey, the EDC launched a mentoring scheme in 2010, with good take-up by women and men (see Figure 17) and positive successive survey feedback. Actions include on the feasibility of broadening the scheme across Cambridge to increase the pool of senior women mentors and extending the scheme to RAs and Scientific Support Staff.

(Action 5.3 – expansion, and improving awareness, of mentoring scheme)

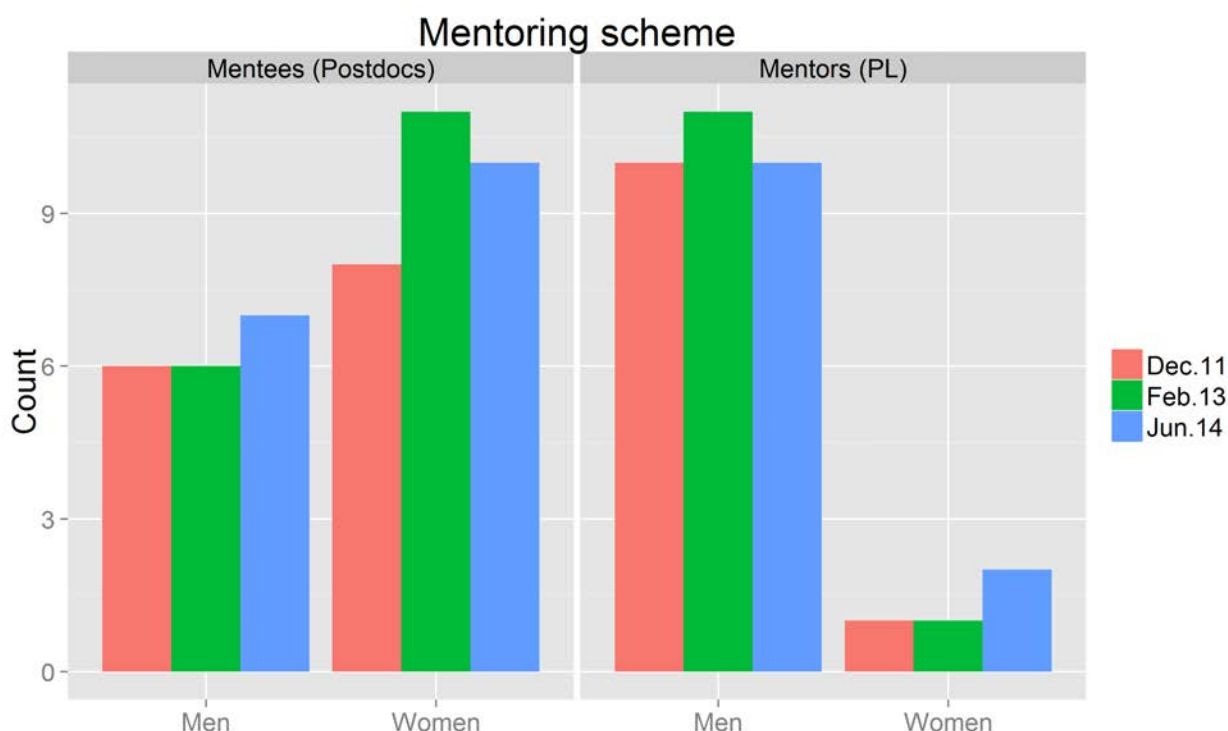


Figure 17. Numbers of mentors (Senior Scientists) and mentees (Postdocs) participating in the mentor scheme at three time points since the launch of the CBSU mentoring scheme in 2010

Career advice, postdoctoral workshops, and networking

The CBSU has recently organised a number of informal career advice talks, discussions, and workshops. In 2011 and 2012, a PL gave a talk about career options after a PhD and reviewed the main funding schemes for grants and fellowships and in 2013 there was a career paths training event (including EDC chair). In addition, the MRC ran a Postdoctoral Symposium in Cambridge in September. This was fully booked, and extremely well-received and included information about career paths, networking, E&D, etc. Another is planned for 2015.

CBSU PhD students and staff also receive regular invitations to Cambridge University Careers Service sessions to review progress, explore opportunities, review CVs and applications and prepare for interviews. The CBSU is a member of the Cambridge Association for Women in Science and Engineering (AWiSE) who organise many skills and networking events.

The CBSU recently hosted a British Academy Workshop, organised by SAT member DA, to support Early Career Researchers. All but one speaker and 77/92 attendees were women. The more routine monitoring of speaker/audience balance in part reflects the increased influence of EDC and AS at the CBSU.

CBSU researchers also have membership access to Cambridge Network, an organisation developed to help share ideas and network across Cambridge academic and business communities, and One Nucleus which has similar aims specifically for Life Sciences.

(Action 5.1 – increasing awareness of training and networking opportunities)

CBSU Science Day

Gaining experience of talking to large groups is an important skill as new opportunities can arise from good conference presentations and job talks. Whilst many women and men scientists present research in CBSU group and seminar meetings, a very recent development is the annual CBSU Science Day. Here Band 3 and 4 scientists present an overview of their work to the CBSU as a whole. All staff are encouraged to attend, with lunch and refreshments provided. The day is structured to allow ample opportunity for discussion, feedback, and networking. The recent inaugural meeting was extremely well attended and positive feedback was given by audience and presenters.

(Action 5.1 – Science Day as annual event)

Additional support for women attending workshops and conferences

Attending workshops and conferences is crucial for career progression. Attendance can be difficult for those with caring responsibilities. Stemming from this AS application process we have advocated for and received, for the first time, a decision from the Deputy Director of MRC HR to explicitly encourage Directors to *'make best use of the flexibility available to support those with caring obligations to attend conferences by funding essential and unavoidable additional costs.'* This is also now included as standard for training courses. This exemplifies tangible outcomes of this AS process that will not only support women and men who are carers at the CBSU, but it has also spurred the MRC on to roll out a more formal scheme *benefitting scientists across the UK*. Our remaining challenge in this important playing field levelling step is to clarify the details of this support and communicate these to staff.

[981 words]

(Action 5.5 – clarification of detail and dissemination of how MRC policy supporting those with care responsibilities to attend conferences and workshops is to be implemented)



Figure 18. (L) CBSU scientists Joni Holmes and Susan Gathercole at a recent International Working Memory Conference hosted by the CBSU, and (R) the attendees enjoy the CBSU garden reception for the conference

Career development

- a) **For each of the areas below, explain what the key issues are in the institute, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
 - (i) **Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration the broad responsibilities of the researcher such as teaching, research, administration, pastoral work, fund raising, mentoring and support and outreach work; is quality of work emphasised over quantity of work?**

All CBSU staff undergo an annual appraisal (PDR). This includes the appraisee's description of achievements over the past year, and the identification of objectives for the next, together with any training needs. These areas are subsequently discussed and agreed at an appraisal meeting which, as discussed, forms the main basis for promotion decisions.

The MRC runs half-day training courses for both appraisers and appraisees and provides detailed written guidance. The stated aim of the PDR process is to give emphasis to the quality as well as quantity of work, and to take into account responsibilities of the researcher in the broadest sense – not simply research activity and its objective outputs, but also work and responsibilities in the areas of outreach and public engagement, teaching and training, E&D, pastoral care and mentoring, and administration. It is essential that these varied contributions are taken into account, as possibility for promotion is linked to the PDR process. However, details of these varied activities are not specifically requested and the extent, content and detail of the self-appraisal is left largely to the initiative of the appraisee. Furthermore, a 2012 EDC Staff Survey indicated that approximately 60% of men but only 35% of women agreed that PDRs were helpful. EDC is thus currently in the process of reviewing and revising the CBSU PDR forms to take broad responsibilities into consideration more explicitly, in consultation with HR at the CBSU, MRC HR

Business Partner, and other MRC units. This will be complete in time for the upcoming appraisals to be launched in December 2014.

[258 words]

(Action 4.3 – improvements to annual staff appraisal process)

- (ii) **Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?**

New CBSU members receive an induction that includes information on building safety, internet use policies, data security, terms of employment, HR policies, annual appraisals and a multitude of other topics. HR is soon to review this material and AS and E&D areas (e.g. maternity rights, mentoring, etc.) will be specifically incorporated for the first time. This, in conjunction with changes to the internal and external websites highlighted above, should serve to increase staff awareness of E&D issues and benefits, with AS SAT and EDC evaluations of success to follow.

[89 words]

(Action 6.1 – improvements to CBSU induction)

- (iii) **Support for female PhD students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable scientific career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the institute.**

Students have a comprehensive induction upon joining the Unit via supervisors and the new-starters process (see above). The latter includes ‘welcomes’ by both the Director and Graduate Tutor; important information about research governance, data protection, the volunteer panel, and general administration; and addresses by key individuals (both women and men) detailing the different forms of support available – pastoral care, mentoring, research methods and statistics, seminars, support, and computing services.

As described in Section 5.b.ii since 2010, the CBSU been running a mentoring scheme that pairs PhD students with postdoctoral mentors. Approximately 40% of students are currently receiving mentoring (five women and three men; three in first year, three in second year, two in third year), with an equal number of postdoctoral women and men mentors (four women, four men). Women students can request a woman mentor and air any concerns with the woman with overall responsibility for pastoral care.

There are plentiful seminars and training opportunities for students including the Cambridge Graduate Programme in Cognitive and Brain Sciences and Statistics Seminars. Student attendance is compulsory at these, our two regular weekly seminar series, and statistics and methods courses. Many of these are delivered by women (see below).

As part of their training plan, students must produce a first and third year report, and give group and Unit talks. All students receive an annual budget for domestic and international conference attendance. Recognising their importance for networking, the CBSU subsidises student attendance at post-talk dinners with visiting speakers.

Whilst there are important questions about the student shortlisting process that are being addressed (see data section), once here, the CBSU graduate programme and its tutors do extremely well, providing encouragement, support, and excellent development and training opportunities.

[284 words]

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
 - (i) Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.**

For brevity, this has been covered in the data section.

[10 words]

- b) For each of the areas below, explain what the key issues are in the institute, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
 - (ii) Male and female representation on decision-making committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified. Comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the institute? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?**

The CBSU committees and membership are illustrated in Table 4 with key decision-making committees highlighted in green. The goals of having women and E&D representatives on each committee has recently been formalised following presentation by EDC and AS SAT to the UMC.

[42 words]

(Action 6.5 – review and changes to CBSU decision-making committees)

Committee	Total membership	Women	Men	% women
Athena SWAN Self-Assessment Team (AS SAT)	14 (12) (*, -)	8 (6)	6 (6)	57 (50)
Equality and Diversity Committee (EDC)	10 (9) (-, **)	7 (6)	3 (3)	70 (50)
Environmental Committee (ENV)	6 (4)	3 (3)	3 (1)	50 (75)
Graduate Committee (GC)	8 (6) (*, **)	5 (3)	3 (3)	68 (50)
Health & Safety Committee (HSC)	5 (2) (*, **)	3 (1)	2 (1)	60 (50)
Imaging Management Committee (IMC)	15 (10) (*, **)	3 (2)	12 (8)	20 (20)
IT Steering Group (ITG)	9 (9) (*, **)	1 (1)	8 (8)	11 (11)
Knowledge Transfer Committee (KTC)	8 (6) (*, **)	4 (4)	3 (3)	57 (57)
MEG Management Committee (MEG MC)	6 (5) (*, **)	3 (3)	3 (2)	50 (60)
MRI Management Committee (MRI MC)	3 (1)	2 (1)	1 (0)	67 (100)
Resources Committee (RC)	6 (3) (*, **)	2 (0)	4 (3)	33 (0)
Unit Management Committee (UMC)	13 (10) (*, **)	5 (3)	8 (7)	38 (30)
All committees	103 (77)	46 (32)	57 (45)	48 (46)
Key committees	42 (29)	14 (9)	27 (21)	37 (27)

Table 4. Representation of women and men on CBSU committees as of 31st August, 2014.

Note: Data are from all staff, with Science Staff only in parentheses. Some members of staff are on more than one committee. * Includes a minimum of one member of the EDC. ** Includes a minimum of one member of the AS SAT.

- (i) **Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g.**

responsibilities with a heavy workload and those that are seen as good for an individual's career.

In light of the above discussion of committees, with currently so few senior women a balance must be struck between equality of representation and over-burdening women scientists, itself an equality issue. To help, a further action was the EDC recommendation of 3-yearly rotation on all committees, which was also passed by the UMC. Similar processes are in place to ensure seminar organisation/chairing and pastoral care for students are undertaken equally by men and women and by different individuals after a set period. The aim is to encourage relevant skills and experience to be reflected, benefitting committees and CBSU. As discussed, a revision of the PDR process will help ensure activities that benefit the science of the entire CBSU are recognised.

[120 words]

(Action 6.5 – review and changes to CBSU decision-making committees)

- (ii) Timing of institute meetings and social gatherings – provide evidence of consideration for those with family responsibilities, for example what the institute considers to be core hours and whether there is a more flexible system in place.**

The CBSU recognises the logistical difficulties associated with nursery and school runs, and other caring commitments. Presently, all key unit meetings (management, PL, group, and committee meetings; workshops; career seminars, etc.) are held between 9am and 5pm, with many scheduled in advance, taking availability into account. The Director's termly Unit-wide meetings are delivered at lunchtime. The Wednesday Lunchtime seminars are held at 12:30 to maximise attendance. The other important seminar, the Chaucer Club, was historically held at 4:15pm, with a trip to the pub with the speaker, and dinner afterwards. Following a survey undertaken by EDC this was moved to 3:30pm in 2009 with the addition of tea and cakes afterwards to make both the seminar and networking opportunities it provides more inclusive. Meetings between staff or students and the speaker are arranged throughout the day.



Figure 19. Scientist, SAT member and Chair elect of the EDC, Rogier Kievit enjoying a CBSU social event in the garden with his son

Timings for many social events also encourage inclusivity. Coffee is served daily at 10:30am and tea at 3:30pm, to facilitate scientific discussion. There are lunchtime barbeques in the garden and planned trips to the Botanical Gardens, each several times annually. The Christmas party, along with its Secret Santa and traditional pantomime, begins early to allow those with children to attend. There are other social events – including Wear it Pink, Go Purple Day, and a tea for members of staff with young children – held between 10:30 and 5pm.

Again, following EDC and AS SAT representation to the UMC, ‘inner core’ hours have now been defined as 9:30am-3:30pm during which meetings should be scheduled where practical. Whilst it is not always possible, these are important in changing mindsets and giving staff with caring responsibilities and part-time workers a message of inclusion. Where this is not practical or reasonable, meetings will be held within the outer hours of 9:00am to 5:00pm. Meetings and events are publicised via email and on the intranet where appropriate to enable staff to plan work and personal/caring commitments.

[316 words]

(Action 6.6 – introduction and definition of ‘inner core’ and ‘outer core’ hours for CBSU meetings)

- (iii) Culture –demonstrate how the institute is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the institute, and includes all staff and students.**

The CBSU, housed in a red brick Victorian house and set in a beautiful landscaped garden, is renowned for being friendly and sociable. In both our 2012 and 2010 Staff Surveys, approximately 90% of staff (women and men) agreed or strongly agreed with the statement ‘The Unit is a welcoming place to work’. This must be due, at least in part, to the very long-standing tradition of

serving coffee and tea in the common room, morning and afternoon daily. The idea is that communal tea and coffee encourages informal discussion and networking for all, across grades and categories of staff and students, *during working hours*. This will ideally foster the development of collaborative projects, which provide 'added value'. In the summer months, tea (and conversation) is taken in the garden.

In the last three years, prominent appointments have included Professor Susan Gatherole (CBSU Director) and Professor Emily Holmes (Band 2 Scientist). This same period has also seen Dr Joni Holmes' Band 3 appointment, and Dr Hedwig Gockel's, Dr Elisabeth von dem Hagen, and physicist Dr Marta Correia's, promotion to Band 3. Having these women in amongst the more senior ranks of Unit staff has had a real and significant influence upon the 'feel' of the Unit. These women provide good models, for all staff (women and men), and perhaps especially more junior members.

Women's achievements are always acknowledged and celebrated, by Unit-wide emails from the Director and via publicity on the CBSU inter- and intranet. Women's achievements are also applauded at the quarterly CBSU-wide meetings, for example, in the case of successful grant applications. For particularly significant achievements (e.g. Karalyn Patterson's recent election as Fellow of the Royal Society), celebratory drinks are held in the CBSU garden. Publications, prizes and outreach work of women and men at the CBSU are shared with our 6000 twitter followers (@mrccbu) and on facebook.

Other inclusive features of the Unit's social culture include BBQs held in the garden several times annually, Wear it Pink (and Purple) days for breast cancer and kidney disease, tea and cakes with the speaker after the weekly Chaucer Club seminar (at 4:30 pm), lunchtime croquet competitions on the back lawn, celebratory drinks when students have passed their viva, and teas for members of staff with babies and young children. The Unit also houses a large, bright and airy kitchen in which staff prepare and share meals. The Unit is renowned for its Christmas party, which begins at 7pm with a pantomime (or similar) beginning at 8pm; children and families are encouraged to attend. The MRC has recently introduced a Well-being Initiative which at the CBSU includes reduced-rate yoga sessions for staff on Thursday lunchtime and also tickets that allow staff and their family/guests free entry to the nearby Botanical Gardens.

A particularly key and early action of the CBSU EDC in 2009 was to ensure that there was a more even balance of male and female speakers at the weekly Chaucer Club seminars. This had an immediate and dramatic effect on the proportion of women speakers. Whereas the proportion of women speakers had averaged 23% between 1997 and 2009 (with only 4% in 1999!), the proportion has averaged 47% since then, between 2009 and 2014. This intervention means that CBSU scientists have significantly greater exposure to positive female role models. Importantly, analysis of the numbers attending Chaucer Club indicates that these do not differ according to the gender of the speaker, with approximately 50% women and 50% men attending in each case.

[583 words]

(Actions 6.6, 6.7 – family friendly timing of seminars and CBSU social events)

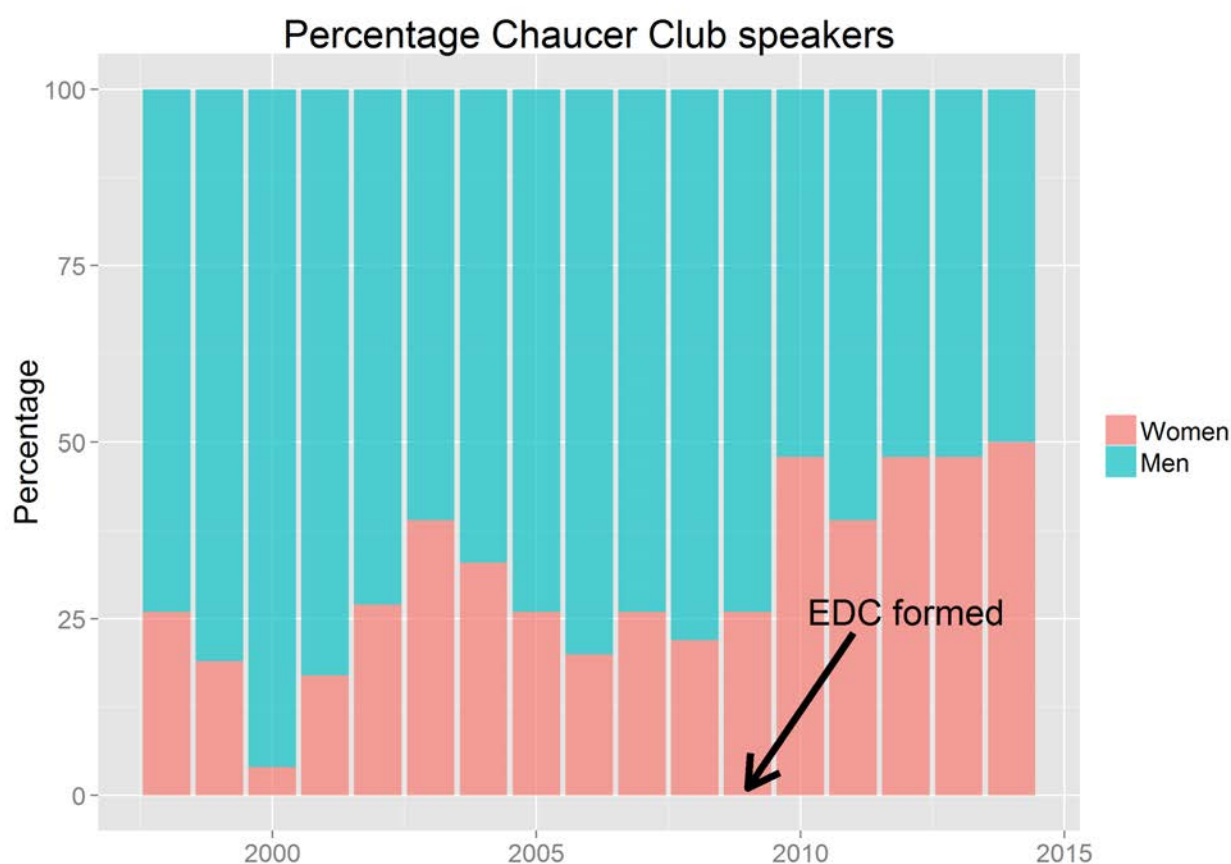


Figure 20. Relative percentage of women and men speakers at CBSU’s flagship seminar series (Chaucer Club) between 1997 and 2014. The EDC was formed in 2009. One of its first actions was to ensure more equal representation by women speakers

- (iv) **Outreach activities – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.**

The MRC places great value on ‘Knowledge Transfer’ and CBSU is active in communicating with the public, schools and health care professionals at different levels. This is both to inform and inspire and it is important that both women and men scientists participate in these activities. Each year the Unit hosts an evening of scientific talks and practical demonstrations as part of the Cambridge Science Festival. This event is so popular with the local community that it is not always possible to accommodate all those who wish to attend. Over the past three years, 31 women and 13 men scientists have contributed to the success of this evening event. In addition, a special Open Day celebrating the Centenary of the MRC was held at the CBSU on a summer Saturday in 2013 – 30 women and 25 men scientists contributed.

Scientists from the Unit have also involved themselves in less conventional outreach activities aimed at delivering science to other audiences. Examples include talks given at events hosted by

the Bright Club, the Naked Scientists, and music festivals such as the Secret Garden Party. Whilst the latter have tended to be given by male scientists, female scientists have given such talks as well (four women, ten men). Unit members have also worked to inspire school children through visits of school groups to the Unit (primarily A-level students) and outreach visits to local primary and secondary schools. As with the Science Festival, women have featured prominently at these events (46 women, 25 men).

It should be emphasised that the smooth running of these events, and those hosted at the Unit in particular, would not be possible without the hard work and commitment of a dedicated team of Scientific Support Staff. This team comprises both men and women.

Outreach data, shown in Table 5, indicate higher levels of participation by women scientists, despite approximately equal numbers of men and women scientists overall. It is thus crucial that scientists and support staff are encouraged to log any engagement efforts with the Director's Personal Assistant and also to specify these activities in their annual PDR appraisal. We recommend two actions: (1) PDR documents are amended to explicitly prompt for the recording of public engagement activities, and (2) line managers encourage all staff – both men and women, across Bands – to participate in public engagement.

[387 words]

(Action 6.9, 2.2, 4.3 – monitoring balance, encouraging men and women scientists to undertake different forms of outreach, and ensuring that outreach contributions are covered in annual appraisals)

Outreach Activity	Women	Men
Science Night for Cambridge Science Festival	31	13
MRC Centenary Open Day	30	25
Bright Club, Naked Scientists, Secret Garden Party, etc.	4	10
Visits by school groups; outreach at local primary schools	46	25
Total	111	73

Table 5. Participation of CBSU women and men Science Staff in science outreach activities over the reporting period

Flexibility and managing career breaks

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Maternity return rate – comment on whether maternity return rate in the institute has improved or deteriorated and any plans for further improvement. If the institute is unable to provide a maternity return rate, please explain why.

Five women took maternity leave in the reporting period – four in Band 4, one in Band 5. All took a full year, and some added accrued annual leave before returning. Collection of data for those taking advantage of the MRC's 'Keeping in Touch' days has begun only recently, but at least two of the five women have benefited from these. It is very encouraging that 100% of those taking maternity leave not only took their full entitlement but also returned to their jobs at the end of this leave period. Actions to ensure this pattern continues include ensuring that all staff, and their line managers, are aware of benefits and recommendations in these areas (e.g. maternity/paternity/adoption leave, Keeping in Touch days, MRC's 'My Family', etc.), via (1) Unit-wide meetings, (2) improvements to both our internal and external webpages, and (3) the design of a maternity/support handbook to be distributed to staff and their line managers.

[155 words]

(Actions 6.1, 7.1 – encourage awareness by managers and staff of maternity support available)

(ii) Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Whilst there were relatively few relevant cases for paternity leave (one at Band 3, one at Band 4, one at Band 5), the full entitlement of two weeks was taken in all three cases. At this stage, therefore, it is unclear whether this is representative. No requests for Adoption or Parenting Leave have been made. An action for the upcoming period is to ensure that all staff, and their line managers, are aware of benefits in these areas, via Unit-wide meetings and improvements to both our internal and external webpages. This will be further emphasised via the design of a maternity/support handbook to be distributed to staff and their line managers with topics relevant to pregnancy, periods of leave, and a return to work.

[44 words]

(Actions 6.1, 7.1 – encourage awareness by managers and staff of paternity and adoption support available)

- (iii) Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the institute is small applicants may wish to comment on specific examples.**

The number of formal applications for flexible working is low, but all have been successful. All were by women – three at Band 4 and two at Band 5. All those with part-time contracts are also women – three at Band 4 and two at Band 5.

[44 words]

- b) For each of the areas below, explain what the key issues are in the institute, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**

- (i) Flexible working – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the institute raises awareness of the options available.**

With low numbers of formal flexible working arrangements, staff were recently polled to determine the extent of *informal* flexible working. Identical proportions of men and women (86%) endorsed the statement 'Do you consider yourself to work flexibly?'. Though the proportion of Scientific Support Staff reporting flexible working (67%) was lower than that for Scientific Staff (89%). There were no sex differences in either group. ($\chi^2 < 0.5$, $p > 0.5$). An action is to reinforce the importance of informing managers and staff about flexible working arrangements.

[86 words]

(Actions 7.1, 7.2 – increasing awareness of managers and staff of flexible working arrangements)

- (ii) Cover for maternity and adoption leave and support on return – explain what the institute does, beyond the institutes' maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.**

The MRC provides fully paid Maternity (or Adoptive) leave of up to six months and an entitlement of up to six further months of leave, three months of which are at the lower rate of statutory maternity or adoptive pay. Pregnant women also have the right to paid, reasonable time-off for antenatal care. Men are entitled to a 2-week period of fully paid Paternity leave, and where the mother (or principal carer) has returned to work before using the full Maternity (or Adoptive) leave entitlement, up to a further 26 weeks' Additional Maternity Support leave (further government changes are due in April). Any requests for lengthier periods of leave, which are at the discretion of the Director, are sympathetically met. Although maternity leave is not provided for PhD students by the MRC as part of its scholarship scheme, the CBSU has funded extensions on its intramural funds to ensure that students can complete the full period of study.

The MRC is in the process of changing its Maternity leave policy to reduce the qualifying period of service for maternity pay from 26 to two weeks before the 15th week before the Expected Week of Confinement. This will be advantageous for women joining the MRC who may already know that they are pregnant and will increase the number of women qualifying for occupational maternity pay. It is hoped that other employers will follow this lead.

Return to work after Maternity, Adoptive, or Additional Maternity Support leave is supported by an entitlement of up to 10, fully paid, Keeping in Touch days, which are intended to facilitate a smooth return to work. Return to work after maternity leave is also supported (where possible and where the individual wishes for this) by the provision of a laptop for home-working.

Due to constraints upon funding, periods of leave are not routinely back-filled. However, the Director will consider needs on a case-by-case basis, and where there is a strong personal or business need, intramural funds may be used to provide any additional support deemed necessary.

Another important feature of the CBSU is that over the last four years, the CBSU has become increasingly baby and child friendly. This has happened alongside a new developmental slant to ongoing research, and the recent opening of the Centre for Attention, Learning, and Memory (CALM), ensuring that infants, young children, and their carers are now a regular and prominent feature of the CBSU environment. This of consequence for parents and especially women returning during or following maternity leave, and in practical terms, means that there are baby changing facilities on the premises, and just recently, following EDC and AS SAT recommendation, suitable rooms have been fitted with locks for privacy during breastfeeding/expressing.



Figure 21. A festive tea for staff members and their young children

The bottom line is that women scientists will be supported and should feel confident that their research and professional lives will continue to progress alongside any disruption caused by pregnancy, adoption, and associated leave. Our CBSU Staff Survey indicated that staff had insufficient knowledge about relevant MRC entitlements and benefits. Thus, a clear action is to raise awareness at Unit-wide meetings and to incorporate accessible information on the CBSU intranet. Current practice falls short in terms of the provision of any formalised structure to support women staff before they go on leave or after their return. This will be addressed in the upcoming period and that might benefit, possibly by the production of a CBSU maternity handbook that would be distributed to members of staff and their line managers.

[582 words; section 4852/5000 words]

(Actions 6.1, 6.8, 7.1 – increased awareness of support for parents and parent friendly changes to the CBSU infrastructure)

6. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from Staff Surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Historically there is much to praise in the CBSU's scientific culture including the freedom and resources to pursue cutting-edge research, beautiful surroundings, and a friendly esprit de corps centred around tea, captivating seminars, lunchtimes in the garden and the pub. The Unit enjoys a world-wide reputation for cognitive theory and as a fun place to work. Following a series of departures by 2009, however, the CBSU began to ask itself *'Where have all the senior women gone? Just one of those cyclic things or are there deeper issues of opportunity that we should address? Is it even possible to do so within an MRC policy with a number of explicit barriers to intramural advancement?'*

In this context a relatively small group of researchers formed the CBSU's first EDC in 2009. The timing was fortuitous. A convergence of events including the previous *Women in Science Day*, a vacancy for Director, and direct approaches to potential candidates led to a highly significant breakthrough – the first woman Director of the CBSU in its 65 year history. Since then the momentum has grown. This included a mentoring scheme, resources committee, rescheduling seminar series and networking opportunities within family friendly hours and, in an instant, overturning years of imbalance by achieving and maintaining parity in the gender ratio of invited speakers. Other factors, including the identification and encouragement of excellent candidates of both sexes, led to a series of senior appointments and promotions of women at the CBSU. Despite our still evident imbalance, this forward momentum encouraged us to make this application.

What we hadn't fully anticipated was the degree to which the application process has promoted further change. Examples include the first monitoring of student application ratios, which spurred immediate review and procedural change. Similarly, AS questions inspired us to think about representation and workload with changes already made to committee remits. Reviewing factors influencing conference attendance, we made representations to MRC that have changed policy to the benefit of women and men scientists across the UK. There are other examples on recruitment and appraisal. The process has also highlighted positives, such as excellent next-destination data on leavers. This process has taken place in a non-judgmental way that has raised questions for discussion and promoted careful change that we will objectively evaluate. Another consequence is that the 14 members of the SAT (eight women, six men) and the 11 members of EDC (all drawn from across the CBSU) now represent a significant proportion of CBSU staff. We are joined by many others (e.g. speakers at EDC events, mentors, AS data collectors, building modifiers) in a concerted surge of effort to improve fairness, access, opportunity and science.

As the case-studies and surveys highlight, this appears to be to the benefit rather than cost of the features that has long made the CBSU such an enjoyable place to work. Whilst we obviously hope for a good outcome, whatever the decision of the AS application evaluation team, it has been a highly positive influence on our institution.

(500/500 words)

7. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

Appendix 1. MRC CBSU Athena SWAN Action Plan

Action	Objective	Current practices, initiatives, and outcomes (2011 – 2014)	Aspirations and further actions planned, with timescale (2014 – 2017)	Responsibility	Success measures
1	Promoting AS and Sharing Good Practice				
1.1	Promote Athena SWAN activities, review progress, and implement good practice	<ul style="list-style-type: none"> a. AS initiatives feature regularly at EDC meetings; UMC meetings; Unit-wide meetings; PL retreats; and, via recent EDC links, now to all other key CBU committees and decision-making bodies (see below) b. Space on internal and external webpages dedicated to AS (http://www.mrc-cbu.cam.ac.uk/athena-swan/) and E&D (http://www.mrc-cbu.cam.ac.uk/equality/) c. AS materials displayed prominently in common room d. Chaucer Club seminar given by Professor Paul Walton (Head of Chemistry, York University, Gold AS award) on importance of AS initiatives – 3rd May 2011 	<ul style="list-style-type: none"> • AS to continue to feature at EDC, UMC, and Unit-wide meetings – termly • AS findings and initiatives to be presented at PL retreats – annually • Improvements to AS materials on CBSU website – by April 2015 • Invited speaker to give talk on AS issues and initiatives – by Dec 2015 	<p>Co-Chair of AS SAT / Chair EDC</p> <p>Chair EDC</p> <p>AS SAT member</p> <p>EDC member</p>	<p>We will monitor staff awareness of AS in surveys, feeding the results back into new initiatives to increase awareness if needed</p> <p>We will also monitor staff attitudes to AS in the surveys to help us think about the best means of sharing information</p> <p>Evidence of a positive influence would include staff coming forward with novel insights/plans about promoting women in science</p>
1.2	Specify mechanism by which AS influences and informs Unit decision-making	<ul style="list-style-type: none"> a. AS a regular agenda item at EDC meetings b. AS and E&D issues and initiatives a regular agenda item at UMC meetings c. A minimum of 1 E&D member and 1 woman to sit on decision-making committees designated as 'key' (GC, IMC, KTC, RC, UMC) – these requirements met as of 28/11/2014 d. UMC approval for introduction of approximately 3-yearly rotating membership for key committees, to allow greater representation of E&D and women's perspective over time 	<ul style="list-style-type: none"> • AS to continue to be a regular agenda item at EDC and UMC – termly • Redress gender imbalance on key committees over time, as seniority and workload allows • Guidance relating to key committee composition and rotating membership incorporated into Terms of Reference – by Apr 2015 • Influence key decision-making groups by modelling collection of useful data (e.g. on gender balance), requesting such data, and facilitating early feedback to influence on-going decision making 	<p>Chairs of AS SAT/ EDC / UMC / GC / IMC / KTC / RC</p>	<p>AS SAT will note and feedback instances of influence into reapplication process</p> <p>Changes to Terms of Reference of committees will help ensure ongoing consideration of AS in Unit decision-making</p>

1.3	Keep abreast of AS issues and initiatives and share the same at a wider level	<ul style="list-style-type: none"> a. Attendance at AS workshops and meetings hosted by the ECU & others (University of Cambridge) b. Participation in AS Regional Network meetings c. Co-Chair a member of AS Research Institute Advisory Group d. Peer-reviewed publication following on from CBSU Women in Science event – Murphy, Bishop, Sigala (2014). Women Scientists in Psychology: Time for Action, <i>The Psychologist</i>. e. Prompted consideration of policy by MRC relating to E&D / AS at broader level, having implications for scientists across the UK 	<ul style="list-style-type: none"> • Continued involvement in AS workshops; regional network & other meetings; RI Advisory Group – ongoing • Continue to influence MRC thinking as AS and E&D issues arise, e.g. through improved support for attendance by women at training events/conferences (associated childcare costs etc.) and adjustments to MRC PDR process – by Oct 2015 • Investigate need for and possibility of hosting a Cambridge MRC Unit AS workshop at the MRC CBSU – by Apr 2016 	AS SAT member AS SAT Co-Chair / CBSU HR / MRC HR AS SAT	Keep records of attendance at relevant events and knowledge gained Share knowledge of AS issues and interventions with other organisations, networks, academics Record instances of AS actions influencing local and National MRC procedures and policy, making examples available to others as relevant (e.g. changes to MRC procedures and policy relating to (a) training/conference attendance and (b) annual appraisals)
1.4	Improve quality and increase uptake of E&D good practice training and also unconscious bias training	<ul style="list-style-type: none"> a. Existing MRC training courses (e.g. Panel Interviewing, Postdoc forum, and others) include elements relating to E&D b. Requirement for a minimum of 1 member of appointment (including shortlisting stage) and promotion panels to have completed training with E&D component c. Unconscious bias workshop organised by EDC (delivered by RCUK) for all PLs in 2010 but feedback suggested this was insufficient 	<ul style="list-style-type: none"> • Ensure all staff who interview regularly have completed training with E&D element – ongoing • Introduce E&D training requirement for at least 1 member of the Graduate Admissions team – by Oct 2015 • Corporate HR are presently investigating the provision of empirically-sound and unconscious bias training (pilot on 1st Dec 2014) – via workshop, e-training, or both – to be rolled out across staff – by April 2016 	AS SAT / EDC HR / member of Graduate Admissions team MRC HR	Provide early feedback to MRC on proposed new training on unconscious bias (we previously provided feedback that earlier training was too simplistic/not fit for purpose) Evaluate staff knowledge of unconscious bias (by men and women) in surveys, using results to inform evolving strategy
2	Baseline Data and Supporting Evidence				
2.1	Collect and monitor data in accordance with AS framework	<ul style="list-style-type: none"> a. Baseline data ongoing collection of data since 2009 to be modified to better fit AS categories b. Data benchmarked against Cambridge, Oxford, UCL c. Recruitment and promotions data: recorded locally since 2009 	<ul style="list-style-type: none"> • Continue to collect and monitor data for AS – ongoing • Work with Administration and other groups to ensure routine data collection is compatible with AS needs • Embark upon data collection in additional areas identified as important (e.g. uptake of training, PhD 	AS SAT / HR GC / other AS SAT / HR	Evidence that data collection that includes gender balance is becoming routine across CBSU Evidence that decision making groups are taking into account the relative proportions of men and women in the field and applicant pool as well as

		<p>d. Destination data: exit questionnaire given to all employees since 2004, with regular updates, and data recorded locally</p> <p>e. Line managers polled in Oct 2014 for next destination of all employees departing CBSU between 2011 and 2014, incorporating broader range of science-related careers</p>	<p>student outputs) – by Oct 2015</p> <ul style="list-style-type: none"> Adjust exit questionnaire to reflect a broader range of science-related careers – by Jan 2015 Implement collection of data on training uptake (and those delivering it), across grades, gender and staff categories – by Sept 2015 	<p>AS SAT / HR</p> <p>Head of Methods</p>	<p>balance at selection outcome</p> <p>Use of our influence where possible to encourage others to appreciate the importance of senior women role models and the importance to our science of attracting diverse applicants</p> <p>Evidence that 100% of leavers are given and encouraged to complete revised exit questionnaire</p> <p>Identify any gender imbalance in leavers' destinations and explore whether this relates to training uptake or other factors</p>
2.2	Collect and monitor extent of participation by men and women in committee work, outreach, public engagement, etc.	<p>a. Data (by gender) collated and reviewed in these areas</p>	<ul style="list-style-type: none"> Encourage staff to regularly report public engagement and outreach activities including alongside the annual PDR – from Dec 2014 Encourage staff who do one type of outreach (e.g. schools, festivals) to share their experiences and encourage others to participate 	<p>Staff / PA to Director</p>	<p>Accurate records of all outreach work</p> <p>Using the records to encourage greater inclusion of women and men scientists in different forms of outreach work</p>
3	Postgraduate Research Students				
3.1	Ensure AS principles influence procedures affecting postgraduate students	<p>a. Composition of GC membership reviewed, demonstrating balanced gender; however, both members of the Graduate Admissions team are presently men</p> <p>b. Requirement for minimum of 1 woman and 1 E&D representative on GC, as for other 'key' committees</p> <p>c. Review of selection procedure in this regard</p>	<ul style="list-style-type: none"> Guidance relating to GC membership to be incorporated into Terms of Reference – by Jan 2015 Introduce E&D training requirement for at least 1 member of the Graduate Admissions team – by Oct 2015 Balance gender of Graduate Admissions team as this becomes possible with increase in number of women PLs; to involve women alumni in interim 	<p>GC, AS SAT Co-Chair</p> <p>HR / Member of Graduate Admissions team</p> <p>Chair of GC</p>	<p>Evidence that AS principles are guiding, and E&D issues are being considered, in student admissions</p> <p>Evidence of greater gender balance and uptake of E&D training in the GC</p>

3.2	Monitor and review data surrounding application, shortlisting, offers and acceptances	<ul style="list-style-type: none"> a. Data collected and reviewed b. Benchmarking shortlisting and place offers against similar institutions completed c. Changes introduced to shortlisting process enabling collection of more detailed data – from Sept 2014 	<ul style="list-style-type: none"> • Continued collection of data incorporating revised procedures – ongoing 	GC	Ensuring that the GC are immediately aware of any imbalance at any stage of the admissions process so that this can be reviewed and further action taken if necessary
3.3	Consider reasons for current imbalance in student shortlisting and offers and change procedures to minimise imbalance	<ul style="list-style-type: none"> a. Analysis of data revealed imbalance from application to shortlisting that appeared to disadvantage women applicants b. Changes to shortlisting process were thus introduced by GC in Oct 2014 to make process more equitable and systematic (ratings for specified areas) during initial screening and stage of consideration of applicants by prospective supervisors c. Supervisors asked to disclose any contact with and guidance given to student – from Oct 2014 	<ul style="list-style-type: none"> • Use objective data collected in revised procedures to investigate reasons for any ongoing imbalance – from Jan 2015 and annually thereafter • Close the gap between recruitment of staff and students such that the latter aligns with MRC best practice – by Oct 2015 	GC GC / HR	Evidence that the application process has been improved via more systematic criteria for shortlisting and rapid feedback if imbalance is detected Supporting GC in their analysis of reasons for imbalance with relevant follow-on actions (e.g. how programmes are advertised)
3.4	Consider and implement alternative metrics of PhD success	<ul style="list-style-type: none"> a. Discussion about viable metrics (by gender) above and beyond (i) proportion of students completing and (ii) time to complete PhD b. Supervisors polled for next destination data (by gender) for students completing between 2011 and 2014, demonstrating excellent next destinations for women and men 	<ul style="list-style-type: none"> • Consider feasibility of training plan/record that incorporates alternative success metrics (e.g. conferences, papers, talks, training) – by Oct 2015 • Next destination data, with revised categories (see 2.1 above) to be collected routinely – from autumn 2015 	GC GC / HR	Availability of records of success measures that are likely to influence next destination for all students Availability of next destination data for all students completing their PhD
3.5	Review and clarify support received by postgraduate students	<ul style="list-style-type: none"> a. Personal induction provided for students by their supervisor b. PhD student Induction Day for new students held annually c. Welcome Guide distributed to students describing expectations, varieties of support, mentoring, etc. This can also be accessed on the internal webpages. 	<ul style="list-style-type: none"> • Welcome Guide for students reviewed and updated – annually • New topics to be added to Induction Day as necessary – annually • Reinvigorate/reinstate buddy scheme for students, possibly alongside mentoring scheme – by Oct 2015 • Investigate maternity support in other PhD funding 	GC / AS SAT / EDC	Monitor levels of awareness of support via Survey, using this information to inform new initiatives as necessary Have knowledge of maternity support in PhD funding schemes and have made representation to relevant MRC group

		<p>d. Access to dedicated pastoral support – Padre or Madre</p> <p>e. There has been a buddy scheme in the past, but this requires reinvigoration</p> <p>f. PhD student email list for support, organising events, etc.</p> <p>g. Maternity leaves have been covered by intramural funds, at the discretion of the Director</p>	<p>schemes and request information from MRC about maternity support for students – by Feb 2015</p>		
3.6	Increase uptake of mentoring by PhD students	<p>a. Mentoring scheme for students was launched in 2010 – 38% of students participating currently</p> <p>b. Students informed about scheme by email and in Welcome Packs</p> <p>c. Feedback collected occasionally</p> <p>d. Scheme re-invigorated each Autumn in line with arrival of new PhD students</p>	<ul style="list-style-type: none"> Emphasise importance of mentoring scheme by adding it as a topic to Induction Day – by Oct 2015 Collect regular feedback on scheme, making adjustments as necessary – annually Provide support and training to postdocs running the scheme – by Oct 2015 	<p>EDC, GC</p> <p>EDC</p> <p>EDC</p>	<p>Monitor uptake, satisfaction and other outcomes from mentoring, using this information to drive new initiatives as necessary</p>
3.7	Continue to provide and encourage students to attend excellent training opportunities	<p>a. Required attendance at a range of seminar and skills training series</p> <p>b. Students also expected to attend statistics and cognitive neuroscience seminar series and workshops</p> <p>c. Option to enrol in MRC training courses open to other MRC staff</p> <p>d. Eligible to enrol in wide variety of University of Cambridge courses etc.</p> <p>e. Option to participate in MRC schemes for internships, secondments etc. as taken up by previous CBSU students, e.g. Policy at Westminster secondment and media internship</p>	<ul style="list-style-type: none"> Continue to advertise these training opportunities widely – ongoing Consider feasibility of a training plan/record that provides annual opportunity to discuss training completed and required, objectives, and other activities (see 3.3 above) – by Oct 2015 	<p>Head of Methods, seminar series organisers, HR</p> <p>GC / PA to Director</p>	<p>Monitor awareness and uptake of training including any differential uptake between women and men and, if necessary, further action</p> <p>Feasibility of new training record will have been considered including gender balance and costs/benefits of additional paperwork, and if positive, training plan implemented</p>

3.8	Provide careers advice and networking opportunities to PhD students	<ul style="list-style-type: none"> a. Option to attend CBSU events organised by EDC on career paths, etc. b. Students encouraged to use Cambridge University Careers Services and to attend careers and networking events hosted by Cambridge Association for Women in Science and Engineering (CamAWiSE) c. Invitation extended to all students to meet individually with Chaucer Club speaker, providing an opportunity to network and have informal discussions about research d. Students receive subsidies for dinner with weekly Chaucer Club speaker 	<ul style="list-style-type: none"> • Continue to promote these opportunities to students – ongoing 	EDC / PA to Director / Seminar organisers / HR	<p>Inform students of any new sources of careers advice that emerge</p> <p>Monitor levels of student awareness of careers advice and develop new initiatives if necessary</p>
4	Key Career Transition Points, Recruitment and Promotions				
4.1	Monitor and ensure good practice in the appointment process applies to all levels of recruitment	<ul style="list-style-type: none"> a. Standard practice, approved by UMC, requires all recruitment panels to include at least 1 woman and 1 person who has undertaken recruitment training with E&D element. We aim to improve this. b. Interviews follow MRC best practice: standard questions to all applicants with pre-stated criteria c. Panel members must indicate E&D issues have been considered 	<ul style="list-style-type: none"> • Aim for recruitment panels for all appointments to have best gender balance possible, taking workload and seniority into account – ongoing • Provide recruitment training, with a strong focus on equality and especially gender, for all panel members who frequently sit on recruitment panels – by Oct 2015 • Provide unconscious bias training for staff involved in recruitment and selection process (see 1.4 above) – by Oct 2016 	<p>CBSU HR</p> <p>CBSU HR</p> <p>EDC / HR</p>	<p>Appointment panels to have as optimal gender balance as possible given workload of senior women scientists</p> <p>Monitor uptake of recruitment training on panels, using data to encourage further uptake if necessary</p> <p>If new MRC unconscious bias training meets a good standard, use AS/EDC influence to help ensure training is offered to all personnel who regularly sit on appointment panels. If not, investigate other sources of such training</p>
4.2	Increase proportion of job applications received from women for Band 4 and higher posts and minimise the likelihood of bias from application to	<ul style="list-style-type: none"> a. Recruitment advertisements highlight the MRC's commitment to equality and diversity b. CBSU website regularly promotes the achievements of CBSU women scientists and friendly culture (www.mrc-cbu.cam.ac.uk) 	<ul style="list-style-type: none"> • Investigate best practice in the area of recruitment – by April 2015 • Review and amend job advertisements to encourage applications from women, and highlight sympathetic consideration of E&D issues – by Oct 2015 • Raise visibility of AS / E&D on CBSU webpages; 	<p>EDC / HR / AS SAT</p> <p>HR at local and MRC levels</p> <p>CBSU HR /</p>	<p>Continue to monitor balance in applications, shortlisting and appointment, using data to encourage further change if necessary</p>

	offer	c. CBSU website includes AS and E&D pages (http://www.mrc-cbu.cam.ac.uk/athena-swan/ and http://www.mrc-cbu.cam.ac.uk/equality/)	<p>detail ways in which MRC supports staff (e.g. maternity leave) – by April 2015</p> <ul style="list-style-type: none"> Encourage awareness of vacancies and staff to think about potential candidates, even those who do not perceive themselves to be sufficiently senior, who may be given encouragement to apply – ongoing 	<p>members of AS SAT and EDC</p> <p>CBSU HR / Director / PLs</p>	
4.3	Clarify and raise awareness of annual appraisal, promotion process, and reward schemes	<p>a. The CBSU implements the MRC's Performance and Development Review (PDR) process annually</p> <p>b. 100% staff complete appraisal process</p> <p>c. Possibility for promotion is linked to the PDR process, with line managers nominating staff or individuals self-nominating.</p> <p>d. Director additionally reviews all PDRs to identify staff with promotion potential</p> <p>e. 2012 Staff Survey indicated uncertainty surrounding promotion process and reward schemes</p> <p>f. Delivery of several presentations by MRC HR to all CBSU staff to clarify pay scales, reward schemes, possibilities for advancement</p>	<ul style="list-style-type: none"> Modify MRC PDR forms in consultation with MRC HR to best promote E&D perspective and to specifically request details of science-related roles such as AS or E&D activity, outreach, public engagement, committee work, or other administrative duties – by Dec 2014 and annually thereafter Communicate promotion criteria and guidance to all staff alongside the launch of annual PDR, as well as annual MRC training for appraisees and appraisers – by Dec 2014 and when such schemes arise, and annually thereafter Possibility for promotion and other reward schemes discussed as part of annual appraisal – annually Clarify career pathways for different roles in CBSU and communicate to staff – alongside annual appraisals 	<p>EDC / CBSU HR / MRC HR</p> <p>CBSU HR</p> <p>CBSU HR</p> <p>CBSU HR</p>	<p>Will have modified MRC PDR forms.</p> <p>Evaluate comprehension and efficacy of new forms and solicit feedback at first use. Make further adjustment in light of the above if necessary</p> <p>As part of this process, staff to indicate whether career progression options, awards etc. have been discussed as part of the PDR process</p> <p>Monitor general understanding of promotion process, criteria, and reward schemes, via Staff Survey using this data to encourage further changes if necessary</p> <p>Continue to monitor balance in proportions of application/success in promotions</p>
5	Supporting Career Development				
5.1	Provide opportunities for learning about career paths, public speaking, and networking – geared towards early and mid-career scientists (but all welcome)	<p>a. Extremely successful Women in Science symposium hosted at CBSU with discussion about opportunities, obstacles, career paths – held in Oct 2009</p> <p>b. Funding already secured for follow-on event in March 2015</p> <p>c. Well-attended talks / workshops on career paths and funding opportunities, with case studies, held in 2011 and 2012</p>	<ul style="list-style-type: none"> A five-years-on Women in Science symposium presently being organised, to which members of other MRC Units will be invited – to be held Mar 2015 Career development talk / workshop to be a regular, annual feature – annually CBSU Science Day to be a regular, annual feature Consider feasibility of incorporating CBSU career development opportunities into formalised post- 	<p>EDC members</p> <p>EDC member</p> <p>AS SAT / EDC / Director</p> <p>AS SAT / EDC / Director</p>	<p>Enhanced awareness (initially gauged through informal feedback) of different career options and how to navigate these, Additional opportunities for mid-career scientists for presenting research and for networking</p> <p>Increased support and structure for Band 3 and 4 scientists</p> <p>Heightened awareness of career development and networking</p>

		<p>d. First annual CBSU Science Day launched on 11/11/14 as opportunity for presentation of work by mid-career scientists (Band 3&4) to all staff and for networking / discussion</p> <p>e. MRC runs targeted career development programmes for fixed-term post-docs in both the CDF new PDTS schemes</p> <p>f. Option to attend related Cambridge events run by University Careers Service and AWiSE</p> <p>g. Option to benefit from networking events for individuals from academia, business, biotech & pharmaceutical companies etc. This opportunity is provided by two membership organisations the MRC subscribes to: (1) Cambridge Network (www.cambridgenetwork.co.uk/home/); and (2) One Nucleus (www.onenucleus.com)</p>	<p>doctoral program delivered annually – by Oct 2015</p> <ul style="list-style-type: none"> Better promote/advertise career development activities and networking opportunities for mid-career scientists, both at CBSU and in broader Cambridge community – by Oct 2015 PLs planning a series of ‘hot topics’ workshops which will attract excellent speakers and inspire early career researchers, helping them formulate their own future research programmes – by Apr 2016 	<p>EDC member</p> <p>PLs / EDC</p>	<p>opportunities</p>
5.2	Review staff training opportunities and encourage participation	<p>a. CBSU staff encouraged to take up funded places on a wide variety of MRC, RCUK, Cambridge University, and other scientific and non-scientific courses</p> <p>b. CBSU has in-house cognitive neuroscience, statistics, and methods seminar series and workshops that all staff are welcome to attend</p> <p>c. Opportunities advertised by email circular and also on CBSU training website</p> <p>d. CBSU staff are also entitled to enrol in and benefit from training events provided by MRC membership in Cambridge Network and One Nucleus (see 5.1 above)</p>	<ul style="list-style-type: none"> Attendance (by gender) to be monitored prospectively – from Jan 2015 Review gender of those delivering training (positive role models), with an eye to improving gender balance (but also considering workload) – from Jan 2015 	<p>Head of Methods</p> <p>Head of Methods</p>	<p>All staff have access to non-scientific training opportunities</p> <p>All scientific staff have access to excellent scientific and methods training opportunities</p>
5.3	Continue to implement and broaden mentoring scheme	<p>a. EDC has been running a mentoring scheme for post-docs and PhD students – since 2010</p> <p>b. Potential mentors and mentees emailed</p>	<ul style="list-style-type: none"> Continue to run mentoring scheme – ongoing Raise awareness via Induction and emails recruiting new participants to scheme – annually 	<p>EDC</p> <p>EDC</p>	<p>Awareness of the mentoring scheme will be assessed via Staff/Student survey with new actions following if necessary</p>

		<p>annually</p> <p>c. Feedback collected and collated very positive, with other staff/bands expressing interest in participating in mentoring scheme</p>	<ul style="list-style-type: none"> • Raise awareness of AS, E&D issues, and possibilities for E&D training in guidance to mentors and mentees – by Oct 2015 • Feedback collected and reviewed with an eye to adjustment of scheme – annually • Consider viability of extending scheme to all staff – by Oct 2015 • Increase pool of senior women mentors – by Oct 2016 	<p>EDC</p> <p>EDC</p> <p>EDC</p> <p>EDC</p>	<p>The aim is for all staff who wish to have a mentor to have one and, ideally, for those who would like a woman mentor to be able to achieve this without overburdening senior CBSU women scientists. We will monitor attainment of these aims</p>
5.4	Launch of Resources Committee, for routine and systematic consideration of resources requests	<p>a. Resources Committee (RC) convened in Oct 2013 meets monthly to consider requests for visitors, computing resources, funds for travel to conferences, etc.</p> <p>b. Membership requires minimum 1 woman and 1 E&D member</p> <p>c. Clear and transparent guidance for requesting resources specified on the Intranet</p>	<ul style="list-style-type: none"> • Procedures for requesting resources to continue – ongoing • Consideration of E&D issues in all requests – ongoing 	RC members	<p>RC to produce annual data on resources requests/success rates by band and gender allowing any potential imbalances to reach awareness quickly</p> <p>Staff perceptions of transparency and fairness of resource allocation to be monitored via Survey</p>
5.5	Improve support for women attending workshops and conferences	<p>a. All scientific staff receive an annual budget to be used towards domestic and international conferences</p> <p>b. AS SAT has advocated for agreement from MRC to ‘make best use of the flexibility available to support those with caring obligations to attend conferences by funding essential and unavoidable additional costs’</p> <p>c. This has prompted the MRC to roll out more formal scheme which will <i>benefit scientists across the UK</i></p>	<ul style="list-style-type: none"> • To clarify details of ‘additional’ support and communicate these to staff – by Oct 2015 	AS SAT / HR / Director / MRC HR	<p>Monitor awareness of schemes and examples where support has made the difference between attending an event and not</p>

5.6	Establish and increase awareness of guidance surrounding authorship issues	<ul style="list-style-type: none"> a. EDC has produced guidance relating to authorship on scientific papers b. This has been posted on the internet 	<ul style="list-style-type: none"> • Raise awareness amongst students and staff by requiring authors to indicate they have considered this guidance on 'Notification of Intention to Submit a paper' forms – by Oct 2015 • Incorporate guidance into PhD student Welcome Packs 	<p>Librarian</p> <p>GC</p>	<p>Monitor staff and student's awareness of guidelines via Survey, taking further action if required</p> <p>Evidence that staff and students are included as authors when relevant</p>
6	Organisation, Communication, Culture				
6.1	Review induction procedures	<ul style="list-style-type: none"> a. All new employees undergo a comprehensive induction upon joining the CBSU b. New employees directed to CBSU internal webpages, which contain significant AS / E&D content and information about available forms of support etc. 	<ul style="list-style-type: none"> • Induction materials to be reviewed for inclusion of AS / E&D initiatives such as those surrounding maternity leave, mentoring, etc. – annually • Work with HR etc. to manage induction 'information overload' placing emphasis on where to find information including new, clearer EDC and AS web resources 	CBSU HR	<p>Revised induction materials including E&D components</p> <p>New CBSU webresources on AS, EDC etc. completed</p>
6.2	Celebrate and raise awareness of achievements / contributions of CBSU women scientists, past and present	<ul style="list-style-type: none"> a. Addition of photo of CBSU's first woman Director to gallery of previous Directors b. CBSU's announcements at Unit-wide meetings and email circulars about grant successes, major awards, public engagement activities, E&D work etc. c. Women's achievements noted on internal and external webpages d. Routine posting of women/men's prizes, publications, outreach on twitter/facebook e. Special celebrations of major lifetime achievements (e.g. garden celebrations of Karalyn Patterson's election to FRS) 	<ul style="list-style-type: none"> • Continue to raise awareness of women's achievements in the ways described in b and c – ongoing • Contributions of women also to be showcased in CBSU 'hot topics' workshops that encourage participation by early career researchers, such as the recent 'Mind the Gap' workshop 	CBSU, PA to Director, Line Managers	<p>Assess awareness of achievements and contributions of CBSU women scientists via Survey</p> <p>Increased visibility of positive women role models</p>
6.3	Survey and review organisation and culture	<ul style="list-style-type: none"> a. CBSU Staff Survey administered to Science and Science Support Staff in 2010 and 2012 b. Findings analysed, summarised, and communicated to staff – via email circulars and intranet 	<ul style="list-style-type: none"> • Unit-wide Staff Surveys to be undertaken – 2015 and 2017 • Questions to be tailored to specifically assess impact of existing and inform future AS activities – 2015 and 2017 	EDC members / AS SAT	<p>We will aim for 100% staff responses and take further actions if response rate < 75%</p> <p>Findings to inform AS actions</p>

		<p>c. Significant improvements between 2010 and 2012 in important areas (e.g. 'I feel optimistic about my future as a scientist')</p> <p>d. Findings informed and shaped AS activities</p>			
6.4	Review gender balance of speakers for Unit seminars	<p>a. The gender balance of speakers reviewed for 1997-2014</p> <p>b. EDC efforts to increase the proportion of women Chaucer Club speakers from 24% (1997-2009) to 48% average (2009-2014)</p> <p>c. Attendance (by gender) monitored, showing equal proportions of women and men attending, irrespective of gender of speaker</p>	<ul style="list-style-type: none"> Continue to provide gender guidance to Chaucer Club organisers – annually Continue to review gender balance of Chaucer Club speakers and to additionally review gender balance of Wednesday Lunchtime speakers – termly and annually 	<p>HR staff / EDC / AS SAT</p> <p>HR staff / EDC / AS SAT</p>	<p>If the current balanced ratio of men and women speakers is not maintained we will take further steps (e.g. reminding seminar organisers of the value of equal representation)</p> <p>Provision of positive women role models</p>
6.5	Review membership of CBSU committees and identify 'key' CBSU decision-making committees, taking workload into account	<p>a. Membership of CBSU committees reviewed</p> <p>b. Five committees designated 'key': UMC, RC, IMC, KTC, GC</p> <p>c. Membership of key committees include minimum 1 member of EDC and 1 woman</p> <p>d. Introduced staggered rotating membership of key committees every 3 years</p>	<ul style="list-style-type: none"> Continue to review membership of CBSU committees – annually Include membership guidelines for key committees in Terms of Reference, along with requirement for rotating membership, and posted on intranet – by Jan 2015 Goal to improve gender balance on key committees, with this model adopted by other committees, over time – ongoing Membership considered with an eye to gender balance of senior staff and workloads – ongoing 	<p>Chairs of AS SAT / EDC / UMC / KTC / RC / IMC</p>	<p>Annual review of committee membership</p> <p>Presence of women and E&D members on all committees</p> <p>More balanced membership over time</p>
6.6	Introduce concept of core hours and consider timing of meetings and seminars	<p>a. Change to timing of Chaucer Club (main CBSU seminar) from 4:30pm to earlier time of 3:30pm in 2009 after polling staff</p> <p>b. Establishment of core hours of 9:30am to 3:30pm for main committee meetings where possible</p> <p>c. Introduction of outer core hours between (9am to 5pm) for other meetings, e.g. group meetings and seminars</p> <p>d. Timing of group meetings to consider needs</p>	<ul style="list-style-type: none"> Continue to consider timing of all meetings to allow participation by all staff – ongoing Communicate to all staff – ongoing 	<p>Seminar and meeting organisers / PLs</p>	<p>All staff who wish to participate in meetings and seminars to have opportunity to do so</p>

		<p>of staff with caring responsibilities and part-time schedules, etc.</p> <p>e. Wednesday Lunchtime Seminar held at 12:30 on Wednesdays</p>			
6.7	Ensure times for networking and/or social events are family-friendly	<p>a. Coffee (10:30) and tea (3:30) served daily during working hours to enable informal networking</p> <p>b. Timing of Chaucer Club seminar series changed in 2009 to 3:30pm, with tea and cakes served afterwards to facilitate inclusion, as an alternative to more traditional dinner / pub trip</p> <p>c. BBQs, teas for staff and their children / babies held during core hours</p> <p>d. Recent MRC well-being initiative includes affordable, drop-in CBSU yoga classes at Thursday lunch – open to women and men, all ages and abilities</p> <p>e. Recent purchase of membership passes to nearby Botanical Gardens which allow access to the gardens during working hours</p>	<ul style="list-style-type: none"> Networking and/or social events to continue to be held during core and outer core hours – ongoing 	HR, Event organisers	Option to participate by all staff, to be assessed by Staff Survey
6.8	Provision of suitable facilities for nappy changing, breastfeeding, expressing	<p>a. Refurbishment providing nappy changing facilities in main WC on ground floor near reception</p> <p>b. Fitting of locks to temporary rooms for breastfeeding/expressing</p>	<ul style="list-style-type: none"> Have identified suitable room to be refitted for breastfeeding, expressing, nappy changing, washing up – by Oct 2015 Communicate to staff once available and ready – by Oct 2015 	Head of Technical / AS SAT	Monitor awareness by staff of these facilities
6.9	Monitor public engagement and outreach activities	<p>a. Monitored gender balance of outreach and public engagement activities, demonstrating higher levels of participation by women scientists</p>	<ul style="list-style-type: none"> Annual PDR appraisal documents to be modified to prompt for recording of engagement activities – by Dec 2014 Staff and students encouraged to ‘report’ engagement efforts to Director’s PA and via annual appraisal process – termly / annually 	<p>HR / EDC / MRC HR</p> <p>PA to Director</p>	Public engagement and outreach to receive recognition in annual appraisal process for all staff

7	Career Breaks and Flexible Working				
7.1	Increase awareness of 'family friendly' and other HR policies relating to care of children and older relatives; increase uptake of available forms of support	<p>a. The MRC provides various forms of support for its staff – maternity and adoption leave, maternity support and paternity leave, childcare vouchers, Keeping in Touch days, and flexible working options</p> <p>b. Information on MRC policies on the above forms of support are available on MRC webpages (http://www.mrc.ac.uk/skills-careers/working-for-mrc/mrc-me/my-mrc-benefits/) and in Oracle / Knowledgebase</p> <p>c. CBSU HR member has been designated as the point of contact for women/men who are expecting a baby – presently Debbie Davies</p> <p>d. MRC HR Business Partner available at CBSU over lunchtime for any Staff queries relating to HR – weekly</p> <p>e. 18th Nov 2014 launch of MRC-wide 'My Family Care' initiative. This entitles employees to MRC cover for up to 2 sessions of backup childcare (or care for the elderly) where employees would be otherwise unable to fulfil work commitments http://www.myfamilycare.co.uk/mrc</p>	<ul style="list-style-type: none"> • Raise awareness and increase accessibility of this information, including the new 'My Family Care' initiative via changes to CBSU Intranet – by June 2015 • Additionally highlight these policies on CBSU Internet for prospective applicants – by June 2015 • Discussion of policies at CBSU's Unit-wide meeting – ongoing • Produce information leaflet for expecting women that covers forms of support – by Jan 2016 	<p>AS SAT / EDC / HR</p> <p>AS SAT / EDC / HR</p> <p>EDC / MRC Representative</p> <p>EDC / HR</p>	<p>Staff and their line managers aware of 'family friendly' and other HR policies, measured via Staff Survey</p> <p>Increase uptake of paid Keeping in Touch days by women on maternity leave</p> <p>Improved support for women during and upon return from maternity leave</p>
7.2	Record and review applications for flexible working arrangements and their success	<p>a. Data on formal flexible working applications has been collated / reviewed</p> <p>b. Flexible working poll administered to all staff demonstrated 80% of Science staff reporting informal flexible working, with no difference between men and women</p>	<ul style="list-style-type: none"> • Increase visibility of MRC flexible working policy on CBSU Intranet – by April 2015 • Discussion about flexible working at Unit and Programme levels – ongoing 	HR / AS SAT / EDC	Increased proportion of staff aware of policy and ethos surrounding flexible working, assessed via CBU Staff Survey

Abbreviations used in the Action Plan:

AS	Athena SWAN
AS SAT	Athena SWAN Self-Assessment Team
CBSU	Cognition and Brain Sciences Unit
ECU	Equality Challenge Unit
EDC	Equality & Diversity Committee
E&D	Equality & Diversity
GC	Graduate Committee
HR	Human Resources
IMC	Imaging Management Committee

KTC	Knowledge Transfer Committee
MRC	Medical Research Council
PDR	Performance and Development Review
PA	Personal Assistant
PL	Programme Leader
RC	Resources Committee
RCUK	Research Councils UK
UCL	University College London
UMC	Unit Management Committee