From Bronze award to Silver
The Institute of Cancer Research, London

- Research partner: the Royal Marsden Hospital
- A college of the University of London (PhD students)
- Leading UK institution for research quality, intensity and impact in the 2014 REF.
- Two sites: Sutton and South Kensington
- Bronze 2009, Bronze renewal 2012 (both HEI), Silver 2016 (research institute)
What do research institutes have in common?

- Multiple career pathways within a relatively small institution
- Training mission “training the next generation of x”
- Limited opportunities for internal promotion
- Tenure track for junior team leaders
- No (or limited) teaching
Visibility and ownership: the SAT

To consider when putting together a self-assessment team

- Are all scientific divisions represented?
- Are key Corporate Services involved? (HR, Comms, training)
- Are all staff groups involved? (Make use of staff associations)
- Representation of close collaborators
- Members who can represent the project internally and externally
Data analysis: understanding the situation in your own institute

- Understand your own career paths and how they link together.
- Do you know where you are losing women (or men) from your career paths?
- What causes these attrition points (e.g. leavers, lack of applicants, not selected for interview, not promoted)

Does an external peer reach the same conclusions from your data presentation?

- Actions and initiatives to address this attrition/underrepresentation
- Impact of this action

ICR Bronze 2012: Actions plan focused on the development of postdoctoral researchers.

ICR Silver 2016: Described impact of these actions.
<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="Input from internal consultation" /></td>
<td>Exploration of issues &amp; possible actions identified</td>
</tr>
<tr>
<td><img src="#" alt="Wider consultation &amp; information gathering" /></td>
<td>Dissemination &amp; implementation of actions</td>
</tr>
</tbody>
</table>

**Issues raised**

- Mapping career paths:
  - Where are we losing women?

- Staff Surveys 2011, 2014, 2015:
  - What are the factors affecting career choices?

**Issues identified**

- Focus groups & interviews
- Facilitated discussions at conferences/retreats
- External consultation
- Research Divisions and staff association consultation

**Further consultation**

- Steering Group analysis

**Actions agreed**

- Steering Group

**Actions implemented**

- CEO & Management
- Research Divisions
- Research Associations
- Professional services (e.g., training)
Intended Exit Points

Key
- Academic pathway (training roles)
- Academic pathway (Faculty)
- Staff Scientist pathway
- Scientific Officer pathway (Technical)
- (Indicates rare transition: <1 p.a.)
- Leaving the ICR (Intended Exit Point)
Understand your data: gender inequality

Loss of women: postdoc to tenure track faculty

<table>
<thead>
<tr>
<th></th>
<th>Postdoctoral Fellow</th>
<th>Tenure-Track Faculty</th>
<th>Career Faculty</th>
<th>Reader</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>68</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>11</td>
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<tr>
<td>2012/13</td>
<td>67</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2013/14</td>
<td>67</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2014/15</td>
<td>74</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Why are ICR and UCL different at this point?

- Sanger benchmarking 2015
- UCL Cancer Institute benchmarking 2013

Legend:
- Female
- Male
Understand your data: impact
Making sense of the data on gender and career paths: Why do men and women choose the career routes they take?
Initiative 1: Fairer tenure review and promotion

1. Removed requirements for Professorial appointments which were detrimental to those working part-time

2. Recognize specialist career paths where traditional metrics (e.g. first authorship) may not fully reflect an individual’s contributions

3. Take career breaks into account in recruitment and promotion.

4. Help for applicants with promotion applications (e.g. technical staff): making the process transparent, not reliant on ‘insider information’ or the ability to write a good CV.
Impact of promotions review

“Historically the view on what constituted academic achievement was more rigid. In the last 12-18 months there has been a substantial shift to a broader recognition of Team Science and the individual’s expert academic contribution within a multi-disciplinary environment”.

Female Professor and manager of female statistician promoted to Reader under new guidelines

No unsuccessful tenure reviews or technical staff promotions since 2012.

Doubled number of female (non-clinical) Professors since 2011 from 3 to 6; 21% to 40%
Initiative 2. Preparing postdocs for research careers

2009: ICR begins structured programme to prepare postdocs for careers in science and academic research.

2013: Pathway to Independence launched with Wellcome Trust Sanger Institute and BBSRC

2015: Future Female Leaders (internal) and Aurora (external). ICR covers extra childcare costs for any external course.

2016: Leading in research: for postdocs and technical staff wanting careers in industry
Impact – postdoc’s current careers after leaving the ICR

- **Postdoctoral position**: 44 (Female) / 42 (Male)
  - 40% of female leavers

- **Academic team leader**: 10 (Female) / 13 (Male)
  - 9% of female leavers

- **Industry**: 19 (Female) / 18 (Male)
  - 17% of female leavers

- **Technician/Scientific officer stream**: 8 (Female) / 13 (Male)
  - 7% of female leavers

- **Science communication/teaching**: 8 (Female) / 2 (Male)
  - 7% of female leavers

- **Research-related**: 10 (Female) / 8 (Male)
  - 9% of female leavers

- **Other**: 7 (Female) / 11 (Male)
  - 6% of female leavers

- **NHS**: 4 (Female) / 4 (Male)
  - 4% of female leavers

*Research-related encompasses Funding bodies and Scientific Consultancy

^Other encompasses further study, non-scientific employment and not in formal employment
Initiative 3. Changing the working culture

Meetings in core hours

Training for all staff groups

Flexible working promotion

Keep awareness high

Networking events for staff associations

More nursery places/emergency childcare

Developing a collaborative and inclusive culture

Quotes from participants/Case studies reflect on effects of key actions

Courses all evaluated, attendees, speakers logged

Collect data: Flexible working requests increase from 7 (2013) to 34 (2014)

Ask questions in survey to measure impact

Courses all evaluated, attendees, speakers logged

Collect data: Flexible working requests increase from 7 (2013) to 34 (2014)
Using survey data to show cultural change

“83% of women (up from 72% in 2011) and 88% of men (up from 67% in 2011) agree that the ICR is committed to equality and diversity.”

<table>
<thead>
<tr>
<th></th>
<th>Overall Strongly agree or agree</th>
<th>Female Strongly agree or agree</th>
<th>Male Strongly agree or agree</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>I think the ICR is a good place to work</strong></td>
<td><strong>2011</strong></td>
<td><strong>75%</strong></td>
<td><strong>75%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2014</strong></td>
<td><strong>83%</strong></td>
<td><strong>81%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2015</strong></td>
<td><strong>90%</strong></td>
<td><strong>91%</strong></td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td><strong>15% improvement</strong></td>
<td><strong>16% improvement</strong></td>
<td><strong>15% improvement</strong></td>
</tr>
</tbody>
</table>
Preparing the application

• Start early (1 year ahead?)

• Gather feedback from within the institute

• Explicitly address feedback from any previous application panels

• Consider peer review/ critical friends

• Observe or participate in self-assessment panels