

## Gender Equality Plan

Objective	Action Already Taken & Outcome	Further Action Planned & timescale	Responsibility	Success Measure
Continue to collect and monitor data against GEP	<i>a. Baseline data:</i> Modifications and corrections made to the current HR database to aid efficient and accurate collection of data (we started from a low baseline).	<ul style="list-style-type: none"> <li>Database management: Guidance given to ensure database is accurate and kept up to date</li> <li>Discuss the feasibility of obtaining RCUK data for benchmarking Research Institute – ongoing.</li> <li>Develop a strategy to collect information on previous TSL alumni and career trajectories.</li> </ul>	HR Manager, ED, Head of Administration, ASC	<ul style="list-style-type: none"> <li>Improved quality and quantity of data in future Athena SWAN submissions.</li> <li>Timely and accurate data available for annual reporting purposes.</li> </ul>
Record keeping for recruitment and promotion processes.		<ul style="list-style-type: none"> <li>Improvements in collecting enhanced information about recruitment and promotion – ongoing.</li> <li>Ensure compliance with GDPR in maintaining all information related to Athena SWAN – ongoing.</li> </ul>	HR Manager	<ul style="list-style-type: none"> <li>Improved quality and quantity of data in future Athena SWAN submissions.</li> <li>Maintenance of confidential information securely.</li> </ul>
Implementing an enhanced exit survey to collect information on career trajectory post-TSL and maintain long-term data sets on career advancement.		<ul style="list-style-type: none"> <li>Improvements in collecting information during the departure of a member of staff or student</li> </ul>	HR Manager	<ul style="list-style-type: none"> <li>Longitudinal analysis of staff departing TSL in future Athena SWAN submissions.</li> </ul>
Increase the number of female Group Leaders at TSL.	<p><i>a. Executive Director strategy:</i> The executive director has developed a strategy to recruit leading female researchers in the area of plant-microbe interaction.</p> <p><i>b. Group Leader Recruitment Committee:</i> Broad representation from across TSL including Group Leaders and representatives from the Post-doctoral, Student, and Technical Staff.</p>	<p><i>Junior Group Leader recruitment:</i></p> <ul style="list-style-type: none"> <li>Develop predefined metrics prior to job advertisement</li> <li>Increase the diversity in applicant pools by incorporating required statements on diversity and mentoring</li> </ul>	ED	<ul style="list-style-type: none"> <li>Increase in female representation in senior staff level at TSL.</li> <li>Increased membership of women in institutional committees.</li> </ul>
Documentation, support, and acknowledgement in outreach and public engagement.	Public recognition of outreach activities	<ul style="list-style-type: none"> <li>Extended public recognition of outreach activities such as at TSL retreat</li> </ul>	HR Manager/ASC	<ul style="list-style-type: none"> <li>Increase in participation of engagement events at all levels.</li> <li>Awareness and recognition of all staff of outreach activities.</li> </ul>

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Develop a comprehensive portal and institution strategy for personal and professional development.	<i>a. Existing resources:</i> Intranet portal and TSL website contains all information related to personal and professional development.	<ul style="list-style-type: none"> <li>• Generate a single resource on the TSL intranet</li> <li>• Implementation of a course for new starters on TSL policy</li> </ul>	Head of Administration, HR Manager	<ul style="list-style-type: none"> <li>• Increased awareness of all staff of personal and professional development opportunities.</li> </ul>
Develop a culture of mentoring.	<i>a.</i> Mentoring is <i>ad hoc</i> and varies substantially across the institute.	<ul style="list-style-type: none"> <li>• Development of a course in mentoring for all new starters at TSL</li> </ul>	Head of Administration, HR Manager	<ul style="list-style-type: none"> <li>• Ensure that the majority of staff desiring a mentoring are enabled to obtain a mentor.</li> </ul>
Career development.	<p><i>a.</i> Existing management experience through independent committees: Post-doc, student, and technical staff committees</p> <p><i>b. Ad hoc</i> training in groups</p> <p><i>c.</i> PhD student training through Graduate Student Office</p> <p><i>d.</i> Masterclass in Entrepreneurship</p> <p><i>e.</i> CSED courses and CareerCentral through UEA</p>	<ul style="list-style-type: none"> <li>• Actions planned in 5.1 will increase awareness and access to career development resources.</li> </ul>	HR Manager, ED, Head of Administration	<ul style="list-style-type: none"> <li>• Metrics of evaluation for 5.1 and 5.3 are coupled and will be assessed based on the staff survey.</li> </ul>
Training on unconscious bias.	<i>a.</i> Training in unconscious bias is limited to staff directly involved in recruitment.	<ul style="list-style-type: none"> <li>• Deploy training for unconscious bias for all staff at TSL, as all staff participate in interviewing of candidates.</li> </ul>	HR Manager	<ul style="list-style-type: none"> <li>• Recognition by staff of the source and impact of unconscious bias.</li> </ul>
Review approach on appraisal and personal/professional development of staff.	<i>a.</i> Appraisal and personal/professional development reviews are <i>ad hoc</i> and highly variable across TSL.	<ul style="list-style-type: none"> <li>• HR will review current practice and identify a strategy to ensure all staff have the opportunity for appraisal and personal/professional development</li> </ul>	HR Manager, Head of Administration	<ul style="list-style-type: none"> <li>• Development and implementation of a strategy for appraisal and personal/professional development.</li> </ul>
Develop an inclusive culture that recognises and strengthens gender and racial diversity.	<i>a. Existing composition of the institution:</i> International centre for research focusing on plant-microbe interactions.	<ul style="list-style-type: none"> <li>• Host a seminar from researchers from Murray Edwards College (University of Cambridge)</li> <li>• Identify additional opportunities for enhancing an inclusive culture at TSL</li> </ul>	ED	<ul style="list-style-type: none"> <li>• Metrics of evaluation based on feedback from staff in staff survey and 360 review process.</li> </ul>
Understanding workplace culture better and assessing if there are any problems that could be addressed.	<i>a.</i> Improvements in workplace culture were identified in our recent staff survey.	<ul style="list-style-type: none"> <li>• Develop a strategy to fully assess workplace culture at TSL</li> </ul>	HR Manager, Head of Administration	<ul style="list-style-type: none"> <li>• Development and implement approaches for improving workplace culture based on self-assessment.</li> </ul>

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Initiate a 'Recognizing Excellence' seminar series.	<i>a.</i> TSL does not currently have a formal seminar series.	<ul style="list-style-type: none"> <li>Identify a series of leading female scientists that will visit TSL and have a series of 1-1 interactions with colleagues</li> </ul>	ED	<ul style="list-style-type: none"> <li>Greater engagement with leading female researchers with all staff.</li> </ul>
Monitoring LGBT+ issues.		<ul style="list-style-type: none"> <li>Constant monitoring through direct interactions with staff, staff survey, and 360 review process of any issues – continuous.</li> </ul>	HR Manager	<ul style="list-style-type: none"> <li>If issues arise, we will evaluate and implement solutions.</li> </ul>
Bullying and discrimination in the workplace.	<i>a.</i> Concerns associated with bullying and discrimination were identified in our recent staff survey.	<ul style="list-style-type: none"> <li>A course covering TSL policies will be implemented in Action 5.1, which will include policies associated with bullying and discrimination, and pathways for reporting misconduct policy</li> </ul>	HR Manager, Head of Administration	<ul style="list-style-type: none"> <li>Metrics of evaluation based on HR records, feedback in staff survey, and 360 review process.</li> </ul>
Review current parental and adoption leave arrangements for all staff.	<i>a.</i> Current parental and adoption leave for staff is mandated through UEA policy, with the exclusion of Junior Group Leaders who have extended parental leave specifically highlighted in the TSL Family-Friendly and Equality Policy.	<ul style="list-style-type: none"> <li>Perform a review of parental and adoption leave at TSL to assess current practice and scope for improvement</li> <li>Expand the TSL Family-Friendly and Equality Policy to include adoption policy</li> </ul>	HR Manager, Head of Administration	<ul style="list-style-type: none"> <li>Improvement of existing policy based on review.</li> </ul>
TSL code of personal conduct.	<i>a.</i> No formal document outlines a code of personal conduct for staff.	<ul style="list-style-type: none"> <li>Inform all colleagues of expected standards of behavior and consideration of approaches to equality and inclusivity.</li> </ul>	ED, Head of Administration	<ul style="list-style-type: none"> <li>Completion of initiating draft policy.</li> </ul>
Review and refresh appropriate policies such as our Family-Friendly, equality and recruitment initiatives.		<ul style="list-style-type: none"> <li>Maintain yearly reviews of all policy documents at TSL to ensure relevance and scope – yearly review.</li> </ul>	Head of Administration	<ul style="list-style-type: none"> <li>Yearly updated policy documents.</li> </ul>