



Department Application Gold Award

THE ROSLIN INSTITUTE – THE UNIVERSITY OF EDINBURGH



ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Gold department awards.

You should complete each section of the application.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Gold Department application	
Word limit	13,000
<i>Recommended word count</i>	
1. Letter of endorsement	500
2. Description of the department	500
3. Self-assessment process	1,000
4. Picture of the department	2,000
5. Supporting and advancing women's careers	7,000
6. Case studies	1,500
7. Further information	500

Name of institution	The University of Edinburgh	
Department	The Roslin Institute	
Focus of department	STEMM	
Date of Gold application	30/04/2017	
Date of current Silver award	30/04/2014	
Institution Athena SWAN award	Date: April 2015	Level: Silver
Contact for application <small>Must be based in the department</small>	Professor Helen Sang	
Email	Helen.Sang@roslin.ed.ac.uk	
Telephone	0131 651 7151	
Departmental website	www.roslin.ed.ac.uk	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Dr Ruth Gilligan
Athena SWAN Charter
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

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25th April 2017

Dear Dr Gilligan (and Athena Swan Panel),

As Interim Director of the Roslin Institute and member of the Career Development Committee (SAT) for the past 3 years, I offer my strongest support for this Athena SWAN (AS) Gold application. We are extremely proud of our achievements since our Athena SWAN Silver award. I feel privileged to endorse this Gold application and contribute to the ongoing evolution in our working practices and attitudes as we aim to further embed and grow our AS activities and enhance our reputation as a beacon for good practice.

We have aimed to bring about positive change for our female postgraduate students and staff and more widely become influential both in the University of Edinburgh and in academia at a national level. We have developed local programmes, ranging from small changes to nudge attitudes and working practices in support of our AS goals, to more high profile actions that have significant impact on individuals and staff. We believe that it is important to run focused activities in support of career development, with positive action in support of female staff, in parallel with mandatory changes including implementation of mixed gender PhD thesis committees, recruitment panels, for example.

One of the key aims of this process has been to address the gender imbalance at Reader/Professorial level. I am absolutely delighted that since our engagement with the AS process in 2011 there has been a marked increase of female professors from 22.7% to 32.1%, which will increase to 35% with the arrival of the new Director in September. We have also seen a recent growth in female applications for professorial positions, in line with the recent research published by ECU (2017) indicating a link between attracting female candidates and AS engagement.

I have full confidence in our pipeline, with a recent succession planning campaign resulting in 5/8 of internal female candidates being appointed to Career Track Fellowships. This should increase our cohort of female PIs at Reader level (which has been our historical drop off point) in 5-6 years' time when these Fellows will be considered for promotion.

Recent activities that demonstrate our aim to be a beacon of good practice in advancing gender equality include:

- Award of £2.5mil from University funds to build a daycare nursery on site (2017)
- Development of our *Coaching for Success* programme, provision of individual career coaching for staff at key stages in their careers

- Carers grants for the additional costs incurred when staff with caring responsibilities attend conferences that are important for career development
- Investors in Young People Silver Award
- Highlighting of female students/staff in our web/social media presence
- We have entered national competitions that recognise support for women in science/academia, to highlight the importance we put on our actions in support of our female students and staff and demonstrate that these actions are highly regarded in the wider academic community

The data presented here demonstrate that our AS goals are embedded in our management systems and we are positively supporting our female staff as they progress from postgraduate student, postdoctoral scientist to research fellow and academic staff member.

Yours sincerely



Professor Bruce Whitelaw – Interim Director

I am delighted to endorse this application for Athena SWAN Gold status. As a member of the external Scientific Advisory Board of the Institute for several years, I have been impressed by the evidence of gender awareness, inclusivity and diversity across the entire Institute. This is now underpinned by a series of very important activities and essential policies that have thoroughly embedded these concepts within the staff and student body. I cannot think of a work place (either within or outside academia) where I have felt these qualities to be so deeply embedded and so carefully followed through. There is still clearly work to do: the proportion of women in senior roles is still too low, we need to encourage more men to take advantage of flexible working arrangements, and we need to address the long hours worked by some researchers at key career transition points. I have been an E&D committee member, overhauling performance review and promotion policies and am deeply committed to the equality and diversity agenda. I intend to lead by example.

Yours sincerely,




Professor Eleanor Riley, Director Designate.

Word Count: **705**

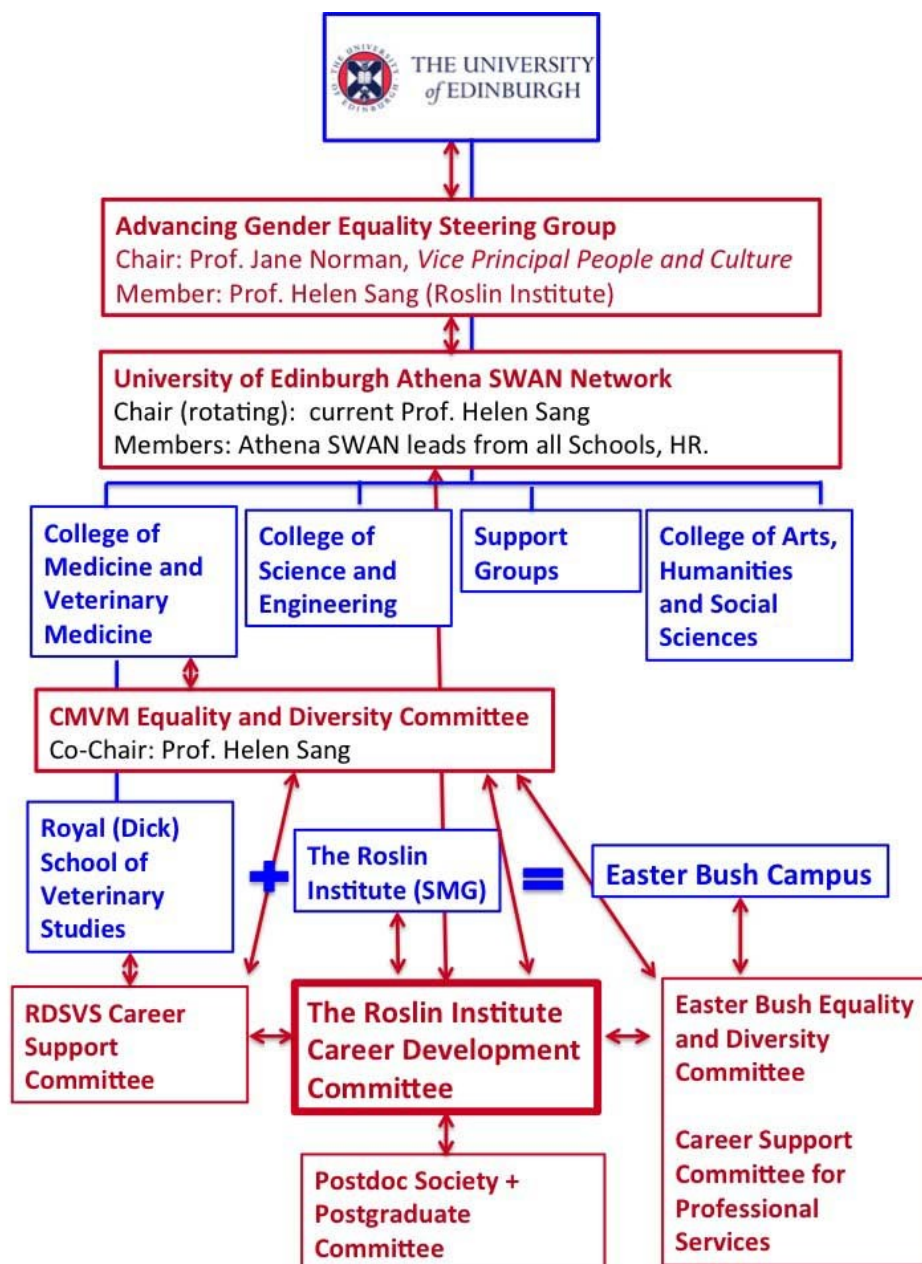
2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 500 words

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

The Roslin Institute is an animal science research institute that receives strategic funding from the Biotechnology and Biological Sciences Research Council (BBSRC). In 2008, the Roslin Institute transferred (via a TUPE agreement) into the College of Medicine and Veterinary Medicine of the University of Edinburgh, where it is closely associated with the Royal (Dick) School of Veterinary Studies (RDSVS).

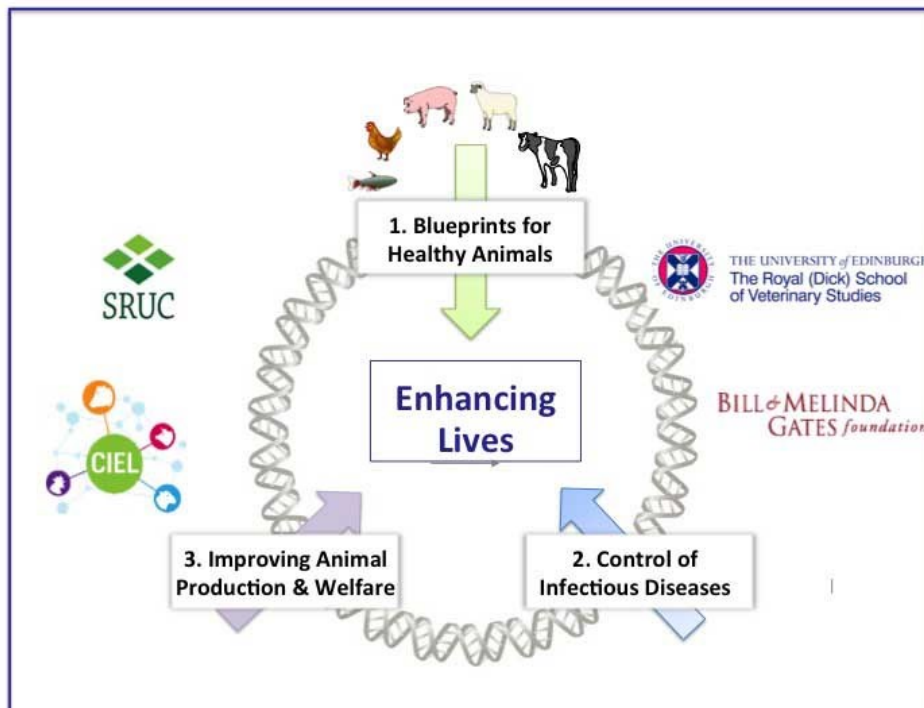
Figure 2.1 Organisational Structure: University of Edinburgh structure (blue) and committees contributing to Equality and Diversity actions (red)



In 2011, we moved to a new £66m building, co-located with the RDSVS on the Easter Bush Campus, 7 miles outside Edinburgh. The building now accommodates over 600 staff and students alongside animal science colleagues from the Scotland's Rural College (SRUC). This brought the research of the Institute onto one site along with the clinical and teaching activities of RDSVS and was followed by a joint, successful REF submission, ranked first for veterinary and agriculture research power in the UK in 2014. Whilst the Institute is closely aligned with the RDSVS, its primary focus is research and not clinical and/or teaching activities. The Institute and the RDSVS have very distinct identities and different structures, and submit separate Athena Swan applications. However, being based on one campus there is close collaboration in our initiatives.

The Institute undertakes research focussed on genetics, health and welfare of animals, with applications in human and veterinary medicine, livestock industries and food security.

Figure 2.2 Research focus and major research partners of The Roslin Institute



(CIEL = AgriTech Centre for Innovation Excellence in Livestock)

The Roslin Institute is comprised of 84 research groups over 4 divisions (a 15% increase since 2014). Groups are funded by a combination of core funding for strategic programmes from the BBSRC, University QR funds and fellowships/grants from a wide range of funding bodies and industry partners.

Figure 2.3 Current Structure of The Roslin Institute

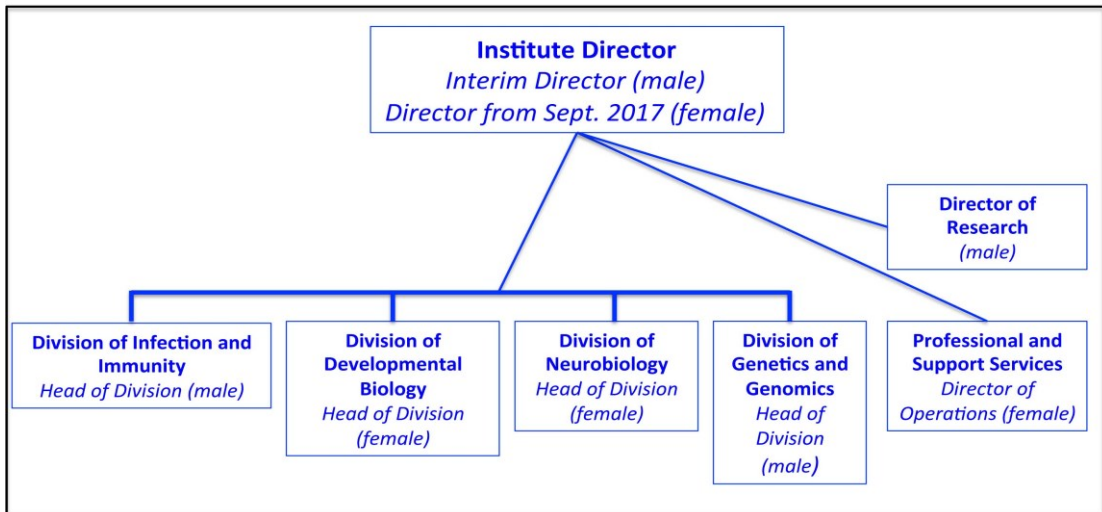


Figure 2.4 Academic Staff By Gender (Data In Table 2.1)

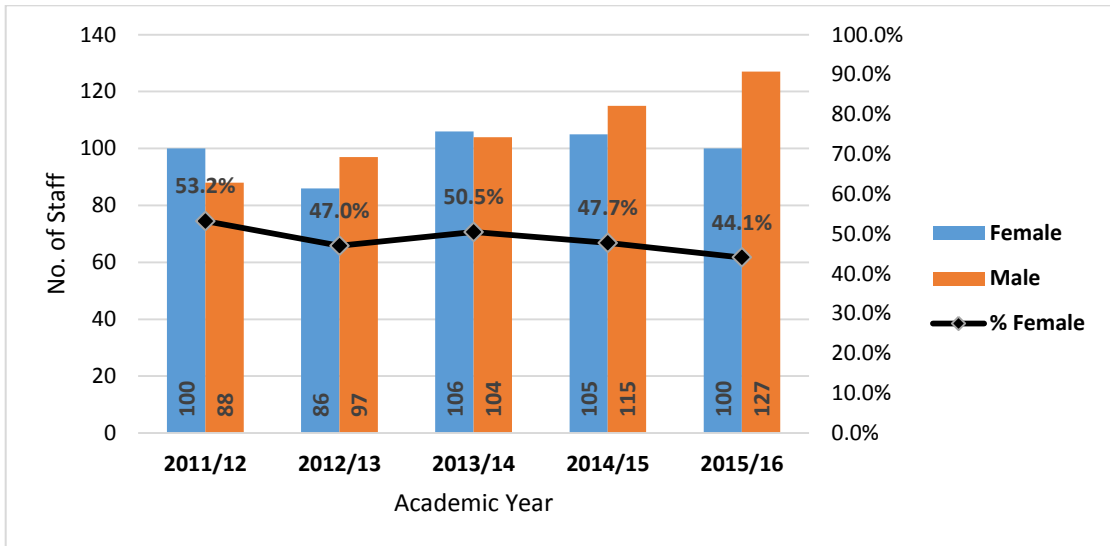


Table 2.1 Academic Staff

		UE06 (RA)	UE07 (PDRA)	UE08 (CTF/Lecturer)	UE09 (Reader/SL)	UE10 (Professor)	Total
2011/12	Female	17	58	15	5	5	100
	Male	3	34	15	19	17	88
	% Female	85.0%	63.0%	50.0%	20.8%	22.7%	53.2%
2012/13	Female	16	45	14	6	5	86
	Male	5	37	17	20	18	97
	% Female	76.2%	54.9%	45.2%	23.1%	21.7%	47.0%
2013/14	Female	16	64	11	8	7	106
	Male	6	44	18	19	17	104
	% Female	72.7%	59.3%	37.9%	29.6%	29.2%	50.5%
2014/15	Female	16	61	14	7	7	105
	Male	6	56	16	20	17	115
	% Female	72.7%	52.1%	46.7%	25.9%	29.2%	47.7%
2015/16	Female	9	60	15	7	9	100
	Male	3	66	17	22	19	127
	% Female	75.0%	47.6%	46.9%	24.1%	32.1%	44.1%

NB: All our staff are research-focused and classed as “Academics” including Postdocs and Research Assistants.

Our overall proportion of female academic staff has fluctuated over the last 5 years (44%-53%). There has been a decrease in the proportion of female staff since 2013/14 which, whilst concerning, is higher than the recent national average figures of 42.9% (HESA 2014/15). We will continue to actively monitor this to ensure that there is no developing trend (fig 2.1).

AP2.1: Review staff and student data annually as part of a formal, structured approach.

Figure 2.5 Professional Services and Support Services (PSASS) Staff By Gender (Data In Table 2.2)

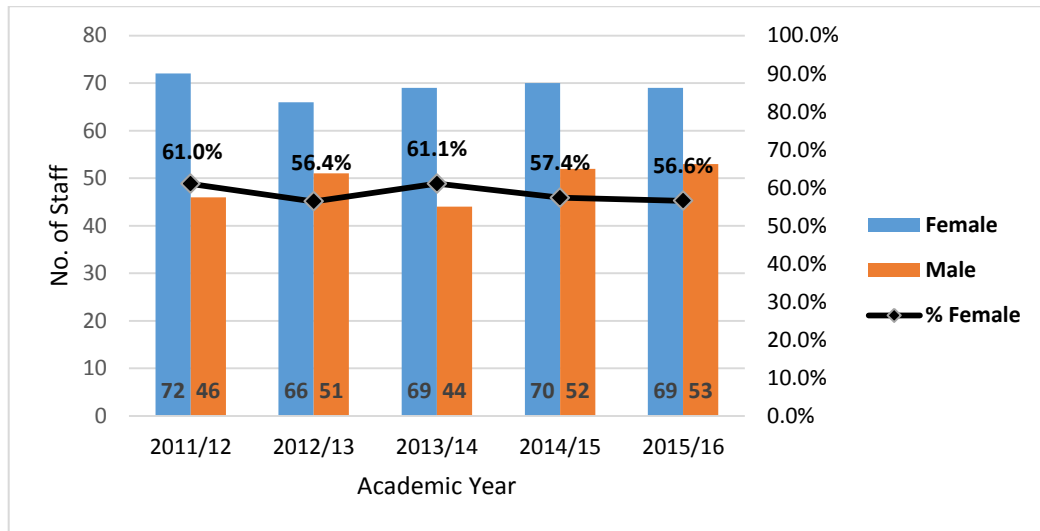


Table 2.2 Professional Services and Support Services Staff (PSASS)

		UE01	UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	Total
2011/12	Female		1	1	5	19	30	11	3	1	1	72
	Male			1	6	8	10	14	5	2		46
	% Female		100.0%	50.0%	45.5%	70.4%	75.0%	44.0%	37.5%	33.3%	100.0%	61.0%
2012/13	Female				2	19	30	18	3	1	1	74
	Male			4	7	6	10	19	4	2		52
	% Female			0.0%	22.2%	76.0%	75.0%	48.6%	42.9%	33.3%		58.7%
2013/14	Female				3	17	32	19	3	1	1	76
	Male			3	6	8	10	12	5	1		45
	% Female			0.0%	33.3%	68.0%	76.2%	61.3%	37.5%	50.0%		62.8%
2014/15	Female			1	4	14	33	20	3	1	1	77
	Male			4	14	9	12	8	5	1	1	54
	% Female			20.0%	22.2%	60.9%	73.3%	71.4%	37.5%	50.0%	50.0%	58.8%
2015/16	Female			4	8	16	33	22	5	2	1	91
	Male	2		6	13	9	14	9	7	1	1	62
	% Female	0.0%		40.0%	38.1%	64.0%	70.2%	71.0%	41.7%	66.7%	50.0%	59.5%

For the last 5 years, the proportion of female PSASS staff has been higher than males (varying between 56%-61%) with increasing numbers of women at the senior levels.

Figure 2.6 Postgraduate Taught and Postgraduate Research Students By Gender (Data In Table 2.3)

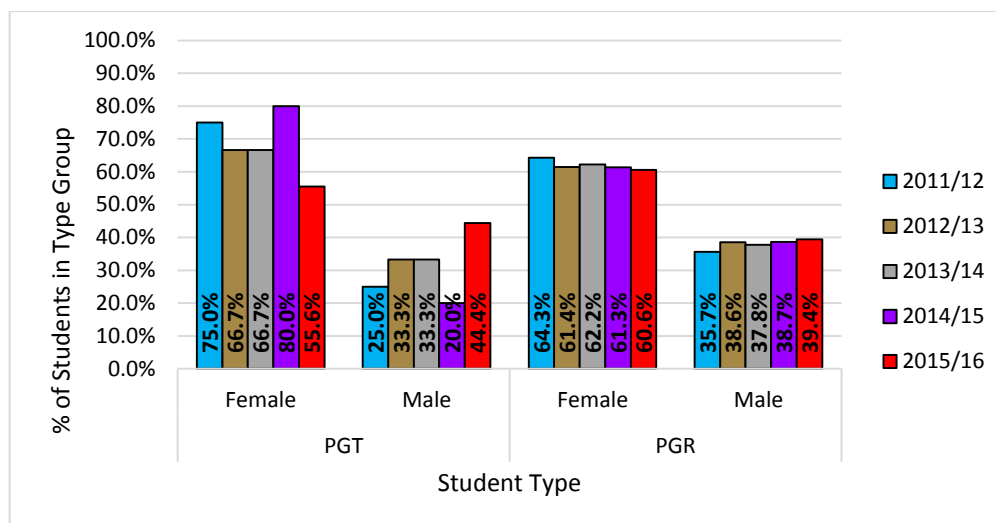


Table 2.3 PGR/PGT Students

Students		PGT	PGR
2011/12	Female	6	119
	Male	2	66
	% Female	75.0%	64.3%
2012/13	Female	6	113
	Male	3	71
	% Female	66.7%	61.4%
2013/14	Female	4	122
	Male	2	74
	% Female	66.7%	62.2%
2014/15	Female	8	130
	Male	2	82
	% Female	80.0%	61.3%
2015/16	Female	5	140
	Male	4	91
	% Female	55.6%	60.6%

As a research institute we have postgraduate students undertaking research degrees but no undergraduate students. In 2011/12 the Institute launched its only Masters programme, in Animal Biosciences (PGT). The student numbers are low, and 2015/16 saw closer parity between female/male students. Our main student population consists of an increasing number of Postgraduate students (231 in 2017). The proportion of female PhD students has remained largely unchanged over the last 5 years (average 61.96%). This is higher than the HESA 2015/2016 national average for PGR students in relevant scientific disciplines (54.3%).

Word Count: 456

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

Our Self-Assessment Team (SAT) became the **Career Development Committee (CDC)** in 2012: our aim is to support equality in career development/achievements. Our strategy is to ensure positive actions in support of female postgraduate students and staff while improving the quality of that support for all. As proposed in our AS Silver action plan (2014), we have rotated and expanded committee membership to ensure a steady flow of new insights and ideas for best practice and further embed engagement with Athena Swan principles. Currently there are 15 members, 9 females and 6 males **(60/40%)**.

Figure 3.1 The Career Development Committee 2017 (some members are absent from this photo)



Rotation of membership, with terms of approximately 3 years, is by selection from volunteers and relevant committees, which ensures that all members are fully engaged and enthusiastic and act as ambassadors for their peer groups and balance across roles/gender is achieved. The Committee has a broad range of staff/postgraduate students aged between 20-60 years, of diverse nationalities and with different experiences of academic life. It has members with a range of caring responsibilities and experience of part-time/flexible working. The CDC reports to the **Science Management Group (SMG)** on a quarterly basis via attendance of the Chair at SMG. Through this direct route the CDC have secured additional funding for 3 rounds of career coaching, provided extra resources to the Postdoc Society, secured extra funds to reimburse staff for caring costs associated with career-related conferences and introduced Campus-wide “inclusive meetings guidance”. Additionally, the current Interim Director of the Roslin Institute (Professor Bruce Whitelaw) is a member of the CDC, which ensures buy-in and engagement at senior level. This active involvement provides a direct line to the SMG and their continued support and engagement is a key driving force for all our activities.

The chair of the CDC also co-chairs the College of Medicine and Veterinary Medicine Equality and Diversity (E&D) committee, has rotational chair duties for the University Athena Swan Network and has presented our approach and aims to the Scottish Universities Athena Swan network. Our activities have far-reaching influence and impact within the University of Edinburgh, for example, other departments have invested in the career coaching programme, our local exit questionnaire was further developed to be used within the College and beyond and other departments are now developing similar local Parents Support Booklets. Central HR develops new University-wide initiatives and we are frequently approached for input due to our experience in developing and implementing such initiatives at a local level. We have adopted an existing slogan to promote and describe our work on social media **“SimplyGoodPractice”**, reviewed our terms of reference, developed a robust procedure for minute taking and tracking actions/decisions and ensured transparency by making our minutes available on our intranet. Our efforts to promote awareness and understanding of AS principles are making a difference: **90% of academic staff/students and 88% of PSASS confirm that they understood our aims** (2016 Staff Survey). We aim to facilitate our links with the Campus PSASS CDC through cross-membership and regular meetings between chairs.

“Athena SWAN is about recognising the challenges of a career in science and ensuring support to enable scientists to achieve their goals” (Staff Survey 2016 - Academic)

AP2.2: Actively review and refresh CDC committee membership and include link with PSASS CDC.

Table 3.1 The current Career Development Committee membership

Grade	Name	Experience	Representation and Responsibilities
Professors	Helen Sang (F)	Maternity leave	Chair of CDC, Co-Chair of College E&D Committee, Co-Chair of University Athena Swan Network. Oversight, beacon activities, report to SMG.
	Bruce Whitelaw (M)		Interim Director, member of SMG, direct link to College senior management team. Responsible for extra resources requests/funding for initiatives.
	Liz Glass (F)	Flexible Working	Lead on Unconscious Bias awareness and training.
Group Leaders/Career Track Fellows	Vicky MacRae (F) Reader	Maternity Leave x2 Flexible Working Promotion	Deputy Chair of CDC. Responsible for the E&D twitter, seminar speaker programme, career development events. Will become Chair in 2017/18.
	Anagha Joshi (F) Senior Research Fellow	Maternity Leave Flexible Working Promotion	Career Development Events, Communication Coordinator, Career Development Campus Newsletter and flexible working initiatives.

	Gerry McLachlan (M) Senior Research Fellow	Dual Career Family	Postgraduate Committee representative. Provides link between CDC and PG concerns/events.
	Adam Balic (M) Career Track Fellow (Lecturer Level)	Career break Promotion Dual Career Family	Support for Dads, focus groups.
Postdoctoral Research Fellows	Adrian Muwonge (M)	New Future Leader Fellow (BBSRC)	Chair of Postdoc Society, provides link between CDC and Postdoc Society. Responsible for Postdoctoral events.
	Prerna Vohra (F)		Postdoc Society representative, responsible for postdoctoral events and handbook.
	James Glover (M)		Postdoc Society representative, responsible for postdoctoral events/career days.
	Robin Cassidy-Cain (F)	Promotion	Second communications coordinator for the CDC.
Postgraduate Students	Omar Alfituri (M)	3 rd Year PhD student, Postgraduate Society Committee Member.	PG Representative, lead on PhD related student events and initiatives. Focus groups with PhD students.
	Rocio Rojo (F)	4 th Year PhD student	PG Representative, lead on PhD related student events and initiatives. Focus groups with PhD students
Professional Services	Cat Eastwood (F)	Promotion	Responsible for the administration of meetings/minutes and providing HR input and development of initiatives.
	Monica Hoyos-Flight (F)	Flexible Working	Research/Administration/ Communications. Communications and Funding/Fellowship applications.

(ii) an account of the self-assessment process

Since our Silver award in 2014, the CDC has met 4-5 times per year, with additional subgroups established to focus on specific projects. We **survey staff/postgraduate students across the Campus annually** to provide evidence of recognition of gender equality issues (and more broadly diversity), identify any changes in attitudes and to monitor progress. These **annual surveys** provide us with the prompts and cues we require to enable key discussion and raise awareness, and work towards our goal of continually improving best practice for all. Our annual survey always elicits an extremely **good response rate: between 80-90%** of staff/students complete this survey each year (of ~380 staff). We also utilise these data for our Investors in Young People (IYYP) silver award and related initiatives. Separate focus group discussions were led by CDC members, for example **“Best for Dads”** activities, as we recognise that supporting fathers as having equal parenting responsibilities is important in supporting all working parents.

We have pushed boundaries to ensure progress towards a working environment and practices that support female staff, initiated new activities and modified others to fit our requirements, leading to measurable improvements in the career progression of female staff and providing an overall positive environment for all early career researchers. We are often referred to and recognised as a **“beacon” of good practice** by other AS teams in the University and beyond. We have been asked to act as “consultants” on other departmental AS applications within the University and externally. A CDC member was asked to host a **“Going for Silver”** workshop by **EQUATE Scotland**, which demonstrates the far-reaching influence of our activities. More recently the Chair of the CDC was invited to be on the recruitment panel for the new Director, ensuring that engagement with AS principles was considered as a key aspect of the role of Director.

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

The CDC will continue to meet 5 times per year to maintain and continue current initiatives and affect more change through embedding the approaches described above. The CDC is a formal part of the Institute’s governance and will maintain strong links and involvement with the SMG and wider College and University committees. We have always sought to implement our action plan as a team and through engagement with the wider Institute. Each Committee member is a **“Theme Leader”** on different important issues that are central to our core aims. The Chairs of each CDC on campus (Vet School, Professional Services and Roslin) meet quarterly to discuss potential for shared activities. We will continue to work in this way and contribute to the University’s AS initiatives, sharing our best practice and informing University strategy through the internal AS Network. For example, we successfully lobbied the University to provide extra support for initiatives such as funding for face-to-face unconscious bias training.

AP3.1 Close collaboration and cross working with PSASS and Vet School CDC.

AP3.2 Rotate membership of CDC for each role every ~3 years

Word Count: 984

4. A PICTURE OF THE DEPARTMENT

Recommended word count: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

N/A

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

N/A

- (iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time by programme. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

The Institute currently offers only 1 postgraduate taught course - MSc in Animal Biosciences, which is full-time. The numbers are very small and are displayed below (no more than 10 per annum).

Figure 4.1 Postgraduate Taught Student Numbers By Gender (Data In Table 4.1)

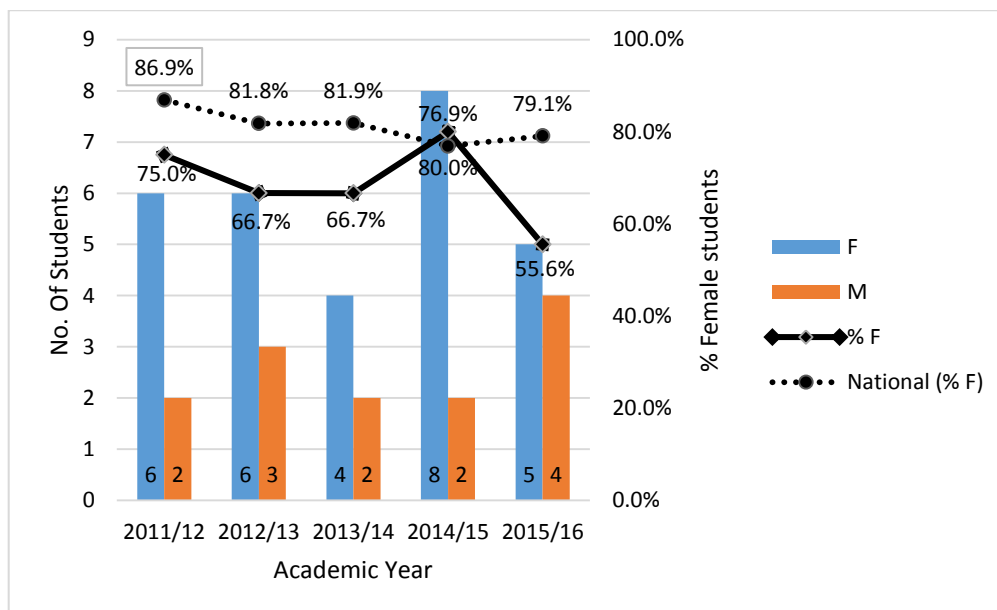


Table 4.1 PGT Student Numbers By Gender

	Full Time			National (% F)
	F	M	% F	
2011/12	6	2	75.0%	86.9%
2012/13	6	3	66.7%	81.8%
2013/14	4	2	66.7%	81.9%
2014/15	8	2	80.0%	76.9%
2015/16	5	4	55.6%	79.1%

National Data taken from HESA code D3 (Animal Science)

The numbers are so low that statistical analysis is not possible. We recognise a drop in female students on the 2015/16 Masters programme; however this appears to have returned closer to our 5 year average in **2016/17 with 73% female students**. Our aim is always to teach a diverse class, which provides a richer student experience. We will continue to monitor the student numbers annually and work with the MSc Programme Leader to ensure the course is attractive to diverse students and to also explore the feasibility of offering the course part-time.

AP4.1: Maintain links with Student Recruitment team to ensure best practice in recruitment and explore PT options.

Figure 4.2 Postgraduate Taught: Proportion Applications, Offers & Acceptances from Females (Data In Table 4.2)

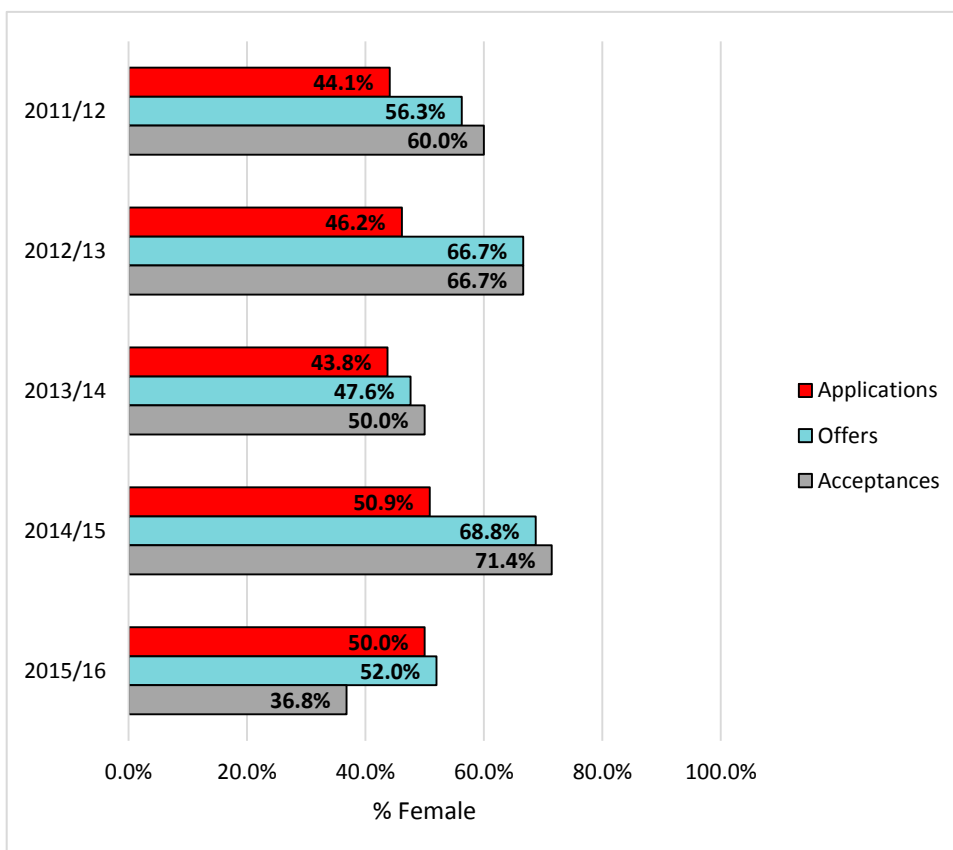


Table 4.2 PGT Applications, Offers & Acceptances

		Applications	Offers	Acceptances
2011/12	F	15	9	6
	M	19	7	4
	% F	44.1%	56.3%	60.0%
2012/13	F	18	6	6
	M	21	3	3
	% F	46.2%	66.7%	66.7%
2013/14	F	21	10	5
	M	27	11	5
	% F	43.8%	47.6%	50.0%
2014/15	F	29	22	10
	M	28	10	4
	% F	50.9%	68.8%	71.4%
2015/16	F	21	13	7
	M	21	12	12
	% F	50.0%	52.0%	36.8%
National Average*	%F	81.20%		

*The National Average represents first year enrolments of Animal science (D3) postgraduate taught students for the academic year 2015/16.

Female applicant numbers have remained stable over the last 5 years averaging **46.8%**. A higher proportion of females are offered places (**average 58%**). We were concerned with the decrease in female acceptances in 2015/16 (36.8%), but data for 2016/17 has reversed this, with **62% female applications, 72% offers and 70% acceptances** in 2016/17. Again, the numbers are very small.

AP4.2: Ensure best practice in Masters and PhD advertisements, recruitment and selection.

Figure 4.3 PGT Degree Attainment By Gender (Data In Table 4.3)

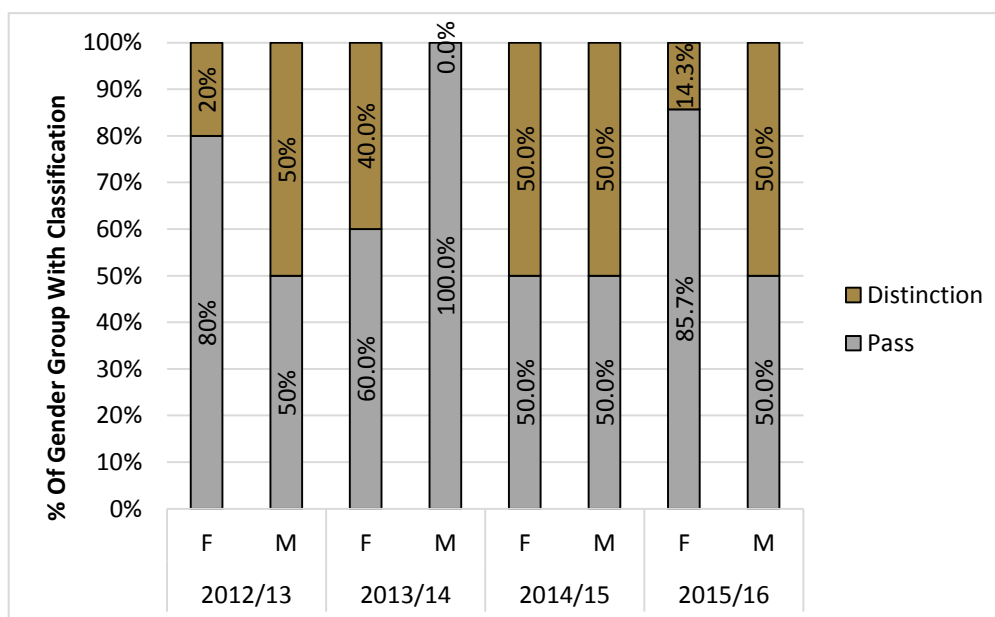


Table 4.3 PGT Degree Attainment By Gender

		F	% of all F	M	% of all M
2011/12	Pass				
	Distinction				
2012/13	Pass	4	80.0%	1	50.0%
	Distinction	1	20.0%	1	50.0%
2013/14	Pass	3	60.0%	3	100.0%
	Distinction	2	40.0%	0	0.0%
2014/15	Pass	2	50.0%	1	50.0%
	Distinction	2	50.0%	1	50.0%
2015/16	Pass	6	85.7%	1	50.0%
	Distinction	1	14.3%	1	50.0%

As expected with such a small sample, attainment is varied. This may be a function of many factors that are specific to each student. Considering the size of this sample (6-10) we believe there is no evidence of gender bias.

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

Full- and part-time by programme. Provide data on course application, offers, acceptance and degree completion rates by gender.

Summary: 60.6% of our PGR Students are female

Figure 4.4 All PGR Programmes (PhD and MRes) Combined Student Headcount, by Gender (Data In Table 4.4)

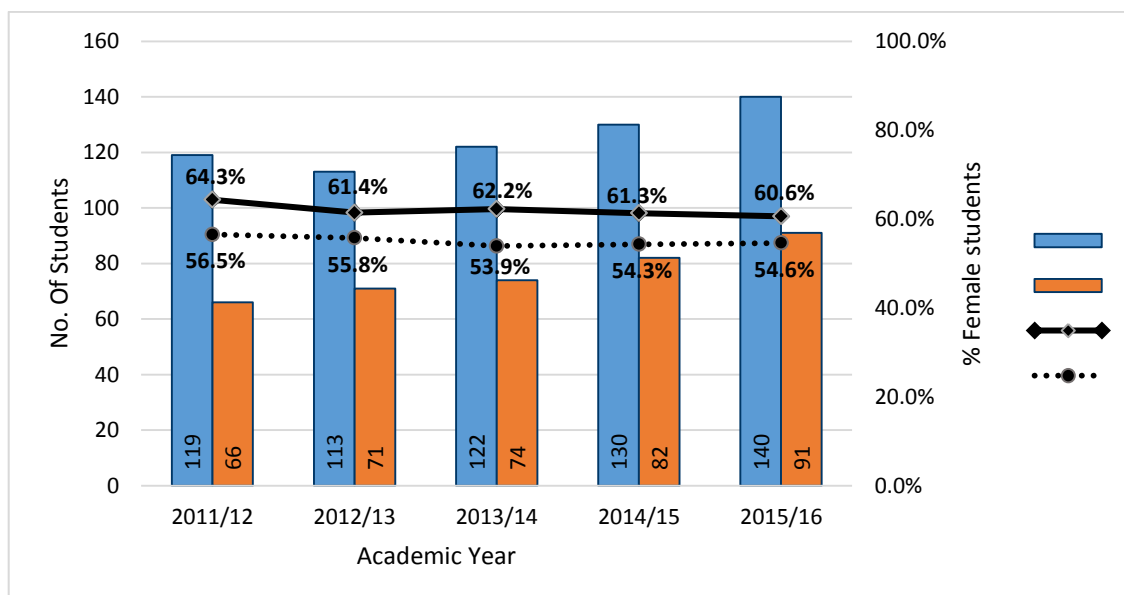


Table 4.4 All PGR Programmes (PhD and MRes): Student Numbers By Gender, Full/Part Time Status

	Full Time				Part Time			
	F	M	% F	National (% F)	F	M	% F	National (% F)
2011/12	110	63	63.6%	56.4%	9	3	75.0%	57.9%
2012/13	104	66	61.2%	56.0%	9	5	64.3%	53.6%
2013/14	112	66	62.9%	54.3%	10	8	55.6%	51.7%
2014/15	122	70	63.5%	54.1%	8	12	40.0%	56.9%
2015/16	132	78	62.9%	54.3%	8	13	38.1%	57.8%

National Data taken from HESA codes: (B1) Anatomy, physiology & pathology; (C5) Microbiology; (C4) Genetics; (C1) Biology; (D3) Animal science

The Institute provides both full-time and part-time programmes, ensuring greater access to research training and catering for a range of student requirements. The majority of the part-time PhD students are female often in full-time employment with the University and supported to carry out a PhD. The numbers are small and in 2015/16 appear to decline to 38.1%, which is below the national average. However, in reality, the number of females has not changed; rather the number of males has increased.

AP4.3: Further investigate the application and acceptance rates of female candidates for P/T postgraduate degrees

On average, over the last 5 years we have maintained a steady proportion of female PGR students (62%). The proportion of female students has been higher than the national average for each year, averaging 7.2% above the national average.

Figure 4.5 Postgraduate Research Applications, Offers & Acceptances from Females (Data In Table 4.5)

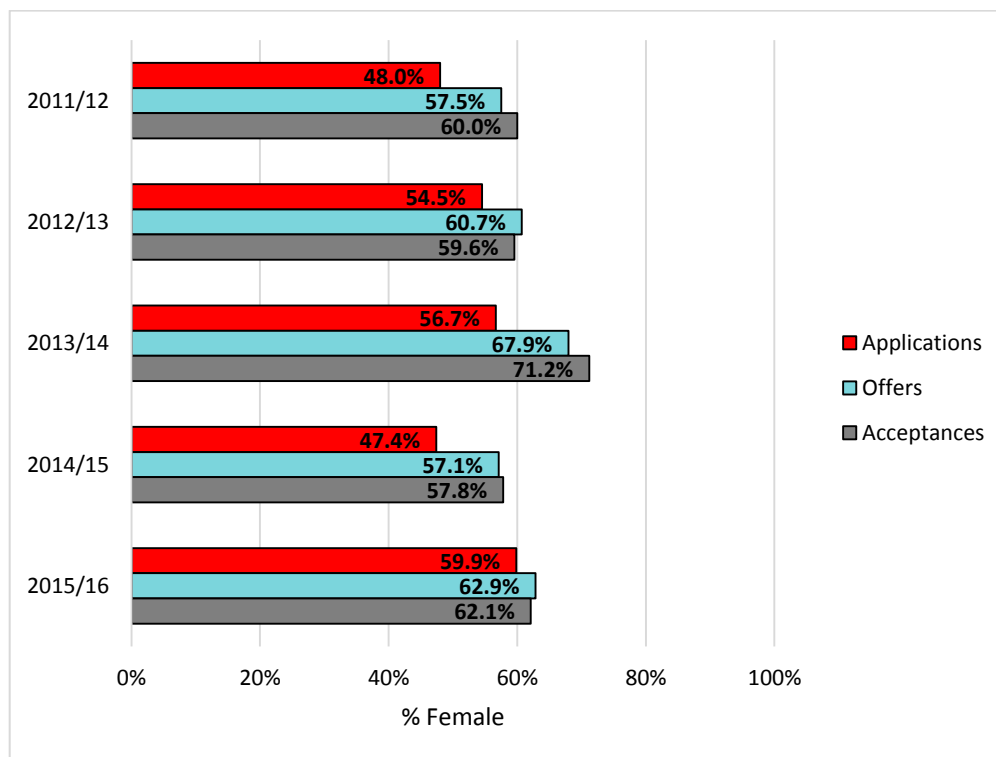


Table 4.5 PGR Applications, Offers & Acceptances

		Applications	Offers	Acceptances
2011/12	F	61	42	36
	M	66	31	24
	% F	48.0%	57.5%	60.0%
2012/13	F	60	34	28
	M	50	22	19
	% F	54.5%	60.7%	59.6%
2013/14	F	123	53	47
	M	94	25	19
	% F	56.7%	67.9%	71.2%
2014/15	F	82	40	37
	M	91	30	27
	% F	47.4%	57.1%	57.8%
2015/16	F	97	44	41
	M	65	26	25
	% F	59.9%	62.9%	62.1%
National Average*	%F	55.7%		

*The National Average represents first year enrolments of the following postgraduate research students for the academic year 2015/16: (B1) Anatomy, physiology & pathology; (C5) Microbiology; (C4) Genetics; (C1) Biology; (D3) Animal science

PhD projects are advertised on the Institute website and FindaPhD.com. Certain studentships, such as those funded via BBSRC EASTBIO programme are also advertised on the EASTBIO website. We advertise more studentships than we have places to fund, making all calls very competitive. From the submitted applications, the selected interview panel (which are always mixed gendered) draw up a short list for interview. The best students are offered a studentship. We maintain a relatively constant ratio of female to males at each stage of the application process with on average more female applicants (**53% over the past 5 years**), **more female offers (61%)** and **more female acceptances (62%)** - see fig 4.5. We have maintained the same balance since our Silver Award in 2014.

The Roslin Institute offers 3 or 4 year PhD studentships, depending on funding source, with over 200 students current enrolled. The Institute provides a high quality research training environment and provides **a budget of £18K** for laboratory-based students over the duration of the studentship. A separate fund is available to all students providing **£500 for conference attendance**. All PhD and Masters by Research students attend a residential 'Introduction to Research' event held at Firbush Outdoor Activities Centre at the beginning of their first year, to meet key staff and their fellow students. The EastBIO programme of 4-year PhD studentships involves training provided across the member universities (East of Scotland) and includes a requirement for each student to undertake a 3 month Professional Internship, which is a fantastic opportunity for our PhD students to gain experience in workplaces outside academia e.g. industry, government, patent law. We hold an annual Research Student Day, where final year students present their research and all other students present posters. Cash prizes (>£1500 in total) are awarded to the best 3 talks/posters in each student year, which can be used to enhance the students training such as conference attendance, or book, PC or software purchase. The Research Student Day is concluded by an external high quality seminar and social event. This highlights the research of our students within the Institute and to invited senior guests. Our activities in support of career development, particularly our involvement of role models of successful women scientists at different career stages, are targeted at our postgraduate students and postdocs.

Figure 4.6 PhD Student Day 2016: Poster/Talks prize winners with senior members of staff/academic visitors.



Figure 4.7(a) PhD Student Degree Attainment by Gender (Data In Table 4.6)

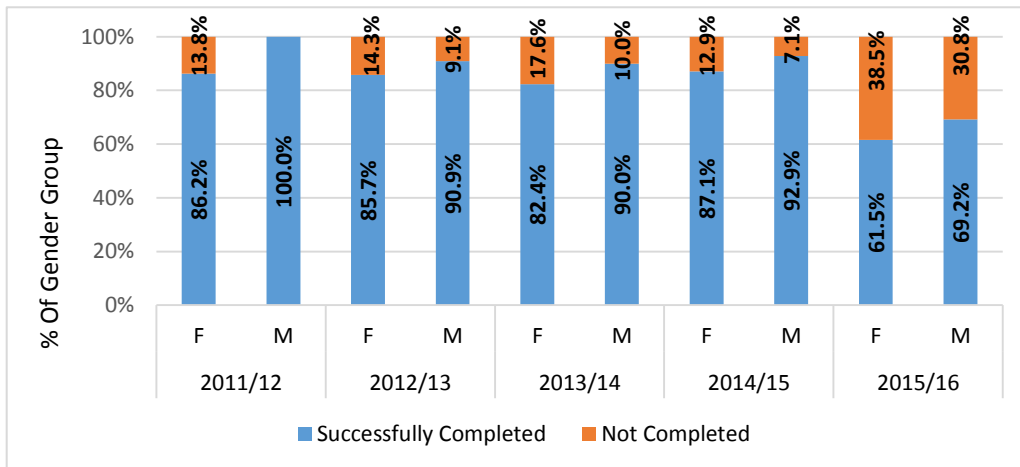


Table 4.6 PGR PhD Degree Completion Rate

		F	% of all F	M	% of all M
2011/12	Successfully Completed	25	86.2%	4	100.0%
	Not Completed	4	13.8%	0	0.0%
2012/13	Successfully Completed	12	85.7%	10	90.9%
	Not Completed	2	14.3%	1	9.1%
2013/14	Successfully Completed	14	82.4%	9	90.0%
	Not Completed	3	17.6%	1	10.0%
2014/15	Successfully Completed	27	87.1%	13	92.9%
	Not Completed	4	12.9%	1	7.1%
2015/16	Successfully Completed	8	61.5%	9	69.2%
	Not Completed	5	38.5%	4	30.8%

In 2015/16, 2F/1M students were on authorised interruption to studies, further 2F/1M were part-time PhD students that are still within submission deadline.

Figure 4.7(a) Proportional MsCR, MPhil & MVetSci Degree Attainment by Gender (Data In Table 4.7)

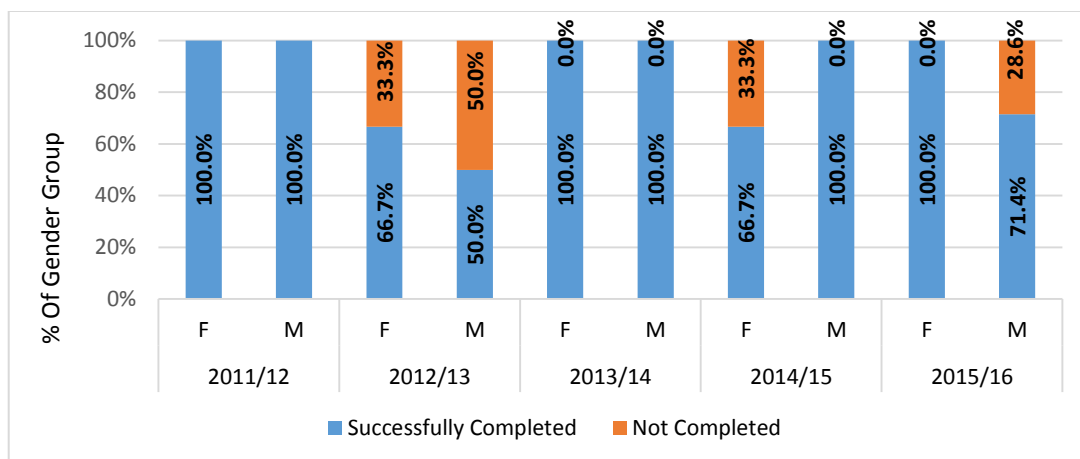


Table 4.7 PGR MsCR, MPhil & MVetSci Degree Completion Rate

		F	% of all F	M	% of all M
2011/12	Successfully Completed	7	100.0%	6	100.0%
	Not Completed	0	0.0%	0	0.0%
2012/13	Successfully Completed	2	66.7%	1	50.0%
	Not Completed	1	33.3%	1	50.0%
2013/14	Successfully Completed	4	100.0%	2	100.0%
	Not Completed	0	0.0%	0	0.0%
2014/15	Successfully Completed	2	66.7%	1	100.0%
	Not Completed	1	33.3%	0	0.0%
2015/16	Successfully Completed	10	100.0%	5	71.4%
	Not Completed	0	0.0%	2	28.6%

Our Postgraduate student completion rates are not significantly different by gender and are above the BBSRC minimum of 70%. This data will be monitored annually by the PG Committee/CDC (in line with action 2.1).

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

This category is not directly relevant to the Institute as we do not offer any UG courses. However, we do track the destinations of our MSc students and since its commencement in 2011/12, on average 1-3 students, >50%F per year (out of a class of 6-10) stay on at the Institute to undertake a PhD.

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on, and explain any differences between, men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Summary: 32.1% of our professors are female (9.4% increase over 5 years).

Table 4.8 University of Edinburgh Academic Grades

UE06	Research Assistant, Research Associate
UE07	Postdoctoral Research Fellow, Postdoctoral Scientist
UE08	Career Track Fellow, Lecturer
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Personal Chair Or Equivalent

The proportion of female staff has remained fairly stable over the last 5 years at between 44-53%, with a 5 year average of 48.5%. The total proportion of female academic staff has been higher than the national averages in all 5 years. Whilst this is positive, we are aware of a steady decline in UE07 female academics (47.6%) during this period. The difference is small i.e. there are 6 more males than females at this level in 2015/16, suggesting this is not a significant gender issue

Figure 4.8 Proportion Of Female Academic Staff (All - By Grade, Data In Table 4.9)

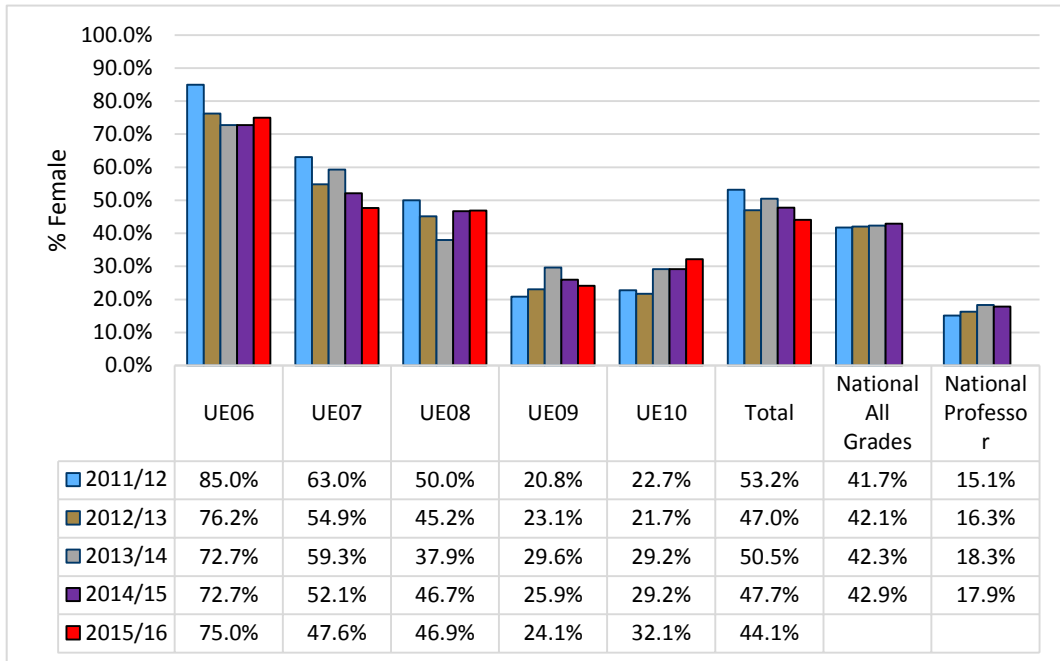


Table 4.9 Academic Staff Numbers

		UE06 (RA)	UE07 (PDRA)	UE08 (CTF/Lecturer)	UE09 (Reader/SL)	UE10 (Professor)	Total
2011/12	Female	17	58	15	5	5	100
	Male	3	34	15	19	17	88
	% Female	85.0%	63.0%	50.0%	20.8%	22.7%	53.2%
2012/13	Female	16	45	14	6	5	86
	Male	5	37	17	20	18	97
	% Female	76.2%	54.9%	45.2%	23.1%	21.7%	47.0%
2013/14	Female	16	64	11	8	7	106
	Male	6	44	18	19	17	104
	% Female	72.7%	59.3%	37.9%	29.6%	29.2%	50.5%
2014/15	Female	16	61	14	7	7	105
	Male	6	56	16	20	17	115
	% Female	72.7%	52.1%	46.7%	25.9%	29.2%	47.7%
2015/16	Female	9	60	15	7	9	100
	Male	3	66	17	22	19	127
	% Female	75.0%	47.6%	46.9%	24.1%	32.1%	44.1%

The proportion of female staff at UE08 remains consistent and almost equal to males at this level. Additionally, we have made 8 **(5F:3M)** recent and **internal Career Track Fellow (UE08) appointments** (Table 4.9). Career Track Fellows are academics that bring in funding through a fellowship, or are awarded University or Institute funding for a period of 4-5 years to develop an independent research programme. They are given additional support by the Institute via a £20k consumables/travel budget, a support position and mentorship. They are assessed against key criteria during the 4th/5th year for tenured status and progression to Reader/SL level.

Our current (2016/17) level of female staff at UE08 of **48%** indicates a healthy pipeline of female academics that will hopefully redress the gender imbalance (and our “drop off” point) at Reader/SL (UE09) level (Fig 4.8). Recent internal appointments at UE08 level, demonstrate the continued development and support for our current staff to progress within the institute. We are very proud of this progression and believe that the initiatives we put in place as part of our Silver action plan have contributed directly to this e.g. our *Coaching for Success* programme. Three (2F:1M) of the seven recent appointees participated in the coaching programme within the last 2 years and 4 (3F:1M) attended the local promotions workshop run by HR. We have also supported progression from UE09 to UE10 for two female Reader’s/SL who were promoted to professorships in 14/15 and 15/16 (reducing our UE09 group by two).

AP4.4: Aim to maintain increase in proportion female professors continuing current trajectory.

Figure 4.9 Academic Staff by Grade, Gender and Contract 2011/12 (Data In Table 4.10)

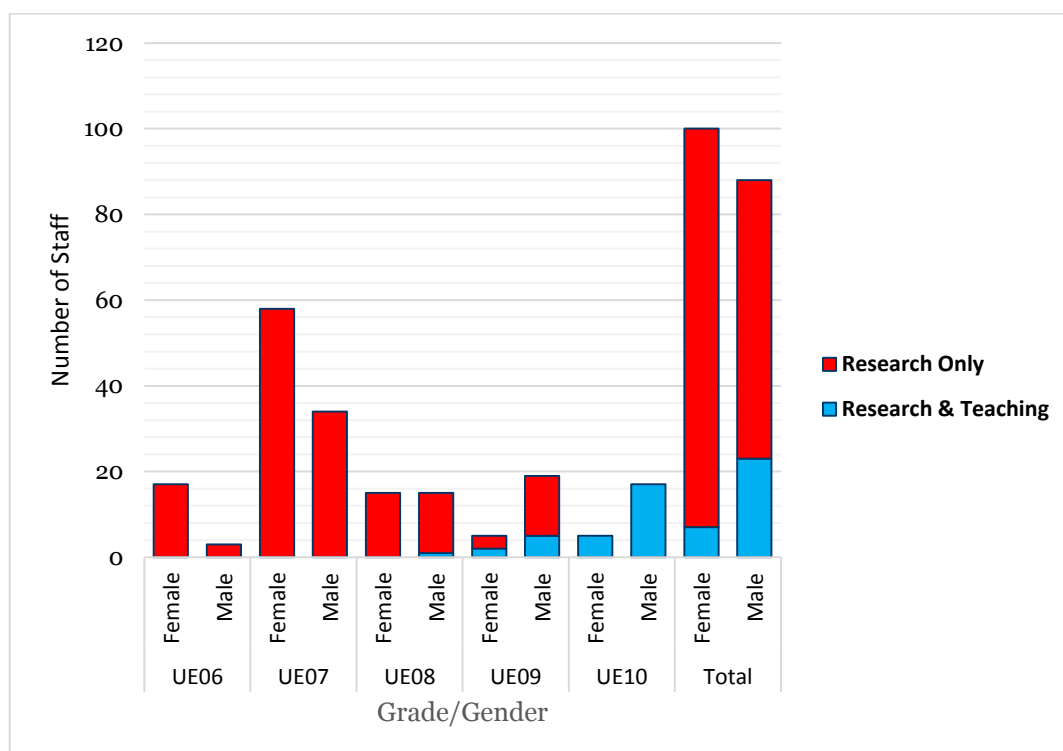


Table 4.10 Academic Staff (By Grade, Contract Function & Gender) 2011/12

Grade	Gender	Research & Teaching	Research Only	Grand Total
UE06	Female		17	17
	Male		3	3
	% Female		85.0%	85.0%
UE07	Female		58	58
	Male		34	34
	% Female		63.0%	63.0%
UE08	Female		15	15
	Male	1	14	15
	% Female	0.0%	51.7%	50.0%
UE09	Female	2	3	5
	Male	5	14	19
	% Female	28.6%	17.6%	20.8%
UE10	Female	5		5
	Male	17		17
	% Female	22.7%		22.7%
Total	Female	7	93	100
	Male	23	65	88
	% Female	23.3%	58.9%	53.2%
National (All Grades)	% Female	32.1%	49.8%	41.7%
National (Professor Level)	% Female	15.0%	20.0%	15.1%
Grand Total		30	158	188

Figure 4.10 Academic Staff by Grade, Gender and Contract 2012/13 (Data In Table 4.11)

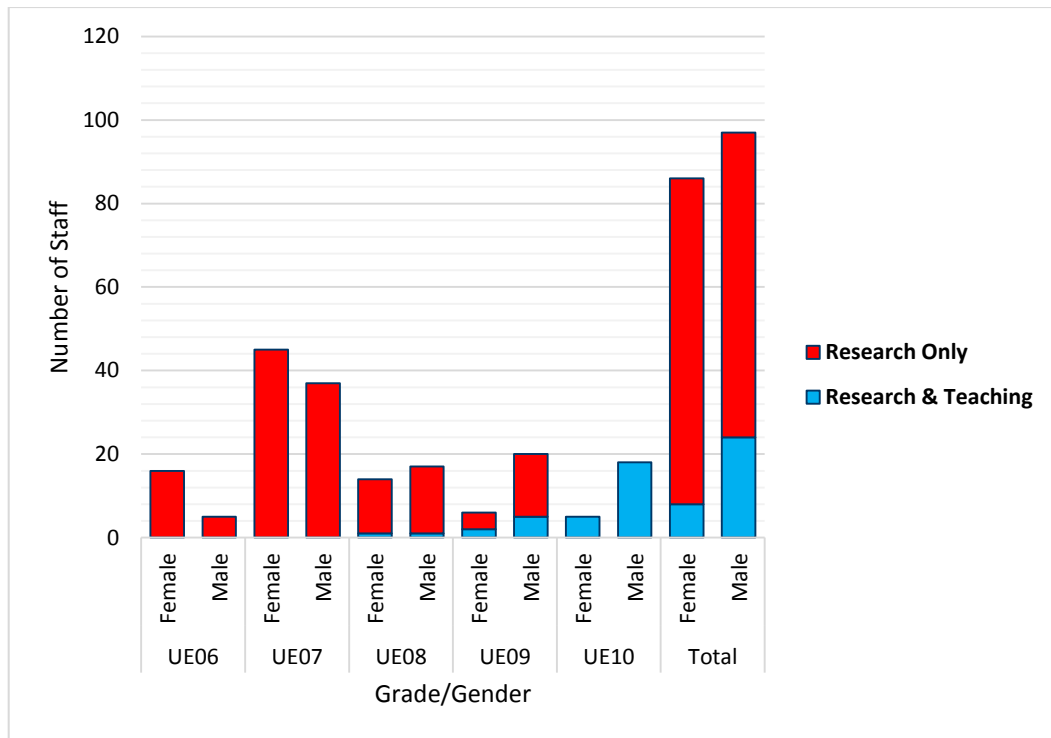


Table 4.11 Academic Staff (By Grade, Contract Function & Gender) 2012/13

Grade	Gender	Research & Teaching	Research Only	Grand Total
UE06 (RA)	Female		16	16
	Male		5	5
	% Female		76.2%	76.2%
UE07 (PDRA)	Female		45	45
	Male		37	37
	% Female		54.9%	54.9%
UE08 (CTF/Lecturer)	Female	1	13	14
	Male	1	16	17
	% Female	50.0%	44.8%	45.2%
UE09 (Reader/Senior Lecturer)	Female	2	4	6
	Male	5	15	20
	% Female	28.6%	21.1%	23.1%
UE10 (Professor)	Female	5		5
	Male	18		18
	% Female	21.7%		21.7%
Total	Female	8	78	86
	Male	24	73	97
	% Female	25.0%	51.7%	47.0%
National (All Grades)	% Female	32.4%	50.0%	42.1%
National (Professor Level)	% Female	15.5%	37.5%	16.3%
Grand Total		32	151	183

*National data are taken from HESA Cost Centre 112 (Biosciences)

Figure 4.11 Academic Staff by Grade, Gender and Contract 2013/14 (Data In Table 4.12)

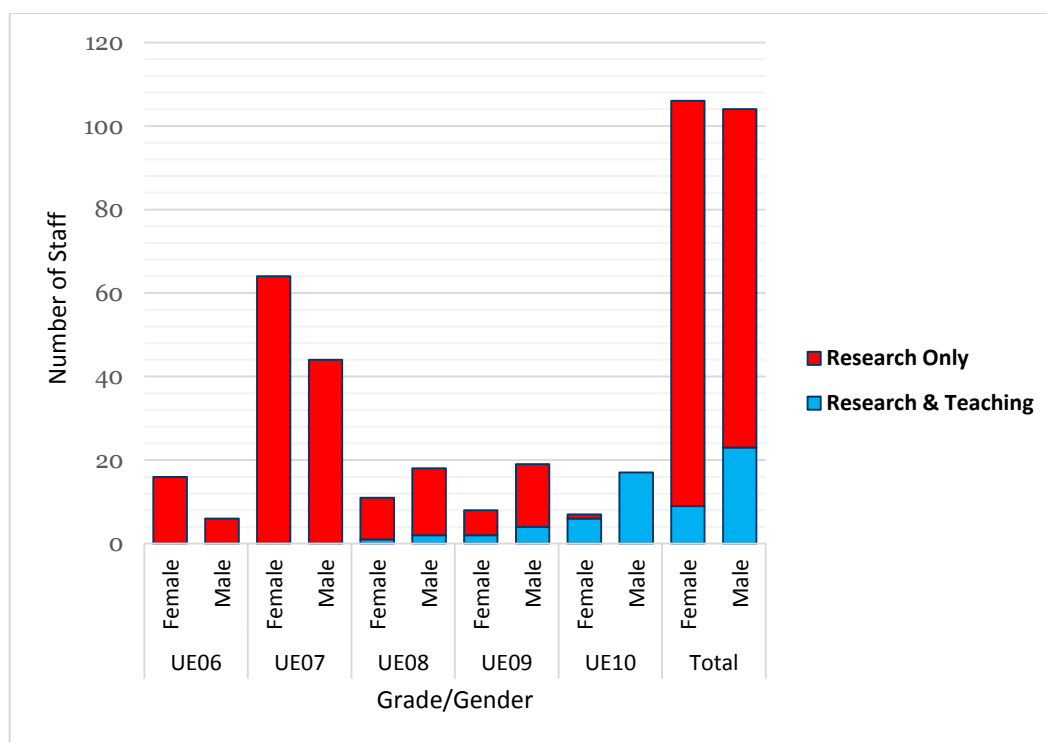


Table 4.12 Academic Staff (By Grade, Contract Function & Gender) 2013/14

Grade	Gender	Research & Teaching	Research Only	Grand Total
UE06 (RA)	Female		16	16
	Male		6	6
	% Female		72.7%	72.7%
UE07 (PDRA)	Female		64	64
	Male		44	44
	% Female		59.3%	59.3%
UE08 (CTF/Lecturer)	Female	1	10	11
	Male	2	16	18
	% Female	33.3%	38.5%	37.9%
UE09 (Reader/Senior Lecturer)	Female	2	6	8
	Male	4	15	19
	% Female	33.3%	28.6%	29.6%
UE10 (Professor)	Female	6	1	7
	Male	17	0	17
	% Female	26.1%	100.0%	29.2%
Total	Female	9	97	106
	Male	23	81	104
	% Female	28.1%	54.5%	50.5%
National (All Grades)	% Female	32.5%	50.5%	42.3%
National (Professor Level)	% Female	18.2%	20.0%	18.3%
Grand Total		32	178	210

*National data are taken from HESA Cost Centre 112 (Biosciences)

Figure 4.12 Academic Staff (By Grade, Gender & Contract Function) 2014/15 (Data In Table 4.13)

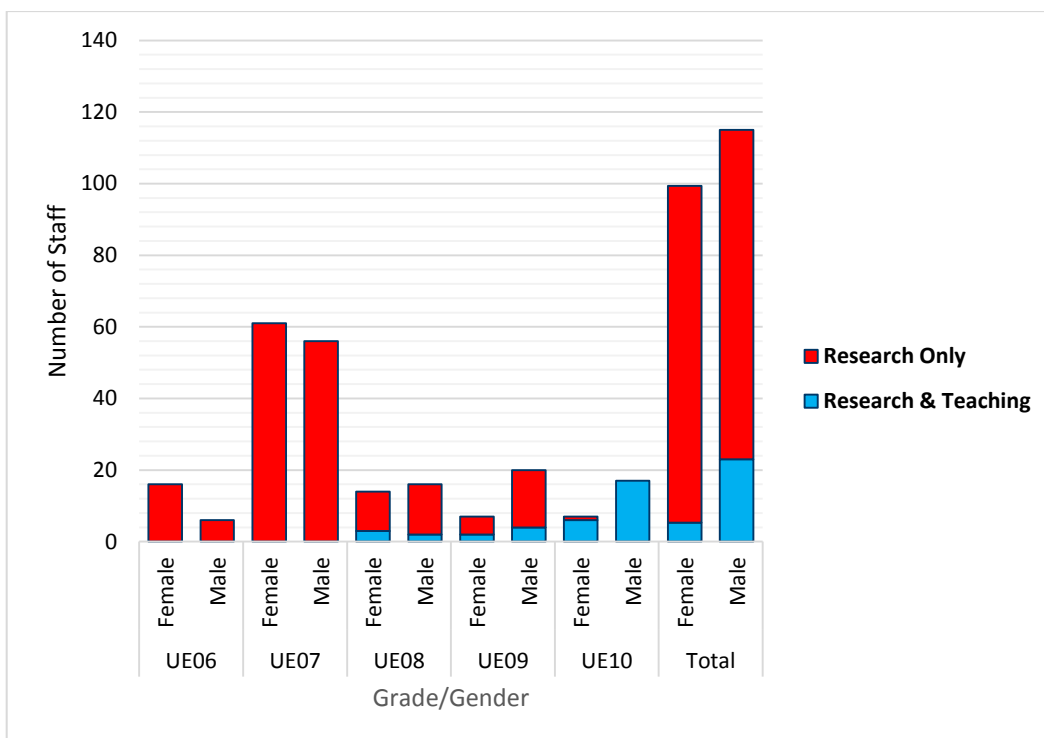


Table 4.13 Academic Staff (By Grade, Contract Function & Gender) 2014/15

	Gender	Research & Teaching	Research Only	Grand Total
UE06 (RA)	Female		16	16
	Male		6	6
	% Female		72.7%	72.7%
UE07 (PDRA)	Female		61	61
	Male		56	56
	% Female		52.1%	52.1%
UE08 (CTF/Lecturer)	Female	3	11	14
	Male	2	14	16
	% Female	60.0%	44.0%	46.7%
UE09 (Reader/Senior Lecturer)	Female	2	5	7
	Male	4	16	20
	% Female	33.3%	23.8%	25.9%
UE10 (Professor)	Female	6	1	7
	Male	17	0	17
	% Female	26.1%	100.0%	29.2%
Total	Female	5	94	105
	Male	23	92	115
	% Female	18.8%	50.5%	47.7%
National (All Grades)	% Female	33.2%	50.6%	42.9%
National (Professor Level)	% Female	17.9%	16.7%	17.9%

*National data are taken from HESA Cost Centre 112 (Biosciences)

Figure 4.13 Academic Staff (By Grade, Gender & Contract Function) 2015/16 (Data In Table 4.14)

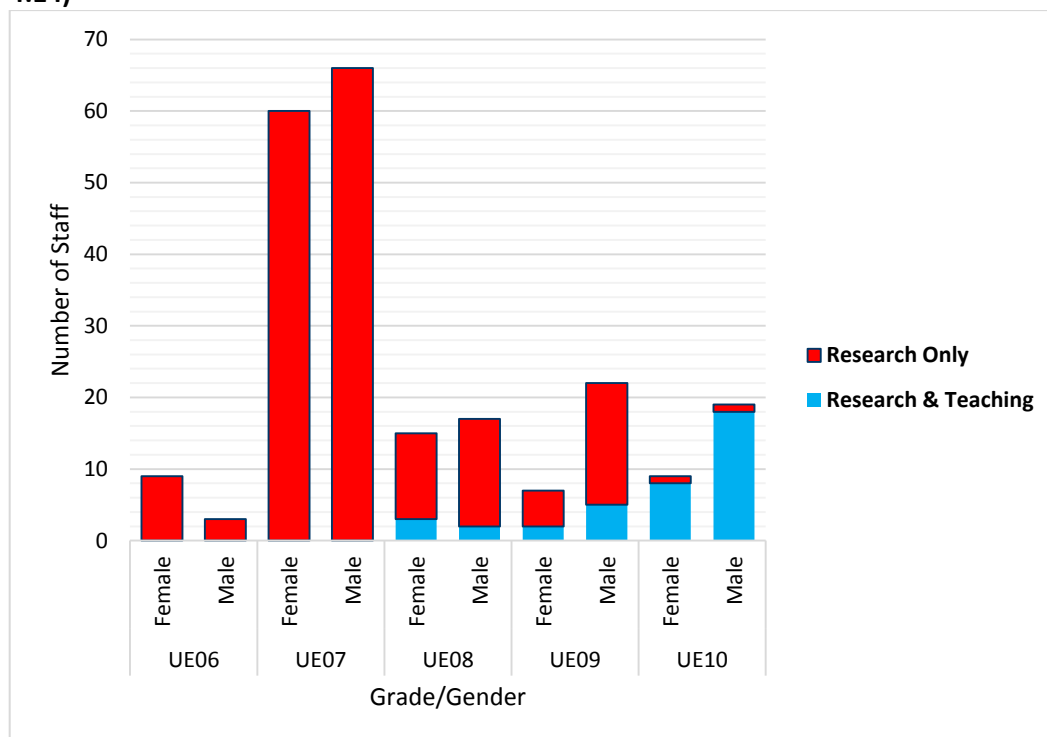


Table 4.14 Academic Staff (By Grade, Contract Function & Gender) 2015/16

Grade	Gender	Research & Teaching	Research Only	Grand Total
UE06 (RA)	Female		9	9
	Male		3	3
	% Female		75.0%	75.0%
UE07 (PDRA)	Female		60	60
	Male		66	66
	% Female		47.6%	47.6%
UE08 (CTF/Lecturer)	Female	3	12	15
	Male	2	15	17
	% Female	60.0%	44.4%	46.9%
UE09 (Reader/Senior Lecturer)	Female	2	5	7
	Male	5	17	22
	% Female	28.6%	22.7%	24.1%
UE10 (Professor)	Female	8	1	9
	Male	18	1	19
	% Female	30.8%	50.0%	32.1%
Total	Female	13	87	100
	Male	25	102	127
	% Female	34.2%	46.0%	44.1%
National (All Grades)	% Female	not available yet		
National (Professor Level)	% Female	not available yet		

*National data are taken from HESA Cost Centre 112 (Biosciences)

Our pipeline can be seen in detail in the above tables. As a research institute, the majority of staff are on research-only contracts. As previously mentioned, we are co-located and closely associated with the Vet School and therefore some of our staff do take part in formal teaching of undergraduates at the School. This number is fairly small (13 out of 227) and there is no bias towards women in terms of added teaching duties. Recently, during a REF data cleanse exercise, the majority of our professorial population were moved to research and teaching contracts, although the majority are not involved in UG teaching. PhD supervision is considered as part of the “research” function rather than direct formal teaching and all senior academic staff (UE08-10) are required to supervise PhD students.

(ii) Where relevant, comment on the transition of staff between technical and academic roles.

The Institute is always willing to provide support for all staff to develop in their professional careers. The College runs a competitive staff scholarship scheme and the Institute also has a **generous training budget managed by local HR (£30,000 pa)**. All staff are provided an opportunity to discuss development and promotion prospects during the annual review. In fact, this is a compulsory part of our annual review process. In the last 5 years we have supported (and funded) 7 technical staff members (4M: 3F) to transition from technical to academic path through part-time PhD positions. We will continue to offer funds and support to technical staff who wish to pursue an academic career path (as appropriate).

AP4.5: Provide support to enable technical staff to pursue academic careers.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment, and to address any other issues, including redeployment schemes.

Contract Type Abbreviations: FT: fixed-term contract; OE: open-ended contract; GHC: guaranteed hours contract

The University of Edinburgh does not employ staff on zero-hours contracts. Since 2014-15 the University employs a number of its staff on 'Guaranteed Hours' contracts (GHC), to meet the University's complex business needs while providing flexibility and a greater degree of certainty for staff in terms of access to work and pay. We only have one GHC staff in 2015/16, a Senior Lecturer. The Senior Lecturer is female and she was a Group Leader within the Institute. She was head-hunted for a promoted post at a different Institute, and to retain her affiliation and for student supervision purposes we maintain her employment on a GHC contract with agreed hours per annum approved in advance.

Figure 4.14 Academic Staff: % of Gender Pool With Open-ended Contracts (By Year)

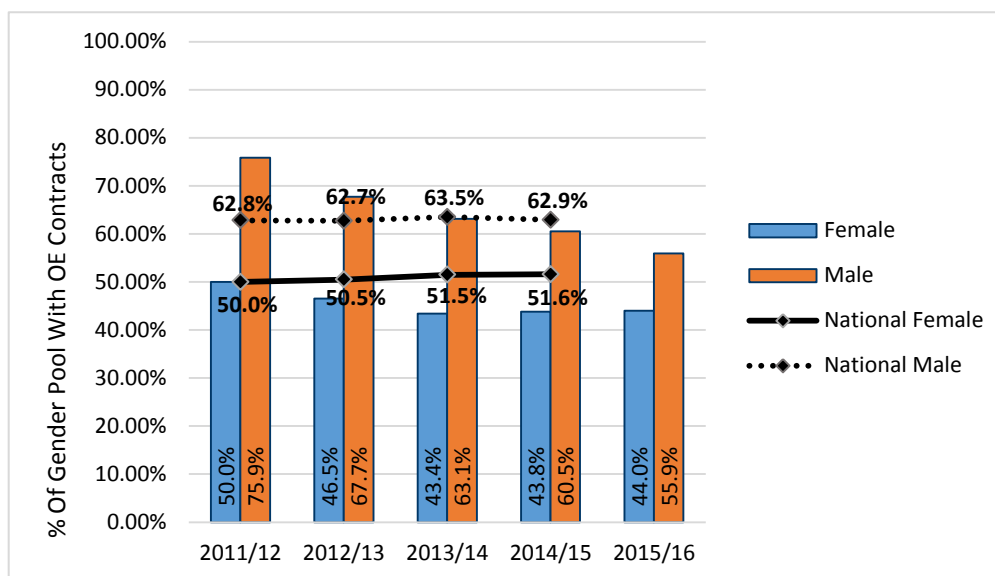


Figure 4.15 Academic Staff: % of Gender Pool With Open-ended Contracts 2011/12 (Data In Table 4.15)

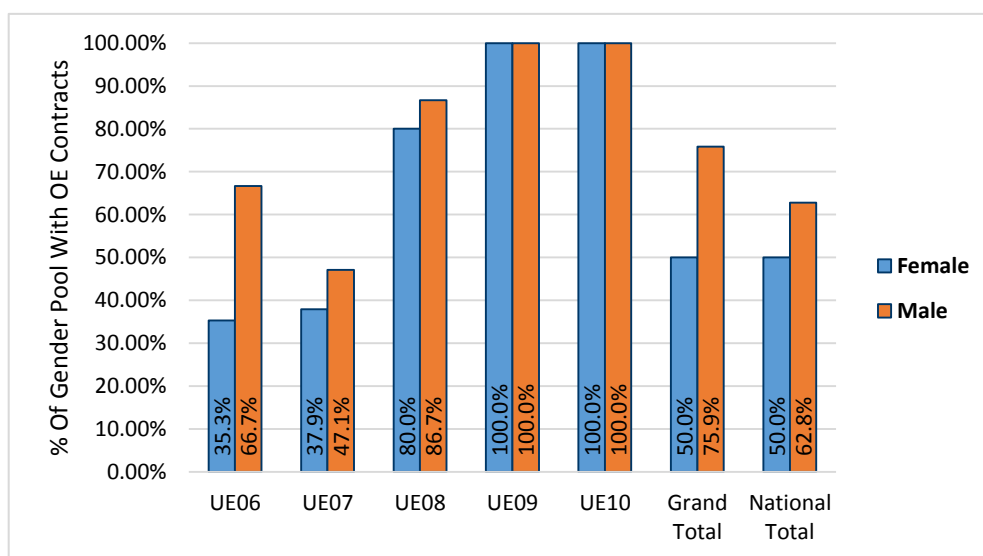


Table 4.15 Academic Staff, By Contract Type 2011/12

Grade	Female				Male				Total
	FT	% FT	OE	% OE	FT	% FT	OE	% OE	
UE06 (RA)	11	64.7%	6	35.3%	1	33.3%	2	66.7%	20
UE07 (PDRA)	36	62.1%	22	37.9%	18	52.9%	16	47.1%	92
UE08 (CTF/Lecturer)	3	20.0%	12	80.0%	2	13.3%	13	86.7%	30
UE09 (Reader/SL)		0.0%	5	100.0%		0.0%	19	100.0%	24
UE10 (Professor)		0.0%	5	100.0%		0.0%	16	100.0%	21
Total	50	50.0%	50	50.0%	21	24.1%	66	75.9%	187
National Total		50.0%		50.0%		37.2%		62.8%	

*National Data taken from HESA Cost Centre 112 Bioscience

Figure 4.16 Academic Staff: % of Gender Pool With Open-ended Contracts 2012/13 (Data In Table 4.16)

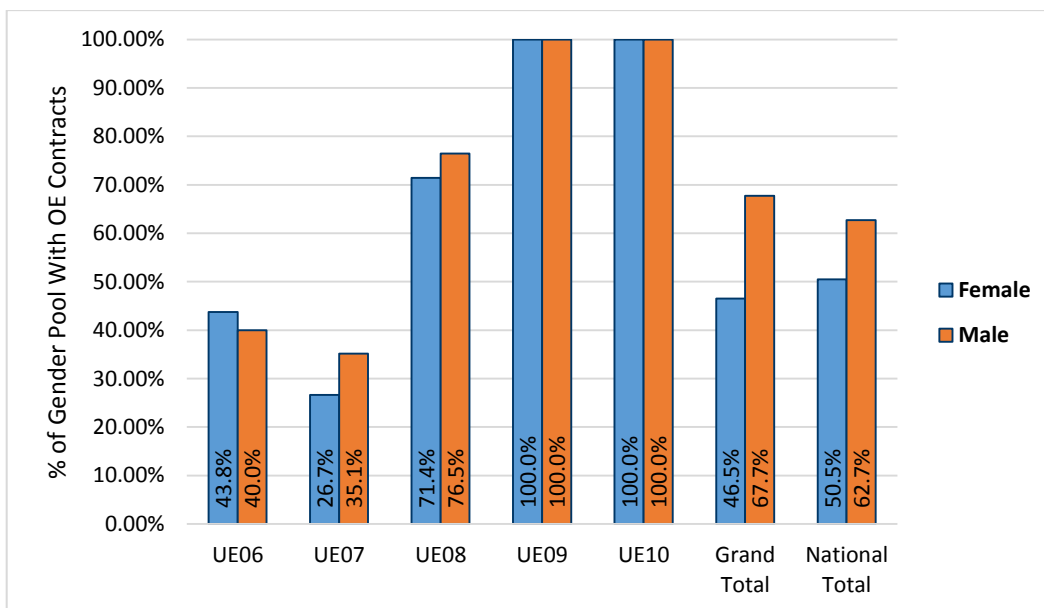


Table 4.16 Academic Staff, By Contract Type 2012/13

Grade	Female				Male				Grand Total
	FT	% FT	OE	% OE	FT	% FT	OE	% OE	
UE06 (RA)	9	56.3%	7	43.8%	3	60.0%	2	40.0%	21
UE07 (PDRA)	33	73.3%	12	26.7%	24	64.9%	13	35.1%	82
UE08 (CTF/Lecturer)	4	28.6%	10	71.4%	4	23.5%	13	76.5%	31
UE09 (Reader/SL)		0.0%	6	100.0%		0.0%	20	100.0%	26
UE10 (Professor)		0.0%	5	100.0%		0.0%	17	100.0%	22
Grand Total	46	53.5%	40	46.5%	31	32.3%	65	67.7%	182
National Total		49.5%		50.5%		37.3%		62.7%	

*National Data taken from HESA Cost Centre 112 Biosciences

Figure 4.17 Academic Staff: % of Gender Pool With Open-ended Contracts 2013/14 (Data In Table 4.17)

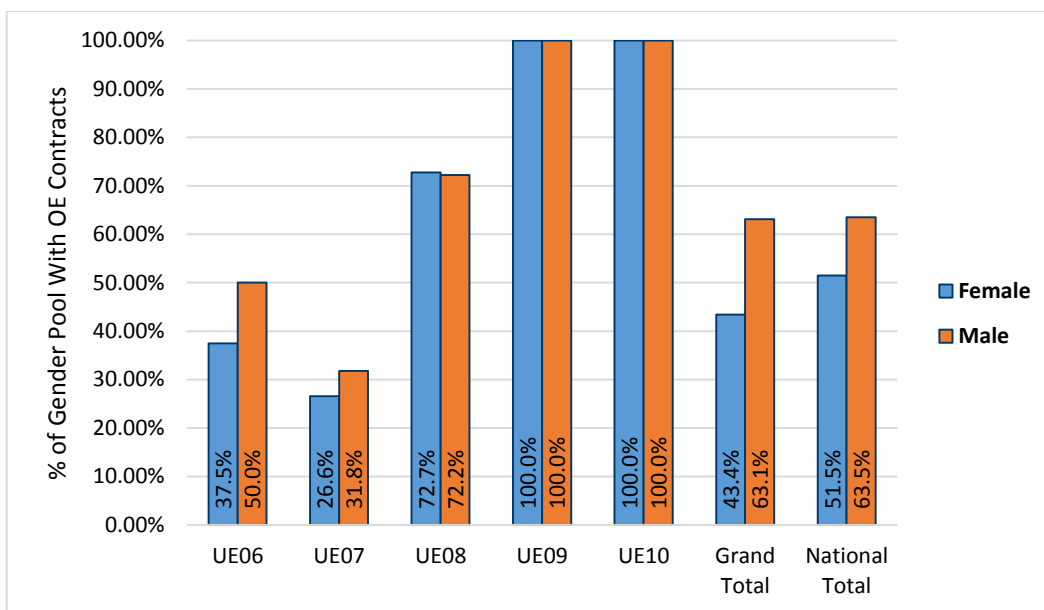


Table 4.17 Academic Staff, By Contract Type 2013/14

Grade	Female				Male				Grand Total
	FT	% FT	OE	% OE	FT	% FT	OE	% OE	
UE06 (RA)	10	62.5%	6	37.5%	3	50.0%	3	50.0%	22
UE07 (PDRA)	47	73.4%	17	26.6%	30	68.2%	14	31.8%	108
UE08 (CTF/Lecturer)	3	27.3%	8	72.7%	5	27.8%	13	72.2%	29
UE09 (Reader/SL)		0.0%	8	100.0%		0.0%	19	100.0%	27
UE10 (Professor)		0.0%	7	100.0%		0.0%	16	100.0%	23
Grand Total	60	56.6%	46	43.4%	38	36.9%	65	63.1%	209
National Total		48.5%		51.5%		36.5%		63.5%	

*National Data taken from HESA Cost Centre 112 Biosciences

Figure 4.18 Academic Staff: % of Gender Pool With Open-ended Contracts 2015/16 (Data In Table 4.18)

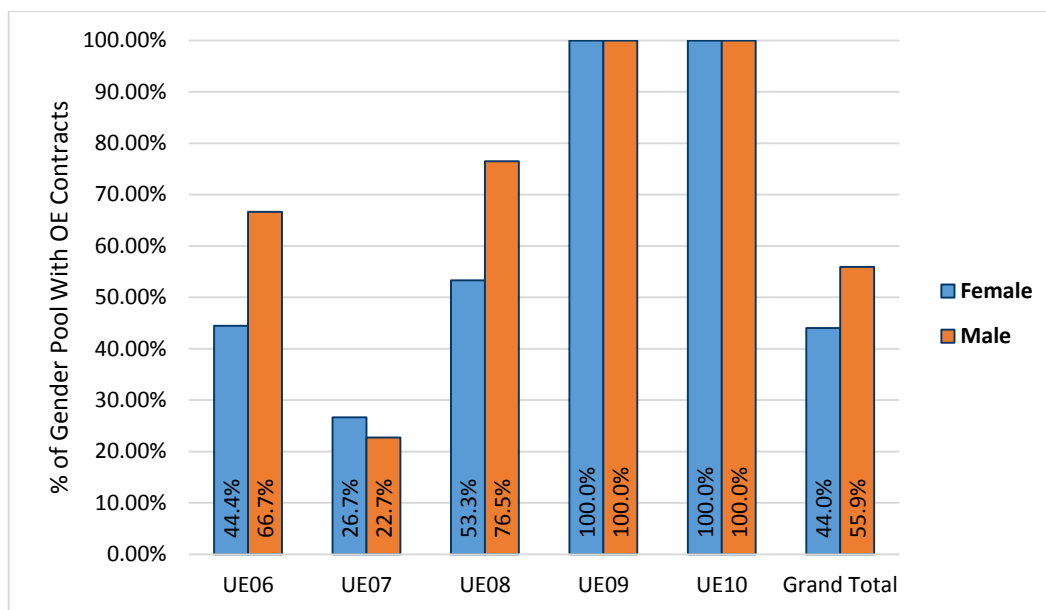


Table 4.18 Academic Staff, By Contract Type 2015/16

Grade	Female						Male						Grand Total
	FT	% FT	OE	% OE	GH	% GH	FT	% FT	OE	% OE	GH	% GH	
UE06 (RA)	5	55.6%	4	44.4%		0.0%	1	33.3%	2	66.7%		0.0%	12
UE07 (PDRA)	44	73.3%	16	26.7%		0.0%	51	77.3%	15	22.7%		0.0%	126
UE08 (CTF/Lecturer)	6	40.0%	8	53.3%	1	6.7%	4	23.5%	13	76.5%		0.0%	32
UE09 (Reader/SL)		0.0%	7	100.0%		0.0%		0.0%	22	100.0%		0.0%	29
UE10 (Professor)		0.0%	9	100.0%		0.0%		0.0%	19	100.0%		0.0%	28
Grand Total	55	55.0%	44	44.0%	1	1.0%	56	44.1%	71	55.9%		0.0%	227
National Total (Not Available Yet)													

*National Data taken from HESA Cost Centre 112 Biosciences

Summary: Balanced pipeline at UE08 level should increase the proportion of female staff on open-ended contracts in the next 4-5 years.

The proportion of women on open-ended contracts has remained fairly constant over the last 5 years (43.8%-50%) – see fig 4.14. We note that the Institute has fallen slightly below the national average for women on open-ended contracts in the last 4 out of 5 years. However, the number of men on open-ended contracts has also fallen. This is likely to be result of growth, with 227 staff compared to 188 in 2011/12. The majority of our academic staff are postdoctoral researchers (56%) who are on external grant funding. Career Track Fellows (UE08) also have fixed-term contracts prior to tenure review. There was a slight reduction in proportion of female staff on open-ended contracts at UE08 in 2015/16 (table 4.18), although the number (8) did not change, while the number on fixed term contracts increased (6 compared to 3 in 2014/15). Both UE09 and UE10 are tenured posts and therefore contracts at this level are always open ended. Since men occupy more of the posts at this level this impacts on the ratio of female staff on open ended contracts overall. We expect to see this improve as our current pipeline of female academics progress.

AP4.6: Mechanisms will be further developed to support postdocs obtaining fellowships/tenure-track positions within and outwith the Institute.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Figure 4.19 Academic Staff Leavers (By Grade & Gender, Data In Table 4.19)

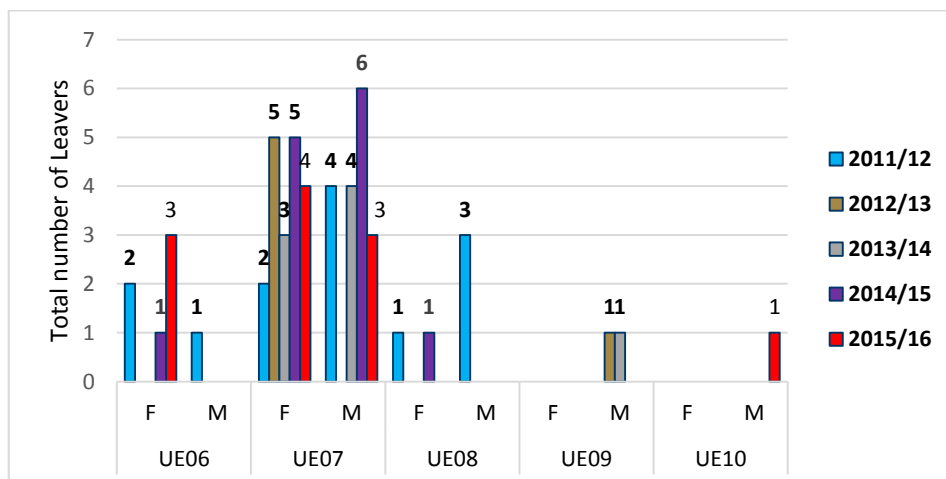


Table 4.19 Number and Percentage Of Academic And Research Staff Turning Over (% of Annual Average At Grade and Gender)

Grade	Gender	2011/12			2012/13			2013/14			2014/15			2015/16		
		Full Time Leavers	Part Time Leavers	% Turnover	Full Time Leavers	Part Time Leavers	% Turnover	Full Time Leavers	Part Time Leavers	% Turnover	Full Time Leavers	Part Time Leavers	% Turnover	Full Time Leavers	Part Time Leavers	% Turnover
UE06	F	2		13.1%			0.0%			0.0%	1		6.8%	3		32.7%
	M	1		30.8%			0.0%			0.0%			0.0%			0.0%
UE07	F	2		3.8%	4	1	9.6%	3		5.5%	5		8.3%	3	1	6.6%
	M	4		11.3%			0.0%	3	1	9.9%	6		12.4%	3		5.0%
UE08	F	1		7.5%			0.0%			0.0%		1	7.4%			0.0%
	M	3		18.8%			0.0%			0.0%			0.0%			0.0%
UE09	F			0.0%			0.0%			0.0%			0.0%			0.0%
	M			0.0%	1		4.9%		1	5.1%			0.0%			0.0%
UE10	F			0.0%			0.0%			0.0%			0.0%			0.0%
	M			0.0%			0.0%			0.0%			0.0%	1		5.6%
GRAND TOTAL		13		7.1%	5	1	3.3%	6	2	4.0%	12	1	6.2%	10	1	5.1%

Summary: There is gender parity in turnover of staff

Whilst there is some variation in the proportions of females and males leaving each year, on average **~53% of leavers over the last 5 years have been female**. We analysed the data by grade (Table 4.15). The majority of female leavers are at UE06/UE07 level i.e. RAs/postdocs; this is inevitable as the majority are often on funding-limited contracts. The average number of females on UE06 and UE07 grades over the last 6 years was 66%; therefore the proportion leaving is less than the gender profile for that grade. We are confident that we do not have a disproportionately high turnover of female staff. Our average turnover for the last 5 years was low at 5.14%. Turnover for males was slightly higher at grades UE08-UE10 (CTF, Reader/SL/Professor), with only 1 female leaver at UE08 and none at UE09/10 within the last 5 years. Evidence from our staff survey (2016) supports good retention with an impressive **93% of academics agreeing that they would recommend the Institute to others as a good place to work**.

Following our Silver action plan, we now collect data on the **next destinations of students and academic staff leavers** (see below) to ascertain where our staff/students secure employment.

Figure 4.20 PhD Student Career Tracking (2011-2015)

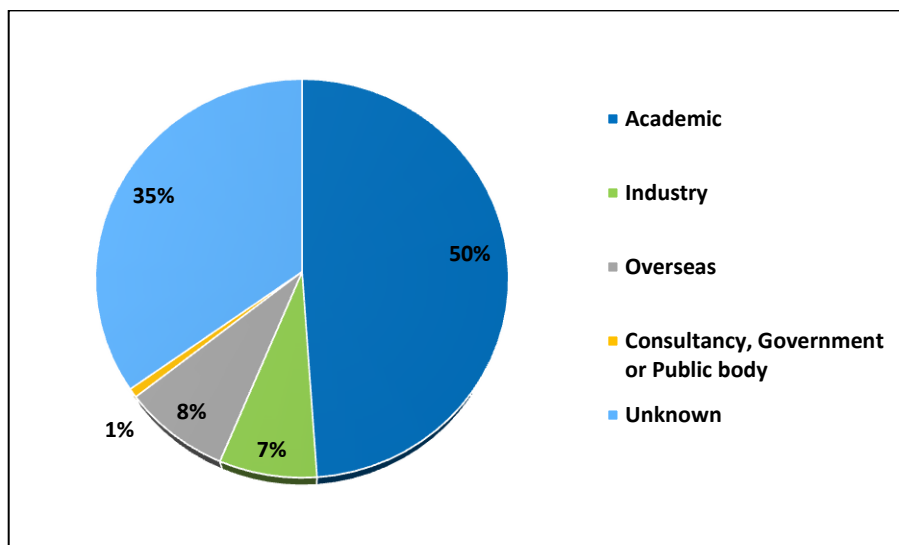
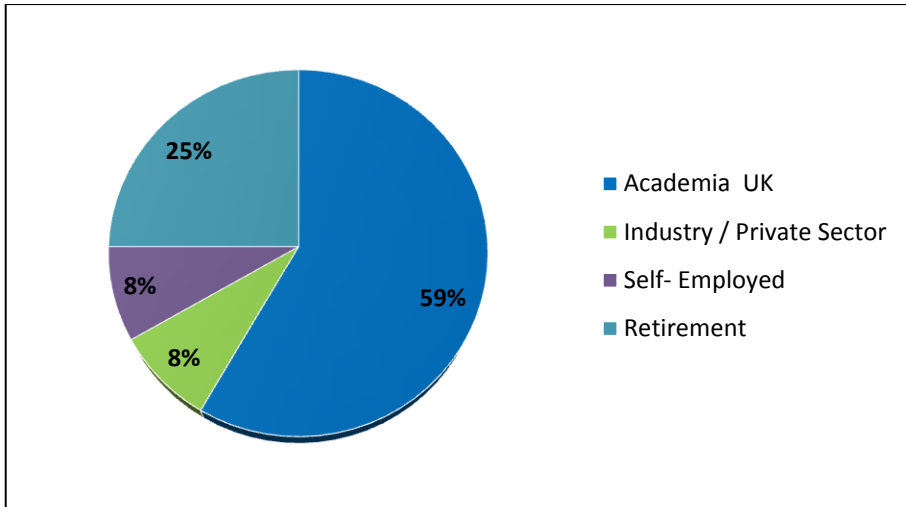


Figure 4.21 Academic Staff Leaver Destinations 2014-2016



Word Count: 1985

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 7000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for: applications; long- and shortlisted candidates; offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Summary: No bias in applications, shortlisting and appointment of female candidates. Positive change in attracting UE10 female applicants in 2015/16.

Table 5.1 University of Edinburgh Academic Grades

UE06	Research Assistant, Research Associate
UE07	Postdoctoral Research Fellow, Postdoctoral Scientist
UE08	Career Track Fellow, Lecturer
UE09	Senior Lecturer, Reader, Senior Research Fellow,
UE10	Professor, Personal Chair Or Equivalent

N.B: The University (as part of its AS support) implemented a new recruitment system from 2013/14, which allows us to give the breakdown of data as requested. Previously only data on Applications and Appointments were recorded and therefore for data prior to 2013/14 only this has been included. The University recorded data based on Academic year from 2013/14 but prior to this data were recorded by calendar year. The data years included here for recruitment are 2015/16, 2014/15, 2013/14, 2012 and 2011.

Figure 5.1 % Female Academic Applications, Shortlisted, Offers & Appointments, 2013/14 - 2015/16 (Data In Tables 5.2, 5.3 and 5.4)

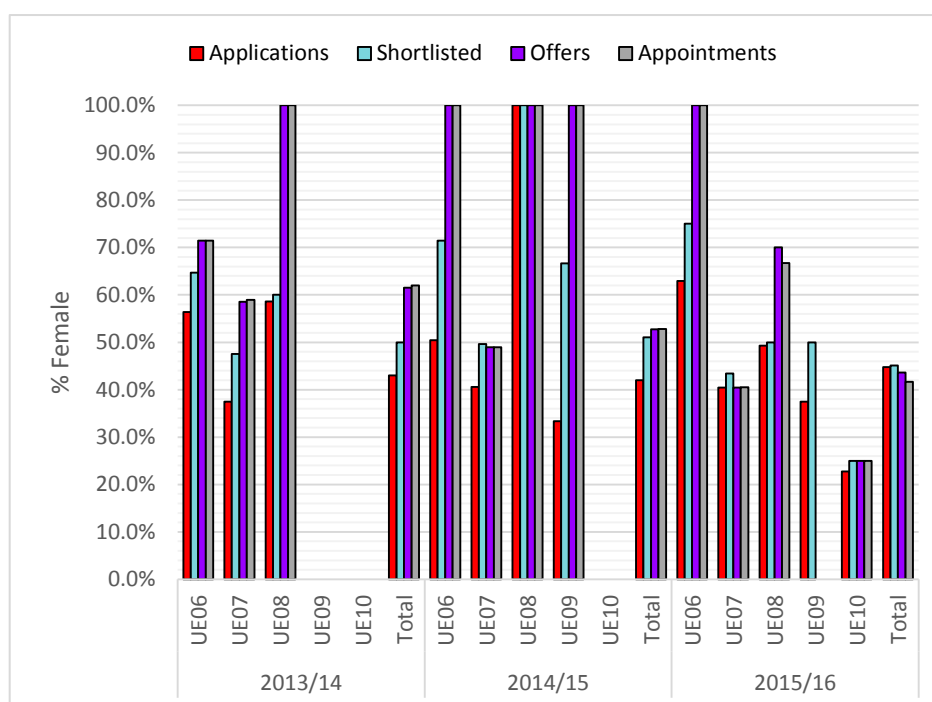


Table 5.2 Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), by Grade & Gender 2013/14

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06	119	92	56.4%	11	6	64.7%	5	2	71.4%	5	2	71.4%
UE07	215	359	37.5%	58	64	47.5%	24	17	58.5%	23	16	59.0%
UE08	17	12	58.6%	6	4	60.0%	3	0	100.0%	3	0	100.0%
UE09	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
UE10	0	2	0.0%	0	1	0.0%	0	1	0.0%	0	1	0.0%
Total	351	465	43.0%	75	75	50.0%	32	20	61.5%	31	19	62.0%

Table 5.3 Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), By Grade & Gender 2014/15

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06	59	58	50.4%	5	2	71.4%	3	0	100.0%	3	0	100.0%
UE07	270	395	40.6%	65	66	49.6%	24	25	49.0%	23	24	48.9%
UE08	1	0	100.0%	1	0	100.0%	1	0	100.0%	1	0	100.0%
UE09	3	6	33.3%	2	1	66.7%	1	0	100.0%	1	0	100.0%
UE10	0	1	0.0%	0	1	0.0%	0	1	0.0%	0	1	0.0%
Total	333	460	42.0%	73	70	51.0%	29	26	52.7%	28	25	52.8%

Table 5.4 Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments) by Grade & Gender 2015/16

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06	56	33	62.9%	6	2	75.0%	3	0	100.0%	3	0	100.0%
UE07	129	190	40.4%	33	43	43.4%	17	25	40.5%	15	22	40.5%
UE08	33	34	49.3%	10	10	50.0%	7	3	70.0%	6	3	66.7%
UE09	6	10	37.5%	1	1	50.0%	0	0	0.0%	0	0	0.0%
UE10	5	17	22.7%	2	6	25.0%	1	3	25.0%	1	3	25.0%
Total	229	284	44.6%	52	62	45.6%	28	31	47.5%	25	28	47.2%

There is no bias against women in attracting applications and in our selection and interview process for UE06 (Research Assistants) and UE07 (Research Fellow) posts.

More females have applied for UE06 posts for the last 5 years and on average 41% of applications for UE07 positions are female. We have also maintained parity in UE08 applications (CTFs/Lecturer level), which has remained between 50-55% in the last 5 years. **There has been a steady increase in the number of UE09 female applicants (23% in 2011 to 37.5% in 2015/16, see tables 5.2-5.4).** This could be a result of our activities e.g. inclusion of Athena Swan principles on our recruitment website (including family friendly policies and initiatives). In 2015 we created staff video case studies which are available for candidates to view online to give them an idea of what it is like to work at the Institute. The Institute has made recruitment training mandatory for chairs of panels, including a checking process to ensure that panel members have completed E&D and Unconscious Bias training; **recruiters are not permitted to proceed to recruit until this training has taken place.**

In 2015/16, two professorial appointments were advertised and the **proportion of female applicants increased to 22.7%** (compared to 0% in previous years either due to lack of applications or vacancies). We are excited by this change (even if it is 5 applications!) and hope that it reflects local initiatives. The Director vacancy was advertised after this reporting period for which **3 applications were from females, 2 of whom were shortlisted (of a shortlist of 5) and one appointed.** We are pleased to see positive change and look forward to further enhancing our procedures to maintain this.

AP5.1: To further enhance our recruitment procedure through formal review of outward-facing images; specific E&D guidance to be provided when job descriptions/adverts in preparation.

Figure 5.2 % Female Academic Applications & Appointments 2011/12 (Data In Tables 5.5 and 5.6)

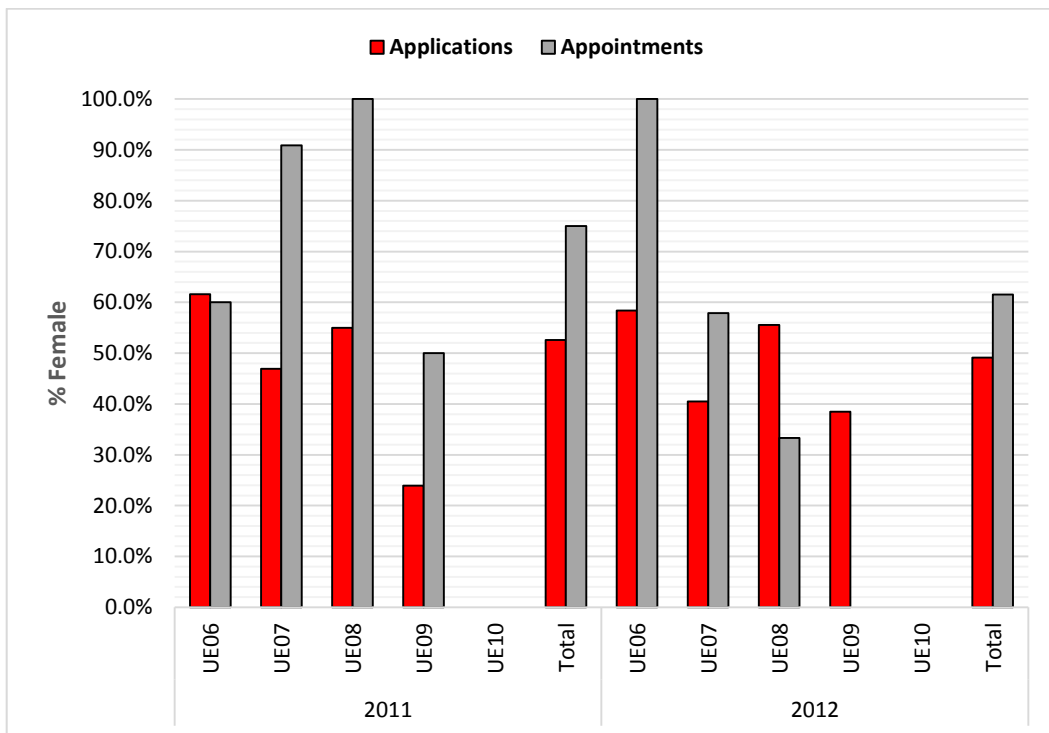


Table 5.5 Academic Staff Recruitment (Applications & Appointments) by Grade & Gender 2011 (data from previous Athena SWAN application)

Grade	Applications			Appointments		
	F	M	% F	F	M	% F
UE06	266	166	61.57%	3	2	60.00%
UE07	214	242	46.93%	10	1	90.91%
UE08	11	9	55.00%	1	0	100.00%
UE09	11	35	23.91%	1	1	50.00%
UE10	0	1	0.00%	0	1	0.00%
Total	502	453	52.57%	15	5	75.00%

Table 5.6 Academic Staff Recruitment (Applications & Appointments) by Grade & Gender 2012 (data from previous Athena SWAN application)

Grade	Applications			Appointments		
	F	M	% F	F	M	% F
UE06	167	119	58.39%	4	0	100.00%
UE07	121	178	40.47%	11	8	57.89%
UE08	5	4	55.56%	1	2	33.33%
UE09	5	8	38.46%	0	0	0.00%
UE10	0	0	0.00%	0	0	0.00%
Total	298	309	49.09%	16	10	61.54%

Figure 5.3 Application to Shortlisting Success Rate: Number Of Males Or Females Shortlisted As Percentage Of Applications Received, By Grade (Data In Tables 5.7-5.9)

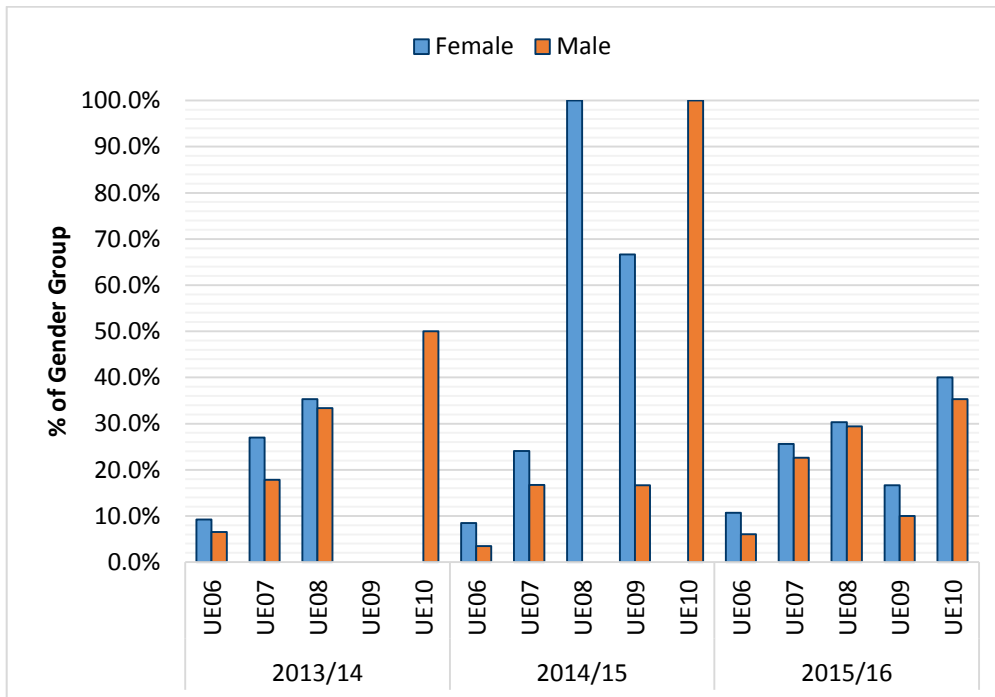


Table 5.7 Shortlisted Success Rate, By Gender 2013/14

Grade	Female			Male		
	Appointments	Shortlisted	Success Rate	Appointments	Shortlisted	Success Rate
UE06	119	11	9.2%	92	6	6.5%
UE07	215	58	27.0%	359	64	17.8%
UE08	17	6	35.3%	12	4	33.3%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	2	1	50.0%
Total	351	75	21.4%	465	75	16.1%

Table 5.8 Shortlisted Success Rate, By Gender 2014/15

Grade	Female			Male		
	Appointments	Shortlisted	Success Rate	Appointments	Shortlisted	Success Rate
UE06	59	5	8.5%	58	2	3.4%
UE07	270	65	24.1%	395	66	16.7%
UE08	1	1	100.0%	0	0	0.0%
UE09	3	2	66.7%	6	1	16.7%
UE10	0	0	0.0%	1	1	100.0%
Total	333	73	21.9%	460	70	15.2%

Table 5.9 Shortlisted Success Rate, By Gender 2015/16

Grade	Female			Male		
	Applications	Shortlisted	Success Rate	Applications	Shortlisted	Success Rate
UE06	56	6	10.7%	33	2	6.1%
UE07	129	33	25.6%	190	43	22.6%
UE08	33	10	30.3%	34	10	29.4%
UE09	6	1	16.7%	10	1	10.0%
UE10	5	2	40.0%	17	6	35.3%
Total	229	52	22.7%	284	62	21.8%

Figure 5.4 Application to Appointment Success Rate (By Grade and Gender, Data In Table 5.10-5.14)

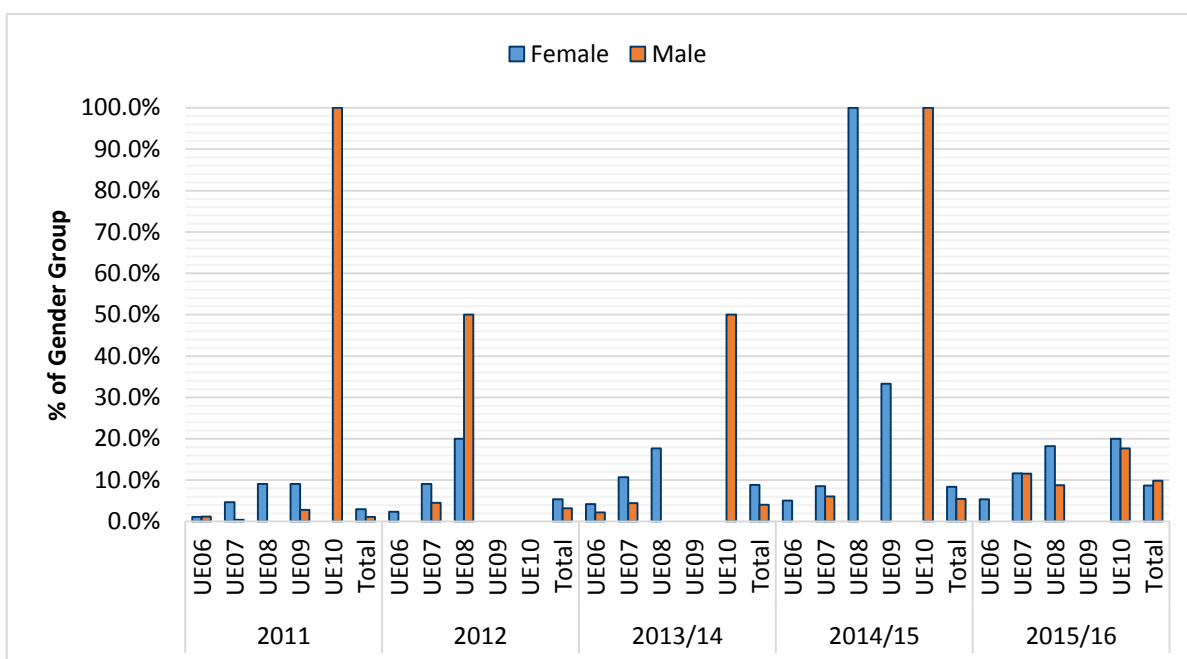


Figure 5.4 summarises that in the last 5 years, women were more successful than men in terms of application to appointment success rates, with a recent positive change at UE10. There has been a notable improvement in terms of applications to appointments of females at senior levels. It is worth noting that whilst a SL/Reader post was advertised in 2015/16, no appointments were made. A total of 7/10 offers were made to females at UE08 CTF/Lecturer level, all accepted bar one. The female that did not accept chose to remain at her current institution, we assume due to a counter-offer. The data for each year are in the tables below, reinforcing the fact that **there is no bias in applications, shortlisting or appointment of females.**

Table 5.10 Appointment Success Rate, By Gender 2011

Grade	Female			Male		
	Applications	Appointments	Success	Applications	Appointments	Success
UE06	266	3	1.1%	166	2	1.2%
UE07	214	10	4.7%	242	1	0.4%
UE08	11	1	9.1%	9	0	0.0%
UE09	11	1	9.1%	35	1	2.9%
UE10	0	0	0.0%	1	1	100.0%
Total	502	15	3.0%	453	5	1.1%

Table 5.11 Appointment Success Rate, By Gender 2012

Grade	Female			Male		
	Applications	Appointments	Success	Applications	Appointments	Success
UE06	167	4	2.4%	119	0	0.0%
UE07	121	11	9.1%	178	8	4.5%
UE08	5	1	20.0%	4	2	50.0%
UE09	5	0	0.0%	8	0	0.0%
UE10	0	0	0.0%	0	0	0.0%
Total	298	16	5.4%	309	10	3.2%

Table 5.12 Appointment Success Rate, By Gender 2013/14

Grade	Female			Male		
	Applications	Appointments	Success Rate	Applications	Appointments	Success Rate
UE06	119	5	4.2%	92	2	2.2%
UE07	215	23	10.7%	359	16	4.5%
UE08	17	3	17.6%	12	0	0.0%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	2	1	50.0%
Total	351	31	8.8%	465	19	4.1%

Table 5.13 Appointment Success Rate, By Gender 2014/15

Grade	Female			Male		
	Applications	Appointments	Success Rate	Applications	Appointments	Success Rate
UE06	59	3	5.1%	58	0	0.0%
UE07	270	23	8.5%	395	24	6.1%
UE08	1	1	100.0%	0	0	0.0%
UE09	3	1	33.3%	6	0	0.0%
UE10	0		0.0%	1	1	100.0%
Total	333	28	8.4%	460	25	5.4%

Table 5.14 Appointment Success Rate, By Gender 2015/16

Grade	Female			Male		
	Applications	Appointments	Success	Applications	Appointments	Success
UE06	56	3	5.4%	33	0	0.0%
UE07	129	15	11.6%	190	22	11.6%
UE08	33	6	18.2%	34	3	8.8%
UE09	6	0	0.0%	10	0	0.0%
UE10	5	1	20.0%	17	3	17.6%
Total	229	25	10.9%	284	28	9.9%

(ii) Induction

Describe the induction and support provided to all new academic staff, at all levels.
Comment on the uptake of this and how its effectiveness is reviewed.

Summary: 97% of all staff felt that they had received appropriate induction for their role (2016 Staff Survey).

General: Our induction process has dramatically improved since 2011 (see above). Before 2011, staff were handed a short induction pack to complete themselves by visiting numerous departments. Following our Silver action plan, we have changed the process and the documentation provided. All managers meet with new staff on their first day and introduce them to HR who provides an appropriate induction pack and an opportunity to ask questions. The induction pack has been extended and improved to include more comprehensive information and automatic sign-up to relevant mailing lists. We have established a day-long induction programme for all new staff, which is run every two weeks. During induction new staff are given a copy of our local Parental Support guidance booklet. Induction includes a comprehensive session on family friendly policies, terms and conditions of employment, including information on Athena SWAN and the academic and professional services career development committees. All new staff are expected to undertake online equality and diversity, and unconscious bias training, which is monitored at annual review. We collate feedback on induction and continue to monitor to ensure it continues to meet the needs of new staff, specifically to assess the impact of our family/carer-friendly actions. **We believe that our actions have led to high satisfaction with the induction process for both men (96%) and women (97%) in 2016.**

AP5.2: Regularly update and refresh our induction process in line with staff feedback.

Postdocs: Postdocs participate in this induction process. In addition, the Postdoc Society has developed a Postdoc handbook in conjunction with the CDC. This will be available online (and regularly updated) and a printed version will be handed out at interviews/inductions. All research staff are invited to attend a research staff-specific University-wide induction day, a good networking opportunity. During induction, postdocs are specifically made aware of both the in-house mentoring scheme and the University mentoring scheme.

AP5.3: Finalise our postdoc handbook and update regularly.

Group Leaders/Career Track Fellows: New Group Leaders or Career Track Fellows must attend the College-wide **PI Training** session which gives them information and guidance on managing a research group, managing difficult conversations, best practice in recruitment and latest training in equality and diversity. However, feedback indicates a requirement for an extended induction with specific business management training.

AP5.5: Further extend induction programme, specifically for new Group Leaders and CTFs to include training on business management processes.

With the goal of providing CTFs the environment to develop into Group Leader they are allocated **two mentors** (one internal and one external) and are automatically enrolled on the

University's ESAT (Edinburgh Scientific Academic Track) scheme. The scheme aims to support outstanding scientists at early stages of their independent research careers with targeted support and development through facilitated networks e.g. ESAT Fellows day, training and promotion of relevant funding opportunities. **New CTFs are also prioritised for a place on our annual *Coaching for Success* programme.**

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Summary: There has been gender parity in promotion applications for the last two years; women have been more successful than men in achieving promotion.

UE06	Research Assistant, Research Associate
UE07	Postdoctoral Research Fellow
UE08	Lecturer, Research Fellow
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Personal Chair Or Equivalent

Table 5.15 Promotion applications and outcomes 2011/2012

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE06										
UE07										
UE08										
UE09		2		2				2		
UE10		1		1				1		
Total	0	3	0	3	0	0	0	3	0	0

Table 5.16 Promotion applications and outcomes 2012/2013

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE06										
UE07										
UE08		1		1				1		
UE09	1	1	1	1			1	1		
UE10										
Total	1	2	1	2	0	0	1	2	0	0

Table 5.17 Promotion applications and outcomes 2013/2014:

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE06										
UE07										
UE08										
UE09		2		2				2		
UE09 (Reader)	1	3	1	3			1	3		
UE10	0	1		1				1		
Total	1	6	1	6	0	0	1	6	0	0

Table 5.18 Promotion applications and outcomes 2014/15

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE06										
UE07	1	0	1	0	0	0	1			
UE08	3	2	2	2	1	0	3	2		
UE09	2	4	2	2	0	2	2	4		
UE10	1	1	1	1	0	0	1	1		
Total	7	7	6	5	1	2	7	7	0	0

Table 5.19 Promotion applications and outcomes 2015/2016

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE06										
UE07										
UE08	1	1	1				1	1		
UE09	5	5	5	4		2	4	5	1	
UE09 (Reader)	2	1	2	1			1	1	1	
UE10	1	2	1	1		1	1	2		
Total	9	9	9	6	0	3	7	9	2	0

Discussion of promotion prospects is a mandatory part of the annual review process for all staff. The Director then reviews all academic staff in consultation with HR and Heads of Division, with the aim of providing unbiased opportunities for promotion for all staff. The data above indicate a very encouraging increase in both applications and success rates of female staff for promotion, correlated with our activities in support of female staff. Since 2014 there has been a positive shift in engagement of female staff with the promotion process, with gender parity in applications in 2014/15 and 2015/16 (Tables 5.18-5.19). Women have been very successful in achieving promotion (86% in 14/15 and 100% in 15/16), including two successful promotion applications from women who work part-time, in 15/16.

We believe that this increase is a result of positive actions implemented locally:

- Annual local promotion workshops run by senior academic staff/HR
- Direct feedback for unsuccessful candidates including objective setting for resubmission

- Investment in the *Coaching for Success* programme (correlates with promotion).

In the 2016 staff survey, **65% of academic staff indicated that they understood the University's promotion processes**. Impact of our AS initiatives since 2014 demonstrate a strong link with female responses to this question:

Table 5.20 Staff Survey 2016: Responses to Promotion Question

2016 Staff Survey	Female Academics	Male Academics
I understand the University's promotion criteria and procedures	74%	57%

Deeper analysis highlighted that postdocs require further guidance and support to discuss promotion.

AP5.6: Continue to enhance understanding of promotion process. Appoint "Promotion Reps" within the Institute.

- (iv) Department submissions to the Research Excellence Framework (REF)

Provide data, by gender, on the staff submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Figure 5.5 REF Submissions (Eligible Staff)

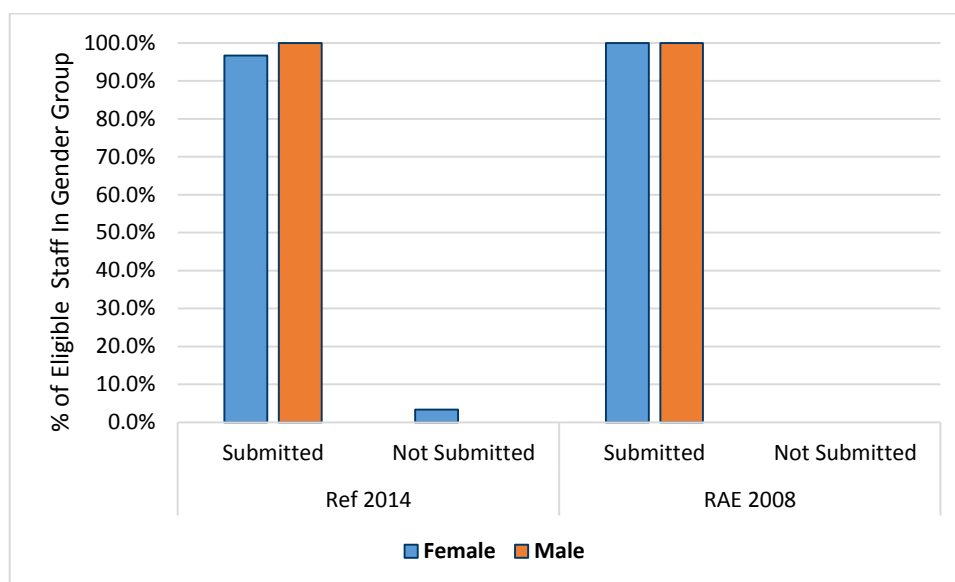


Table 5.21 REF 2014

	Female		Male		Total	
Submitted	29	96.7%	51	100.0%	80	98.8%
Not Submitted	1	3.3%	0	0.0%	1	1.2%

Table 5.22 REF 2008

	Female		Male		Total	
Submitted	9	100.0%	32	100.0%	41	100.0%
Not Submitted	0	0.0%	0	0.0%	0	0.0%

All staff, with one exception, were submitted for RAE 2008 and REF 2014 (the staff member not submitted was a member of the Vet School). The Roslin Institute, Vet School and a department of Scotland’s Rural College made a joint submission that was ranked first for research power in veterinary/animal science in the UK.

AP5.7: 100% of eligible staff to be submitted to the 2021 REF submission.

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All staff, including PSASS receive the same local induction. PSASS are briefed on the relevant training courses that they should attend for their role, either by HR or their line manager and are made aware that they have access to our training budget for any external courses. They are also specifically alerted to the campus-wide Career Development Committee for PSASS.

The Easter Bush Campus is the first University section to achieve **Investors in Young People Silver Award**. We have **invested in apprenticeships in key operational areas** and all apprentices are assigned a **buddy and a mentor** when they start, as young people require extra support mechanisms, particularly school-leavers. It has been highlighted by PSASS that a new combined induction programme (Institute and Vet School) is required for campus-wide operational roles (finance, HR etc.).

Table 5.23 Staff Survey 2016: Responses to Induction Question:

2016 Staff Survey	Female PSASS	Male PSASS
I was provided with an appropriate induction for my role	97%	100%

AP5.8: Develop separate PSASS induction for those with campus wide operational role (Roslin and Vet School) to avoid duplication/confusion over different processes.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Table 5.24 Promotion data of PSASS 2011/2012

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE01										
UE02										
UE03										
UE04										
UE05										
UE06	2		2				2			
UE07										
UE08										
UE09										
UE10										
Total	2	0	2	0	0	0	2	0	0	0

Table 5.25 Promotion data of PSASS 2012/2013

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE01										
UE02										
UE03										
UE04										
UE05	1		1				1			
UE06	1		1				1			
UE07										
UE08										
UE09										
UE10										
Total	2	0	2	0	0	0	2	0	0	0

Table 5.26 Promotion data of PSASS 2013/2014

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UE01										
UE02										
UE03										
UE04										
UE05										
UE06	1				1		1			
UE07										
UE08										
UE09										
UE10										
Total	1	0	0	0	1	0	1	0	0	0

Table 5.27 Promotion data of PSASS 2014/2015

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
RCB5	1		1				1			
UE01										
UE02										
UE03										
UE04										
UE05	1		1				1			
UE06	1	1	1	1				1	1	
UE07	1	1	1			1	1	1		
UE08	2	1	1	1	1		2	1		
UE09										
UE10										
Total	6	3	5	2	1	1	5	3	1	0

Table 5.28 Promotion data of PSASS 2015/2016

Grade	Applied		Successful		Unsuccessful		Full Time		Part time	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
RCB5										
UE01										
UE02										
UE03										
UE04										
UE05										
UE06										
UE07	1		1						1	
UE08		2		1		1		2		
UE09	1				1		1			
UE10										
Total	2	2	1	1	1	1	1	2	1	0

PSASS promotions may be due to a change in role as a result of changing business requirements e.g. additional higher-level responsibilities resulting in re-grading. The more common route to promotion is to apply for another role within the University at a higher grade. Unlike academic roles, which have the opportunity to advance, PSASS roles are limited in terms of the nature of the change required for re-grading. This is reflected in the above tables. The data clearly show that prior 2013/14 the majority of applications were from women (33% of applicants were male) and parity was achieved in 2015/16. Career development is also a mandatory part of the annual review for all PSASS staff. The 2016 staff survey indicated that **63% were aware and understood the University's promotion process, a drop of 23% from 2014**; we plan to investigate this further with the PSASS CDC and provide specific local workshops for PSASS.

AP5.9: To increase PSASS understanding of the University's promotion process through specific PSASS workshops.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender, and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Summary: In the 2016 staff survey, 76% of academics indicated that they were encouraged to take up career development opportunities by management, compared to 65% in 2014.

Table 5.29 Training courses undertaken by gender (Academics)

	2011/12		2012/13		2013/14		2014/15		2015/16		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Equality & Diversity	12	3	10	4	55	55	16	19	10	16	103	97
Career Progression/Development	7	6	24	9	25	23	25	15	39	16	120	69
Management / Leadership	8	5	12	16	7	22	10	9	15	9	52	61
Finance / IT / Health & Safety / Other HR / Other	13	8	26	10	54	25	29	24	15	21	137	88
Grand Total	33	20	65	35	86	70	64	48	69	46	317	219

Career Development is one of the key priorities for the CDC and we are pleased to see a steady increase in the uptake of training for all staff since our Silver award, in particular a steady increase in female academic staff taking management and leadership training (Table 5.29). In 2014 we made **career development a key and mandatory part of the annual review**. We believe this has improved the uptake of training opportunities and this is evidenced in the staff survey responses:

Table 5.30 Staff Survey 2016 vs 2014: Academic Responses to Career Development Questions.

2016 vs 2014	Academic Females	Academic Males
I am encouraged to take up Career Development Opportunities	80% (+9%)	73 (+14%)
The Institute provides me with useful Mentoring Opportunities	81% (+11%)	81% (+9%)
The Institute provides me with useful networking opportunities	85% (-5%)	82% (+2%)

General: The University offers a range of training opportunities (both online and face-to-face courses) which are advertised via a dedicated section of the University’s website and local HR. The University supports an **Online Development Toolkit**, which enables all staff to find relevant information and practical advice to help them deal with different situations. A major programme of training courses and events for academic staff is run by the Institute for Academic Development (IAD). These are highlighted in induction materials. The CDC have discussed introducing more formal training plans for new academics to ensure importance of training is highlighted from the outset, this will include mandatory courses for academics at different levels.

AP5.10: To create a comprehensive local training advisory programme.

E&D Training (All): The University provides both online and face-to-face training on Equality and Diversity and Unconscious Bias. The *e-Diversity in the Workplace* course is an online training course that aims to help increase knowledge and understanding of equality and diversity issues. **We have made this module mandatory for all staff in the Institute.** The *Overcoming Unconscious Bias* online training course (available since Sept 2014) was made mandatory in 2016. Recording of completion of these courses is part of the annual review form and we are seeing a rapid rise in participation. **As of 31 March 2017, 79% of staff had undertaken either the online or face-to-face E&D training (76% of females and 81% of males) and 43% had undertaken Unconscious Bias training (43% of females and 44% of males). These are University leading figures for this training, but there is still room for improvement.**

Table 5.31 Uptake of Equality and Diversity and Unconscious Bias Training

E&D and UB Training Undertaken As At 31 March 2017	E&D Training Done			UB Training Done			Total Staff
	Yes	No	% Done	Yes	No	% Done	
Female	77	24	76%	43	58	43%	101
Male	103	24	81%	56	71	44%	127
TOTAL	180	48	79%	99	129	43%	228

Additionally, **we have invested (£1,200) in two unconscious bias training events presented by Dr Pete Jones.** The first was through an Institute-wide seminar, raising awareness of unconscious bias and stimulating discussions amongst students and staff, with additional attendees from across the University. The second was targeted at the Science Management Group, Institute Strategic Programme leaders and PG student convenors.

Figure 5.6 Unconscious Bias Session (2017) with Dr Pete Jones (ShirePro), senior staff and new Career Track Fellows



We collated feedback which indicated that the sessions were very well received. As a result, **organisational actions** were suggested by attendees that we are advancing. One recent action, to **increase the visibility of female role models**, was taken forward this International Women's day, with pictures of female academics accompanied by quotes displayed on our LCD screens and on Twitter. Our College HR has also developed an in-house Unconscious Bias training course and we plan to roll this out to all staff in the Institute.

AP5.11: Face-to-face unconscious bias training for all staff who recruit.

We have recently secured funds to host a **Cultural Intelligence Workshop** with the Vet School for both staff and students (combined session), to extend from gender issues to include broader cultural/intersectionality considerations. This is designed to enhance effectiveness when learning and working in culturally diverse contexts.

AP5.12: To host a Cultural Intelligence workshop.

Management / Leadership Development:

A wide range of workshops and online courses aimed at developing specific skills in leadership and management are available and are displayed in the tables below. In addition the Institute has supported one female academic per year since 2012/13 (at an investment of £1,000) to attend the Leadership Foundation for HE Aurora programme (women only). Feedback on value is always collated after training courses, example below:

We have also supported nominations for two IAD programmes in support of career development for female academics: **'Ingenious Women' (4 in the last 5 years)** and

'Enterprising Women' (3 in the last 5 years). Three of these women have moved on to career-track academic posts. The University runs a 4 day **Leadership Programme** that aims to develop leadership capacity and confidence. The Institute has nominated **14 women and 3 men** to attend the course (as at July 2016).

"I found the accounts of the personal journeys of invited speakers very fascinating and helpful – it demonstrated to me that everybody's path to a successful career is different, and that it's important to take opportunities when they present themselves even if you feel that you are not ready for it" (Reader, Aurora Programme Feedback, 2017)

Career Development:

In addition to the training provided by the University, the CDC, working with the Postdoc Society, organises additional events and training. These include a continuing series of workshops addressing key stages in career development and presenting invaluable role models, and a regular grant writing course (see section 5.3.iii) for more details).

In 2015, we sent out a targeted survey to our postdocs to assist the CDC with planning initiatives. The survey highlighted that **77% of postdocs found discussions with their manager the most useful in career planning**, and **78% of postdocs discussed career path and promotion prospects with their manager every 6 months or annually.**

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process.

Summary: 76% of academics agreed that the Institute provided them with a helpful appraisal. Specifically, 79% of women agreed.

84% of academics agreed that feedback was honest, balanced and evidence-based (Staff Survey, 2016).

Figure 5.7 Eligible Academic Staff With Appraisals Complete

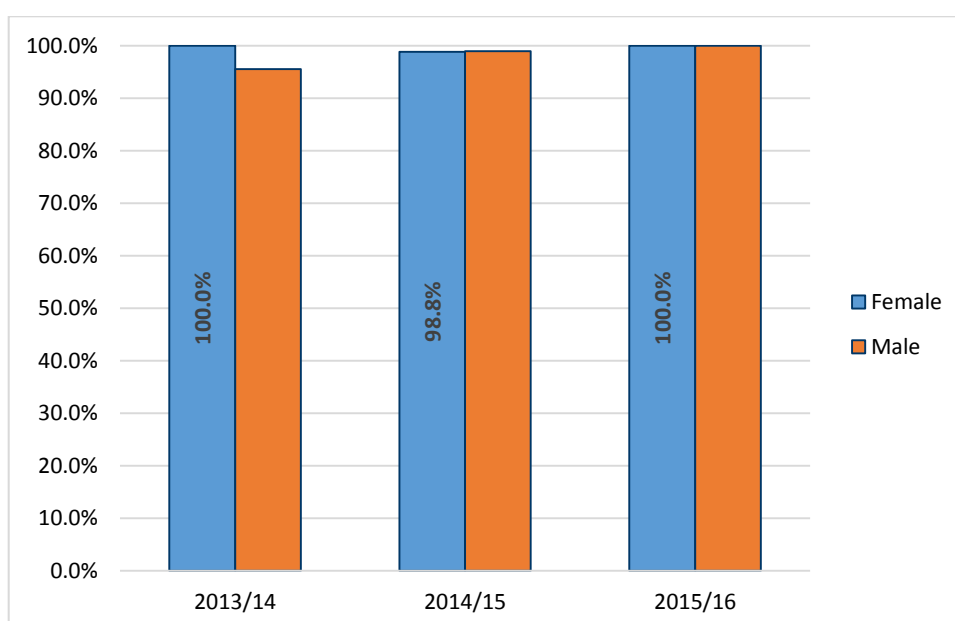


Table 5.32 Academic Staff Eligible for Appraisal, By Gender

Year/Type	Female			Male			Grand Total % Complete
	Review Not Done	Review Complete		Review Not Done	Review Complete		
		Number Complete	% Complete		Number Complete	% Complete	
2013/14	0	71	100.0%	4	85	95.5%	97.5%
2014/15	1	85	98.8%	1	96	99.0%	98.9%
2015/16	0	85	100.0%	0	99	100.0%	100.0%

The University introduced annual review as mandatory for all staff from 2013/14 and an associated recording system, providing the records for the past three years (above). Since our Bronze application in 2011, the Institute made annual review mandatory and we have kept local records, although these were not broken down by employment category or gender. Completion rates were **93% in 2011/12, 97% in 2012/13**. The Institute is University-leading in terms of engagement with the annual review process and because of this we were asked by

central HR to pilot some quality-based questions in our staff survey in 2016. The responses are highlighted below and we were pleased to see a majority of positive responses to quality-based questions. The importance of annual review is highlighted in the PI Briefing session and, whilst this is compulsory for new PIs, we aim to roll this out further to all PIs.

AP5.13: PI briefing session to become compulsory for all PIs.

Table 5.33 Responses from Academics: purpose of annual review

What is your understanding of the purpose of the Annual Review meeting? (Please select at least one answer)	
Answer Options	Response %
To support employees to realise their full potential	71.82%
To apply for a pay award	2.73%
To focus staff efforts as direct contributors to the success of the University	27.7%
To set mutually agreed objectives for the following year	85.45%
To encourage appropriate individual professional and personal development	69.09%
To raise instances of poor performance, for the first time	13.64%

Table 5.34 Responses from Academics

Question	Response %		
	Yes	Partly	No
My Annual Review builds on regular discussions concerning work progress throughout the year?	52.73%	27.27%	20.00%
Feedback during my Annual Review is honest, balanced and evidence-based?	83.64%	11.82%	4.55%
Feedback during my Annual Review focuses on my strengths, with development or improvement needs being identified and discussed?	60.91%	31.82%	7.27%
My Annual Review provides me with a clear understanding and expectation of my objectives for the next 12 months or longer?	65.45%	25.45%	9.09%
My Annual Review sets work priorities and objectives that clearly link to Campus/School/Institute goals?	50.00%	41.82%	8.18%

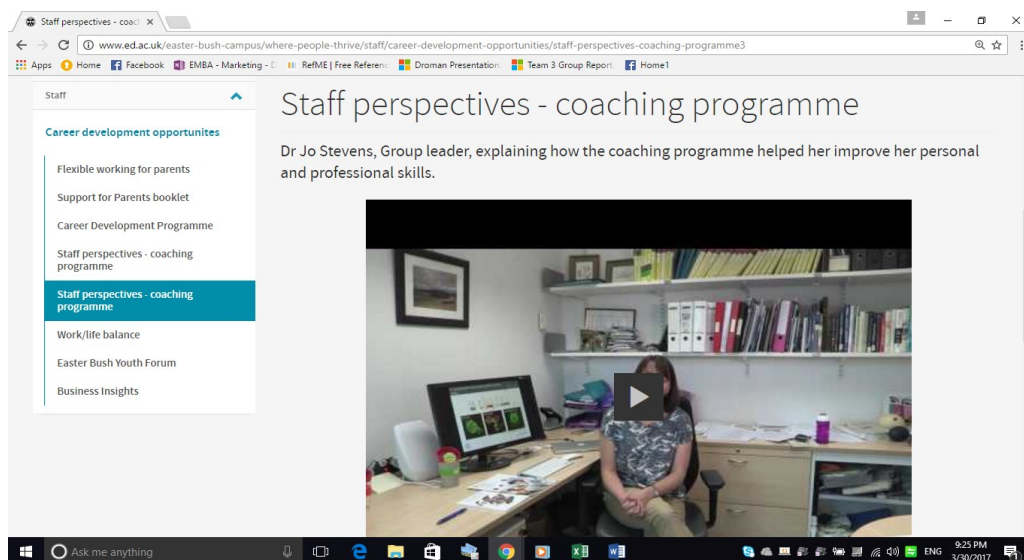
(iii) Support given to academic staff for career progression

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

Following our 2014 Silver Action Plan, this is an area that we have focused on, developing a range of different local initiatives. In addition to the training opportunities mentioned above:

- We have invested in 3 rounds of the *Coaching for Success* programme in partnership with **EQUATE Scotland**. We fund 5-6 to places for Roslin academic staff each year via an open application process, giving priority to those at key career transition stages. Each academic receives 5-6 sessions with an external career coach with experience of careers in STEM. The initial programme was established in 2014/15 for women only, but in 2015/16 we also opened up the programme to men (1/6 places), recognising challenges faced by male staff on fixed term contracts (see Case Study, Adam Balic). We gathered feedback and the results are very encouraging:
 - **90%** of staff reported that 100% of their initial objectives were achieved by the programme
 - **100%** of staff said that coaching made them realise how they held themselves back
 - **89%** of staff said that coaching made them aware of their strengths and abilities
 - **100%** of staff said the coaching programme was useful or very useful.
 - **60%** of all staff who received coaching achieved promotion within 12-24 month of their coaching.

Figure 5.8 Video blogs on our website: the benefits of the coaching programme



- We have secured funding for our **Postdoc Society** to take development initiatives forward. From mid-April 2017 the running of the Postdoc Society will be supported by a new science administrator for half day/week, to ensure continuity and assist with event organisation, with key focus on highlighting of female role models, managing life/work balance

AP5.14: Continue the series of career-focused workshops

- Postdocs may apply to the University “Mentoring Connections” programme, which has the advantage of access to mentors across the University. We encourage all postdocs to identify a member of Institute staff as mentor in-house once they have found their feet in the Institute. This can be very successful but uptake is not consistent.

AP5.15: Develop and improve our current mentoring system.

Figure 5.9 Pathways to Professor Event (2016), 2F/2M Professors Speakers.



(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students (at any level) to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Summary: 85% of our PGR students reported overall satisfaction with all aspects of their student experience (Postgraduate Research Experience Survey - PRES 2015)

From day one, we ensure that our PG students feel included and informed. They attend the same general induction programme as all other staff to enable greater networking and promote feelings of inclusivity (they are no different or less important than staff). In addition, students receive a separate student-focussed induction, which includes talks from the Institute for Academic Development (IAD) and our Public Engagement Officer. These form part of an ongoing programme of training and careers advice that include information on possible careers for PhD graduates. They emphasise that graduates may not find careers in academia and provide information on careers where they can apply their knowledge and skills. Students are encouraged to take advantage of the wide range of transferrable skills training that is available through IAD. This is emphasised in the “**Good Practice in PhD Research**” course that is run locally by the Director of PGR.

Each PhD student is assigned a Thesis Committee, including an independent Chair, first and second supervisors and “External expert”. They meet first after ~12 weeks, for a first year review and annually thereafter. Each meeting is recorded in a Thesis Committee Report that is reviewed by the PG Committee and includes the following questions: “Has student thought about future career plans and is advice needed?” and “Has student attended any training courses (IAD, external)?” This ensures that postgraduate students are considering career options from the start and that training is monitored as they progress.

The University has a Careers Advice Service with dedicated postgraduate support and students are advised to contact them. Locally, we provide careers information for students via the **annual careers day** which includes a series of talks with people from different backgrounds. They are also invited to any CDC initiatives including our career development workshops (see section 5.3iii).

Our students are recognised in the regular “**Recognising Excellence**” awards (every 2 years) with a specific **PhD student category** and a category for **most supportive mentor**, to highlight best practice in supervisors. Student representatives are included on the majority of Roslin Institute committees.

“I cannot think of any way that my experience could have been improved, the training and environment were excellent...student day was one of the most enjoyable and rewarding experiences.” (PGR Student, 2015)

“I was supported but given freedom to become an independent researcher; I was also pushed to develop my skills outside of the techniques expected in the lab.” (PGR Student, 2015)

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding, and what support is offered to those who are unsuccessful.

The Institute runs a rigorous “**concept note**” system, which requires an outline of a grant’s aims and research approach, plus identification of staff and other costs, that must be submitted to the Science Management Group (SMG) for review before official costings can be prepared. The SMG feedback advice via the relevant Head of Division (HoD) and grant writers are also advised to use internal “**peer reviewers**” to ensure that the full grant is given constructive criticism. The current success rate for BBSRC grants is 31%: rejected grants are reviewed for strategic revision or potential for applications to other funders.

The Institute annually runs an in-house **Introduction and Improvement of Grant Writing Skills Workshop**, developed by three of our Professors who have a lot of experience of writing and reviewing grants, sitting on grant panels – and experience of rejection! This involves three sessions and includes feedback on a grant outline written by the attendees for session 3. This course is attended by postdocs and CTF’s and as a refresher by more senior staff, with >50% female attendees.

Postdoctoral researchers are encouraged to apply to small-scale grant funds to get experience and enhance their CVs. When a postdoc is applying for an independent fellowship a **Fellowship Support Group** is established with CDC membership and appropriate advisors for the

individual, who review applications, run practice interviews and offer other advice. This works well – for example, one of our postdocs (UE07) after 5 years employed on grants has recently been awarded an Enterprise Fellowship to take her project towards commercialisation, and has been given Visiting Fellow status.

Figure 5.10 Dr. Lissa Herron (Royal Society of Edinburgh Enterprise Fellow) meets Mr. Greg Clark, UK Minister for Business, Energy and Industrial Strategy.



AP5.16: Further enhance our series of grant support sessions and increase frequency to increase understanding and access to different funding opportunities – and success.

5.4. Career development: professional and support staff

(i) Training

Describe the training available to all professional and support staff, at all levels, in the department. Provide details of uptake by gender, and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Table 5.35 Training courses undertaken by gender

Training Undertaken Per Year, By Gender	2011/12		2012/13		2013/14		2014/15		2015/16		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Equality & Diversity	13	1	6	4	45	21	20	13	27	20	111	59
Career Progression/Development	5	2	4		21	10	11	3	27	12	68	27
Management / Leadership	1	1		2	7	9	6	1	6	7	20	20
Finance / IT / Health & Safety / Other HR / Other	12	5	18	22	53	33	12	15	21	15	116	90
Grand Total	24	8	22	25	83	52	31	23	54	36	214	144

The University offers numerous training courses for PSASS staff and they form a prominent and mandatory feature of their induction and annual review process. Additionally, all PSASS management must submit a personal development plans with their annual review. The Campus Operating Officer ensures that all managerial/supervisory staff attended refresher managerial courses. The table above demonstrates impact of local AS related initiatives with more female attending courses than males. **75% of PSASS staff felt they were encouraged to take up career development opportunities (Staff Survey, 2016).**

- (ii) Appraisal/development review
- (iii) Describe current appraisal/development review schemes for professional and support staff, at all levels, and provide data on uptake by gender. Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process. Support given to professional and support staff for career progression. Comment and reflect on support given to professional and support staff to assist in their career progression.

Figure 5.11 Eligible PSASS Staff with Appraisals Complete

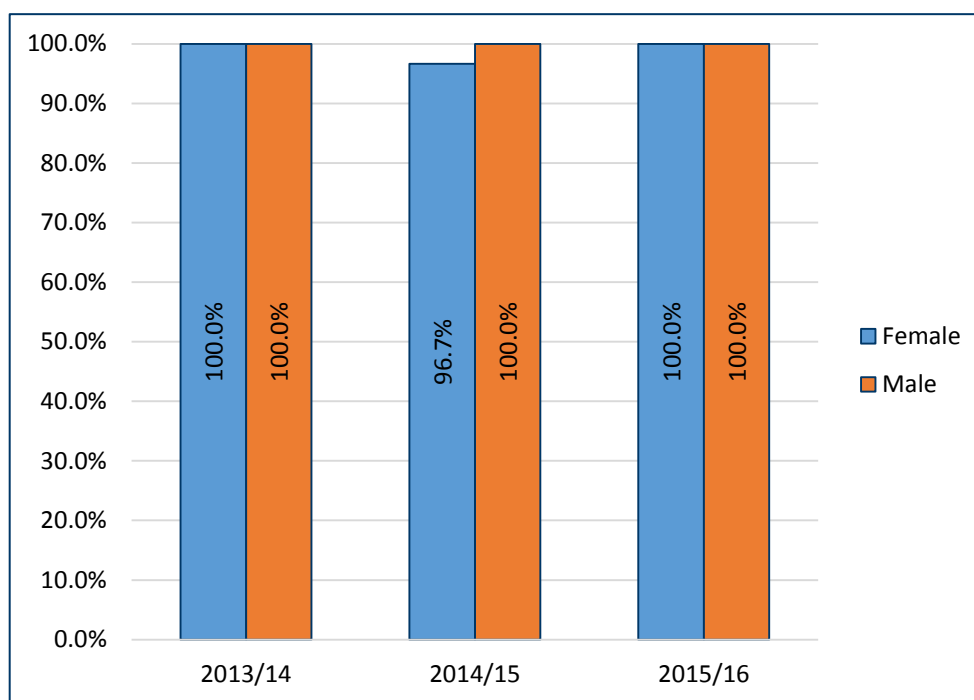


Table 5.36 PSASS Eligible for Appraisal, By Gender

Year/Type	Female			Male			Grand Total % Complete
	Review Not Done	Review Complete		Review Not Done	Review Complete		
		Number Complete	% Complete		Number Complete	% Complete	
2013/14	0	76	100.0%	0	43	100.0%	100.0%
2014/15	2	58	96.7%	0	36	100.0%	97.9%
2015/16	0	60	100.0%	0	42	100.0%	100.0%

The data above highlights the same emphasis and importance is put on annual review for both PSASS and academics, with an almost 100% completion rate in the last 3 years (93% in 2011 and 97% in 2012 pre system recording). In 2015/16, we made annual review training mandatory for all staff (rather than just line managers), 32 PSASS females have undertaken the training and 15 PSASS males. These figures were taken in July 2016 and we expect this to have improved considering the recent introduction of this training as a mandatory part of the annual review. We believe the introduction of such training has had some positive results with **88% of PSASS staff agreed that they received a helpful annual review (Staff Survey, 2016). Further positive feedback is highlighted below.**

Table 5.37 Responses from PSASS, Staff Survey 2016: Purpose of Annual Review

What is your understanding of the purpose of the Annual Review meeting? (Please select at least one answer)	
Answer Options	Response %
To support employees to realise their full potential	69.09%
To apply for a pay award	3.64%
To focus staff efforts as direct contributors to the success of the University	40.00%
To set mutually agreed objectives for the following year	92.73%
To encourage appropriate individual professional and personal development	76.36%
To raise instances of poor performance, for the first time	18.18%

Table 5.38 Responses from PSASS, Staff Survey 2016: Annual Review Feedback

Question	Response %		
	Yes	Partly	No
My Annual Review builds on regular discussions concerning work progress throughout the year?	60.00%	27.27%	12.73 %
Feedback during my Annual Review is honest, balanced and evidence-based?	87.27%	12.73%	0.00%
Feedback during my Annual Review focuses on my strengths, with development or improvement needs being identified and discussed?	83.64%	14.55%	1.82%
My Annual Review provides me with a clear understanding and expectation of my objectives for the next 12 months or longer?	80.00%	14.55%	5.45%
My Annual Review sets work priorities and objectives that clearly link to Campus/School/Institute goals?	69.09%	27.27%	12.73 %

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

Summary: 85% of all staff are aware of the University's support for maternity/paternity leave, specifically 83% of females (Staff Survey 2016).

Once HR is made aware of a pregnancy and/or adoption leave, they arrange a 1-1 consultation. This is not a formal part of policy but a process we have implemented locally to support staff and provide guidance on what can be a fairly daunting process. During this consultation meeting various issues are discussed, including risk assessments, shared parental leave,

childcare vouchers, family-friendly policies, **Keeping in Touch Days (KIT)**. Pregnant women may also request a pass for the disabled parking spaces near the Institute entrance. Staff are given a copy of the **EB Campus Parental Support** booklet.

Figure 5.11 Staff member and PhD student (both parents), perusing the Support for Parents Booklet.



HR/CDC created this booklet in response to staff feedback. The Institute also has “**parental leave**” mentors and this option is discussed and explored with the staff member. **Staff awareness of maternity/paternity policies has dramatically improved since 2013 as a result of such positive action, 85% in 2016 compared to 62% in 2013.**

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

Explain what support the department offers to staff during maternity and adoption leave.

The **Institute covers the costs of maternity pay for all academic research staff** whose research grants do not provide cover, and all staff have equal entitlements to occupational maternity/adoption pay regardless of their length of service. In several cases the Institute has supplemented the cost of temporary maternity cover so that a project can continue. A recent example involves a Research Assistant about to go on maternity leave: cover was arranged so that crucial projects linked to key publications were able to progress. The Institute also regularly funds year-long maternity cover posts for PSASS.

All staff on long-term leave are kept up to date with any major new developments in the workplace. E-mail contact is at the discretion of the staff member. All staff are invited to the “Recognising Excellence” awards and are explicitly invited to bring family members with them. Seeing small babies or infants in the café concourse is a regular and welcome occurrence and we have provided baby change facilities nearby. Almost all staff on maternity leave use at least 1 KIT day. Staff may request that our weekly Institute seminar is relayed to the LCD screen outside the auditorium so that they can watch talks and bring their children with them.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff

Managers will contact staff before they are due to return to check if they have specific requirements and will ensure that everything is ready for them on their first day back. They also have the option (via HR) of connecting with a “parent mentor” to help them transition back to work. Following our last submission and in response to feedback from returners, the Institute invested in the **reconfiguration of a “quiet” room into a breastfeeding room**, which includes a lockable door and separate fridge for storing breast milk.

As we are predominantly a research institute our staff have few or no teaching commitments. Relief from teaching on return from parental leave is seldom an issue but we ensure that returners are supported by taking into account leave at annual review and by extension of timeline for tenure.

The Institute introduced a **“carer’s career support grant”** fund two years ago to support carers attending conferences/workshops. This allows applicants up to **£400 to reimburse extra caring costs** associated absence from home. This has proved extremely popular amongst academics, all applications were approved:

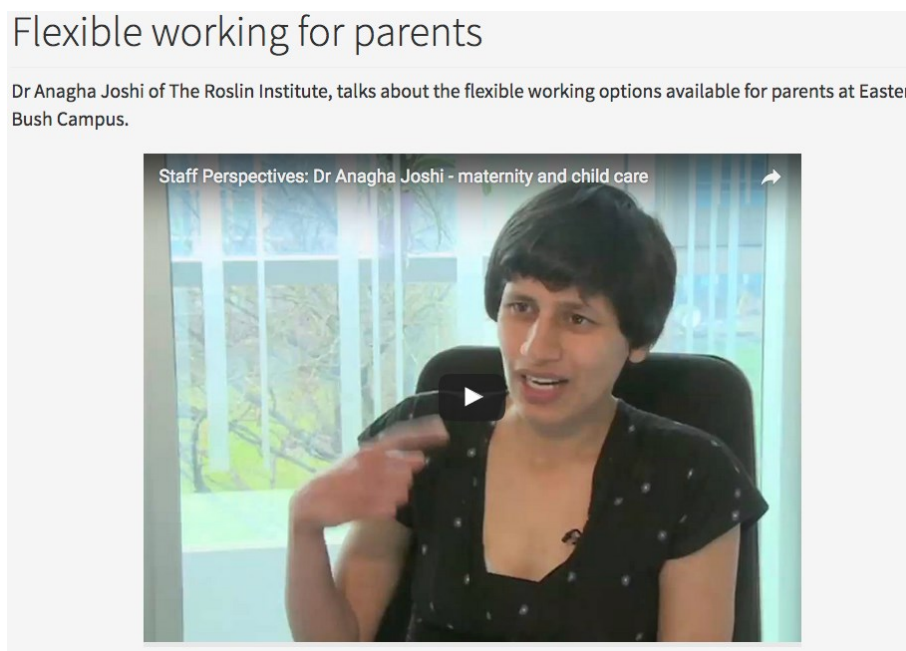
Carer’s Support Fund Applications: 2014/15 4 (3F:1M); 2015/16 8 (5F:3M); 2016/17 –3 (so far, 3F)

We recently extended this to cover primary registered carers and to our external seminar speakers.

AP5.17 Grants for additional costs incurred by carers attending career development/training events extended to PSASS staff.

Recently, we developed a video of one of our early career researchers talking about the support she had received before, during and after maternity leave; this was subsequently featured by the University and on s1jobs.com, to evidence the University as a supportive employer.

Figure 5.12 Dr. Anagha Joshi explains the support she received before and after the birth of Manu and on return to work



(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Between 2011 and 2015 **19 periods of maternity leave** were taken by **academic staff** (on permanent and fixed term contracts), including some women who took maternity leave twice. All but three returned to work, a maternity return rate of **83%**. One staff member resigned from a permanent contract in 2015 during maternity leave as she was relocating back to USA. The other two were both postdocs on external grants that ended whilst they were on leave in 2011. These women were supported in terms of CV review and ensuring that they were registered on the University's Talent Register for redeployment opportunities.

7 women in PSASS posts have taken maternity leave during 2011-2015. All but one returned to work, an **86%** return rate.

The number of staff in post after maternity leave is high, **with all returners spending at least 12 months** in post following maternity leave. From the period 2011-2013, 7/10 women stayed in post for 18 months following maternity leave, two having left due to expiry of fixed term contracts.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

In 2011 for our Bronze application one of the key points we highlighted for improvement was the need to both increase awareness of paternity leave and to record it. We progressed with this action and now have data from 2013. **11 staff members took paternity leave between late 2013 and 2017, 9 academics and 3 PSASS members.** We continue to promote “Best for Dads” initiatives lead by a CDC member, who has held a focus group with fathers. One of the issues highlighted by the group was the poor paternity leave provision within the University, which we have raised through the University Athena Swan Network.

AP5.18: Lobby the University for improved paternity leave provision

Table 5.39 Registered paternity leave

Year	Job Title/Type	Grade
2017	Professional Services	UE05
	Research Fellow	UE07
2016	Research Fellow	UE07
	Research Fellow	UE07
	Professor	UE10
2015	Research Fellow	UE07
2014	Research Fellow	UE07
	Reader	UE09
2013	Professional Services	UE04
	Professional Services	UE06

(vi) Flexible working

Provide information on the flexible working arrangements available.

Summary: 81% of all staff aware of the University’s flexible working policy; 77% of all staff feel able to request flexible working (Staff Survey, 2016)

The tables below demonstrate an increase in flexible working applications indicating growing awareness, engagement and acceptance of flexible working. This evidence of culture change is reinforced by analysis of the staff survey. **In our first staff survey in 2013 only 46% of staff indicated awareness of the flexible working policy, this increased to 65% in 2014 and to 81% in 2016.** There has been a **very significant increase in flexible working applications particularly from females (from 1 in 2011 to 11 in 2016)**, all of which were approved. Staff survey data highlights impact of local initiatives, such as our local Parental Support booklet, informative inductions and family-friendly workshops, increasing awareness and more

importantly, as evidenced below, producing real culture change. It is also worth noting **increase in male awareness** of the policy:

Table 5.40 Staff Survey Responses Flexible Working: 2016 compared to 2014

	Academic (All)	PSASS (All)
2016 vs 2014	YES	YES
Are you aware of the University's flexible working policy?	80% (+20%)	82% (+7%)
Do you feel able to request flexible working?	82% (+10%)	76% (+2%)
Academic Females		
Are you aware of the University's flexible working policy?	87% (+27%)	73% (+13%)
Do you feel able to request flexible working?	85% (+8%)	78% (+13%)

Table 5.41 Flexible Working Applications (all approved 2011-2016)

2011: Flexible working requests by grade, gender.		UE05	UE06	UE07	UE08	UE09	UE10	RCB6	Total (all grades)
Academic	Female	0	0	0	1	0	0	0	1
	Male	0	0	0	0	1	0	0	1
	Total	0	0	0	1	1	0	0	2
Support	Female	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0
Total (all employees)	Female	0	0	0	1	0	0	0	1
	Male	0	0	0	0	1	0	0	1
	Total	0	0	0	1	1	0	0	2

2012: Flexible working requests by grade, gender.		UE05	UE06	UE07	UE08	UE09	RCB4	RCB6	Total (all grades)
Academic	Female	0	0	0	1	1	2	0	4
	Male	0	0	0	0	0	0	0	0
	Total	0	0	0	1	1	2	0	4
Support	Female	2	0	1	0	0	0	1	4
	Male	0	0	0	0	0	0	0	0
	Total	2	0	1	0	0	0	1	4
Total (all employees)	Female	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0
	Total	2	0	1	1	1	2	1	8

2013: Flexible working requests by grade, gender.		UE05	UE06	UE07	UE08	UE09	RCB5	RCB6	Total (all grades)
Academic	Female	0	0	1	2	0	0	0	3
	Male	0	0	0	0	0	0	0	0
	Total	0	0	1	2	0	0	0	3
Support	Female	3	3	1	0	0	2	1	10
	Male	0	1	0	0	0	0	0	1
	Total	3	4	1	0	0	2	1	11
Total (all employees)	Female	3	3	2	2	0	2	1	13
	Male	0	1	0	0	0	0	0	1
	Total	3	4	2	2	0	2	1	14

2014: Flexible working requests by grade, gender.		UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	RCB6	Total (all grades)
Academic	Female	0	0	0	0	1	5	0	0	0	6
	Male	0	0	0	0	0	0	0	1	0	1
	Total	0	0	0	0	1	5	0	1	0	7
Support	Female	3	0	2	1	1	0	0	0	1	8
	Male	0	0	0	0	0	0	0	0	0	0
	Total	3	0	2	1	1	0	0	0	1	8
Total employees (all)	Female	3	0	2	1	2	5	0	1	1	14
	Male	0	0	0	0	0	0	0	0	0	1
	Total	3	0	2	1	2	5	0	1	1	15

2015: Flexible working requests by grade, gender.		UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	RCB6	Total (all grades)
Academic	Female	0	0	0	0	0	3	1	1	0	5
	Male	0	0	0	0	0	1	0	0	0	1
	Total	0	0	0	0	0	4	1	1	0	6
Support	Female	2	0	2	1	0	0	0	0	0	5
	Male	0	0	0	0	0	0	0	0	0	0
	Total	2	0	2	1	0	0	0	0	0	5
Total employees (all)	Female	2	0	2	1	0	3	1	1	0	10
	Male	0	0	0	0	0	1	0	0	0	1
	Total	2	0	2	1	0	4	1	1	0	11

2016: Flexible working requests by grade, gender.		UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	RCB5	Total (all grades)
Academic	Female	0	0	0	1	2	1	0	0	0	4
	Male	0	0	0	0	0	0	0	0	1	1
	Total	0	0	0	1	2	1	0	0	1	5
Support	Female	0	0	3	0	3	1	0	0	0	7
	Male	0	0	0	0	0	0	0	0	0	0
	Total	0	0	3	0	3	1	0	0	0	7
Total employees (all)	Female	0	0	3	1	5	2	0	0	0	11
	Male	0	0	0	0	0	0	0	0	1	1
	Total	0	0	3	1	5	2	0	0	1	12

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

When submitting an application for flexible working, all staff are asked whether they wish to agree to an “informal” or “formal” arrangement. Usually, flexible working requests involve a permanent change to terms and conditions, so we always give staff the option of an informal arrangement, to retain the option of transitioning back to full-time employment. There is always the possibility of a return to full-time hours for staff, albeit this may be challenging in some instances due to the need to back-fill or arrange a job-share arrangement for some roles. An example of support provided by the Institute is a Senior Research Fellow’s account of her working arrangements following maternity leave:

“After returning from maternity leave, I was supported to work part time for 6 months including working from home. This flexibility was extremely useful as I could then continue to breast feed as well as introduce myself gradually back into research and supervision”. (2016)

5.6. Organisation and culture

(i) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Table 5.42 Public Engagement Activity 2012-2016

Year	No. Activities Recorded	No. Staff/Students Involved	Gender Balance			Staff or Students		Staff Types		
			F	M	% F	PGR	Staff	PDRA RA, Tech	GL, CTF	PSASS
2012	51	229	150	79	66%	77	151	57	68	26
2013	87	291	182	109	63%	74	217	70	109	38
2014	102	295	174	121	59%	93	202	58	103	41
2015	74	277	172	105	62%	69	209	86	97	26
2016	72	262	158	104	60%	68	199	89	73	37

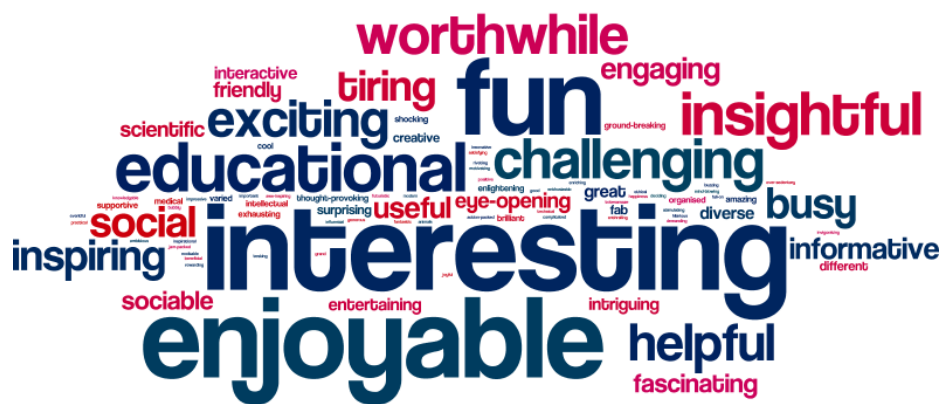
Participation reflects the overall gender balance of the Institute. Our postgraduate students and staff participate in many outreach activities, some as individuals and many in events we organise or contribute to. There is a section on the annual review form to record PE, and academic staff record on the PURE system (which will soon be available to postgraduate

students). Public engagement is a category in the biennial “Recognising Excellence” Awards and is a specific measure in promotion evaluation (University policy).

Some highlights from our PE activities are:

Science Insights work experience programme, a week-long work experience programme for secondary school pupils about to enter their final year at school. It involves research in workshops, tours and “research taster sessions” for 40 pupils per year. Admission to the programme is competitive but selection is based on enthusiasm for science rather than academic achievement and we work with the University’s Widening Participation team to ensure places are assigned to pupils from a range of backgrounds. We aim for gender balance, however usually girls secure more spaces than boys.

Figure 5.13 Pupil feedback from Science Insights 2016



The success of Science Insights has inspired a similar programme, Business Insights, based on operational roles at Easter Bush Campus, which will run for the first time in May 2017.

To increase researcher engagement with school pupils, especially in the areas of careers advice and widening participation in STEM careers, researchers at The Roslin Institute are encouraged to sign up to the UK-wide **STEM Ambassador scheme**. We host annual induction sessions and have 43 active PGRs and staff in the scheme.

The **Midlothian Science Festival** is a community-based science festival, which has had Roslin Institute staff on its organising committee since its inception in 2012. The festival attracts a large, diverse audience of all ages and backgrounds, to community venues and provides a non-threatening entry point for local people from a varied demographic area to engage with science. We contribute to a wide range of festival events each year, including science-themed cycle rides, farm tours and book groups. The Institute has its annual public open day as part of the festival – this attracts over 400 visitors each year and involves around 80 volunteers from all levels of the Institute.

Figure 5.14 The Roslin Institute Open Day 2016



It is currently challenging to record PE activity in a consistent manner and we are working with the PE officer to improve this.

AP5.17: We will record public engagement activity in a consistent manner.

(ii) **Visibility of role models**

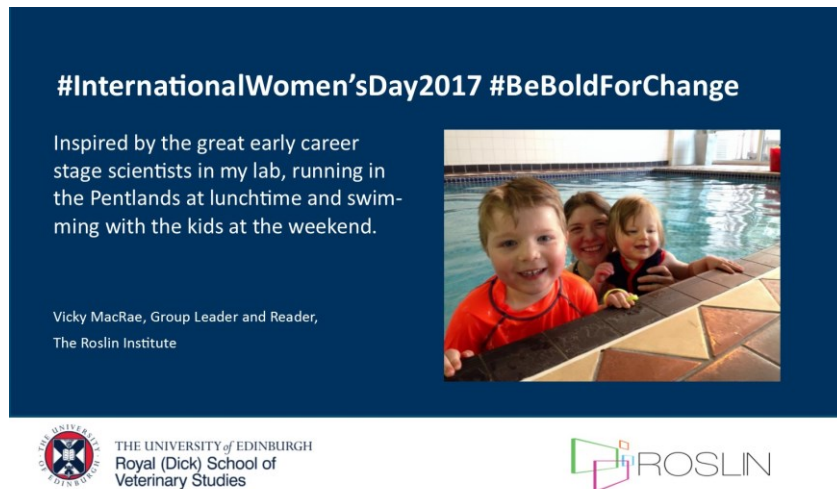
Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Gender equality is embedded in all Institute events and activities. For example, during the recent recruitment process for the new Director, gender balance was a priority in selection of all staff involved, from the interview panel to more informal meetings and tours. We are extremely proud of our **seminar programme in achieving 50/50 gender balance of external speakers (an increase from 30% in 2014, a key action point in our Silver submission)**. We offer external seminar speaker expenses from our "additional caring costs" programme.

We are working closely with our Communications team to develop the new Institute website to ensure that our commitment to gender equality is evident in all aspects of the website. As a result of discussions collated after an Unconscious Bias training session, we developed a series of slides highlighting the roles of different female staff/ students for International Women's Day released on Roslin Twitter and on Institute message screens. Our ambition is to do something "bigger" next year.

AP5.18: Develop a programme of events on International Women's Day.

Figure 5.15 Highlighting Female Role Models on International Women’s Day (2017).



(iii) Beacon activity

Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.

We aim to promote the goals of the Athena SWAN charter within The Roslin Institute, across University of Edinburgh and more widely in the U.K. We run a programme of key activities, promote ideas and events via networks and social media and highlight advances by nomination to national awards.

- Our *Coaching for Success* programme (developed in partnership with the Vet School) has been mentioned several times already. This programme was developed with EQUATE Scotland, funded by the Scottish Government to “make a positive difference for women in science, engineering, technology and the built environment.” We met with EQUATE to discuss provision of career coaching for female staff and developed this as a programme, with a launch event, selection of staff for coaching places by applications reviewed by EQUATE, a review of outcomes and a follow-on training session for senior staff/line managers. The programme has been very successful in the personal benefits to staff and in positive enhancement of their careers e.g. achieving tenure/promotion. We now fund the programme in full and have opened it to male staff, with the third year of the programme to launch shortly (£4k funding from RI). Key criteria for selection are career stage, with Career Track Fellows, Daphne Jackson Fellow having priority. We have used the report from our first year of the programme to demonstrate benefits to other departments in the University of Edinburgh: School of Biological Sciences, School of Engineering have set up coaching programmes and the Medical School is planning one with EQUATE. Our aim is to support individuals and improve the career support provided by our line managers.
- We run a programme of career development workshops two or three times a year, that are advertised widely in the University, including through the Athena SWAN Network. These have included “Pathways to Professor” (presented by 2M, 2F professors who have achieved promotion through diverse achievements including teaching excellence), “Applying for BBSRC Fellowships” (presentation from BBSRC Fellowships officer and two BBSRC Fellows) and “Careers in Science” at which 5

women from across CMVM at different stages of their careers (including an RI Wellcome Trust returners fellow) described how their careers have developed and the challenges they have managed. We are convinced that role models are very helpful in showing how careers may develop and how work/life issues can be managed. Our next workshop will be on careers after achieving a Roslin Institute PhD in science careers that are not in academia (e.g. NHS clinical scientist, Biotechnology Company and government). All these events are well attended with people coming from other departments within the University.

- Dr. Vicky MacRae currently chairs the Institute Seminar Programme Committee and has established a process to ensure that the programme is 50:50 F/M. This has been developed as a “recipe” for the University “Equal Bite” book, to be published this year.



- Members of the CDC are asked to advise other departments and networks, including talking about achieving silver award status at the Scottish Athena SWAN Network, an EQUATE AS silver workshop and the UK Vet Schools AS network. AS applications have been received for comment from the Vet School, Medical School, School of Biological Sciences and Scotland’s Rural College. We have shared our Parents Support booklet across the Athena SWAN network and several Schools are using this as a template to develop their own. Our twitter account, EandD@Easterbush, regularly highlights events, news and articles relating to gender equality and women in science.
- We have established a fund for additional caring responsibility costs for staff to attend conferences that enhance their career development. This has been taken up by other Schools within the University who have set up their own funds, following our advice.
- We have submitted nominations and have been shortlisted for three national awards that recognise support for careers in science: Workingmums Top Employer Award (Family Support category), WISE Awards 2014 Employer Award and Times Higher Education Awards 2015, for which our career coaching programme was presented as a University of Edinburgh entry. We were shortlisted for all three awards. This not only raised the profile of Athena SWAN and our activities in the University and at a national level but was very useful in hearing from other organisations at the award events, particularly getting ideas for our activities e.g. “Best for Dads” from WorkingMums.

Figure 5.16 Awards Recognition Prof Helen Sang (CDC Chair) and Prof Jean Manson (Head of Neurobiology), shortlisted for Lifetime Achievement Award, at the WISE Awards (2014) (top), THE Awards 2015 (bottom): Cat Eastwood (HR), Helen Sang (CDC Chair), Anna Meredith, Vet School CDC Chair, Marie Kane, EQUATE Scotland



- In 2016 achieved “**Silver Investors in Young People (IYP)**” status. This made us the **first university department in the UK to receive such an award**. It formally recognises our inclusive and supportive environment and investment in the attraction and retention of young people, including the establishment of a youth forum.

Figure 5.17 Youth Forum (2016) in front of our IIYP Silver Award



We have ambitious ideas to take our beacon activities further:

AP6.1 Promote the Institute's AS activities to the Scottish Parliament.

AP6.2 Discuss AS issues and highlight Scottish women in science to the Scottish Parliament.

AP6.3 Mentor and support Biological Sciences departments from HEIs across Edinburgh throughout their AS applications and action plan development.

AP6.4 To develop an AS-inspired Action Plan within research societies linked to our Institute.

AP6.5 Develop videos of scientists describing their personal career development after being awarded a PhD.

(iv) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The Roslin Institute has an inclusive and supportive culture, embracing gender equality and all aspects of diversity. The Director gives quarterly talks open to all Institute members, to update them on Institute developments. The research divisions hold regular meetings and operational staff meet monthly. The annual survey provides positive evidence of the well-being of staff and students, and we believe that the initiatives mentioned throughout this application contribute to such excellent results:

Table 5.43 Comparison of annual survey results 2016 to 2014: well-being questions

	Academic	PSASS
	YES	YES
I agree that my overall morale in the workplace is good	83% (+1%)	83% (+8%)
I would recommend the Institute as a good place to work for others	93% (+1%)	96% (+7%)
I believe that the Institute is committed to E&D	95%	98% (+2%)
I agree that staff at the Institute are treated fairly and given the same opportunities to progress their careers regardless of gender, age, ethnicity etc.	92% (+2%)	100% (+4%)

We host Institute-wide events such as the **“Recognising Excellence” awards**, which are always extremely popular and well attended and a great opportunity to recognise all contributions. The awards are based on peer nomination (and we usually receive over 100 nominations), professional services categories are inundated with nominations (there were 30+ nominations alone for the technical support category). The Institute hosts a BBQ after the awards ceremony; it really is a great day for all.

Figure 5.18 Roslin Institute Recognising Excellence Awards Days, 2012, 2014 and 2016



Social events occur regularly at the Institute, including bake sales and bake-off competitions.

Figure 5.19 Bake Sale for charity, run by a mixture of academic and PSASS (2016)



As survey results demonstrate, the Institute is committed to equality and diversity and promotes diversity as key to the success of the Institute. This was demonstrated recently during the “one day without us” event, which was a stand of solidarity with all our staff and students regardless of nationality. We have also set up a Roslin migrants e-mail list to enable communication between staff who are applying for permanent residency or for any other migration-related concerns.

Figure 5.20 “One Day without Us” campaign with photos to demonstrate how diversity enhances research excellence. UK-born (left), all staff and students (right) 2017.



(v) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.

As part of our Silver action plan in 2014, we developed an “**inclusive meetings**” **guidance document**. This guidance was ratified by the SMG and now forms a key consideration when organising any event or meeting, which are required to take place between 10am and 4pm. There has been a shift in senior management’s commitment: after initial resistance to changing the time of the SMG meeting (held at 08.30am) agreement was reached to lead by example and the weekly meeting moved to 11am. Our Institute seminar time has been moved from 3:30pm to 1pm and the Edinburgh Microbiology Forum was moved from 4pm to 1pm.

The main social events are organised at lunch-time or early afternoon, to fit with family commitments. The biennial Recognising Excellence Awards are held before lunch and the pantomime in early afternoon.

Figure 5.20 Roslin Panto Photo Shoot 2015



(vi) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The Institute has its HR team based on site, a different model to the rest of the University where the majority of HR teams are centralised at College level. This ensures provision of comprehensive HR support: on average 90% of staff are positive about the service provided by the local HR team. The Campus HR Manager is an integral part of the senior team and works closely with senior management and the CDC on a variety of HR-related issues, from employee relations, equality and diversity to career development and training. HR updates are included in the **biannual Career Development/Equality and Diversity e-Newsletter**. The HR team provide **workshops** on site for our staff, including workshops on family-friendly policies, absence management, recruiting for excellence. The HR manager meets regularly with the Director/senior staff for updates and/or to assist with challenging staffing issues, including those identified by the CDC.

(vii) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

As we are a research institute, almost all of our academic staff are exclusively research-focused, with relatively few commitments to teaching. No formal workload model is used in the Institute. Heavy teaching/student administration in the Roslin Institute is unusual but introduction of a workload model is under review. Pastoral responsibilities and major contributions to teaching, public engagement and other aspects of impact are recognised by the University's appraisal and promotion process. **The 2016 staff survey highlighted that 74% female academics agreed that public engagement and pastoral responsibilities were considered and reviewed during annual review.**

AP5.20 Reconsider implementation of a workload model, consult and implement if supported.

(viii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Table 5.44 Make-up of main decision-making committees

Committee Name	Female	Male	% Female	% Female Academic	% Female PSASS	Female Chair (Y/N)
Science Management Group *	4	6	40%	22%	22%	N
Finance and Contracts *	5	4	56%	22%	33%	Y
Institute Promotion Panel	4	4	50%	20%	20%	N
Business Operations	11	11	50%	0%	50%	Y
Campus Postgraduate Committee**	7	13	35%	35%	5%	N
Career Development Committee	9	6	60%	40%	13%	Y
Campus Estates Committee **	12	10	55%	0%	55%	N
Campus Health and Safety Committee**	10	10	50%	9%	36%	Y
Total Numbers/ Mean %	62	64	49%			
<i>* Key Decision Making Committees</i>						
<i>** Denotes Campus Committee so includes reps from Vet School and SRUC (2M)</i>						

The table above demonstrates that all departmental committees are close to gender parity, with the exception of the Postgraduate Committee, reflecting the overall make up of the Institute staff and the engagement with our gender equality aims in establishing committee membership.

AP5.21: Move to gender parity in our Postgraduate Committee.

(ix) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Opportunities to sit on key external influential committees are usually discussed during 1-1 and annual review meetings. The Institute is always happy to support time away from work required to further the professional development of staff. We include a specific question in the annual survey:

Question				
I am encouraged and given opportunities to represent the institute externally and/or internally (e.g. on committees or boards, in nomination for prizes and presenting at conferences).	2014		2016	
	Academic	PSASS	Academic	PSASS
	82% YES	23% YES (62% indicate n/a to them)	90% YES (+6%)	37% YES (+14%) (51% indicated n/a to them)

There is no gender bias, with 82% of female staff agreeing with this statement, compared to 87% of male. The proportion of female academics agreeing with this statement increased to 91% in 2016. No bias was evident in the responses from the PSASS staff (36%F/40%M).

AP5.19 Encourage and give opportunities to PSASS to represent the Institute externally and/or internally.

Word Count: 7,214

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: 1500 words

Three individuals working in the department should describe how the department's activities have benefitted them.

The subjects of the case studies should include a member of the self-assessment team and a member of professional or support staff. The case studies should include both men and women.

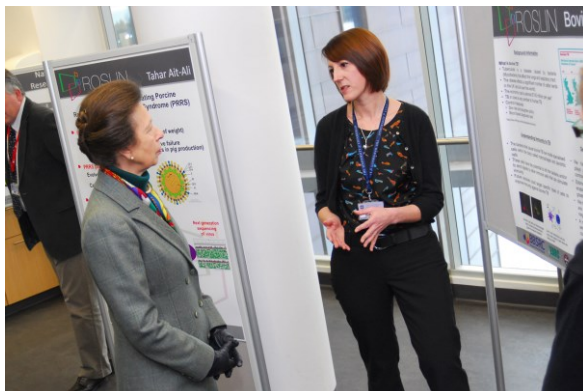
More information on case studies is available in the awards handbook.

Dr Jayne Hope (Senior Research Fellow)

I moved to The Roslin Institute in 2011 as a Senior Research Fellow (UE09) and received significant support from the Institute in the form of a start-up grant and funding from the BBSRC Institute Strategic Programme Grant. This, alongside a studentship and a BBSRC grant which I brought with me from my previous job, allowed me to develop my research group. The Institute has been highly supportive of me during the last 6 years, which has been fundamental to the growth of my research group and its success. During the first years following my move to the Institute I benefitted from a highly supportive attitude that enabled both me and my family to deal with moving to Scotland, changing schools and dealing with the aftermath of redundancy. A flexible approach to working hours enabled me to spend time with my son (who was 14 at the time) as he settled into his new school; this was fundamental in ensuring a smooth transition to a new school system and his subsequent success in gaining a place at University. I felt highly supported, and was able to work remotely and flexibly, through an extended period of family illness and bereavement. Overall, the supportive environment has enabled me to attain a good work-life balance.



I have benefited greatly from the Institute's support for professional development which has enabled me to gain the necessary experience, and confidence, to apply for promotion to grade UE10 and Personal Chair (outcome as yet unknown). Both within and outside the Institute I contribute to a number of committees and recently became chair of the Roslin Impact committee. In 2016 I took on a significant teaching role in addition to my ongoing research and management responsibilities. To support this, I was enrolled on the Edinburgh Teaching Award, this involves participation in a number of courses for continued professional development and I have gained significant benefit from these, and the mentoring I have received from colleagues.

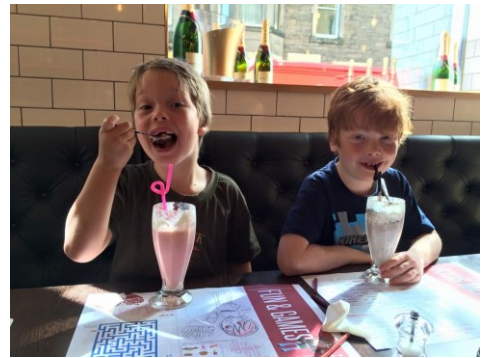


As a result, I am now fully committed to providing the best support for the members of my research group as well as others in the University through the mentoring and personal tutor schemes. My enthusiasm for guiding and mentoring the members of my research group is reflected by their success in obtaining funding, applying for

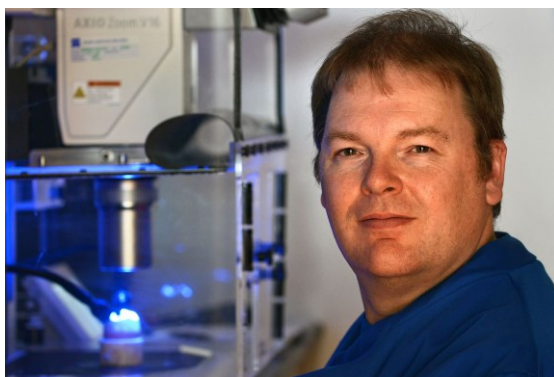
fellowships and publishing high quality papers. In addition, I was recently invited by the R(D)SVS Undergraduate Research Forum to give a presentation on my research career, which aims to encourage veterinary undergraduates to consider careers in research and I was delighted to have been identified as a motivational and interesting scientist to take part in the undergraduate research day. Overall, this reflects the environment at the Institute which has enhanced my aspiration, capacity and skills base to motivate, support and mentor others.

Dr Adam Balic (Career Track Fellow)

I started working as a postdoctoral researcher at the Roslin Institute in 2010. I accepted this position because the Roslin Institute was one of the few organisations that would allow me to develop my research interest in the developmental biology of the immune system in livestock animals. Prior to this position I had taken a career break for several years to care for my eldest son. Also, because of the travel involved in my wife's job, I was largely responsible for the day-to-day care of our two boys. Moving from Australia to Scotland and taking up a full time position as a postdoctoral researcher was a big step for my family and me.



I had some initial concerns about returning to active full-time research at a postdoctoral level, as typically these positions are very time demanding and not very compatible with family life. While progressing my professional development was very important to me, I also needed to be able to manage childcare commitments, especially when the boys were very small. The Institute has been highly supportive of this and this has allowed me to juggle both family commitments and my career development successfully. I have benefited from this highly supportive attitude to balancing work load and family life, including being able to work flexible hours, and as a direct result of this I have been recently promoted to Career Track Fellow status (UE08).



Through the Institute I have been able to take advantage of both the formal mentoring scheme the Institute introduced and informal mentoring by senior colleagues. This mentoring has been critical to my career development, as it has provided me with the confidence and ability to develop my own independent research area. I have also benefited greatly from the professional development opportunities made available through the Institute. I have received professional career coaching and participated in professional development courses, such as engaging with the public about research, professional oral delivery of research and I engaged in a four-day research leadership course. These opportunities were extremely beneficial, allowing me to identify my professional strengths and weaknesses, how to manage and motivate others and how to make the transition from postdoctoral researcher to group leader.

My role therefore changed quite a lot during the time I have been at the Institute. I have now become responsible for managing my own research group, establishing national and

international collaborations and gaining external grant funding. In terms of career development and progression, I don't think that my story is very typical and I believe very strongly that there are very few research organisations that would have allowed me the opportunity and given me the confidence to manage my family life and progress my professional development as the Roslin Institute has done. I am also a member of the Career Development Committee, which is dedicated to improving career opportunities for both genders and as part of this I have initiated a father's support group, as I believe other fathers can benefit from my experience in managing both family commitments and career development successfully at the Roslin Institute.

Cat Eastwood Campus HR Manager (Professional and Support Services)

I was originally employed by the Institute as a HR Advisor in 2010, a promoted post for me and my first ever management role. The support and encouragement I have received since my appointment has been second to none. When the institute co-located with the Vet School on the Easter Bush Campus in 2011, it made sense that I took HR responsibilities over for the entire campus (Roslin and Vet School). My manager had been preparing me for the next step up (including training) for 18 months following my appointment. Once we moved and the HR teams merged, I was supported and encouraged to go for promotion in my new role as Campus HR Manager. Whilst annual reviews take place annually, I also meet with my line manager once a month and with the Head of HR for the college every two weeks (to whom I have a dotted reporting line). I have always felt appreciated and appropriately rewarded by the institute. In 2014, my manager nominated me for a contribution reward (accelerated increments) based on performance in a competitive college wide process which was successful.

Career development has been excellent and management have been extremely supportive in terms of professional development events e.g. CIPD conferences. Recently (2014-16), I feel extremely lucky and grateful to have been given the opportunity to complete a part-time MBA. This is not a cheap PG qualification and both the Roslin Institute and the Vet School jointly contributed to fund my PG studies. It was an amazing experience, it provided me with new and unexpected networks, including a chance to go to Colombia and visit companies to learn about international business. I have noticed a positive change in my self-confidence and emotional intelligence. Working full time in a very demanding role and completing a PG dissertation was not an easy task. My manager noticed the strain on me and encouraged and supported me to work from home 1 day per week in the month leading up to my dissertation hand in date. I was very grateful as this allowed me to focus on writing without disturbances. Without such excellent support I very much doubt that I would have achieved a distinction. Further, in order to use my new knowledge and skills, my manager seconded me for 0.4fte of time to work on operational level projects in order to support me in navigating my career path from HR to business management. I really enjoy my job and being based on site allows me to work closely with academics and PhD students, particularly in supporting our Athena Swan initiatives. I can honestly say that this is one the most supportive environments I have worked in.

Figure 6.1 Cat (far right) with her classmates on a trip to Colombia to learn about international business in context.

Word count: 1456



7. FURTHER INFORMATION

Recommended word count: 500 words

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

1. We have included a quote from the Director of EQUATE Scotland, to highlight our role in beacon activity through the establishment of the coaching for success programme in Scotland.

“Our partnership coaching programme with the Roslin Institute effectively established this innovative organisational coaching model which broke new ground in the UK. They were willing to devote energy and resources to the considerable amount of planning time required to develop and implement this model. Once Roslin had successfully run the pilot programme and had produced the excellent evaluation results it became much easier for Equate Scotland to bring this model to other University schools and organisations- as the Roslin programme served as a solid beacon of good practice.

All subsequent university partnership programmes referenced Roslin in their approach to Equate, wanting to emulate this effective initiative. Three other departments quickly followed Roslin's model - School of GeoSciences; School of Biological Sciences; School of Engineering – two of these have now embarked on their second coaching programme, and the third is planning to do so. The initiative has been recognised as an important and effective tool to support and promote women in SET and we are very pleased with the feedback and progress of coachees. Interest has been expressed from other schools in the University and there is also an expressed interest from the University of Glasgow who is aware of the pioneering Roslin partnership model and would like to establish this in their own University. Roslin has also been presented as a model in programmes outside the university sector – e.g. ScotRail.

The Roslin Institute really did pave the way for this organisational coaching programme to be developed and organised across Scotland and we remain grateful for their energies and commitment to ensure gender parity for women in SET.”

Talat Yaqoob

Director Equate Scotland

EQUATE Scotland

2. Dr. Meriem El Karoui successfully led the renewal of Athena SWAN Silver Award to the School of Biological Sciences:

“The AS team at Roslin has been instrumental in helping us developing our own agenda in our school. I consider that Helen is my “AS mentor” and thanks to her advice we have implemented a family friendly fund and a career coaching program in our School. Both have been very successful: career coaching is now considered a mainstream tool for career development by the School senior management team” (Meriem El Karoui, Chair of E&D Committee).

Word Count: 397

TOTAL WORD COUNT: 13,199

8. ACTION PLAN

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

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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The Roslin Institute GOLD Action Plan 2017-20221

This document summarises our **Gold Action Plan**, with some actions planned up to 2021.

We have kept this plan in chronological/thematic order to ease of reference for the panel. Actions noted with a (*) denotes **priority actions** for the Institute.

The CDC Chair and Deputy Chair are responsible for overall monitoring of progress, with individual members of the CDC taking responsibility for monitoring progress of specified sections.

Reference	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
				Start date	End date		
2&3	THE DEPARTMENT & SELF ASSESMENT.						
*AP2.1	Adopt a more structured approach to data review. Analyse staff numbers annually, with particular attention to gender attrition points (UE09) and to monitor gender rates in specific research areas that are traditionally male dominated	A steady decrease in proportion of female staff since 2011/12 (53.2-44.1%), coinciding with an increase in computational biology, animal breeding and genomics research. Overall figures are near parity we need to review to determine if attention required for subject specific areas.	1. CDC members will be allocated specific staff data to present to CDC annually. CDC will analyse overall issues and create high level report with proposed actions to SMG. This action will assist in reviewing potential trends identified in this application. 2. Further analysis of male dominated subject areas required to increase parity and avoid impact on overall figures. Review of	2017 annual	2021	CDC Chair and Deputy Chair to organise/allocate tasks. HR Manager	Maintain overall gender parity. Increase in female applications and appointments in specific research areas.

			<p>images on the website; increase the number of prominent female role models in these areas. Include these areas on the Science Insights Programme for school pupils. Use unconscious bias (UB) detection software (e.g. Textio) for job adverts.</p> <p>3. Work closely with individual PIs in these subject areas to directly review recruitment procedures including, advertisement placement, job descriptions and interview practice.</p>			<p>Digital Resources Manager</p> <p>Research Administration and Communications Manager</p> <p>HR Manager</p>	Effective activity visible on websites and social media platforms.
*AP2.2	Close collaboration and cross working with the Vet School CDC and the PSASS CDC. This will enable the sharing of good practice and lead to further innovative campus wide initiatives.	There are currently 3 CDCs operating on Easter Bush campus with focussed individual remits. Overall coordinated approach required to share best practice and move campus initiatives forward from a larger support group.	<p>1. Formal meetings between Chairs to take place 4 times per annum.</p> <p>2. Member of PSASS CDC will be invited to sit on the Roslin CDC to improve partnership working between academic CDC and PSASS CDC and highlight common issues.</p>	2017 ongoing	2021	<p>Campus Operating Officer</p> <p>Chair of CDC.</p>	Increase in campus-wide and campus-funded initiatives e.g. further coaching programmes. Joint PSASS and Academic initiatives.

AP3.1	Maintain review and rotation of CDC members including Chair (succession planning through Deputy Chair role).	Rotation is proven to increase innovative ideas and has been key to some of our additional actions to date e.g. Postdoc Handbook was a direct result of including new Postdoc Society reps on the CDC. Rotation also increases the opportunity for staff and students to get involved in governance committee structure.	<ol style="list-style-type: none"> 1. Staggered turnover of members fulfilling each role every three years. 2. Ensure committee membership is open to all (voluntary basis) whilst ensuring balance across roles and gender. 3. Ensure nomination process for Deputy Chair role to enable succession planning. Dr. Vicky MacRae will take over as CDC chair in 2017. 	2017 ongoing	2022	Chair of CDC CDC Members	<p>Successful rotation of each committee member after 3 years.</p> <p>Engaged committee members occupy "theme" leader roles and oversee relevant actions points completed in the next 4 years i.e. actions completed on a timely basis.</p>
4	PICTURE OF THE DEPARTMENT						
AP4.1	Maintain best practice in recruitment procedures to attract more students and explore PT options. Including structured tracking of career destinations to evaluate employability of our students.	With the arrival of the new Director, the Masters programmes may be extended and the Institute will need to ensure that it is consistent with best practice in terms of recruitment and also competitive in terms of its offering/ perception to the student market.	<ol style="list-style-type: none"> 1. Clarify possibility of P/T status with relevant stakeholders 2. Ensure promotional materials and recruitment and selection follow best practice in terms of equality and diversity. 3. CDC PG rep to present annual report on career destinations as part of the formal CDC annual review. Highlighting trends/issues and possible new ideas to 	2017 Review annually	2021	PG Committee CDC rep with MSc course organiser	<p>Increase in Masters Programme (more students), evidence of diversity in student participants.</p> <p>Uptake in PT Masters Programme.</p>

			support Masters students.				
AP4.2	Improve presentation of PhD programmes on our websites to attract diverse PhD candidates.	Recent CDC involvement in redesign of the Institute website highlighted requirement for improved PhD section for website.	1. Work with Digital Resources and PG Committee to ensure appropriate images and role models are included in PhD section of website (not just links to College PGR page). 2. Survey PhD students on website to attract comments and ideas	2017 2018	2018	PG Committee CDC Rep PhD CDC Reps	Visual enhance of website increases hits and applications. 80%+ PhD students rate website as effective.
AP4.3	Investigate potential trend/decline in PT PGR Female numbers and propose remedial action (if necessary).	Female numbers of PT PhD students appear to have declined in relation to males (75%-38%). In reality the numbers are low: 8 F: 12M (a decline of 1 or 2 from previous years).	1. PG Rep on CDC to investigate issue and bring to attention of PG Committee for further analysis and discussion. 2. Hold focus groups with current PT students to ascertain background (likely to be in FT employment with Institute or Vet School). Investigate how they were made aware of opportunity.	2017	2018	PG Committee rep on CDC PG Committee	Increase in females undertaking PT PhD (~to 50%)
*AP4.4	Continue trajectory of increasing our proportion of female Professors through increasing female applications	32.1% of our professors are female (9.4% increase over 5 years).	1. Continue to improve and embed AS ethos and our inclusive and family friendly culture on our website/recruitment pages (to increase	2017	2021	Research Communications and Administration Manager	Aim for increase in female Professors of 9-10% over the next 5 years.

	and promotions.		<p>applications). Monitor and update website regularly.</p> <p>2. Increase awareness of Roslin as “employer of choice” through various beacon activities.</p> <p>3. Continue to run internal events such as the annual promotions workshop and “Pathways to Professor” to support staff with promotion paperwork.</p> <p>Advise Heads of Division of support required for promotion to professor.</p> <p>4. Establish “Promotion Reps” at the Institute to act as reviewers and mentors in terms of dealing with promotion paperwork.</p>	Annual review with SMG		<p>Director</p> <p>CDC</p> <p>CDC Theme Leaders - Career Events</p> <p>CDC Chair</p> <p>HR Manager</p>	<p>Increase in female professorial promotion applications. Aim for reasonable target of 1 every 2 years.</p> <p>Staff Survey indicates that 75%+ of academics understand the promotion process.</p>
AP4.5	Provide support to enable PSASS to pursue academic careers where appropriate.	In the last 5 years we have supported (and funded) 7 technical staff members through a transition from technical to academic path (4M: 3F). We wish to maintain this support where relevant and provide a	<p>1. Work with PSASS Career Development Committee to increase awareness of staff scholarship fund (include question on next staff survey).</p> <p>2. PSASS CDC will work on “Passport to Excellence”</p>	2017	2018	<p>HR Manager</p> <p>PSASS CDC</p>	<p>Staff Survey indicates that 65%+ PSASS are aware of the staff scholarship scheme.</p> <p>90%+ of PSASS agree that that</p>

		more structured approach to such transitions.	this package of events, workshops, training and development will help PSASS excel in their careers. Learning logs will form part of the passports and this will be used to provide a structured approach to PSASS career paths and enable transitions.				they are provided with good career development/training opportunities (in annual staff survey) Maintain current numbers of supported part-time PhD placements for staff.
*AP4.6	To support postdoctoral staff in obtaining tenure-track positions within and out-with the Institute.	The Institute is below the national average for females on open-ended contracts, as we are research institute with a high proportion of staff on externally-funded projects. We need to ensure support for our pipeline of females moving from CTF/Lecturer level to tenured SL/Reader positions. We also aim to improve on support for PDRA's to enable successful award of fellowships to be held both within and outwith the Institute.	<p>1. Continue our programme of careers workshops (e.g. annual Promotions Workshop, Pathways to Professor; Women in Science Days, Coaching programme).</p> <p>2. HR to continue promoting Talent Register for redeployment of those on external grant funding. Report on successful redeployments annually to the CDC.</p> <p>3. Infrastructural support will be offered to staff who have been supported to achieve externally supported fellowships (e.g. Enterprise Fellowship).</p>	2017 ongoing	2021	<p>CDC Deputy Chair</p> <p>Career Development Theme Leaders (CDC)</p> <p>HR Manager</p>	<p>30%+ Increase proportion of female staff at Reader/SL and Professor via current UE08 pipeline by 2021/22.</p> <p>Successful redeployment rates vs successful leaver's destinations.</p> <p>15-20% increase in the number of hosted fellows.</p>

			4. Record and monitor the number of successful fellowships and further develop advice and support from this experience and with the successful fellows.				10% increase in successful internal fellowship applications.
5 SUPPORTING AND ADVANCING WOMEN'S CAREERS							
*AP5.1	Increase attractiveness of the Institute as an "Employer of Choice" for female academics via external image and internal enhancements in recruitment procedure.	Target to increase female applications to 50% at PDRA (UE07) level. Including further increasing applications at SL/Reader (37.5%) and Professorial level (22.7%).	1. Review website annually with Digital Resources team to ensure external images and information on recruitment related pages are balanced, attractive and innovative. Update on awards/key staff achievements. Increase number of staff video case studies/blogs. 2. Enhance current recruitment process by including E&D and Unconscious Bias Fact sheet with all applications packs.	2017 annual 2017	2021 2017	CDC Members – Research Administration and Communications Manager.	Increase in female PDRA applications to 50% Increase in SL/Reader female applications to 40-50% Increase in Professorial female applications to 35%
AP5.2	Ensure induction process is part of wider policy	As part of our Silver action plan and on-going work we have changed	1. Induction feedback will collated and analysed and subsequently reviewed by	2017	2021 (on-going)	HR Manager	Over 75% of new academic and PSASS staff indicate

	continuous improvement processes.	the induction process and the documentation provided. Feedback questionnaires have been introduced and will require to be analysed.	<p>the CDC as part of formal annual data review meeting.</p> <p>2. Induction reps (academic/PSASS) to be appointed by CDC to review induction handbook and ensure completeness.</p> <p>3. PSASS CDC and HR to establish new campus wide induction process for PSASS roles that cover both the Institute and the Vet School (following staff feedback). Review by survey after 2 years.</p>	2017	2021 (on-going)	CDC Chair	positive responses in staff induction evaluation survey.
				2017	2017	PSASS CDC Chair HR manager	Staff survey indicates 100% of all staff agree that they have received an appropriate induction for their role.
AP5.3	Ensure postdocs feel informed and supported through the production of comprehensive and relevant information regarding working at the Institute both pre and post appointment.	Feedback from last postdocl survey highlighted that postdocs require more specific information regarding small but key matters i.e. lab coats/ordering/socials etc.	<p>1. Move the postdoctoral welcome handbook to the final stages of both print and online copy. Utilising graphic designer for images/presentation.</p> <p>2. Feedback sought and handbook to be reviewed annually by the Postdoc Society for updates.</p> <p>3. Share handbook across the University via the Athena SWAN Network</p>	2017	2017	Postdoc Society Reps on CDC Postdoc Society	<p>100% of postdocs indicate that they are satisfied with the induction process and information provided.</p> <p>Handbook positively received and increases the Institute's reputation as supportive employer through increases in applications for</p>
				2018			

							postdoctoral posts.
*AP5.4	Ensure that all new and existing Principal Investigators (PIs) (i.e. CTF/Lecturers, SL/Readers and Chairs) have appropriate (and updated) managerial skills.	The College of Medicine and Veterinary Medicine PI briefing session is currently only compulsory for new PIs. The Institute feel there is a requirement to extend this policy to all existing PIs to ensure all PIs are regularly equipped with updated skills.	1. Review PI briefing attendance and set up a process via Heads of Division and annual review to ensure all PIs are signed up over the next 2-3 years. 2. Review PI briefing session feedback and use as promotional tool to promote the course.	2017	2020	Heads of Division Institute Director HR	90% of all PIs have attended the briefing session. 75%+ found the session beneficial for running their research group.
AP5.5	Extend induction programme for new PIs (CTF, Lecturer, SL/Reader, Chairs) to ensure they have adequate guidance on business management processes in terms of running a research group.	Currently no specific local induction material / local formal training on budget / financial management. There is an overreliance on the finance team which can lead to backlog and delays. PIs need to be equipped with basic financial/budget/business management training to enable	1. Work with local finance to produce relevant financial/budget training for all PIs. 2. Survey new PIs to ascertain what other business management type training would be useful in managing their group. Evaluate any training identified.	2017	2018	CDC Chair Finance Team	75%+ of staff indicate positive outcomes as a result of specific local material/training put in place.
*AP5.6	Increase awareness and understanding of the promotion's process resulting in an increase in the promotion of internal female staff	The 2016 staff survey indicated that 65% of academics understood the promotion process and this requires improvement. The 2015 postdoc career	1. Introduction of local academic and PSASS (rotating) "Promotion Reps" to provide non-managerial or non-formal support on promotion paperwork.	2017	2018	HR Manager to work with SMG to Develop.	Staff Survey indicates that 80%+ of academic staff are aware of the promotion process. Increase in

	to key attrition points (i.e. SL/Readers and Chairs).	development survey indicated that post-docs required further specific guidance and support.	<p>2. Continue to collate feedback on local annual promotions workshop and continually improve based on feedback to increase awareness/understanding.</p> <p>3. Lobby university for improved guidance on promotion from postdoc at UE07 level to UE08. Hold workshops specifically targeting this promotion stage.</p>			<p>HR Manager</p> <p>CDC (All)</p>	promotion applications from females (1-2 every 2 years at least).
AP5.7	100% of eligible staff to be submitted to the 2021 REF submission.	Maintain 2014 REF success and ensure that 100% of eligible staff are submitted for REF 2021.	<p>1. Heads of Division to support staff in submission preparations.</p> <p>2. Internal monitoring of potential REF outputs annually and targeted mentoring and guidance for staff with reduced outputs.</p>	2017	2021	Director/Director of Research/ Heads of Division.	100% of eligible staff to be submitted to the 2021 REF submission.
AP5.8	To increase PSASS understanding of the University's promotion process.	Our 2016 staff survey highlighted a decline in awareness that we cannot ignore. Only 63% of PSASS were aware and understood the University's promotion process compared to 86% in 2014. We will work to increase awareness and	<p>1. Run specific PSASS promotions workshop annually and revise in light of staff feedback.</p> <p>2. Survey a sample of PSASS regarding understanding of promotion process and perceived challenges.</p>	2017	2018	HR Manager	To increase PSASS understanding of the University's promotion process to at least 80+%.

		find out why there is a decline in awareness.					
*AP5.9	To create comprehensive local training programmes for academics.	Training plans already exist informally for many staff, particularly PSASS. However, there is a lack of formal guidance for academics, particularly postdocs. Training is continually promoted and discussed at annual review. Postdocs are already granted a minimum of 5 career development days per year, although uptake is variable. We believe that targeted training programmes will improve take-up and highlight importance of training.	<ol style="list-style-type: none"> 1. Work with the newly appointed “Early Career Researcher Experience” Dean to develop recommended training plans to encourage postgraduate students and postdocs to make the most of the training available through the Institute for Academic Development. 2. Discuss/negotiate with the Institute for Academic Development to hold courses at our campus. 3. Develop a training plan template for new staff. 4. Advertise access to the new Online Developmental Training Toolkit provided by the University. 	2017	2019	CDC Chair and postdoc and postgrad reps on CDC	Effective formal training programme in place for postdocs and PhD students resulting in an increase in positive responses to training related questions in the staff survey. Longer term – resulting in successful applications for both internal and external roles.
				2017	2017	HR Manager	At least 2-3 courses held on campus each year
*AP5.10	Ensure that all (academic and PSASS) staff are made aware of the importance of Unconscious Bias training, particularly	The Unconscious Bias online training module has been made mandatory for all staff, and completion rates are increasing. We feel it is important to prioritise	1. Secure funds to host face to face workshops for recruiters with professional psychologists company used for the SMG/Student administration team.	2017	2020	Unconscious Bias Theme Leader – CDC	100% of all recruiters have received unconscious bias training.

	recruiters to ensure a fair recruitment process.	recruiters and enhance the training available in face-to-face workshops to ensure optimum learning experience. Both the SMG and PG student team have already taken part in such sessions which were well received.					
AP5.11	Enhance effectiveness of both staff and students when learning and working in diverse contexts.	Whilst this AP focuses on gender, we are keen to look at issues around intersectionality and promoting diversity/inclusivity.	<p>1. To secure funds to host a pilot Cultural Intelligence workshop to enhance awareness of culturally diverse issues contexts for both staff and students.</p> <p>2. Evaluate pilot to assess effectiveness of sessions to consider further roll out/promotional activity within the Institute.</p>	2017	2017	E&D Committee HR Manager	Workshop hosted. Staff Survey results maintained at 90+% in terms of staff belief that the Institute is committed to all E&D issues.

AP5.12	Continue to develop news ideas to update career focused events and workshops.	The CDC in conjunction with the Postdoc Society have been very active in this regard over the last 3 years, particularly using these events to promote female role models at different career stages. This is a standing agenda item in CDC meetings to ensure new annual programme of career related events.	<ol style="list-style-type: none"> 1. Finalise next career related session. This session will invite Roslin Institute PhD graduates who have moved on to a range of careers to come back to the Institute and present to our postdocs and PhD student e.g. NHS Clinical Scientist, Scottish Government Agriculture Advisor, Animal Breeding company geneticist. 2. Set up a workshop on "Peer Review Panels". 3. Set up a Roslin alumni group to create closer links and collaboration with Institute alumni. 	2017 2017 2018	2021 (on-going) 2019	CDC Career Events Leads Institute Communications team	At least 2 career-focused workshops per year will be offered to academic staff. Staff survey results highlight that post-docs and PhD students feel well supported and have access to useful career related events.
*AP5.13	Develop and improve our local mentoring system.	We have noticed that there is a low uptake of current mentoring programmes, both the informal local scheme and the more formal University-wide Mentoring Connections scheme.	<ol style="list-style-type: none"> 1. Ensure all staff are aware of have access to the university-wide "Mentoring Connections" programme (currently highlighted on annual review form). Include in biannual newsletter, highlight on information screens twice a year 2. Establish a CDC mentoring sub-committee to understand what staff 	2017	2020	Communications Theme Leaders – Newsletter Admin. CDC – Mentoring Committee (3 academic	25%+ uptake in mentoring programme Positive evaluation results from post-mentoring feedback survey. Staff survey indicates that 70%+ of staff are

			<p>(including postdocs) look for in a mentoring relationship, improve accessibility and uptake.</p> <p>3. Embed the mentoring culture in Divisions through the establishment of Divisional advisors and mentor training.</p> <p>4. Develop a local mentoring handbook, based on University Mentoring Connections handbook.</p>			<p>members of staff, inc. Postdoc Society rep.)</p> <p>HODs and Central HR (for training)</p>	<p>provided with good mentoring opportunities.</p>
AP5.14	<p>Further enhance our series of grant support sessions and increase frequency to support academic staff in applying for grants in a challenging economic climate.</p>	<p>Our recent series of grant support sessions were well received, based on feedback forms and uptake. We ensured a gender mixed event and feedback highlighted that staff would find it useful to further enhance the course. Collating data for this application also highlighted complexities in obtaining success rate by gender, therefore the CDC will work with finance to improve access to this data.</p>	<p>1. Develop and update our annual In-house grant writing skills workshop based on staff feedback.</p> <p>2. Include sessions involving advice from experienced staff who have sat on grant panels.</p> <p>3. Provide email updates and information sessions on new funding initiatives.</p> <p>4. Develop easy recording system broken down by gender. Monitor grant success rates by gender with different funders. Report to SMG.</p>	<p>2017</p> <p>annual</p>	<p>2018</p>	<p>CDC Chair</p> <p>Research Admin and Communications Manager</p>	<p>Academic (and technical were appropriate) staff will be offered at least 1 grant support session per year.</p> <p>Any Increase in grant success rates per year involving attendees will measure success/impact.</p>

*AP5.15	Caring grant scheme will be extended and be available to PSASS.	Current caring grant scheme for attending work related conferences/training has been well received by academics and external speakers to the Institute. Providing career development opportunities for all staff is a key priority for the Institute and as such more and more PSASS are taking up training that requires travel/overnight stays. The current scheme requires extension for equity.	<ol style="list-style-type: none"> 1. Secure and finalise budget to extend caring grants scheme to PSASS. 2. Evaluate uptake and impact. 	2017	2018	<p>CDC Chair</p> <p>SMG</p> <p>Campus Operating Officer</p>	<p>At least 2 PSASS per year secure reimbursement grant.</p> <p>Staff survey shows increase in positive responses to questions around work life balance/local institute support.</p>
AP5.16	Lobby the University for improved paternity leave provision.	Our focus group with new Dad's highlighted the perception of poor paternity leave provision. Whilst shared parental leave is promoted, many male academics still take paternity leave and usually take annual leave for the 2 nd week as this is paid at statutory rates.	1. The CDC will work with College HR and central Athena SWAN network to lobby the University for full pay for the 2 nd week.	2017	2018	<p>CDC (All)</p> <p>College E&D Committee</p>	Successful campaign results in change to university policy and an increase in staff satisfaction on paternity leave provisions in the staff survey.
AP5.17	We will record public engagement activity in a consistent manner.	Recording of public engagement activity is variable across staff and postgraduate students.	1. Hold local workshops to encourage all staff to use the University recording system (PURE).	2017	2022	Public Engagement Officer with support from	At least 70% of staff to have up-to-date PURE records.

			<p>2. Develop recording system for postgraduate students activities, with Postgraduate Committee, by capturing records from annual Thesis Committee Reports</p> <p>3. Lobby the University to improve PURE for generating reports.</p>			CDC.	All postgraduate students record PE in Thesis Committee Forms.
AP5.18	Develop a co-ordinated programme of events on International Women's Day (IWD) annually.	Successful promotion of Institute female role models for IWD 2017. CDC have big ambitions for our next event to be wider reaching and have wider influence in the HEI sector.	<p>1. Continue to highlight role models on internal screens and social media.</p> <p>2. Nominate speakers for University IWD annual event. Work with marketing department to create something powerful for next IWD event.</p>	2017	2022	CDC member with communications role	<p>Social media metrics will be recorded.</p> <p>Reputation of the Institute as "employer of choice" increases – results in more female applications for posts.</p>
AP5.19	Encourage and give opportunities to PSASS to represent the Institute externally and/or internally.	37% of PASS report they encouraged and given opportunities to represent the institute externally and/or internally. This is an increase form 2014 but we need to improve this.	<p>1. Re-word the current staff survey question to make it clearer that it is applicable to PSASS.</p> <p>2. Hold a specific workshop for PSASS to highlight representation</p>	2017	2022	Campus Operating Officer	Increase to over 70% PSASS being encouraged and given opportunities to represent the institute.

			opportunities, including contributing to annual open day.				
*AP5.20	Reconsider implementation of a workload model to record work activity to ensure no gender bias.	The change in leadership provides an opportunity to introduce a work load model to formally review work activities in the Institute. Whilst the vast majority of staff are research focussed, there is a need to review administration and pastoral duties more formally. This could also link into the action point on PE recording.	<p>1. Liaise with Vet School CSC (who have a workload model) to look at a potential model for the Institute.</p> <p>2. Consult with staff regarding the use and design of a workload model. CDC to review general anonymous workload activity report.</p> <p>3. Work with PE officer to ensure that PE activities are formally recorded on the form.</p>	2018	2020	Director SMG HR Manager	<p>100% of academic staff complete workload model by 2020. Information used to review work activities to ensure no gender bias.</p> <p>Administration and pastor work activity confirms no gender bias.</p>
*AP5.21	Ensure gender parity on the PG Committee.	All committees are gender balanced with the exception of the PG committee where there are more males than females. We need to redress the gender balance on this committee.	1. Work with PG committee to ensure gender parity on committee.	2017	2017	CDC Member – PG Theme Leader/ Link	PG Committee is 50F/50M.
6.	BEACON ACTIVITIES						
*AP6.1	Promote the	Part of our longer term	1. To communicate with	2017	2019	CDC Deputy Chair,	Positive

	Institute's AS activities to the Scottish Parliament.	aims to impact on gender related issues more widely and at the highest level..	the Minister for Science, MSPs and members of the Youth Parliament the importance of our AS achievements and to highlight our action plan 2. Hold a lunchtime reception at the Scottish parliament sponsored by Christine Graham MSP, with speeches from Shirley Ann Somerville MSP, Minister for Science and Prof. Eleanor Riley (Director designate).			CDC members with communications role	engagement with front bench spokespeople from each party and relevant committee convenors. Further highlight our commitment to the gender equality charter. Positive changes in parliament policies in terms of gender.
AP6.2	Discuss AS issues and highlight Scottish women in science to the Scottish Parliament.	To communicate with the First Minister, Minister for Science and MSPs the importance of AS activities and achievements across Scotland.	1. Take the lead in organising a Scottish AS event in the Scottish Parliament Chamber. We will invite a number of AS groups from across Scotland to participate. Organisational support will be provided by Moira Gibson (Head of External Affairs, UofE) and Bristow Muldoon (Head of Communications, royal Society of Edinburgh).	2017	2019	CDC Deputy Chair, CDC members with communications role	To publish an opinion piece in the Scottish press (e.g. Herald, Scotsman) highlighting our commitment to advancing gender equality. Positive engagement with the presiding officer of the Scottish Parliament. Cabinet level MSPs will be better informed of reach and role of AS in

							Scotland.
AP6.3	Mentor and support Biological Sciences departments from Institutions across Edinburgh throughout their AS applications and action plan development.	Requirement to lead by example and share the AS activities which we have successfully developed.	1. To establish a network of Biological Sciences departments across Edinburgh, by hosting regular workshops (2 times a year) and one-to-one meet-ups with AS leads.	2017	2022	CDC Chair, CDC mentoring committee.	To mentor and support at least 3 AS applications from the Edinburgh region. Thus contributing to our beacon advisory role.
*AP6.4	To develop at AS-inspired Action Plan within research societies linked to our Institute.	Most societies undertake limited AS related activities.	1. A pilot Action Plan will be developed with The Bone Research Society. 2. This will be later rolled out to at least 3 additional societies (eg British Society for Animal Science, Genetics Society, British Society for Developmental Biology).	2017	2022	CDC Chair, CDC member with communications role.	4 societies will publish a Gender Equality Action Plan.
AP6.5	Develop videos of scientists describing their personal career development after being awarded a PhD.	We plan to invite back PhD graduates who have developed careers (at different stages) that utilise their research training but are not in academia, to talk about their careers (see AP 5.12). This will inform our postgraduates/postdocs about career	We will ask the presenters to film short segments based on their presentations and use these to develop a film that illustrates the many exciting and rewarding opportunities for bioscience PhD graduates. We will share this video through the Institute	2017	2019	CDC comms with support from the Easter Bush communications team	We will assess impact on our PhD students and postdocs through seeking feedback. We will record hits/downloads on the website and social media .

		opportunities and how to manage work/life balance etc.	website, Athena SWAN networks and other social media opportunities.				
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Silver Action Plan 2011-2014 – Update: April 2017 (C: Completed, C*: Significant Progress, G: Gold Action)

Ref	Objective	Action already taken and outcome at April 2014	Further action planned and timescale	Responsibility	Success Measure	Status	Update
1.							
1.1	Promoting Athena SWAN activities , review progress and share good practice	<p>a. Athena Swan (AS) is a regular agenda item on the Science Management Group (SMG). Professor Helen Sang (Head of SAT) has been asked to sit on the SMG every quarter to discuss AS action plan. AS is also a standing agenda item for Director quarterly staff talks</p> <p>b. AS SAT is now recognised as the Career Development Committee (CDC) and forms part of internal governance</p> <p>c. Participation in wider University and Scottish AS Network to share good practice and promote local processes</p> <p>d. HR Manager has given talks to Research Institutes on AS process and initiatives to raise awareness and share good practice across other similar research organisations</p>	<ul style="list-style-type: none"> Dedicated AS page on the Roslin Reporter - by Aug 2014 AS initiatives and findings to be discussed at Group Leader retreat. Consider inviting a speaker. Rotation of CDC membership to allow new ideas to be shared – by Dec 2014 Review current AS information on website and internal intranet. Insert 	<p>HR/CDC Convenor</p> <p>CDC Convenor</p> <p>CDC Convenor</p> <p>CDC to review information at next meeting.</p>	<p>All staff aware of the benefits of the Athena SWAN process.</p> <p>Ensure that Athena SWAN is not viewed as something “for women only”. Buy in from all staff required.</p> <p>Measure by replies to annual staff survey.</p> <p>Staff engage in the Athena SWAN process and</p>	C	<p>All actions undertaken, will be continued in future action plan</p> <p>Roslin reporter regularly highlights AS activities, considers role models in all articles</p> <p>High recognition of AS principles identified in staff survey, see Gold application</p>

		<p>e. Members of the SAT are also regular AS panel judges for the ECU</p> <p>f. Place AS pages on the externally facing School website.</p>	<p>AS suggestion box, podcasts/videos for consideration by the CDC – by Aug 2014</p> <ul style="list-style-type: none"> Continue to monitor and update AS sections of the annual staff survey to ensure we are asking the right questions (annual) 		<p>put forward ideas to CDC in terms of how to promote women in science.</p> <p>Maintain and/or improve on positive results from staff survey. Address areas for concern.</p>		<p>Staff survey results show increased positive responses – see Gold Application</p> <p>Talks given to AS Vet School network, Scottish AS network, EQUATE event</p> <p>Members of SAT contributed to 5 panels, will ensure additional SAT members volunteer</p>
2.							
2.1	Continue to collect and monitor relevant staff and student data	<p>a. Continue to monitor all staff and student data categories. CDC to review areas for concern or improvement</p> <p>b. Data benchmarked against HESA</p> <p>c. Destination Data – now</p>	<ul style="list-style-type: none"> Annual Report to the SMG to identify any areas of concern Closely 	CDC/HR/SMG	Accurate data available for annual reporting and future submissions.	C	Data reviewed & benchmarked.

		<p>recorded via Exit Questionnaire put in place as part of Bronze submission</p> <p>d. First staff survey issued in 2013. Data analysed and shared with staff including improvements made as a result of the survey.</p>	<p>monitor PG student numbers to ensure no downward trend developing in terms of female numbers</p> <ul style="list-style-type: none"> • Report to include data destination • Compare staff survey data across 2013/2014 and beyond – by Dec 2014 and on-going after that. 	HR	<p>Determine if any gender bias exists in any of the data. Address any obvious areas for concern.</p>	<p>G</p>	<p>Very encouraging move towards more female staff at higher grades.</p> <p>More information to be extracted from exit data.</p> <p>Staff survey data very informative with increases in positive responses over wide range of questions.</p> <p>Results and follow-up actions of previous year's survey issued when next survey sent out.</p>
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3.							
3.1	Ensure that female postgraduate students and postdoctoral researchers are not subject to gender bias during recruitment; present positive role models of more senior women scientists; target career development support to postgraduate students and postdoctoral researchers	<p>a. PhD student and postdoctoral researcher recruitment panels must be gender balanced.</p> <p>b. PhD student Thesis Committees must be gender balanced.</p> <p>c. Links between CDC to PhD student representatives and postdoctoral researchers society established.</p> <p>d. Grant writing course for postdoctoral researchers and fellows developed and presented. Interest in the course was high, with 29 applications for 10 places.</p>	<p>Monitor with Postgraduate Studies Committee annually</p> <p>Monitor with Postgraduate Studies Committee annually</p> <p>Work with PhD student and postdoc societies to develop a seminar series where scientists who have received degrees or postdoctoral researchers at The Roslin Institute (and University of Edinburgh) present discussion seminars on their own career development pathways</p> <p>Review feedback from grants course and modify, repeat course in autumn 2014 and annually thereafter</p>	<p>CDC</p> <p>CDC</p> <p>PG Committee; Convenor and CDC members</p> <p>Grants course presentations</p> <p>Fellowshi</p>	<p>Gender balance requirement maintained</p> <p>Gender balance requirement maintained</p> <p>Repeat postdoctoral scientist survey including monitoring these new initiatives in spring 2015.</p> <p>Positive responses in feedback after course; monitor successful grant applications as a result of this course.</p> <p>Use any</p>	C	<p>All PhD and postdoc recruitment panels and thesis committees' gender balanced.</p> <p>Career development workshops all involve constructive female role models</p> <p>Links between CDC and Postdoc Society much improved, admin support secured for Postdoc Society to ensure continuity</p>

		e. Fellowship application support group established and consulted. Opportunity promoted via staff intranet and all-staff e-mails.	Support Group report annually on consultations to CDC	p Support Group/C DC/HR	potential “success stories” to promote the course in future (By April 2017). Monitor fellowship applications and their success rate		and support events. Grant writing course feedback good, successful grant applications following attendance identified course revision in Gold action plan. Successful fellowship applications to BBSRC, success of internal applicants in winning core-funded Career Track Fellowships that were externally advertised.
4.							
4.1	Monitor and continue to ensure good practice in the appointment	a. All interview panels are gender balanced without exception. (This was	<ul style="list-style-type: none"> Maintain gender balance on interview 	HR Team to monitor	All interviews maintain	C*	Made advances in

	<p>procedure applies to all levels of recruitment</p>	<p>introduced in 2012 after our Bronze submission).</p> <p>b. All staff must complete Equality and Diversity Training.</p> <p>c. Promotion of family friendly policies through induction and recruitment.</p>	<p>panels – ongoing</p> <ul style="list-style-type: none"> Ensure that all new line managers complete recruitment and selection training. Roll out via induction process – ongoing <p>64% of staff have completed Equality and Diversity training. We aim to increase this to 100% - by December 2014.</p> <ul style="list-style-type: none"> Roll out Unconscious bias training to all line managers and those involved in recruitment. Currently liaising with University HR 	<p>Director and HR to monitor</p> <p>Director and HR to monitor</p> <p>Central HR Local HR</p>	<p>gender balance</p> <p>New line managers are trained in recruitment and selection</p> <p>All staff have been subject to Equality and Diversity training.</p> <p>All line managers/ those involved receive unconscious bias training.</p>	<p>mandatory gender balance and increased E&D and Unconscious bias training. Feedback after UB training suggests that face-to-face training much more effective and work still to do to ensure equality of opportunity in selection.</p> <p>Very significant increase in % recruiters taking unconscious bias (79%) and E&D training, but we aim to increase this further</p>
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			services to take this forward – by December 2015				
4.2	Increase the proportion of job applications from women for Group Leader/Professorial appointments	<p>a. All job adverts currently highlight the University as an equal opportunities employer and provide a link to more information about family friendly policies</p> <p>b. We have included information on family friendly policies on the Roslin Institute external website http://www.roslin.ed.ac.uk/about-roslin/athena-swan/.</p> <p>c. Created a quick reference guide to family friendly policies that is promoted on the intranet and issued to all staff twice a year.</p>	<ul style="list-style-type: none"> • Create and issue revised guidelines to line managers for writing job descriptions and adverts – by Dec 2014 • Monitor hits on “career interviews” to see if active interest from potential candidates – ongoing • Include short video “career interview” with scientists on Roslin recruitment website. Interview to include details on career development and progression opportunities 	CDC	Increased number of applications from prospective female Group Leaders/Professors	C*	<p>Success rate of female candidates for Career Track Fellow posts very high, several bandUE08 females promoted to UE09 (lecturer to reader), promotion to and recruitment of female professors.</p> <p>Career videos presented but due to delay in development of new University website/Roslin Institute website we have not yet</p>
				HR	Raised awareness of family friendly policies.		

			<ul style="list-style-type: none"> at the Institute Review staff survey data to compare staff understanding of family friendly policies over the years – ongoing 				<p>set up monitoring. This should be in place before end 2017.</p> <p>Parents Support booklet is a great success! Unsolicited positive feedback received when booklet was launched and very useful in recruitment.</p>
5.							
5.1	Maintain universal completion of appraisals (P&DR)	a) The Institute is viewed as an example of best practice in terms of appraisal process. There has been an increase in awareness and training, coupled with a new online database which has resulted in an increase in completion	<ul style="list-style-type: none"> Achieve 100% completion rate in 2014 – ongoing 	Director HR HR	100% of staff receives an annual appraisal every year.	C*	100% appraisal rate maintained and feedback on value/usefulness of appraisal

		<p>from 20% in 2009 to 97% in 2012</p> <p>b) All line managers to receive appraisal training, with further roll out to all staff. Currently 25% of all staff have completed appraisal training</p> <p>c) Review staff survey data to ascertain if increased awareness and effectiveness in appraisal process.</p>	<ul style="list-style-type: none"> Increase appraisal training completion rate amongst managers to 100%. 	CDC	<p>100% of managers receive appraisal training.</p> <p>Staff indicate full awareness and understanding of appraisal process</p>	<p>G</p> <p>process is positive (via annual staff survey). See Gold Application</p> <p>We are developing additional training to complement online training for appraisers, linked to our career coaching programme</p> <p>Staff data is very encouraging. Further opportunities to make more use of annual review are being developed, with discussions specifically with Postdoc Society</p>
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5.2	Work in partnership with the Scottish Resource Centre for Women in SET to offer <u>Scotland's first coaching organisational model.</u>	<p>a. Director has agreed to sponsor 5 coaching places to 5 female academics per year.</p> <p>b. First coaching organisational model in Scotland implemented. Coaches will produce evaluation report each year to evaluate and review.</p> <p>c. Programme launched early 2014 and was very successful. Twenty one applications for the programme were received by female academics. We aim to offer more places to meet demand.</p>	<ul style="list-style-type: none"> • In conjunction with SRC we intend to review and evaluate the programme annually for each coachee – by Dec 2015 and annually after that. • Aim to offer more sponsored places to meet demand by female academics by Jan 2015. • Track effectiveness of coaching in terms of career progression/development of those that are offered a place – ongoing • Hold career coaching workshop for senior scientist/mana 	CDC Convenor SRC HR	Increase in females applying for promotion both internally and externally with other organisations.	C*	<p>This programme has been much more successful than we imagined and is being rolled out in departments across the University and taken up by other organisations</p> <p>We are tracking staff who have attended programme, with successful outcomes in promotions and new posts.</p> <p>Workshop with senior managers</p>
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			gers based on general review of topics raised by coaching programme, as training in career coaching for line managers.				was useful, persuading them of the value of career coaching and continued funding of the programme.
5.3	Continue to promote and raise awareness of the in-house mentoring scheme and review participation in the University's pilot for the new "Mentoring Connections" scheme.	<p>a. Postdoctoral Mentoring scheme launched in 2011. The scheme is promoted via induction and all staff meetings. Evaluation of scheme via PD Career Development Survey. Positive results achieved in 2013 (93% of staff said the scheme was valuable)</p> <p>b. Piloting University "Mentoring Connections scheme" which gives staff the opportunity for a mentor based anywhere in the University.</p>	<ul style="list-style-type: none"> Continue to promote and raise awareness of local mentoring scheme amongst post-docs. Monitor effectiveness via postdoctoral career development survey. Monitor uptake in the University "Mentoring Connections" scheme and liaise with central HR to obtain feedback on the Scheme. 	HR CDC	<p>Increase uptake in the local mentoring scheme via increased awareness.</p> <p>Positive survey results in terms of value of mentor in terms of career development.</p>	G	Mentoring Connections does not have enough places to fulfil our staff requests. In the Gold AP we plan to develop our own support in more depth.

5.4	Increase staff awareness and understanding of the University's promotion process.	<p>a. Staff survey (2013) indicated a lack of understanding amongst staff of the promotion process. The Institute held its first "Everything you wanted to know about promotion" workshop in October 2013. We have committed to running this annually before the promotion process is launched.</p> <p>b. The 2014 staff survey indicated that 57% of staff did not think that teaching, outreach and administration duties were valued within the promotion process.</p>	<ul style="list-style-type: none"> Promote and run promotion workshop annually before the launch of the promotion process each year. Only 20% of Roslin staff were aware of workshop, therefore better promotion via institute communications is required – ongoing. Further work required to ensure staff are aware that teaching/admin/outreach activities are all taken into consideration during the promotion process. The next annual promotion workshop should cover these points 	Director/ HOS	<p>Staff Survey indicated an increased awareness of promotion process over time. More female applications for promotion at all levels.</p> <p>Next staff survey highlights a decrease in the number of staff who think that teaching, admin and outreach duties are not valued during the promotion process.</p>	C*	<p>74% F/ 59% M confirmed they understood the promotion process in 2016 Staff Survey.</p> <p>Gender parity in promotion applications for the last 2 years.</p> <p>Increase in staff responses in terms of teaching, admin and outreach activities and how they are considered at promotion.</p>
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			explicitly.				
5.5	Implementation of a Childcare support grant for academics attending a work related/developmental conference or workshop.	<p>a. Guidelines for the scheme have been created and agreed via the CDC. Applicants can request up to £400 to aid with childcare costs when attending a conference/workshop.</p> <p>b. Guidelines include priority consideration for staff with toddlers under the age of 2. Children up to the age of 12 are eligible. Staff can use the money any way they see fit i.e. additional travel costs for someone to accompany them to the event, extra childcare costs etc...</p>	<ul style="list-style-type: none"> Guidelines with Director for final approval of budget (£2,400 per annum). Approval sought by April 2014. Roll out of scheme via HR. HR will monitor uptake and impact of scheme. Continued promotion of scheme via induction and institute communications. 	Director HR	<p>Ensure staff can attend conferences /developmental workshops to further professional development. (Particularly to not put female scientists at a disadvantage).</p> <p>Promote a culture of equality, diversity and inclusivity. Evidenced via staff surveys.</p>	C	<p>Budget granted and increase in staff applications. Positive responses to the grant fund. Rolled out to cover wider seminar speakers.</p> <p>E&D commitment rate remains high in staff survey (90%+)</p>
6.							
6.1	Continue to recognise and reward staff achievements to promote a positive	a. First "Recognising Excellence" Staff Awards event held in summer 2012. Positive feedback	<ul style="list-style-type: none"> Run the "Recognising Excellence" staff awards 	HR IMPACT Committee	Staff continually feel recognised	C	Recognising Excellence Awards are run every

	culture and improve retention of all staff.	received about impact of staff awards on culture and morale. Categories included “emerging researcher, inspiring mentor, Public Engagement and Knowledge Exchange.	ceremony again in June 2014. Review and revise categories as required.		and rewarded for good performance. The ceremony is a chance to bring staff together and highlight a culture of inclusivity and appreciation.		two years and receive a lot of nominations from staff and students. Very encouraging to see the voluntary recognition of a wide range of contributions.
6.2	Monitor staff awareness and engagement with the SWAN agenda	a. 2014 Staff survey indicated that 76% of staff were aware of the SWAN agenda and why it was important to the Institute.	<ul style="list-style-type: none"> Increase awareness amongst staff to over 80% by 2015 staff survey 	CDC Director	80%+ staff aware of SWAN agenda and why it is important to the Institute.	C	Staff awareness is high (85+%)
6.3	Monitor Public Engagement activity amongst staff and students at all levels and across all research groups to ascertain if any gender bias in the amount and type of outreach activities undertaken.	<p>a. There is some general monitoring in place now that we have employed a full-time PE Officer.</p> <p>b. Public Engagement has been made a compulsory part of the P&DR form.</p> <p>c. Evaluation of PE activities is now included in the annual staff survey.</p>	<ul style="list-style-type: none"> Further drilling down on PE stats required to ascertain if any gender bias in the uptake of outreach activities – ongoing. 	PE Officer CDC	No gender bias found and PE valued via annual P&DR and promotion process.	C	No gender bias – proportion of female staff involved in PE is ~ same as proportion

							<p>of all staff who are female. We have identified that record keeping can be confusing because of the different systems we are required to use (PURE, ResearchFish) but have an action point to work on this in Gold AP. Recording of PE on annual review is high.</p>
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6.4	Provide further support for female academics on/returning from maternity leave.	<p>a. Individual support meetings with HR already take place with every staff member before they take maternity leave.</p> <p>b. The University recently removed qualifying service as an eligible criterion for receiving University maternity pay.</p> <p>c. University Policy includes KIT days.</p> <p>d. Dedicated breast expression room set up with private desktop fridge and frosted window.</p>	<ul style="list-style-type: none"> • Creation of maternity leave booklet for ease of information by Dec 2014. • Each academic returner to meet with Head of Division once back at work. 	HR HOD	<p>Increased awareness of maternity provisions and information (indicated via staff survey).</p> <p>Women feel fully supported once they return from maternity leave and are aware of support mechanisms in place to aid them.</p>		<p>Increased support for mothers at all stages. Breast milk expression facilities provided. Parents Support booklet very useful as single source of information.</p>
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