

## Athena Swan renewal application form for departments

### Applicant information

Name of institution	University of Edinburgh
Name of department	The Roslin Institute
Date of current application	May 2023
Level of previous award	Gold
Date of previous award	2017
Contact name	
Contact email	
Contact telephone	

Section	Words used
An overview of the department and its approach to gender equality	1899
An evaluation of the department's progress and issues	4048
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	<b>5977</b>

\*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit: 5500 words**

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## **Section 1: An overview of the department and its approach to gender equality**

### **1.1. Letter of endorsement from the head of the department**



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Athena Swan Committee

21<sup>st</sup> July 2023

Dear Athena Swan Panel

As Director of The Roslin Institute, I offer my strongest support for this Athena Swan (AS) Gold renewal application, and reaffirm our deep and sustained commitment to the equality and diversity agenda.

I strongly believe all staff and students have important roles to play to ensure the Institute is the home to a leading research environment that is built on its culture. This is illustrated in the appointment of the Institutes' first Deputy Director for Culture and Diversity in [REDACTED], refreshing committees to be more inclusive and in particular to recognise the important contribution of professional services colleagues, and ensuring the full support of the Institute senior leadership team for all of our culture, equality and diversity activities.

The pandemic brought both physical and mental stress to many. The impact of Covid-19 disproportionately affected those with caring responsibilities or who were coping alone. Looking to both the broader all staff needs and with specific attention to those disproportionately affected, we adapted our working practices and substantially ramped up our support activities, with many of these needed activities remaining in place.

We are extremely proud of our research culture and are driven to continue to develop and make progress. Specifically, since gaining the AS Gold Award we have expanded and refined the support avenues for all staff and students irrespective of gender, race and other protected characteristics. We recognise that promotion for and attracting females into senior positions is a challenge. I am pleased that this year we have started to reverse a disappointing legacy of 'slow' promotion progression of female academics, and specifically over the last couple of years have promoted a number of females from UE08 to UE09. Most encouragingly, this included females who recently progressed through our tenure-track Fellowship programme. I have no doubt these individuals will continue to progress and be part of the Institute senior leadership team in the foreseeable future. In parallel, we are engaged in an extensive senior academic recruitment activity, and have attracted equal numbers of female and male appointees to UE08 Fellowship and UE09 Senior Lectureship positions. This is just part of the challenge as we have a male biased professorial cohort, but a major goal remains to reverse this trend over the coming years.

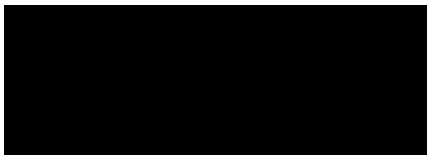

I see diversity as a strength – a strength which offers opportunity. This includes diversity in career paths. In this regard we have seen talented female colleagues successful change career path, including

from academic positions into leadership roles in the professional services, e.g., from Career Track Fellow to Research Operations Manager.

Importantly, all activities around improving recruitment and promotion to secure more females at the Institute in leadership roles is be fully supported by the entire Roslin senior leadership team. I see this is an essential aspect on our road to progressing the challenge for females securing senior roles at the institute. In parallel, our recruitment process is attracting scientists from both varied backgrounds and nations. This I see as both exciting and destined to further enhance our research culture.

We have made significant achievements since our AS Gold award, and have in place activities and strategies to further improve gender equality and diversity across the Institute. 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.

Yours sincerely

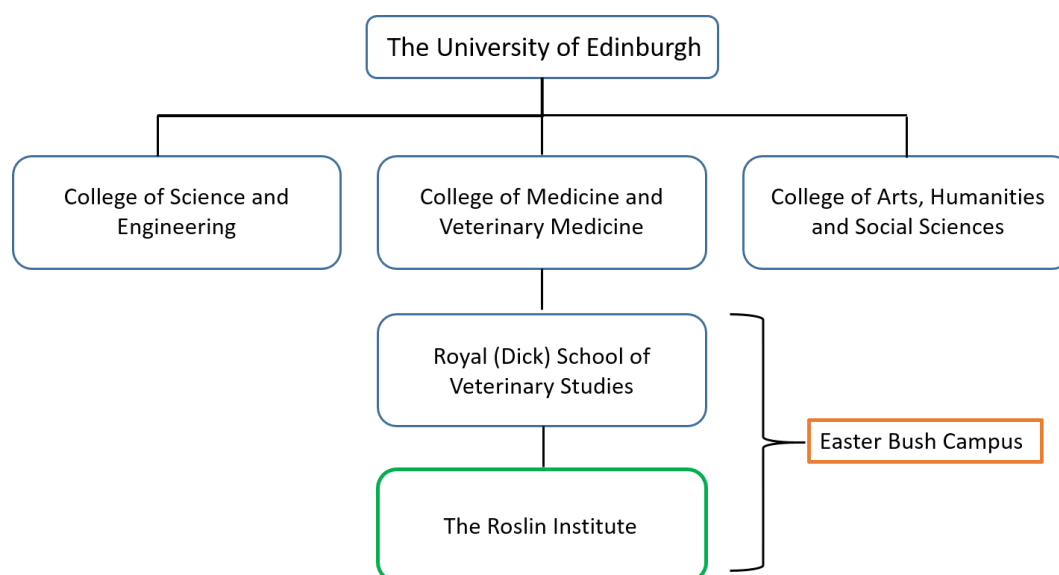
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Chair of Animal Biotechnology  
Director, The Roslin Institute

## 1.2. Description of the department and its context

The Roslin Institute (RI) offers unique expertise and infrastructure to conduct pioneering animal biosciences to achieve sustainable agriculture, control diseases and enhance health. The Institute joined the University in 2008, and since then has more than doubled in size with over £300M invested in physical structure at the Easter Bush (EB) Campus. Within the University of Edinburgh, RI is part of the College of Medicine and Veterinary Medicine (CMVM), where it is closely associated with the Royal (Dick) School of Veterinary Studies (R(D)SVS) and housed together on the Easter Bush campus (**Figure A**). In 2022 RI had 208 Academic Staff, 127 Professional Services Staff and 185 Postgraduate Students.

Whilst the Institute is aligned with the R(D)SVS, its primary focus is research and not clinical and/or teaching activities. The RI and the R(D)SVS have distinct identities and different structures, and currently submit separate Athena Swan applications. However, being based on one campus there is close collaboration in our initiatives. We have focused significant attention over the last 5 years on campus-wide research culture to bring different aspects together, reflected by a number of our actions and the structure of our committees.

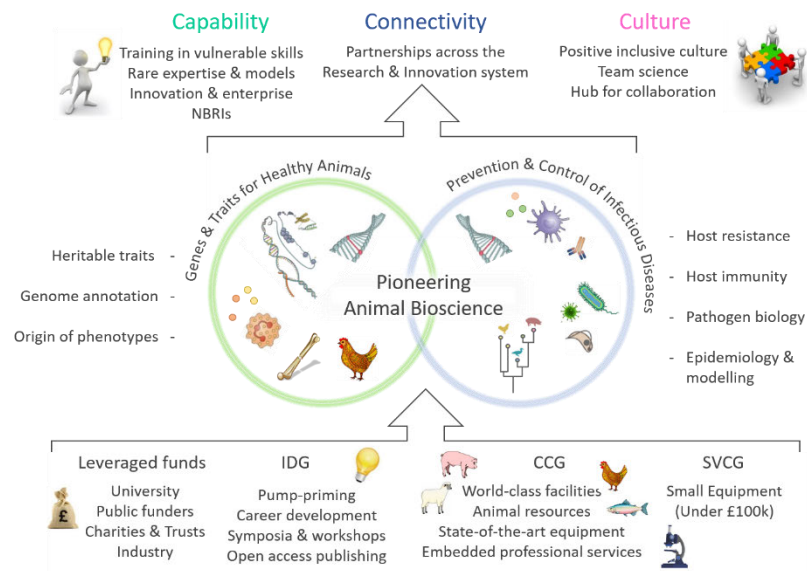


*Figure A: Overview of RI in the context of the University of Edinburgh, Colleges and the Royal (Dick) School of Veterinary Studies [R(D)SVS].*

RI contributed significantly to the top ranking of the R(D)SVS in REF2021 in the unit of assessment for Agriculture, Food and Veterinary Sciences (by combined research power). The Institute delivers societal, economic and policy impact: in 2019/20 we returned £13.5 Gross Value Added (GVA) for every £1 of public funding and £19.9GBn GVA through impacts on global agriculture and aquaculture. We invest heavily in training the next generation of researchers, technical specialists and entrepreneurs with over 130 Doctoral students graduated over the last 5 years. RI advocates for the sector by engaging with policymakers, contributes to the sustainability and sharing of good research practice and acts as a collaborative hub.

Our strategic research focuses on genetics, health and welfare of animals, with applications in human and veterinary medicine, livestock industries and food security (**Figure B**). We embed capability, connectivity and culture into our activities. We leverage a wide range of funding: approximately 36% is provided from the Biotechnology and Biological Sciences Research Council (BBSRC) as strategic investment and competitive grant awards. Further funding from UKRI, industry, trusts and charities and the European Union allows a wide range of research to be undertaken. We have significant strategic partnerships with Scotland's Rural

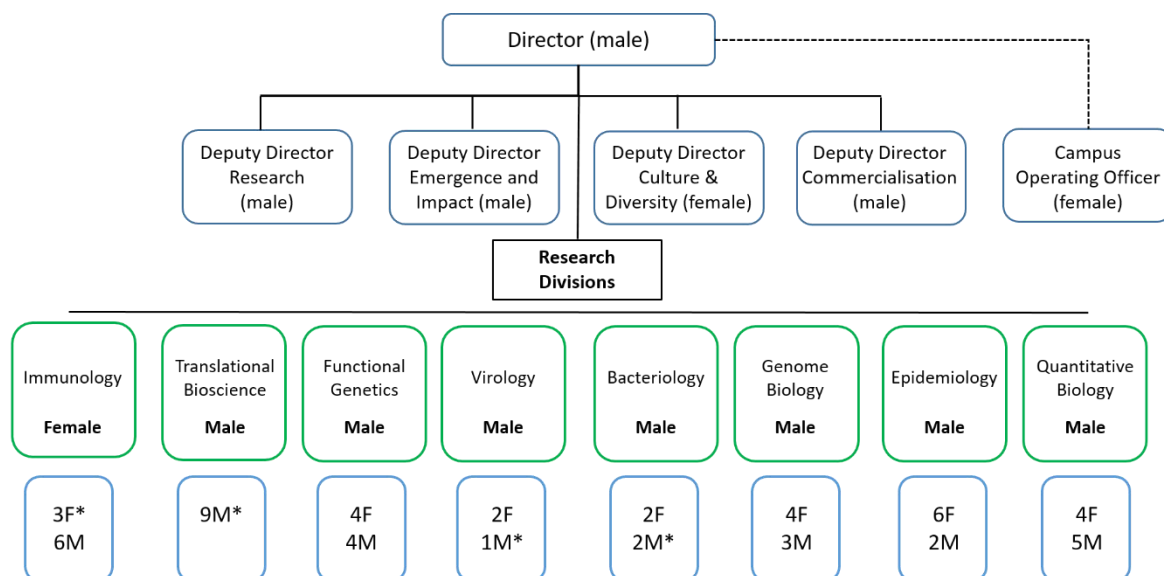
College, the Global Academy for Agriculture and Food Systems and the Edinburgh Infectious Diseases network. We leverage funding from the Bill and Melinda Gates Foundation to continue the international leading work of the Centre for Tropical Livestock Genetics and Health.



*Figure B: Overview of research at RI; two major interlinked research themes form the major focus of our efforts.*

The governance structure of RI is shown in **Figure C**. This has changed significantly since our previous application: in direct support to the Institute Director there are now four Deputy Directors (DDs) with responsibility for Research, Commercialization & Innovation, Emergence & Impact and Culture & Diversity. These posts were filled internally following an open call for applications which were reviewed by the Senior Leadership Team (SLT), and operate on a 5 yearly basis offering opportunities to contribute to the Institute in these substantive roles. The DD for Culture & Diversity also acts as Associate Dean for Equality Diversity & Inclusion for R(D)SVS: this facilitates cross-campus initiatives around EDI and research culture. The Director, DDs and Campus Operating Officer (COO) form the Institute Executive Team.

To reflect our research priorities, in 2022 the Divisional structure of the Institute was updated to comprise eight Divisions (**Figure C**). This has generated opportunities for a number of RI Principal Investigators (PIs) to develop their leadership skills in line with our ambition to develop future leaders in the field. These roles have a 3-year lifespan and are selected by the SLT from open calls across Campus. Within each division, Deputy Heads of Division (HoD) gain experience and leadership skills as they develop into potential future HoDs: this succession planning is essential across the Institute senior roles.



\* Director and deputy directors are included in these numbers

Figure C: Structure of RI SLT with gender indicated for DDs, HoD and the PIs within each Division.

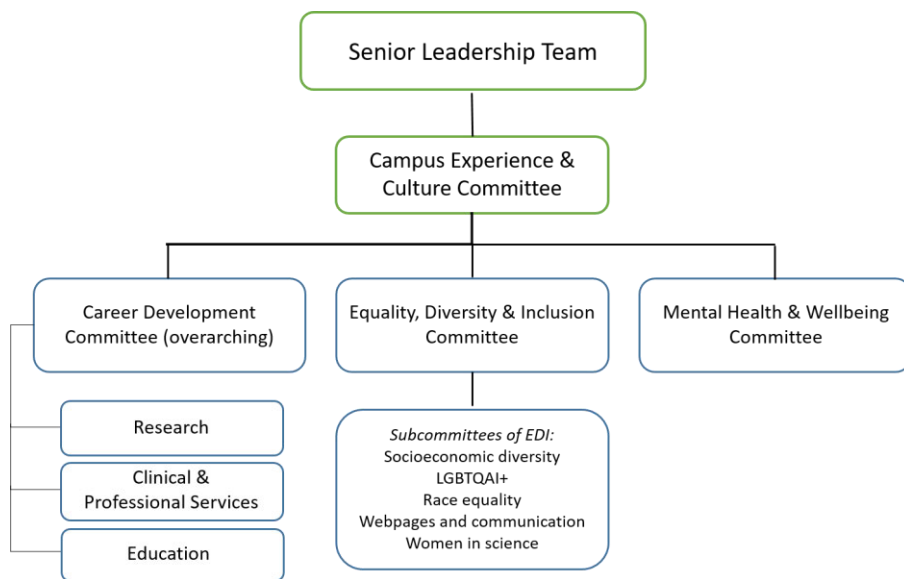
All members of staff at RI in leadership roles attend leadership training which includes University of Edinburgh Leadership training and the Dare to Lead programme ([Dare to Lead Hub - Brené Brown \(brenebrown.com\)](#)), introduced in 2022. In recognition of our commitment to EDI and research culture, in 2023 we appointed a Culture and Engagement Manager. The major purpose of this role is to develop an employee experience programme for RI and R(D)SVS that fosters a positive and rewarding work environment. This is the first post of this nature within UoE and reflects our strong commitment to leadership in this area.

The Culture and Engagement Manager will work with RI and R(D)SVS staff, and with our EDI and Career Development Committees (CDC, **Figure D**) to deliver aspects of the Future Action Plan (FAP) and to analyze data from surveys to inform our activities. The committees, with the SLT, will be responsible for delivery of the FAP as well as our commitments to research culture laid out in our recently funded BBSRC Institute Strategic Programme (2023-2028). We will also contribute significantly to delivery of the University of Edinburgh Research Culture Action Plan to which we are signatories.

In 2019 an additional committee was set up to lead a series of focus groups with a remit to understand the outcomes of the 2018 University Staff Survey, and to address areas of ongoing concern relating to research culture on the EB Campus. This Campus Improving Culture Group (CICG), worked with the SLT. Following extensive discussion around the composition of the focus groups, it was determined that an independent external review of Campus culture would be preferential to an internal process which could be subject to bias. This was carried out in late 2020/early 2021 by The Culture Builders. Their report contained a series of recommendations (**Appendix 1**) which are embedded in the FAP.

Based on the recommendations from The Culture Builders, the CICG developed an Action Plan, which maps closely in several aspects to the University Research Culture Action Plan and to our Athena Swan Gold Action Plan. Thus, the CICG have had significant input into the delivery and assessment of the Athena Swan Gold Action Plan. More recently, updates to the Terms of Reference (ToR) and activities of our EDI committees and the CDCs, the CICG was renamed the Campus Experience and Culture Committee (CECC). In recognition of our commitment to foster the development of Early Career Researchers (ECRs), in 2021 we appointed two co-leads for ECR experience who work with our Research Champions to lead ECR development through interaction with the CDCs and relevant CMVM Committees.





*Figure D: Relevant committee structures at RI and R(D)SVS.*

### 1.3. Athena Swan self-assessment process

Self-assessment and development of the FAP for this Athena Swan submission was carried out by the CDC (**Table A**) with input from the CECC (**Table B**) and the SLT.

The Roslin CDC implemented the Gold Action Plan. The CDC comprised 9 male and 9 female members with representation across grades and job descriptions. Relevant chairs and co-chairs of campus committees were members ensuring that all groups are represented. Members acted as ambassadors for their peer groups and balance across roles/gender and inclusivity was a major goal. Members had a range of experience with respect to committee roles and relevant working patterns. Some had experience of parental or other relevant special leave for caring responsibilities. The committee had a range of staff of diverse nationalities, varying ages and with different experiences of academic or professional service careers. Members also had experience of part-time/flexible working.

Name (Gender)	Position	Experience	Role on committee
(M)	Core scientist		Chair from 2021
(M)	PI	Paternity leave, career break	Co-chair from 2021
(F)	PI/DD	Maternity leave	Academic
(F)	PI/HoD	Maternity leave	Academic
(M)	PI/HoD		Academic
(M)	PI	BAME	Academic
(F)	PI		Academic
(M)	PI		Academic
(M)	Tenure track fellow		ECR/fellow
(M)	Future Leaders Fellow	Paternity leave	Co-lead ECR experience
(F)	PI	Maternity leave, flexible working	Co-lead ECR experience; previous Chair of CDC
(F)	PI/was fellow		ECR, new PI
(M)	Postdoctoral scientist		Chair postdoc committee
(F)	Clinical/research lead	Maternity leave	Clinical/PS CDC Chair
(M)	Postdoctoral/clinical		Clinical rep
(F)	PhD student		PG student rep
(F)	Strategic research coordinator		Professional services
(F)	Senior HR Advisor		HR representative, PS

*Table A: Membership of Roslin CDC to end 2022.*

Data analysis of the required datasets for this Athena Swan submission was carried out by a further group, led by Dr [REDACTED] comprising two male and six female members. Data (**Appendix 2**) was collated by HR and provided to the committee for analysis. Further data from internal surveys and external review (**Appendix 1**) was provided to the CDC and the CECC for discussion and development of actions. Gendered analysis of the 2023 University of Edinburgh Survey with specific focus on The Roslin Institute was carried out by the Campus Culture and Engagement Manager, and the DD for Culture & Diversity.

<b>Name (Gender)</b>	<b>Role on Committee</b>
(F)	Co-Chair, Deputy Director (Culture & Diversity)
(F)	Co-Chair, Campus Operating Officer
(F)	EB EDI Committee Co-Chair & CMVM EDI member
(M)	EB Mental Health and Wellbeing Committee Chair; Union Health and Safety and Local UCU representative.
(M)	Chair Research CDC, UoE Concordat Implementation Group & UoE Research Culture Working Group
(F)	Chair Clinical and PS CDC & Teaching representative
(M)	Chair EB Postdoc Committee
(F)	Postdoc and neurodiversity representative
(F)	PGR Student Experience representative
(F)	PGR representative
(F)	Clinical staff representative
(F)	Co-lead of ECR experience, CMVM Research Staff representative
(M)	Co-lead of ECR experience, CMVM Research Staff representative
(F)	Senior HR Advisor
(F)	Marketing and Communications representative
(M)	Professional Services representative
(F)	Professional Services representative
(M)	Technician representative
(F)	Culture and Engagement Manager

*Table B: Membership of CECC*

The CDC committee structure and membership changed in late 2022 in line with **AP2.2** and now reflects greater inclusion across staff and students in the major areas of Research, PS and Teaching. The new structure comprises an overarching committee (**Table C**), chaired by the DD for Culture & Diversity and members representing HR, finance, communication, and public engagement alongside our Head of Postgraduate Research (PGR) alongside the Chairs of the three CDC branches (Research, Clinical & PS, and Education & Teaching (**Figure D**, page 9 of this document).

<b>Name (Gender)</b>	<b>Position</b>	<b>Role on committee</b>
(F)	DD (Culture & Diversity)	Chair
(F)	Senior HR Advisor	HR representative
(F)	Head of Communications	Comms representative
(M)	Head of Finance	Finance representative
(M)	Core Scientist	Chair of Research CDC
(F)	Senior Lecturer, Veterinary Clinical Services	Chair of Clinical/Professional services (PS) CDC
(F)	Lecturer in Academic Development, Veterinary Teaching Fellow	Chair of Education & Teaching CDC
(F)	Head of PGR	PGR representative
(F)	Culture and Engagement Manager	Campus culture and engagement representative
(F)	Public Engagement with Research (PER) Manager	PER representative

*Table C: Current Membership of the Overarching CDC*

The three CDC branches comprise members representing academic, professional services and PG students. They consist of 6 male and 6 female (Research), 10 female and 3 male (Clinical and PS), and 2 male and 6 female (Education and Teaching) members. Where possible, we have members to represent Black and Minority Ethnic (BAME), LGBTQAI+ and neurodivergent communities, but we recognise that this is an aspect that requires further improvement.

The ToR for the CDCs (the overarching committee and its branches) and the CECC, along with other those of all other committees underwent recent review and updates. The new ToR for the CDCs and CECC includes provision for rotation of membership with terms of three years in line with **AP2.2** and **AP3.2**. Membership is by selection from volunteers who apply through calls open to all staff and postgraduate students on campus. The rotation of membership allows for a greater number of people to be involved over time, and brings new ideas and perspectives to the committees. An important aspect is the identification of Co-Chairs and succession planning. Currently, the overarching CDC aims to meet twice a year, with the 3 branches of the CDC meeting quarterly. The CECC meets monthly: the timelines for these meetings are under review in order to maximize effective management and delivery of activities.

Members of the CDC branches will review the Athena Swan Action Plan and evaluate progress towards delivery. The FAP will be subject to the traffic light system: where items remain in red or amber as their delivery dates approach, these shall be prioritized for action. The committee Chairs will interact with the SLT or other committees to drive actions forward in a timely manner. With the Culture and Engagement Manager, the CDC branch members and the CECC will analyze data from surveys, and alter current (or implement new) plans. The data analysis subgroup will also monitor the staff and student datasets as they are made available (annually) and highlight where gender inequity is evident, or where additional granularity is required to understand imbalances.

#### Reflection on the panel feedback from the previous application

One of the major areas we have reflected on is the focus of our previous Gold application on females, rather than on gender equality: we have signalled this in our FAP and identified areas where there is imbalance across genders. Areas where males are under-represented or where the data requires further analysis to identify imbalance for other groups will be further investigated. There remains a lack of granularity in our data, reflected by collection and analysis methods. As a result, we are not able to understand intersectionality as well as we would like. The development of more effective and detailed methods for gathering metrics and their analysis is a key priority in our FAP. We have improved monitoring of grant applications and the gender balance of successful awards and progression from Fellowships into PI positions but this remains a focus in the FAP.

Other aspects include better proportional representation on CDC and other committees, leadership opportunities, promotion support and recruitment training. These have been addressed within the completed Action Plan and continue into the FAP.

Word Count Section 1: 1899

## Section 2: An evaluation of the department's progress and issues

### 2.1 Evaluating progress against the previous action plan

We have summarised the progress against our previous Athena Swan Gold Action Plan below. Additional actions were added, and approved as part of an extension request granted due to the Covid-19 pandemic, these are appended at the end of the Table ([Section 7](#)). Completed actions are highlighted as green **G** and those where significant progress has been made but not fully completed as amber **A**. None of our action points are highlighted as red where no progress was made over the 5-year period.

## The Roslin Institute GOLD Action Plan 2017-2022: PROGRESS

Reference	Planned action	Rationale	Key outputs and milestones	Person responsible	Status	Success criteria	Progress
<b>2&amp;3</b>							
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.	<p>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.</p> <p>2. Further analysis of male dominated subject areas required to increase parity and avoid impact on overall figures. Review of 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>CDC Chair and Deputy Chair to organise/allocate tasks.</p> <p>HR Manager</p> <p>Digital Resources Manager</p> <p>Research Administration and Communications Manager</p>	<b>A</b>	<p>Maintain overall gender parity.</p> <p>Effective activity visible on websites and social media platforms.</p>	<p>1. A subgroup of the CDC was assembled to look at data and report back to the CDC and Roslin Deputy Director. With HR this was updated annually. Areas where gender parity is not evident are identified as action points in the FAP.</p> <p>Website is currently undergoing an upgrade, and positive images will be used across genders. Both male and female group leaders were interviewed for our 'Meet a Scientist' work and made available online <a href="#">Meet Our Scientists</a></p>

			3. Work closely with individual PIs in these subject areas to directly review recruitment procedures including, advertisement placement, job descriptions and interview practice.	HR Manager			<a href="#">  The University of Edinburgh</a>  Science Insights was delivered by a range of staff and PGR students to widen participation. We increased the number of PSASS taking part in Science Insights and related events to over 20% (from 7% in 2017).  We interviewed a range of individuals and these are placed on the website: <a href="#">Meet a Roslin Scientist puts pupils in touch with scientists   The University of Edinburgh</a> . See AP 5.17.
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	1. Formal meetings between Chairs to take place 4 times per annum.  2. Member of PSASS CDC will be invited to sit on the Roslin CDC to improve partnership working	Campus Operating Officer   Chair of CDC.	G	Increase in campus- wide and campus-funded initiatives e.g. further coaching programmes.	The CDC met regularly (quarterly) and each CDC shared minutes and actions. Recent alterations to the CDC will ensure additional cross-collaboration. A series of campus-wide funded

		forward from a larger support group.	between academic CDC and PSASS CDC and highlight common issues.			Joint PSASS and Academic initiatives.	<p>initiatives were run (Table E) and a coaching programme was implemented. Gender parity was achieved for the coaching programme.</p> <p>The Roslin CDC and PSASS CDC Chairs sat on the respective committees. Joint initiatives included organising courses of interest to research, clinical, teaching and professional services. (Table E).</p> <p>The new CDC structure ensures that all areas of Campus and research/PS are cross-represented.</p>
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	<p>1. Staggered turnover of members fulfilling each role every three years.</p> <p>2. Ensure committee membership is open to all (voluntary basis) whilst ensuring balance across roles and gender.</p> <p>3. Ensure nomination process for Deputy Chair</p>	<p>Chair of CDC</p> <p>CDC Members</p>	G	<p>Successful rotation of each committee member after 3 years.</p> <p>Engaged committee</p>	<p>The turnover and rotation of CDC membership was impacted by Covid-19 pandemic. The terms of membership are now clearly defined in the new CDC ToR.</p> <p>Membership is open to all through</p>



		in governance committee structure.	role to enable succession planning. Dr ■ will take over as CDC chair in 2017.			members occupy “theme” leader roles and oversee relevant actions points completed in the next 4 years i.e. actions completed on a timely basis.	voluntary calls. Open positions at the CDC are widely advertised through email lists across campus and applications are reviewed by the group of CDC chairs.  Members of the CDC and CECC have clearly defined roles (see Tables A-C) and gender balance was achieved across the committees.  Succession planning is embedded in the CDC ToR. Dr ■ took over as Chair in 2021. Members have specific roles/areas that they represent (Table B).
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	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.	PG Committee CDC rep with MSc course organiser	A	Increase in Masters Programme (more students), evidence of diversity in student participants.	The numbers of PGT courses held at Roslin have been very small with low numbers of students enrolled. No PGT students were taken at Roslin in 2021 and 2022. PGT courses are reported in the

		its offering/ perception to the student market.	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 support Masters students.			Uptake in PT Masters Programme.	R(D)SVS Athena Swan submission.  The number of part-time (PT) PGR students remained low (~10% of the total number of enrolled PGR students). The PT student cohort was gender balanced with 53% PT students being female in 2021/22 (Table 2). This is lower than the national average at 65% females in PT roles but reflects that male PGR students are also taking up the opportunity for PT study.
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	PG Committee CDC Rep  PhD CDC Reps	G	Visual enhance of website increases hits and applications.	Images were updated. Further analysis of hits to be done. Overall application numbers for PGR studies have been maintained (Table 1) with female bias (65%).

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).	<p>1. PG Rep on CDC to investigate issue and bring to attention of PG Committee for further analysis and discussion.</p> <p>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.</p>	<p>2PG Committee rep on CDC</p> <p>PG Committee</p>	G	Increase in females undertaking PT PhD (~to 50%)	In 2021/22 53% of our PT PhD students were female (total 19 students; Table 2). This has remained relatively consistent between 47-53% since 2017. PG reps on CDC have relatively quick turnover due to the nature of their studies (maximum 4 years); in the new CDC structure we will have the head of PGR as a member for continuity.
AP4.4	Continue trajectory of increasing our proportion of female Professors through increasing female applications and promotions.	32.1% of our professors are female (9.4% increase over 5 years).	<p>1. Continue to improve and embed AS ethos and our inclusive and family friendly culture on our website/recruitment pages (to increase 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>Research Communications and Administration Manager</p> <p>Director CDC</p> <p>CDC Theme Leaders - Career Events</p> <p>CDC Chair</p>	A	<p>Aim for increase in female Professors of 9-10% over the next 5 years.</p> <p>Increase in female professorial promotion applications. Aim for reasonable target of 1 every 2 years.</p>	We have run a number of events relating to promotion and pathways to progression (see Table E). All staff are invited to Campus promotion support meetings; there are separate support meetings for those at senior lecturer/reader/professorial level. All members of the senior leadership/SLT are aware of the requirements for

			<p>4. Advise Heads of Division of support required for promotion to professor.</p> <p>5. Establish "Promotion Reps" at the Institute to act as reviewers and mentors in terms of dealing with promotion paperwork.</p>	HR Manager		<p>promotion and are actively encouraged to discuss these with staff seeking promotion.</p> <p>The proportion of females at Grade 10 has decreased over the last 5 years from 31% to 24% in 21/22 (Tables 9 &amp; 10; Figures 8-10). This partially reflects departures for other roles and retirement. We are still in line with the national average (~23%).</p> <p>Females comprise &gt;60% at UE06 pay grade: the gender balance at this grade has become much more balanced since 2017/18 where &gt;80% of staff were female: this reflects increased recruitment of males at this grade. At UE07 (postdoctoral and senior research assistants) gender balance has been maintained at ~50% over the last 5 years</p>
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						<p>and at UE08 the proportion of females has increased to 60%. We need further depth of data analysis to determine whether this reflects increased numbers applying for promotion as well as recruitment.</p> <p>The number of female staff applying for progression to Grades UE09 and 10 was low (three in 19/20 and one in 20/21 at UE09, although the success rate was 100%. No female applications for progression to UE10 since 18/19. Understanding why these numbers are low and barriers to progression is a priority.</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:	1. Work with PSASS Career Development Committee to increase awareness of staff scholarship fund (include question on next staff survey).	HR Manager	A	<p>Staff Survey indicates that 65%+ PSASS are aware of the staff scholarship scheme.</p> <p>The current staff survey questions do not include this. However, overall, more than half of all staff are positive</p>

		3F). We wish to maintain this support where relevant and provide a more structured approach to such transitions.	2. PSASS CDC will work on "Passport to Excellence". 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.	PSASS CDC		<p>90%+ of PSASS agree that they are provided with good career development/training opportunities (in annual staff survey)</p> <p>Maintain current numbers of supported part-time PhD placements for staff.</p>	<p>about training and development opportunities with females more positive (50% compared to 29%).</p> <p>The numbers of staff carrying out fully supported part-time PhD students need to be further analysed and gender balance assessed.</p>
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 PDRAs to enable successful award of fellowships to be held both within and out with 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>	<p>CDC Deputy Chair</p> <p>Career Development Theme Leaders (CDC)</p> <p>HR Manager</p>	G	<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>The proportion of female staff at reader/SL (UE09) remains above 35%. We have not observed an increase in the number of promotions from UE08 (Table 16) although overall numbers are very low. This is an area for further development in the FAP.</p> <p>A wide range of courses were organised to support postdoctoral and other early career researchers e.g.,</p>

			<p>4. Record and monitor the number of successful fellowships and further develop advice and support from this experience and with the successful fellows.</p>			<p>grant writing, narrative CV courses (Table E). In a training survey (page 124 of this document) in late 2023, the majority of respondents identified these as key training requirements.</p> <p>A regular redeployment meeting was set up to promote the talent Register (now called Redeployment Register) and to highlight opportunities for staff 'at risk'.</p> <p>Five of the six newly appointed fellows in 2023 were internal candidates with equal gender representation. In the previous cohort four of six were internal candidates.</p> <p>Fellowship support has been extended: all internal and external fellows are part of the University</p>
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						<p>ESAT track scheme, have access to mentorship, leadership schemes e.g., Aurora and have both financial and staffing/PGR student support.</p> <p>A review of monitoring of applications, success rates particularly with respect to how we record gender balance is ongoing as part of our work with the BBSRC Institutes Research Culture Forum where we aim to develop a core set of questions for EDI monitoring. The Roslin DD (Emergence and Impact) is responsible for fellowships and currently maintains records of progression from fellow to PI and leavers as appropriate. They also provide advice for new applicants.</p>
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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%).	<p>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.</p> <p>2. Enhance current recruitment process by including E&amp;D and Unconscious Bias Fact sheet with all application packs.</p>	CDC Members – Research Administration and Communications Manager.	A	<p>Increase in female PDRA applications to 50%</p> <p>Increase in SL/Reader female applications to 40-50%</p> <p>Increase in Professorial female applications to 35%</p>	<p>Recruitment success at UE06 and UE07 is broadly equivalent between genders. We need to improve granularity to discriminate between Postdoctoral (PDRA) and other applications at these grades. Overall, the number of applications from females at grades UE06/07 increased by 17% from 2017/18 to 2021/22 (Table 20).</p> <p>Applications to SL/reader (UE08/09) and professorial grade (UE10) were impacted significantly by the pandemic for both genders. Application to success rates at SL/reader show that the success rate for female applicants to appointment was similar to males (~14%, Figure 20 &amp; 23). At UE10 there</p>

							were no female applications for UE10 posts between 2018 and 2022 (Figures 20, 22 and 23).
AP5.2	Ensure induction process is part of wider policy continuous improvement processes.	As part of our Silver action plan and on-going work we have changed the induction process and the documentation provided. Feedback questionnaires have been introduced and will require to be analysed	<p>1. Induction feedback will be collated and analysed and subsequently reviewed by 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>	<p>HR Manager</p> <p>CDC Chair</p> <p>PSASS CDC Chair</p> <p>HR Manager</p>	G	<p>Over 75% of new academic and PSASS staff indicate positive responses in staff induction evaluation survey.</p> <p>Staff survey indicates 100% of all staff agree that they have received an appropriate induction for their role.</p>	<p>Induction processes for Roslin and R(D)SVS staff were reviewed, induction packs and handbooks were updated. Feedback on the induction events in 2023 showed 100% satisfaction with ~70% being very, or extremely satisfied.</p> <p>Further changes are a key part of the role of the new Culture and Engagement Manager Role.</p>
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 postdoc 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>Postdoc Society Reps on CDC</p> <p>Postdoc Society</p>	G	<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</p>	<p>100% of all staff surveyed post-induction were satisfied with the process.</p> <p>The postdoctoral handbook was significantly altered and both digital and</p>

			3. Share handbook across the University via the Athena Swan Network			<p>reputation as supportive employer through increases in applications for postdoctoral posts.</p> <p>printed versions were made available. The induction process was viewed as being satisfactory by most staff at a recent survey.</p> <p>Co-leads of the Early Career Researcher experience were appointed to interface with postdocs and other ECRs to provide additional support.</p> <p>Research Champions were appointed across campus.</p> <p>Training opportunities discussed and developed through joint discussions with postdoc representatives in different committees. A survey carried out in 2023 highlighted grant and fellowship writing, and narrative CVs as key training requirements</p>
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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.	<p>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.</p> <p>2. Review PI briefing session feedback and use as promotional tool to promote the course.</p>	<p>Heads of Division</p> <p>Institute Director</p> <p>HR</p>	A	<p>90% of all PIs have attended the briefing session.</p> <p>75%+ found the session beneficial for running their research group.</p>	<p>All PIs are encouraged to attend courses run by the University and the Institute for Academic Development. Many of these were paused during the Covid-19 pandemic.</p> <p>All new tenure track fellows and PIs have access to leadership courses including the Aurora scheme. Identification of training for new PIs and leaders is a compulsory aspect of annual appraisal.</p>
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.	<p>1. Work with local finance to produce relevant financial/budget training for all PIs.</p> <p>2. Survey new PIs to ascertain what other business management type training would be useful in managing their group. Evaluate any training identified.</p>	<p>CDC Chair</p> <p>Finance Team</p>	A	<p>75%+ of staff indicate positive outcomes as a result of specific local material/training put in place.</p>	The induction process and associated guidance now includes further information relevant to grant application processes and management. 100% of staff were satisfied with the induction process. In the 2023 survey ~60% of respondents were positive that they had the information they needed to do their

							<p>job well with gender balance. With respect to training and development opportunities females reported positive outcomes more frequently than males.</p> <p>The CDC is exploring potential training routes on finance (and other management processes) such as short-term placements, including for early career stages. These were identified in a training survey in 2023 as high priority.</p>
AP5.6	Increase awareness and understanding of the promotion's process resulting in an increase in the promotion of internal female staff to key attrition points (i.e., SL/Readers and Chairs).	The 2016 staff survey indicated that 65% of academics understood the promotion process and this requires improvement. The 2015 postdoc career development survey indicated that post-docs required further specific guidance and support.	<p>1. Introduction of local academic and PSASS (rotating) "Promotion Reps" to provide non-managerial or non-formal support on promotion paperwork.</p> <p>2. Continue to collate feedback on local annual promotions workshop and continually improve based on feedback to increase awareness/understanding.</p>	<p>HR Manager to work with SMG to Develop.</p> <p>HR Manager</p>	A	<p>Staff Survey indicates that 80%+ of academic staff are aware of the promotion process.</p> <p>Increase in promotion applications from females (1-2 every 2 years at least).</p>	<p>Understanding of the promotion requirements remains an issue for both academic and PSASS staff as highlighted in our external report from the Culture Builders. In the most recent survey, questions themed around reward and recognition received low percentages of positive responses</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>	CDC (All)		<p>with a drop from the 2018 level from 50% to 35%. Across these categories females were more positive than males but this remains an area for improvement.</p> <p>Annual promotion workshops were run and well attended. Additional information was provided for PS promotions.</p> <p>Promotion applications remained steady in (low) numbers over the 5-year period for both academic and PSASS female staff (&lt;10 individuals each year; Tables 14 and 17). In 2021 /22 fewer females in academic roles applied for promotion than males (4 compared to 9), reversing the trend observed in previous years where numbers were similar. We will address all of these in our FAP.</p>
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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>	Director/Director of Research/ Heads of Division.	G	100% of eligible staff to be submitted to the 2021 REF submission.	<p>Annual monitoring took place and staff were supported by Heads of Division, DD (Research) and our Strategic Research Coordinator.</p> <p>All eligible staff were returned. Where relevant, returns took into account staff who work part-time, or were returning after career breaks including paternal or adoption leave and breaks related to significant caring responsibilities.</p>
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 find out why there is a decline in awareness.	<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>	HR Manager	A	To increase PSASS understanding of the University's promotion process to at least 80+%.	<p>A University-wide PS promotions workshop has been held annually to which all Roslin/EB Campus staff were invited.</p> <p>Overall, understanding of the promotion process remains an area for improvement.</p>
AP5.9	To create comprehensive local	Training plans already exist informally for many	1. Work with the newly appointed "Early Career	CDC Chair and postdoc and postgrad reps on CDC		Effective formal training	The postdoctoral committee and co-

	training programmes for academics.	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.	<p>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.</p> <p>2. Discuss/negotiate with the Institute for Academic Development to hold courses at our campus.</p> <p>3. Develop a training plan template for new staff.</p> <p>4. Advertise access to the new Online Developmental Training Toolkit provided by the University.</p>	HR Manager	G	<p>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.</p> <p>At least 2-3 courses held on campus each year pertaining to career development activities such as grant writing, etc.</p> <p>Collaboration with University-wide organisations (IAD) to tailor training opportunities to staff needs</p>	<p>leads of ECR experience have contributed towards the development of a training programme. Some of our PhD programmes e.g., WT One Health Models of Disease have this embedded already.</p> <p>The Institute for Academic Development and training opportunities are widely advertised.</p> <p>Courses were run each year, with the majority of these related to career development and career paths (Table E).</p> <p>Identification of training requirements for individuals is embedded in our annual appraisal forms (staff) and thesis committee report forms (PGR students).</p>
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AP5.10	Ensure that all (academic and PSASS) staff are made aware of the importance of Unconscious Bias training, particularly recruiters to ensure a fair recruitment process.	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 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.	1. Secure funds to host face to face workshops for recruiters with professional psychologists company used for the SMG/Student administration team.	Unconscious Bias Theme Leader – CDC	G	100% of all recruiters have received unconscious bias training.	Unconscious bias training is compulsory for all staff and PGR students. The Culture and Engagement Manager will develop mechanisms for monitoring compliance. Workshops were held in 2018 and 2020 (Table E).  Staff with recruitment responsibility and all senior management team have undergone ‘Don’t cross the line’ training and will be offered Dare to Lead training. We will measure the impact of this in survey questions relating to workplace culture annually.
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.	1. To secure funds to host a pilot Cultural Intelligence workshop to enhance awareness of culturally diverse issues contexts for both staff and students.	EDI Committee  HR Manager	A	Workshop hosted. Staff Survey results maintained at 90+% in terms of staff belief that the Institute is	The EDI committee have hosted a number of workshops around intersectionality and promote EDI across campus. Members of the EDI committee

			2. Evaluate pilot to assess effectiveness of sessions to consider further roll out/promotional activity within the Institute.			committed to all EDI issues.	also sit on College EDI committees. The staff survey in 2019 indicated that the majority of staff are aware of Athena Swan (>85%) and believe that RI is committed to EDI.
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.	<p>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.</p> <p>2. Set up a workshop on "Peer Review Panels".</p> <p>3. Set up a Roslin alumni group to create closer links and collaboration with Institute alumni.</p>	<p>CDC Career Events Leads</p> <p>Institute Communications team</p>	G	<p>At least 2 career-focused workshops per year will be offered to academic staff.</p> <p>Staff survey results highlight that post-docs and PhD students feel well supported and have access to useful career related events.</p>	<p>Regular joint discussions between the CDC and postdoctoral representatives have been held to identify training needs and address them. A list of completed and planned training courses is found in Table E.</p> <p>Joint collaboration between the CDC and other institutions to develop events around career alternatives (e.g., Ideas2Impact).</p>
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	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,	Communications Theme Leaders – Newsletter Admin.		<p>25%+ uptake in mentoring programme</p> <p>Positive evaluation results from post-</p>	Since re-instating the mentoring programme at RI in 2023 we have doubled the number of mentee-mentor partnerships (from

		Mentoring Connections scheme.	<p>highlight on information screens twice a year</p> <p>2. Establish a CDC mentoring sub-committee to understand what staff (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>CDC – Mentoring Committee (3 academic members of staff, inc. Postdoc Society rep.)</p> <p>HODs and Central HR (for training)</p>	G	mentoring feedback survey.	<p>12 in 2019 to 24). There are more female than male mentees (~60:40) but good balance in mentors.</p> <p>The 2023 staff survey results indicate that females feel significantly more positive than their male counterparts (24% higher) in being supported to progress their careers.</p>
AP5.14	Further enhance our series of grant support sessions and increase frequency to support academic staff in applying for grants in a challenging economic climate.	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	<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</p>	<p>CDC Chair</p> <p>Research Admin and Communications Manager</p>	A	<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>	<p>The CDC organised a yearly course on grant writing as well as additional courses to help ECRs to succeed and gain resilience (Table E).</p> <p>The Institute organised two yearly specific internal calls for pump priming grants, one for PIs (£25K) and another one for ECRs (including postdocs,</p>

		finance to improve access to this data.	success rates by gender with different funders. Report to SMG.			<p>£5K). These provide training future applications to external funders. The gender balance of applicants (successful and not) was recorded and presented to SMG for noting. To date gender equality has been maintained at ~50:50. Our methods for EDI monitoring will be reviewed in line with BBSRC Research Culture Forum.</p> <p>Funding opportunities are distributed to all staff and students by the Science Administration team bi-weekly.</p> <p>Since 2020 BBSRC (our major source of grant income) have provided success rates of response mode applications by gender. Although the number of grants submitted by gender has not significantly changed, the success</p>
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							rate for female applicants has dropped (Figure 40).
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.	<p>1. Secure and finalise budget to extend caring grants scheme to PSASS.</p> <p>2. Evaluate uptake and impact.</p>	<p>CDC Chair</p> <p>SMG</p> <p>Campus Operating Officer</p>	A	<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>	<p>This scheme was paused. Reinstating this and securing a budget for PSASS and academic staff caring grant scheme is a future priority.</p> <p>Results from surveys (Appendix 1) show that in 2023 female staff felt significantly more positive than males about being able to achieve work/life balance (17% more positive) and that they had flexibility to get their work done (4% more positive than males). However, overall, less than 60% of respondents reported positively in this category: this remains a priority for the FAP.</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	The CDC will work with College HR and central Athena Swan network to lobby the University for full pay for the 2 <sup>nd</sup> week.	<p>CDC (All)</p> <p>College E&amp;D Committee</p>	G	Successful campaign results in change to university policy and an increase in staff satisfaction on paternity leave	We hosted courses on paternal mental health and the secret working lives of dads in 2019 and 2020 (Table E).

		paternity leave and usually take annual leave for the 2 <sup>nd</sup> week as this is paid at statutory rates.				provisions in the staff survey	Two full weeks paternity leave pay is now standard at UoE.
AP5.17	We will record public engagement activity in a consistent manner.	Recording of public engagement activity is variable across staff and postgraduate students.	<p>1. Hold local workshops to encourage all staff to use the University recording system (PURE).</p> <p>2. Develop recording system for postgraduate student 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>	Public Engagement Officer with support from CDC.	G	At least 70% of staff to have up-to-date PURE records. All postgraduate students record PE in Thesis Committee Forms	<p>We now record all PER activity in ResearchFish as part of annual reporting for BBSRC. The PER team also contributes to university-wide HE-BCI reporting.</p> <p>All students and staff also record PE activity at annual appraisal and thesis committee meetings.</p>
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>	CDC member with communications role	G	<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>	<p>We hosted IWD seminars in years 2017, 2018, 2019 and 2022; Table E).</p> <p>In 2022 members of the Campus CDC, with a wider team, and supported by EBSOC delivered an in-schools programme, complemented by an online assembly and Q&amp;A session. This was made widely available through a</p>

							website and via social media <a href="#">International Day of Women and Girls in Science   The University of Edinburgh.</a>
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 from 2014 but we need to improve this.	<ol style="list-style-type: none"> <li>1. Re-word the current staff survey question to make it clearer that it is applicable to PSASS.</li> <li>2. Hold a specific workshop for PSASS to highlight representation opportunities, including contributing to annual open day.</li> </ol>	Campus Operating Officer	G	Increase to over 70% PSASS being encouraged and given opportunities to represent the institute.	<p>All PSASS staff are actively encouraged to represent the Institute and have done so at events such as the Open Doors Day and Highland Show. Since 2017 the proportion of staff involved in PER activities that are in PSASS roles has grown from 7 to 21%.</p> <p>Our Research Operations Manager represented RI at BBSRC Institute events.</p>
AP5.20	Reconsider implementation of a workload model (WLM) 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	<ol style="list-style-type: none"> <li>1. Liaise with Vet School CSC (who have a workload model) to look at a potential model for the Institute.</li> <li>2. Consult with staff regarding the use and design of a workload model. CDC to review general anonymous workload activity report.</li> </ol>	<p>Director</p> <p>SMG</p> <p>HR Manager</p>	G	100% of academic staff complete workload model by 2020. Information used to review work activities to ensure no gender bias.	All staff completed a WLM form as part of the annual appraisal meeting; this includes recording of PE activities.



		formally. This could also link into the action point on PE recording.	3. Work with PE officer to ensure that PE activities are formally recorded on the form.				
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.	Work with PG committee to ensure gender parity on committee.	CDC Member – PG Theme Leader/ Link	G	PG Committee is 50F/50M.	The PG committee now comprises 2 female and 3 male members. Gender parity on the postdoc committee is now approximately 50:50 (5 females and 4 male).
6.	BEACON ACTIVITIES						
AP6.1	Promote the Institute's AS activities to the Scottish Parliament.	Part of our longer term aims to impact on gender related issues more widely and at the highest level.	<p>1. To communicate with the Minister for Science, MSPs and members of the Youth Parliament the importance of our AS achievements and to highlight our Action Plan</p> <p>2. Hold a lunchtime reception at the Scottish parliament sponsored by [REDACTED], with speeches from [REDACTED] Minister for Science and [REDACTED] (Director designate).</p>	CDC Deputy Chair, CDC members with communications role	G	<p>Positive engagement with front bench spokespeople from each party and relevant committee convenors.</p> <p>Further highlight our commitment to the gender equality charter.</p> <p>Positive changes in parliament policies in terms of gender.</p>	<p>A motion was lodged in the Scottish Parliament on our Gold award by our local MSP [REDACTED]</p> <p>We held a dinner in 2018 to celebrate our Athena Swan Gold Award with talks from [REDACTED] (President of the Royal Society of Edinburgh) and [REDACTED] (Executive Chair of the BBSRC).</p>



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 [REDACTED] (Head of External Affairs, UoE) and [REDACTED] (Head of Communications, royal Society of Edinburgh).	CDC Deputy Chair, CDC members with communications role	G	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.	A Scottish parliament event was held in 2018: this was joint with the Centre for Tropical Livestock Genetics and Health and the International Veterinary Vaccinology Network. This was a celebration of our EDI commitments and in recognition of the AWARD scheme hosted by Roslin.  We contributed to a Townhall event hosted by WT part of their <a href="#">wider initiative to Reimagine Research</a> .
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.	CDC Chair, CDC mentoring committee.	A	To mentor and support at least 3 AS applications from the Edinburgh region. Thus, contributing to our beacon advisory role.	Members of the CDC have sat on the University AS committee and provided insights. No formal mentoring for AS applications has yet taken place. We aim to do this through the BBSRC Institutes Research Culture Forum.
AP6.4	To develop at AS-inspired Action Plan within research	Most societies undertake limited AS related activities.	1. A pilot Action Plan will be developed with The Bone Research Society.	CDC Chair, CDC member with communications role.		4 societies will publish a Gender	The Bone Research Society took forward this action and have

	societies linked to our Institute.		2. This will be later rolled out to at least 3 additional societies (e.g., British Society for Animal Science, Genetics Society, British Society for Developmental Biology).		A	Equality Action Plan.	<p>embedded gender equality in their plans.</p> <p>The Roslin DD (Culture &amp; Diversity) worked with the British Society for Immunology (BSI) via their Forum on gender discussions.</p> <p>With funding from the BSI through their EDI scheme, the CDC hosted an event on longevity of careers with two women Professors as key speakers <a href="#">Harnessing the values of EDI for supporting lifelong careers in immunology   British Society for Immunology</a>.</p>
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 opportunities and how to	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 website, Athena Swan	CDC comms with support from the Easter Bush communications team	G	We will assess impact on our PhD students and postdocs through seeking feedback. We will record hits/downloads on the website and social media.	We hosted speakers who have developed non-academic careers. All of our activities are recorded online with videos and photos as appropriate. <a href="#">Career development   The University of Edinburgh</a>

		manage work/life balance etc.	networks and other social media opportunities				
<b>7.</b>	<b>ADDITIONAL ACTIONS DUE TO COVID-10 PANDEMIC</b>						
AP7.1	Recognise the unequal effects of the COVID-19 pandemic on female scientists	Assess and address the impact of the pandemic on academics (across genders) through coaching.	Provide 1:1 coaching sessions in combination with groups work to eight academics.	CDC Chair.	<b>G</b>	Survey participants and show >90% positive responses to questions around work life balance and local institutional support following the programme.	We implemented 'Coaching through Covid'. The coaching was very well received with all 7 participants (2 male/5 female; 6 of the 7 had caring responsibilities) reporting positive responses in qualitative feedback.
AP7.2	Build a better research community.	Build research ethos that is creative, inclusive and honest.	Hold a series of 1:1 focus groups consisting of a mix of representation to share a diverse range of experience and practice.	CDC, senior leadership team	<b>G</b>	The senior leadership team will work with committees to investigate issues (where needed), to implement solutions and maintain dialogue.	We employed an external company (The Culture Builders) to carry out a comprehensive survey of research culture across the EB Campus (including Roslin). This is included in Appendix 1 (CONFIDENTIAL). A campus committee (CICG, now CECC) was set up to devise an Action Plan based on the outputs of this survey: many of these actions are reflected in our FAP. The CECC will be responsible, with the SLT, for

							implementing solutions to issues identified by committees or at survey points.
AP7.3	Create an environment where race is celebrated.	Develop mechanisms and discuss we can best support BAME colleagues of all genders and make proactive changes.	1. Collate resources on how to be a better BAME ally and a guide to seeking support within UoE. 2. Ensure better signposting of reporting processes and advice mechanisms e.g., dignity and respect advisors	EDI committee	A	<p>1. Review AS Action Plan and ensure that actions benefit staff of all ethnicities.</p> <p>2. Recruit SAT and committee members with protected characteristics not currently represented.</p>	The EDI committee has a BAME subcommittee set up to collate resources. Members of the EDI sit on College BAME committees. Where possible we have increased BAME representation across the CDC, EDI and CECC but this remains a priority as the proportions are low.

Course	Date
Productivity at home	23/11/2023
Change and Cultural Change	01/11/2023
Research management	12/10/2023
Research Strategy and Vision	13/09/2023
Narrative CV	05/09/2023
Neurodiversity & Co-occurring Conditions	05/06/2023
Neurodiversity & Autism in the Workplace	12/04/2023
Stress and Resilience	15/02/2023
Make the Most out of your Postdoc	07/02/2023
Impostor syndrome workshop	25/01/2023
Autism awareness session	05/12/2022
Ideas2Impact event: Academia vs Industry	23/11/2022
Grant writing course	01/11/2022
██████████ visit to exchange ideas on gender equality	08/08/2022
Challenges, innovation and careers in the poultry sector	11/07/2022
Postdoctoral society trip to Fribush	01/05/2022
Science and ethics through film	23/03/2022
International Women's Day Seminar (██████████)	02/03/2022
International Day of Women and Girls in Science	11/02/2022
Managing teams and collaborations	20/07/2021
Being a self-advocate	06/07/2021
Strategy and vision for Early Career Researchers	30/06/2021
Careers beyond Academia	22/06/2021
Career paths of women in science	10/06/2021
Giving effective feedback	07/06/2021
MultiMind Challenge	27/04/2021
Introduction to public engagement	25/03/2021
Coaching through Covid	04/12/2020
Consultancy: how can I benefit from it?	16/11/2020
Eureka! I have an invention... now what?	05/10/2020
Unconscious bias awareness	01/09/2020
Mental health and home working	27/08/2020
Translational research	03/08/2020
The secret lives of working dads	26/05/2020
Team dynamics	15/05/2020
BBSRC translational funding	05/05/2020
Marketing: Strategy & tactics for success	28/02/2020
Marketing: Why is it important to me?	07/02/2020
Emotional Intelligence	17/01/2020
Ease the load	19/11/2019
Getting what you want from your career	11/11/2019
Making the most of your postdoc	11/11/2019
Converge Challenge	01/11/2019
What is REF and what does it mean for me?	28/10/2019
Support for translational research	25/10/2019

ERAMUS+ for staff	10/10/2019
Seven principles of relationship management	27/09/2019
Queering science: the importance of LGBTQ+ diversity	04/09/2019
Collaboration & careers with Industry	27/06/2019
Understanding paternal mental health	23/06/2019
Careers beyond academic research	21/06/2019
Focus, plan, attack!	30/04/2019
Coaching for Success	25/03/2019
Digital Footprint training	13/03/2019
Enterprise drop-in and info sessions	11/03/2019
International Women's Day seminar	07/03/2019
Work/Life balance coffee & cake	06/03/2019
Grant writing course	22/02/2019
Mini-symposium on BBSRC Discovery Fellowships	06/02/2019
Visit by the Digital Skills Team	24/01/2019
Principal's medal at graduation ceremony	30/12/2018
Careers outside academia	10/12/2018
JoVE for science education	19/11/2018
Making the most of your Postdoc	19/11/2018
Workshop on financial aspects of grant applications	02/11/2018
██████████ from Science in Australia Gender Equity	21/09/2018
How to design a conference poster	11/09/2018
██████████: telling stories about science	27/08/2018
Meeting with the Minister of Science and Sport in Canada	20/07/2018
Unconscious Bias Workshop	13/06/2018
BBSRC Response Mode Q&A	06/06/2018
Celebratory dinner to recognise our Athena Swan award	24/04/2018
Update on BBSRC-UKRI	24/04/2018
Women STEM students visit to the Institute	21/03/2018
BBSRC Fellowship Workshop	14/03/2018
International Women's Day Seminar	08/03/2018
Creating an effective online presence for research & impact	08/03/2018
Royal Society of Biology & Genetics Society	09/02/2018
Grant Writing course	25/01/2018
BBSRC response mode grant application Q&A	17/11/2017
Publish or perish: ethical issues facing researchers	25/10/2017
Unconscious Bias Workshop	01/02/2017

*Table E: Courses organised by the CDC relevant to delivery of Gold Action Plan*

## Methodology of Implementation, Action and Evaluation

The CECC has overall responsibility for implementation of the Action Plan and reports directly to the SLT on progress. The CECC comprises members of all relevant staff committees including the CDC and EDI committees with a remit to: promote and encourage active staff engagement to enhance staff experience; to review the outputs and indicators of staff attitudes and opinions regularly, and use these outputs when proposing and developing campus-wide initiatives that deliver the highest impact. The CECC also ensures that the SLT is advised of any major concerns found and provide recommendations, or advise on any actions that could be taken to address them. The CECC embeds and promotes a safe and supportive work environment, underpinned by principles of dignity and respect, EDI, health and wellbeing and develop, implement and promote a range of activities that ensure that all staff are appropriately recognised and rewarded for their work.

Two Athena Swan sub-groups contributed to self-assessment and will continue to do so for actions in the FAP: one will focus specifically on data analysis of the compulsory datasets (as shown here in **Appendix 2**) and survey data. Moving forwards, the groups will meet quarterly to assess trends in the staff and student data and report these to the CECC. A second subgroup will work with the CDC, EDI committees and, where appropriate, College committees to monitor progress against the FAP and review timescales as required. This group will also work closely with the CECC to implement further actions that arise, and modify the FAP as appropriate. We will evaluate progress and the effectiveness of actions with quantitative analysis using surveys and engagement data, and qualitative analysis through focus groups and free-text comments.

## Reflection on Amber Progress

Over 60% of the action points in our Gold Action Plan were completed as evidenced by green status. No action points were removed, and some were added as part of an extension granted due to the Covid-19 pandemic. We recognise significant barriers to implementation of some of our original action points. An area which we need to improve for the next 5 years is analysis of local and University-wide surveys, as well as the data relating to numbers of staff/students and their grades, applications and promotions particularly with respect to the impact not only of gender, but other characteristics allowing us to assess intersectionality. Providing timely feedback enabling interventions, implementation of actions and monitoring of the Action Plan is essential. Regular meetings of the CECC (every 2 months), overarching CDC (quarterly), and feedback to/from the SLT via the DD for Culture & Diversity (quarterly), will be crucial as we move forwards. Furthermore, increasing the frequency of analysis of the data/metrics and implementation of additional measures to assess progress through quarterly meetings of two Athena Swan subgroups will improve the effectiveness of delivery of the FAP. These groups, with the CECC will form our core self-assessment team (SAT).

## Barriers to Implementation

The major barrier to implementation of the Gold Action Plan was the Covid-19 pandemic. In 2020/21, in recognition of perceived significant issues at the EB Campus related to Research Culture, we engaged our staff and students in an externally-led survey run by The Culture Builders (**Appendix 1**). While this allowed us to identify aspects of our campus Research Culture that required significant intervention and development of further actions, it diverted attention away from our Action Plan. This also meant that we did not carry out a staff survey at RI in 2020 or 2021. Members of staff and students take part in University of Edinburgh surveys: we have recently been able to extract and analyse gender-specific data for RI from the most recent of these (Feb 2023) and compare this to 2018 responses. The data from this survey are included on pages 72-76. The response rate was relatively low (33%), although gender balanced, and uptake of surveys is an area for improvement. Analysis of the questions revealed a number of gaps, specifically related to gender-specific aspects where the University survey questions do not directly map to those recommended by Athena Swan. This poses a barrier to accurate metrics for some parameters, although we have extracted relevant data

where possible. Implementing surveys in the years in between University-led surveys will be an important aspect of the FAP allowing us to more accurately monitor and evaluate progress against specific actions and provide evidence-based reasoning for implementation of specific actions. Overall, positive responses between 2018 and 2023 revealed a reduction in positivity across themes: this likely reflects the Covid-19 pandemic, cost of living crises etc. We were unable to extract gender specific outputs from the 2018 survey and our analysis has therefore focused on 2023 to identify areas where there is gender bias, and we have used these to comment on progress, and to determine actions for the FAP.

### The impact of the Covid-19 pandemic

The Covid-19 pandemic was a significant barrier to progress of our Action Plan in terms of diverting attention and resource. It also had a major impact in terms of affecting staff and student mental health and wellbeing. The long-term effects of the pandemic on our success measured as publication rates and grant applications, or other professional measures of success, are not yet apparent. The potential impacts across all of our staff in terms of applications for, and success in, promotions will be addressed in the FAP: we will monitor whether gender or other inequalities exist in the impact of the pandemic. In 2020 we introduced the Coaching through Covid programme (**AP 7.1**) which was taken up by 5 females and 2 males: all reported positive outcomes in qualitative feedback. Currently, coaching is being provided to the final year cohort of the Wellcome Trust funded One Health Models of Disease PhD programme. These students were heavily impacted by the Covid-19 pandemic: the impact and outcomes of the coaching for this cohort of students will inform how we implement similar strategies for other PGR students (**FAP 3.5**).

During the pandemic we extended the 'CommuniTEA' support group providing an opportunity for ECRs to network online which was particularly important for those feeling isolated. As we returned to work, the postdoctoral committee hosted a weekend at the UoE Centre at Fribush (**Table E**); we funded places for 32 postdoctoral scientists and PGR students, providing an invaluable opportunity to reconnect.

In 2022 and further in 2023, we reinvigorated our Staff and Student Awards, and introduced a series of new categories to allow wider recognition of the activities of our staff and PGR students. Categories for wellbeing and community, citizenship and collaboration received very large numbers of nominations (over 15% of the total nominations). The inclusion of a wider range of recognition categories was extremely well received and will continue to be a part of our activities (**FAP 5.2**).

### Main Learnings and Outcomes

Five major themes form the basis of our key priorities in the FAP.

#### *1) Data collection, analysis and self-assessment:*

Currently, we cannot enable accurately identify all potential areas where there is bias. We will continue refining and improving our data collection processes. Currently our data does not allow us to define staff by their job type, particularly at grades UE06-UE08 which include core-scientists, technicians, postdocs and ECRs. We can determine gender inequality currently but it is not possible to assess where intersectionality is important. Defining the length of time that staff are employed within specific grades will also allow us to determine where 'bottlenecks' occur, and to understand gender pay-gaps where these are identified (**FAP 1.2**). Self-assessment of progress toward the Action Plan was significantly impacted by the Covid-19 pandemic. Through significant changes to the structure of our committees, notably starting the CECC alongside appointment of the DD for Culture & Diversity, and employment of the Culture and Engagement manager, we now have a robust structure for implementation and monitoring/evaluation. Our self-assessment teams will be re-established will meet on a regular



basis and feedback to the CECC who will take responsibility for implementing actions, with the SLT. This has been a step-change in how we manage our Culture. In recognition of the importance of these roles on Committees, and other citizenship activities, these are now included as discussion points and viewed positively at promotion review panels and annual review (**FAP 5.2**). This is important to ensure that our committee members feel valued and actively contribute to the implementation of the Athena Swan Action Plan.

## *2) Gender inequality remains in some grades and job types:*

Although overall there is good gender balance of our academic staff (just under 50% females, **Figure 5**) there remains evidence for gender inequality in some areas. Although fewer females than males apply for academic roles (**Figure 18**), there is gender equality at shortlisting and recruitment success rates (**Figures 22 & 23**). However, at UoE academic grades 9 and 10 (senior lecturer/reader and Professor respectively; **Table 9 and Figure 7**) there are significantly fewer female than male staff. Despite our efforts the proportion of females in these grades has dropped in the last 5 years: this partially reflects retirement and leavers, but also reflects low numbers of females applying for positions (**Figure 19**) or for promotion (**Table 15**) at these grades. While there is also a gender pay gap of ~3.5% at UE09 where men are paid more than women, at UE10 this gap is -6.9% with women being paid more than men, although fewer women are in Grade UE10 positions than men. Understanding whether this is related directly to the time in post, time since promotion or other factors for staff at these grades will be essential in future data analysis (**FAP 1.2, 2.1**).

At academic grade UE08 we have maintained good gender balance (**Table 9**). Our fellowship cohort currently comprises 15 females and 13 males; over the last five years the ten fellows who have progressed to PI were 5 females and 5 males. Two additional fellows transferred from academic roles into a senior PS role (Research Operations Manager) and a PGT convenor role. No gender inequality was noted in the grant income and publication rates for the fellowship holders (**Figure 40**). Across grades the proportion of staff of both genders who work part-time is below the national average (**Table 10**). Understanding the reasons for this and highlighting opportunities for flexible working is an important action (**FAP 2.1, 2.4**).

Gender imbalance is evident in our young members of staff (**Figure 41**) where females predominate (currently ~8% males). Survey responses also showed low numbers were aware of the Investors in Young People programme (IiYP; 26%; **FAP 2.3**). Within PGR students there remains a small gender bias towards females, broadly in line with the national average (**Table 2**) which has remained stable since 2017, with no differences in completion rates (**Table 4**). Similar numbers of male and female PGR students are part-time (**Table 2**), but only very small numbers of PT students undertake PGR qualifications through the staff scholarship scheme.

## *3) The importance of career development through training, mentoring and promotion:*

Analysis of survey responses (**Appendix 1**) revealed areas of gender inequality although in general the responses from females were more positive than male respondents. Females felt well supported in their roles and in the career development and the effectiveness of training opportunities. Notably, males felt less encouraged to undertake training and career development (29% compared to 50% females). In previous surveys, and the external report from the Culture Builders understanding of promotion policies (**FAP 2.4, 3.2**) and availability of flexible working were identified as areas for improvement. Currently, information on the promotion process is distributed widely and sessions are held (particularly for academic grades UE08-10; SL/Reader/Professor). Workshops for PS promotion will be extended to RI (**FAP 3.2**). A wide range of training for our staff and PGR students has already been provided (**Table E**) and we will continue with this (**FAP 3.5**) using surveys and through discussion at CDCs, as well as the postdoctoral and student committees. We have already re-invigorated our mentoring scheme at RI in late 2023, with 24 paired mentees and mentors with an approximate split of 60:40 for female to male mentees. The gender balance of mentors was more equal. We will continue to promote the scheme and encourage more male mentees to join the scheme.

4) *Wellbeing, and widening our support for this, is crucial:* Our staff and students are significantly impacted by mental health concerns (**FAP 4.1**): this was heightened through the Covid 19 pandemic. There is mounting evidence for significant impacts of neurodiversity within our staff and students and adjustments for this need to be implemented (**FAP 4.2**). This includes gender and culture-related inequalities in the diagnosis, or disclosure, of neurodiversity. There remain difficulties related to stigma around mental health and suicide, and issues in engaging certain groups. We recognise the growing impact of socioeconomic inequity (**FAP 4.3, 4.5**) particularly among students, and staff at lower pay grades. Wellbeing remains one of our highest priorities. In the 2023 survey questions themed around wellbeing were generally positively answered: higher proportions of females reported being able to strike the right balance between work and home life (58% compared to 41% males), and felt supported in doing so (50%), compared to males (38%). Overall, good relationships with colleagues and managers were reported. However, we strive to improve these positive responses through our planned activities in **FAP4**.

5) *Research culture barriers impact our staff and students:* We carried out a major research culture survey in 2019 in response to concerns around bullying and harassment, but revealed significant complexity around this, and other aspects of culture. While the response to the survey carried out by the Culture Builders did not reveal significant concerns in group and one-to-one discussions, analysis of responses in the University of Edinburgh Survey in 2023 (Appendix 1) revealed gender-based differences around bullying and harassment. Male respondents reported far higher personal experience of bully and harassment than females (21% compared to 6%, question 6.1) with similar numbers across genders reporting personal experience of harassment. Female responses to the way in which departments deal with bullying and harassment, and discrimination were far less positive however than male responses: this is an area for further development in the FAP. We will increase engagement with the University Behaviours Charter and signpost all staff and students to this. Additional training for all staff will be made available, including Don't Cross the Line, and Dare2Lead for managers. Mechanisms to improve confidence in reporting will be explored: fewer females than males were positive about feeling confident that it was safe to speak out about issues when surveyed (28% compared to 35%). Overall, the low positive responses to the way departments deal with bullying and harassment, and discrimination are a cause for concern especially since only 14% of female respondents felt bullying was dealt with effectively. For PGR students the PRES surveys also highlighted research culture as an area to improve upon, and although an increase of 5% in positive responses was recorded between 2021 and 2023 to 66%, we aim to increase this to above 75%.

## 2.2 Key priorities for future action

We have thoroughly reviewed our data to assess progress on our current Gold Action Plan and to identify areas for further development. We have used this analysis and our main findings over the previous award period to identify our key priority areas. Since the University of Edinburgh ran a survey in Feb 2023, we did not carry out an additional survey with the recommended questions from Advance HE for Athena Swan. We have, however, conducted a detailed analysis of the UoE survey data (**Appendix 1**) from 2023 with specific focus on Roslin Institute and responses have been assessed by gender. We have mapped wherever possible, the University questions to those recommended for Athena Swan (page 76 of this document) and the report shown in Appendix 1 is separated by Themes which inform our future actions.

Key priority area 1 will improve our self-assessment process by further refining data collection and analysis. We will administer biennial surveys (in 2024, 2026 & 2028) with Athena Swan themed questions in the years when there are no University staff surveys. We will also assess Roslin-specific data from the University staff surveys in 2025, 2027 & 2029. All survey outputs will be analysed in a gendered way to enable the CECC and CDC to refine or modify the FAP as required. The SAT will work with HR partners to improve analysis of the impact of intersectionality and other protected characteristics as well as analysis by gender (**FAP 1.1**, **FAP 1.2**). We will improve recording of onward destinations and career paths of our staff (by exit interviews), and student success rates (**FAP 1.5**). As part of the BBSRC Institutes Research Culture Forum we will devise a series of core questions enabling improved EDI monitoring for grant applications and recruitment (**FAP 1.1**). We will share these good practices through the Research Culture Forum with other Institutes and be informed by the Forum members to improve aspects of our recording and analysis as required. We will regularly assess all of the data available to us from surveys and the required datasets on numbers, gender balance, promotions etc. across our pay grades (**FAP 1.4**) and for students. We will ensure gender balance on the SAT and improve representation from BAME and LGBTQ+ communities (**FAP 1.6**).

Key priority area 2 will address gender inequalities, particularly in representation of females in more senior positions and grades (**Figure 7, Table 9**). Inequalities in our younger staff cohort (predominantly female, **Figure 41**) also exist, and low numbers of staff occupy PT positions (significantly lower than the national average, particularly for academic posts, **Table 10**). While promotion applications and success rates do not show strong gender bias, overall, the numbers of female applications are low, especially at higher grades (**Figure 19, Table 15**), and there were no applications for promotion in our PT female staff (**Tables 15 & 18**). In addition, there are gender pay-gaps at some pay grades, and the success rate for our female cohort in grant applications to UKRI has dropped significantly (**Figure 39**). We aim to address the reasons for these inequalities through a series of workshops with our staff and students, including training courses for grant and fellowship writing via the Research CDC. This will inform key areas for career development opportunities, including provision of mentoring and support for promotion applications, as well as changes to recruitment processes (**FAP 2.1, 2.4**).

A working group will be set up comprising females from the RI SLT, the Culture & Engagement Manager and those in grades UE08 and UE09 (**FAP 2.1**) to understand barriers to progression, or perceptions around applying for roles such as HoD (or Deputy HoD) where only one female application was received at our refresh in 2022 (**Figure C**). To address the reduced grant success rates (**Figure 39**) we will engage with UKRI to determine whether this is unique to RI. Through internal workshops we will investigate reasons for the reduction in success rates, and whether these reflect an imbalance in impact of the pandemic on our female staff (**FAP 2.1**). Where appropriate additional coaching, leadership courses and mentoring will be provided (Key Priority Area 3).

With respect to flexible working, we will explore the understanding of parental, adoption leave and focus efforts on those returning to work after career breaks enabling us to develop policies and good practice that supports those with family and other caring responsibilities (**FAP 2.4**). Several of our future actions address challenges at various points of the career pipeline for women, nurturing women within RI into more senior roles as well as recruiting them externally: improving our recruitment is a key aspect of our FAP. We will also hold a series of interactive sessions for staff who may wish to transfer between PS and academic careers, and vice-versa by engaging with staff who have already completed similar transfers (**FAP 2.4**). We carried out a local RI survey in late 2023 (page 124) relating to training requirements: respondents who indicated that the opportunity to undergo a secondment preferentially selected aspects of PSASS including research operations and scientific services. This suggests that case studies, or interactive sessions between PS and academics would be well received. Future surveys that include training requirements will analyse responses by gender to determine differences (see also Key Priority Area 3).

With respect to gender imbalance in our younger staff we will survey our current cohort (**Figure 41**) to gain insight into how they are supported and run sessions on attracting young people to the workplace (**FAP 2.3**). Since many of these staff are at lower UoE grades than we capture with our current datasets it will be important to continue to evaluate the gender balance and progression via surveys, and introduce interventions where required (**FAP 2.3**). We will be guided here by the framework for liYP.

Career development and training is our Key Priority Area 3. This will focus on further provision of mentoring including further extension of the scheme to PSASS noting that only one of the current mentee/mentor pairings includes a member of technical staff supported by the COO. We will train more mentors and increase the proportion of male mentees such that the cohort is gender balanced. Additional training needs for staff in academic, technical and professional services roles will be identified by the CDC branches with input from the co-leads of ECR experience, the postdoctoral and postgraduate committees and the CECC (**FAP 3.5**). Each of these committees (see also section 1) has representation across the different job types and grades. Training related to writing grants will be important for our academic cohort (**FAP 2.2**) and was identified as the highest priority in a survey carried out of training needs in late 2023. Some training courses are already planned (**Table E**,) and where previous training was reported to have had a positive impact (assessed qualitatively through feedback forms), we will run these again. Provision of mentoring, and training for mentors and mentees will be a priority for both academic and PS staff (**FAP 3.4**). Workshops and support for promotion applications for all staff is a key priority (**FAP 3.2**). Through the BBSRC Institute Development Grant (2023-2028) we will fund training and career development which extends the number of courses we can host significantly compared to previous years. With respect to recruitment and promotions workshops for academic and PS staff will be held (**FAP 3.1, 3.2**).

Key Priority Area 4 focusses on wellbeing and inclusivity, including mental health provision. The impact of gender on discussions and openness around mental health, as well in neurodiversity diagnoses and impacts need to be further assessed and support mechanisms put in place. We will train additional mental health first aiders (**FAP 4.1**, currently ~50 mental health first aiders on campus), provide training for all line managers in mental health and run a specific workshop for men's mental health. Our peer-support network will be maintained for staff and students, and we will provide 'safe-spaces' for conversations across campus. We will identify neurodiversity champions who will advise the CDC and CECC, and dedicate quiet spaces and specialised equipment as required (**FAP 4.2**). Training will be provided for all staff and students, and for all involved in recruitment. Survey responses revealed that females were generally positive about managing work/life balance and felt supported to do so but this still needs improvement, and further analysis to understand the gender imbalance (**FAP 4.3**). We will develop additional support for those returning to work from parental or career breaks (**FAP 2.4, 3.3**) and ensure that we are supportive of the needs of the LGBTQAI+ and BAME

communities (**FAP 4.2**). We will host menopause workshops for all staff and contribute to the development of a menopause policy with the University (**FAP 4.4**).

Key Priority Area 5 pertains to the importance of a positive workplace culture. Responses from our surveys reveal that a number of issues remain around respect to bullying and harassment, and dignity and respect in the workplace. We aim to implement additional training for all staff, improved monitoring and create tools for anonymous reporting including online suggestion boxes (**FAP 5.1**). We will align to the University of Edinburgh dignity and respect policy and utilise the Behaviours Charter (page 126 of this document) which sets out a series of values and expectations related to Culture, Dignity and Respect (**FAP 5.2**).

### **Section 3: Future action plan**

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

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

#### **1. Action plan**

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

Future Action Point (FAP)	Objective & Rationale	Actions and Timescale	Person or Team(s) Responsible for Leading	Measure(s) of Success
<i>1. Data collection, analysis and self-assessment</i>				
1.1	<p><b>Administer regular departmental surveys alongside university-wide surveys and monitor participation.</b></p> <p>The departmental and university surveys are crucial for our self-assessment process. Running them annually and ensuring high participation is key in ensuring a thorough self-assessment allowing assessment of not only gender bias but intersectionality.</p>	<ul style="list-style-type: none"> <li>Design and administer one departmental-wide survey at least every other year (2024, 2026, 2028 using Advance HE/Athena Swan core questions as a basis).</li> <li>Participate in UoE-wide surveys in 2025, 2027, 2029</li> <li>Monitor survey participation rates and collect gender-disaggregated participation data within 3 months of each survey.</li> <li>Analyse survey results and provide outcomes assessed by gender to CECC for implementation of actions (by 6 months following each survey).</li> </ul>	<p>Self-assessment teams</p> <p>Culture and Engagement Manager</p> <p>DD (Culture &amp; Diversity)</p>	<p>Administer departmental-wide surveys and achieve greater than 50% participation in 2024 with gender balance. Survey participation to increase by (at least) a further 5% in 2026, and again in 2028.</p> <p>Survey response rate to increase from 33% reported in the University survey 2023 to 50% by 2025 and at least a further 5% increase in each of 2027 and 2029. Maintain gender balance.</p> <p>Receive data from each survey within 3 months of completion, and finalise data analysis within 6 months. Provide a report to CECC and SAT to enable assessment of progress towards specific Action Points and implementation of further Actions as required.</p>

1.2	<p><b>Streamline data collection and conduct more granular analysis of data on job grades (academic, PSASS), promotions, application success rates</b></p> <p>In order to effectively carry out a continuous process of self-assessment and improvement, we need to improve the granularity of the data being made available. This will reduce the burden on our data analysis team and allow us to identify areas for targeted intervention and changes to the FAP as required. This will also allow us to assess intersectionality.</p>	<ul style="list-style-type: none"> <li>• Adjust recruitment and interview data collection processes to enable easier reporting (by 2025).</li> <li>• Report data for each grade rather than including two grades together in some reports (e.g., UE06/07 and UE08/09).</li> <li>• Add role type for PTO staff for overall distribution across grades as well as genders, and for application and success rates for recruitment and promotions.</li> <li>• Devise and implement core EDI data questions for grant applications, recruitment and promotions including fellowships (by 2025).</li> <li>• Review the exit interview and leaver's survey to allow recording of onward destinations (2025).</li> </ul>	<p>Culture and Engagement Manager</p> <p>HR Manager</p> <p>DD (Culture &amp; Diversity) with BBSRC Institutes Research Culture Forum</p>	<p>Data analysis can provide detailed assessment across grades, job types and account for gender as well as enable analysis of intersectionality (2024).</p> <p>Accurate reporting of leaver's information for staff and students (2025).</p> <p>Share good practice for EDI monitoring questions for grant success, recruitment and promotions (by 2024).</p>
1.3	<p><b>Improve training data collection and monitoring</b></p> <p>For compulsory training courses e.g., unconscious bias, it has been difficult to accurately record whether staff and PGR students have completed the training. This has traditionally relied on individual training records.</p>	<ul style="list-style-type: none"> <li>• All staff to undertake compulsory training courses via the UoE LEARN system (each year starting from 2024) and devise mechanisms to send annual training reminders and collect training certificates (by 2026).</li> <li>• Review training data annually and monitor effectiveness of new system.</li> </ul>	<p>DD (Culture &amp; Diversity)</p> <p>Culture &amp; Engagement Manager</p> <p>HR Manager</p>	<p>In each reporting year &gt;90% completion rates for unconscious bias training.</p> <p>In each reporting year &gt;90% completion rates for other EDI-related mandatory training courses.</p>



1.4	<p><b>Run regular self-assessment of the data</b></p> <p>Regular analysis of the data by the data analysis team/SAT will allow us to identify trends that require actions to be implemented through the FAP, or where the FAP requires modification.</p>	<ul style="list-style-type: none"> <li>• Data to be made available via a Sharepoint site that can be accessed by the self-assessment team (annually).</li> <li>• Data analysis team/SAT to meet to review the data for gender-based trends (or other trends related to protected characteristics where the data is available). Report to CECC and use the analysis to inform and adjust the action plan where needed.</li> </ul>	<p>HR Team</p> <p>Self-assessment team</p>	<p>Self-assessment conducted and highlights/areas for implementation reported to CECC and to SLT annually.</p>
1.5	<p><b>Monitor progression and attainment of students</b></p> <p>There is gender balance for both full-time and PT students. Although there have been no PGT students in the last two years we hope to reinstate taught courses and where this occurs, we will monitor whether these are awarded at pass, merit or distinction.</p>	<ul style="list-style-type: none"> <li>• Monitor student attainment rates, implementing actions to further support for female students if deemed necessary (annually).</li> <li>• Assess numbers of staff undertaking part-time PG qualifications via the Staff Scholarship scheme and promote the scheme as appropriate (by 2025).</li> </ul>	<p>Head of PGR</p> <p>DD (Culture &amp; Diversity)</p>	<p>Maintain equal proportions of male and female students achieving PhD success. Where PGT courses are run equal numbers of male and female passes, merits and distinctions.</p> <p>Raise awareness of the Staff Scholarship scheme (by 2025).</p> <p>Gather data for numbers undertaking Staff Scholarship awards (by 2026) and add data for analysis by the SAT.</p>
1.6	<p><b>Maintain balance on the SAT and CECC</b></p> <p>The SAT and CECC will review the FAP taking into account findings from the survey(s) and data provided by the data analysis team. The CECC is a large committee and represented currently by LGBTQAI+, BAME and neurodiverse individuals. Currently the balance of genders is ~50%.</p>	<ul style="list-style-type: none"> <li>• Maintain gender balance and representation of LGBTQAI+, BAME and neurodiverse individuals on committees.</li> <li>• Succession planning and recruitment of new members according to the ToR should take into account overlap of roles so that there are not gaps in analysis due to members leaving or changing roles (review ToR for all committees in 2026 and 2028).</li> </ul>	<p>CECC</p> <p>SAT</p>	<p>Review of CECC and SAT membership and recruitment of members as required.</p> <p>Maintain representation of LGBTQAI+, BAME and neurodiversity on CECC, and equal gender balance across committees.</p> <p>Succession planning for members, particularly for Chairs (by 2026).</p>

## 2. Supporting gender equality across all staff and students

2.1	<p><b>Understand gender inequality in academic grades UE08 and above</b></p> <p>The number of female academic staff at senior lecturer/reader (Grade UE09) and Professor (Grade UE10) has dropped: there are six females at UE09 (35% of total at this grade) and six at UE10 (24%). This is despite good gender balance at UE08 and below. No applications for promotion to UE10 were received since 2018/19.</p> <p>We wish to determine the factors that impact female staff applying internally for promotion to UE09 and UE10 (where good success rates are evident but numbers are low).</p> <p>Internally few females applied for SLT positions in recent calls for Heads of Division.</p> <p>The numbers of external applicants for these positions are also low.</p> <p>There is a need to dissect the factors underlying this including potential disparity in the impacts of the Covid-19 pandemic and put in place support strategies.</p> <p>Address the gender pay-gap at UE09.</p>	<ul style="list-style-type: none"> <li>• Run a series of 1:1 and focus group sessions with current staff in academic grades UE08 and above to discuss factors that influence their decisions to apply (or not) for promotion and for SLT positions. Provide feedback (anonymized as requested by staff members) to the SLT for review (2024).</li> <li>• Devise a series of interventions based on the findings of the focus groups and individual discussions including further training, mentoring or additional support e.g., coaching or carers support (2025, 2026).</li> <li>• Run a series of short talks and publish case studies of individuals who have successfully been promoted or employed into senior roles. Particular focus will be placed on aspects of work-life balance (2024-2026).</li> <li>• Utilise role models and offer mentoring from SLT or other females from across our network (ongoing).</li> <li>• Improve and embed AS ethos and our inclusive and family friendly culture on our website/recruitment pages (to increase applications), (2025). Monitor and update website annually.</li> <li>• Dissect data relating to time in post and/or time following promotion as well as other factors to understand the gender pay-gap (2024).</li> </ul>	DD (Culture & Diversity)  Culture and Engagement Manager	<p>Identification of positive actions to address gender inequality at senior academic grades and development of an action plan.</p> <p>Implementation of coaching and mentoring for female staff at UE08 and UE09.</p> <p>Series of case studies available on our website and short talks delivered to RI staff and students from role models in senior positions.</p> <p>Increase the number of external applications to SL/reader and Professorial positions from females by 20%. Increase internal applications for promotion to UE10 to at least 2 per year.</p> <p>Reduce the gender pay-gap and, by the end of 5 years have gender equality in pay relative to time in post.</p>
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<p><b>2.2</b></p>	<p><b>Monitor grant and fellowship application and success rates internally and externally to RI</b></p> <p>Evidence from UKRI shows that the success rate of RI female staff applying for BBSRC response mode funding has dropped significantly from 56% to 38% between 2018/19 and 2020/21 (<b>Table 20</b>).</p> <p>Fellowship applications and success rates of our fellows in terms of progression to PI and academic measures of success (grant income/papers) show excellent gender balance (<b>Figure 40</b>).</p> <p>Additional EDI monitoring will be required for fellowships, and grant applications/success rates (including grants internal to RI for PIs and ECRs).</p>	<ul style="list-style-type: none"> <li>• Discuss with UKRI grant portfolio managers and Committee Chairs whether the drop in female success rates is reflective of a wider issue or restricted to RI (2025).</li> <li>• Deliver <u>annual</u> in-house grant writing skills workshop with input and advice to participants from successful grant applicants, as well as members of relevant committees (e.g., [REDACTED], [REDACTED], core member of BBSRC Committee A and [REDACTED], member of BBSRC Committee E (fellowships). Annually from 2024.</li> <li>• Provide support on processes required to gain internal and UoE approval for funding applications. Support writing of applications and interactions with different funding bodies as well as UoE management of calls (as funding calls arise)</li> <li>• Embed information on grant application processes (pre- and post-award) into postdoc and ECR handbooks, include as needed in induction packs and make information available via RI intranet (by 2025).</li> <li>• Apply core EDI monitoring questions (<b>FAP 1.2</b>) to applications and successes, report to SLT quarterly or in line with grant success outcomes.</li> </ul>	<p>CDC (research)</p> <p>Strategic research coordinator with DD (Emergence and Impact)</p>	<p>Improve balance in grant application success rates for females to at least 45% and ensure are at least as successful as male applicants in external applications to UKRI.</p> <p>Implement and gain feedback on grant writing skills workshop.</p> <p>Provision of support and increased understanding of the pre- and post-award processes in place at RI for all grant applications (assessed by survey).</p> <p>Addition of information to induction packs, handbooks and website.</p> <p>Reporting of grant success rates to SLT and revision of EDI monitoring questions if further information if required.</p>
<p><b>2.3</b></p>	<p><b>Address gender inequality in staff members under the age of 26</b></p> <p>As part of our assessment of data</p>	<ul style="list-style-type: none"> <li>• Survey staff under the age of 26 to gain insight into how they are supported. We will engage with [REDACTED], an Investors in People Practitioner who will run the survey and provide us with a</li> </ul>	<p>COO</p> <p>DD (Culture &amp; Diversity)</p>	<p>Enhance recruitment and retention of males at younger ages to improve gender balance. Aim to increase % males to 20%</p>

	<p>required to retain accreditation for the Investors in Young People Scheme (liYP) it was evident that very few male staff gain employment at the EB Campus when aged under 26 (~8% of staff under 26 are male). This reflects (in part) suspension of a number of apprenticeship schemes due to Covid-19.</p> <p>Further assessment of the very strong female bias is required, and to further dissect the data to understand progression of our young staff within UoE and their onward destination as leavers.</p>	<p>report (2025). The outcomes will inform our strategy for re-accreditation through liYP (2026/2027).</p> <ul style="list-style-type: none"> <li>• [REDACTED] (liYP) will run a session for all staff responsible for recruitment on attracting young people to the workplace (2026)</li> <li>• Monitor numbers, gender, EDI characteristics and onward transitions of young staff members by survey and at exit interviews (as required).</li> </ul>		<p>by 2028.</p> <p>Application for re-accreditation through liYP: when numbers of young members of staff are increased following re-establishment of apprenticeship schemes (under review).</p>
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2.4	<p><b>Address inequality in staff working part-time and increase understanding of flexible working arrangements. Provide support for career transitions.</b></p> <p>In academic roles significant fewer staff (female and male) work PT compared to the national average. For females the percentage has dropped since 2017/18 from 15 to 10%, the national average is 29%. Similarly for males, the percentage of PT roles at 6% is below the national average at 16%. Reasons for this are unclear and need further discussion.</p> <p>Supporting our staff to transfer between academic and PS roles, and in redeployment as well as returning to work following extended breaks is an area we wish to support and further develop and it is applicable to all staff across grades and genders. Include monitoring in datasets in <b>FAP 1.1</b>.</p>	<ul style="list-style-type: none"> <li>• Include questions in surveys to dissect reasons why low number of staff take up PT roles or have flexible working arrangements (see <b>FAP 1.1</b>). Provide information on the website and via communications at local and College level regarding flexible working (by 2025)</li> <li>• Develop an online resource highlighting different career paths particularly where transferrable skills are key to a change in pathways (e.g., between PS and academia and vice-versa). Engage with staff who have changed career pathways e.g., RI Research Operations Manager who transitioned from academic to PS, and write case studies for our website (2025). Provide information for training resources and professional bodies (by 2027).</li> <li>• Develop a series of events, workshops, training and development with the CDC branches and with input from the EB Campus Technicians network in line with the Technicians Commitment (2026).</li> <li>• Reinstate regular meetings for staff at risk of redundancy and provide support and information relating to the redeployment register. Gather information (quarterly from mid-2024).</li> </ul>	CDC  Culture & Engagement Manager	<p>Improvement in survey responses to over 85% having knowledge of, and feeling able to request flexible or PT working arrangements.</p> <p>Updated website with case studies and resources.</p> <p>Increased proportion of PT staff closer to the national average (increase females to 15%, and males to 8%).</p> <p>Workshops and meetings delivered leading to a greater understanding of the potential of transferring between academia and PS, and of the redeployment process.</p>
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### 3. Career Development and Training

3.1	<p><b>Increase representation of under-represented groups through fair and equitable recruitment processes</b></p> <p>Low numbers of applicants apply for senior academic positions and women are under-represented. In the last 5 years we increased the number of external applicants for UE10 positions to five (from zero, or one per year). At UE08/09 numbers were relatively stable over the 5-year period. We will therefore review how we advertise and recruit to senior posts to encourage more female applicants.</p> <p>Gender disparities in PTO roles are apparent with more female than male staff (female staff in PTO roles increased from 57% to 70% between 2017/18 and 2020/21). We will ensure our recruitment practices are fair and equitable to all applicants.</p> <p>While our current data does not enable sufficient granularity to identify specific numbers of BAME or LGBTQAI+ applicants we know that these numbers are low. We therefore aim to increase the number of applications regardless of protected characteristics.</p>	<ul style="list-style-type: none"> <li>• All staff to undergo Unconscious Bias training (by 2024)</li> <li>• Begin advertising vacancies across more social media platforms, targeting networks for under-represented groups (2024)</li> <li>• Design and implement observer's programme so that individuals from CECC or CDC branches to observe the recruitment process, from shortlisting to interview, to improve confidence in decision making processes, report to SLT (by 2027)</li> <li>• Add EDI selection criteria into job descriptions and monitor using EDI core questions (2026)</li> <li>• Monitor gender disparities in PTO roles (from 2024)</li> <li>• Review essential criteria for PTO roles (by 2025).</li> </ul>	<p>CECC HR Manager EDI Committee</p>	<p>Increase in women applying to UE09 and UE10 roles by 20% by 2028.</p> <p>Monitor the number of applications from BAME applicants and balance recruitment of individuals with other protected characteristics by 2026.</p> <p>Monitor gender balance in PTO roles so that these remain broadly in line with the national average of 64%.</p>
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<p><b>3.2</b></p>	<p><b>Improve communication, support and transparency of the promotion process for academic and PS staff</b></p> <p>Our surveys, including the external survey run by the Culture Builders (Appendix 1) highlight that not all staff are aware and understand the promotion processes. A lack of transparency in selection criteria was identified as an area of concern.</p>	<ul style="list-style-type: none"> <li>• Continue to hold workshops for promotions across all academic grades, ensure these are communicated across campus by multiple methods, and that materials from these can be accessed online (annually, at least one month before promotion application deadlines)</li> <li>• Collate feedback on local annual promotions workshops and continually improve based on feedback to increase awareness/understanding (annually).</li> <li>• Ensure promotional materials and recruitment and selection follow best practice in terms of equality and diversity (2025).</li> <li>• Continue to run internal events such as the promotions workshop and “Pathways to Professor” to support staff with promotion paperwork (annually).</li> </ul>	<p>Senior HR Advisor DD (culture &amp; diversity)</p>	<p>Improvement at survey in respondents who are aware and understand the promotions process to &gt;80%.</p> <p>Positive feedback from promotions workshops and alterations to the support provided as required through qualitative feedback assessment.</p>
<p><b>3.3</b></p>	<p><b>Enhance the induction process and improve on-boarding for all staff and PGR students</b></p> <p>The induction processes at RI are viewed as beneficial for new starts and will also be important for those returning after extended leave or career breaks where re-induction is required.</p> <p>Our PG, postdoc and ECR handbooks need refreshing and updating on a regular basis to reflect changes in committees and policies (etc.).</p>	<ul style="list-style-type: none"> <li>• Revise the induction process for staff and PGR students (September 2023 to March 2024) and continue to hold induction events each month</li> <li>• Create and implement re-induction process for staff returning to work (2025). Monitor effectiveness of re-induction through interviews following people’s return to work and review suggestions for improvement.</li> <li>• Instigate a ‘buddy’ system for those returning to work to help with re-integration into the workplace (2025).</li> <li>• Reinstate a carers fund to help returning</li> </ul>	<p>Culture and Engagement Manager Head of PGR Postgrad/postdoc committees with CDCs</p>	<p>Staff survey and local feedback surveys following induction indicates that 100% of all staff agree that they have received an appropriate induction for their role.</p> <p>Returning staff feel supported through the re-induction process and buddy system (assessed by individual feedback; where appropriate embed into mentoring discussions).</p> <p>At the 2025 PRES survey 100% of PGR students report understanding of the requirements</p>

	<p>PGR students reported a lack of understanding of what was required of them in terms of reporting throughout their studies.</p>	<p>staff to overcome barriers to returning to work (2024)</p> <ul style="list-style-type: none"> <li>Update postdoctoral and ECR handbooks, revise the guidance for PGR students. Make these available online (by end 2024) and update annually.</li> </ul>		<p>laid out in the handbook.</p> <p>Regular updates have been made to the handbooks.</p>
3.4	<p><b>Continue to build and extend the mentoring system</b></p> <p>Mentoring is highly valued by our staff. The scheme was reinstated in late 2023 with double the number of mentee-mentor pairings compared to the previous scheme (halted by Covid-19 pandemic). More females than males are signed up as mentees and the scheme is very focused on academics: we wish to extend the programme across both academic and PS staff. Provision of training for mentors and assessment metrics need to be initiated.</p> <p>PGR students in some programmes (e.g., those funded by Wellcome Trust) have pastoral mentors assigned as part of their thesis committee, we will investigate whether this can be embedded across all our PGR programmes.</p>	<ul style="list-style-type: none"> <li>Further develop guidelines for the mentoring scheme for mentors and mentees (by mid-2024).</li> <li>Carry out mentor and mentee training, we will engage with an external trainer for this, who provides mentoring training for several professional societies (biennial in 2024, 2026, 2028).</li> <li>Promote the mentoring scheme internally through our committees and intranet to encourage mentors and mentees to sign up to the scheme.</li> <li>Monitor the balance of mentors and mentees using EDI core questions to ensure appropriate representation.</li> <li>By survey and individual feedback monitor success of the scheme. Success measures to be agreed by the mentor-mentee pairs as part of the initial meeting as these will differ between academic and PS staff. Carry out surveys and gather feedback in November 2025 and November 2027 (two and four years into the scheme).</li> <li>Host an event to celebrate and promote the success of the scheme (2025).</li> <li>Carry out an internal, informal survey of PGR students to gauge interest and</li> </ul>	<p>Co-lead of ECR experience</p> <p>CDCs</p>	<p>All staff have been made aware of the mentoring scheme and &gt;70% report awareness in surveys.</p> <p>Increase mentoring partnerships by a further 20%. Improve gender balance in mentees 50%.</p> <p>Deliver training to all existing mentors by end of 2024.</p> <p>Encourage more engagement with the mentoring scheme across PS and technical staff. Increase from one mentor/mentee pair to five within two years, and to ten by the end of the 5-year Gold award.</p> <p>Positive evaluation results from post-mentoring feedback survey with &gt;70% staff reporting positive outcomes from the mentoring process (for both mentees and mentors).</p> <p>More than 85% of mentees and mentors report positive feedback on the scheme.</p> <p>Feedback gathered on the importance and impact of pastoral mentoring for PGR students through informal discussion at Thesis Committee meetings. As</p>



		perceived value of pastoral mentors in addition to the supervisor and thesis committee arrangements already in place (October 2024).		required implement pastoral mentors for additional students (e.g., in schemes other than Wellcome One Health Models of Disease)
3.5	<p><b>Continue to develop and deliver a series of career focused events, training and workshops for staff and PGR students.</b></p> <p>Our CDCs have implemented a highly successful series of training events over the last 5 years (<b>Table E</b>) and some future events are already planned. We will continue to engage with staff and students through our committees to define an exciting programme for the next 5 years.</p>	<ul style="list-style-type: none"> <li>• Ensure that planning is a standing item on the agenda for each CDC branch (ongoing).</li> <li>• Ensure good communication through the overarching CDC to ensure that training and events are balanced for staff at all grades and job types, and for PGR students (ongoing).</li> <li>• Ensure good communication continues between postdoctoral and PGR committees, the co-leads for ECR experience and the CDCs/CECC to prioritize courses and events (ongoing).</li> <li>• Secure a budget for externally provided training (by 2024)</li> <li>• Work with the Communications Manager to advertise courses and events, and provide summaries of these on our website.</li> </ul>	<p>CDCs</p> <p>Postdoctoral and PGR committees</p>	<p>At least 4 career- focused workshops per year will be offered to staff.</p> <p>Staff survey results show &gt;80% of post- docs and PhD students feel well supported and have access to useful career related events.</p> <p>The website is updated regularly with details of upcoming events, and short reports of successful events.</p>
3.6	<p><b>Support our postdoctoral staff in obtaining tenure- track positions within and out-with the Institute. Extend our support for fellowship holders.</b></p> <p>The 'leaky pipeline' for postdoctoral careers means that many on short-term contracts will leave RI. We wish to enhance our support for those applying for internal (RI fellowships, UoE Chancellor's</p>	<ul style="list-style-type: none"> <li>• Continue our programme of careers workshops and provision of additional training for those wishing to apply for, or who already hold, fellowships (e.g., UoE leadership courses for early career researchers, Aurora training (ongoing).</li> <li>• Potential fellowship applicants will be able to work with HoDs and DDs to develop scientific ideas and wider</li> </ul>	<p>DD (Research)</p> <p>DD (Emergence &amp; Impact)</p>	<p>Success rates for internal fellowship applications increase by a further 10% (by 2028). Fellowship holder gender balance maintained at ~50%.</p> <p>Improve success rates for fellowship holders progressing to tenure to &gt;70% by 2028 with balance across genders.</p>

	<p>fellowships) or external fellowships (to remain hosted at RI e.g., Wellcome Trust Sir Henry Dale, BBSRC Discovery fellowships). We wish to maintain our excellent success and gender balance in our fellowship applications and success rates (currently ~80% for internal candidates).</p>	<p>aspects of the fellowship application (as calls are announced)</p> <ul style="list-style-type: none"> <li>• Provide mentoring both internally and externally through the ESAT Scheme and the DD (Emergence and Impact) who acts as a local champion for our fellows (ongoing).</li> <li>• Record and monitor the number of successful fellowships using EDI core questions (annually) and further develop advice and support to include interactions with other fellows to share experiences (by 2026).</li> </ul>		<p>Support provided for all fellowship applicants in developing proposals, application procedures. Implementation of mentoring and completion of leadership courses.</p>
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#### 4. Wellbeing and Inclusivity

<p><b>4.1</b></p>	<p><b>Expand access to Mental Health Services, provide training and resources to support our staff and PGR students.</b></p> <p>The impact of mental health on our staff and students cannot be underestimated. The impact of the Covid-19 pandemic in terms of mental health concerns was highly significant. We aim to increase our support networks through additional training of mental health first-aiders, provision of additional training for managers and to increase awareness of the support that is available.</p> <p>Specifically, we aim to understand why some groups (e.g., males) access mental health services less frequently, or feel less able to be open about their concerns.</p> <p>We will also extend our peer-support group to provide a safe environment where all staff and students can discuss aspects of work and home that impact their wellbeing.</p>	<ul style="list-style-type: none"> <li>• Train additional cohorts of mental health first-aiders and ensure there is no gender bias in the staff and students undertaking this training. Use EDI core questions to record who is undergoing training and focus on under-represented groups if required (by 2025)</li> <li>• Implement mental health awareness training for all managers (by 2026)</li> <li>• Organise men's mental health training sessions (2025)</li> <li>• Recognise the impact of suicide and mechanisms for discussion e.g., through ASIST training for SLT (by 2028). Organise events for International Survivors of Suicide Loss Day (annually).</li> <li>• Promote the peer-support network and increase membership through open invitation (by end 2025).</li> </ul>	<p>CECC Mental health subcommittee</p>	<p>Increase the number of trained mental health first aiders to ~100 across the EB campus. Ensure there is no bias in those being trained.</p> <p>All managers have received training in mental health awareness and the SLT have undergone ASIST training.</p> <p>Successful delivery of men's mental health training with positive feedback received by qualitative survey.</p> <p>&gt;80% of staff and students report at survey that they feel supported in their mental health and wellbeing.</p>
<p><b>4.2</b></p>	<p><b>Ensure we are supporting our LGBTQAI+, BAME and neurodivergent staff and students.</b></p> <p>We need to improve our EDI monitoring (see above) to gain a clear picture of our staff and</p>	<ul style="list-style-type: none"> <li>• Provide advice on including pronouns in email signatures (2024).</li> <li>• Encourage staff to become BAME and LGBT allies through increased communications and the EDI race equality subcommittee (2026).</li> </ul>	<p>CECC EDI committees</p>	<p>Further BAME and LGBT allies identified and ensure representation on committees (by 2026).</p> <p>Training and support for neurodivergent staff and</p>

	<p>students with protected characteristics other than gender, and to make adjustments for neurodivergent individuals.</p>	<ul style="list-style-type: none"> <li>• Provide training for all staff and students on neurodiversity awareness, extend availability of current training courses offered by Auticon. Identify neurodiversity champions and establish network (by 2028).</li> <li>• Implement training for managers and recruiters to enable reasonable adjustments for neurodiversity to be included e.g., by providing interview questions ahead of time and enabling flexible interview formats (2025).</li> <li>• Where practical make physical changes to provide quiet or low-lit rooms and provide additional equipment. Signpost to the staff and student disability network for further support (ongoing).</li> <li>• Ensure representation on committees.</li> </ul>		<p>students.</p> <p>Additional training for all managers and recruiters and EDI monitoring in place to allow for adjustments to be made.</p> <p>Quiet spaces identified and modified (if needed) and equipment provided.</p>
4.3	<p><b>Improve work-life balance.</b></p> <p>The difficulties of balancing work commitments with other aspects of life is a theme observed throughout or surveys and discussions. We aim to provide adjustments and devise policies to minimise negative impacts. The 2023 survey responses showed that males were less positive about work-life balance than females (41% compared to 58%) but the overall positive rates were low and reduced significantly from 2018 (was 60%, now 49%).</p> <p>We also recognize impacts on students of the economic crisis</p>	<ul style="list-style-type: none"> <li>• Ensure that all staff and students are aware of, and adhere wherever possible to, the core hours policy which incorporates inclusive meeting times (10am-4pm Mon-Fri) (by end 2024 and annual reminders).</li> <li>• Encourage staff and students to send emails during the working day. Provide guidance including at induction on email signatures to indicate that individuals have different working patterns and replies are not expected other than within working hours (by 2025).</li> <li>• Consider a 'right to disconnect' policy which provides guidelines for reasonable expectations around working hours and email response times (by 2026).</li> </ul>	CECC DD (Culture & Diversity)	<p>At survey a sustained improvement in the frequency of staff reporting positively around work-life balance to &gt;70% by 2028.</p> <p>The majority of meetings (&gt;70%) are held within core hours, including seminars and training courses.</p> <p>Further discussion of a right to disconnect policy and implementation as appropriate by CECC.</p>

	and will increase awareness of available support through the socio-economic subcommittee of our EDI Committee.	<ul style="list-style-type: none"> <li>Make all staff and students aware of the advance payments policy enabling bookings for work related travel, courses etc.</li> </ul>		Raised awareness of socio-economic policies through communications from EDI Committee to all staff.
<b>4.4</b>	<p><b>Provide support for staff and students for the menopause.</b></p> <p>Increasingly, the impact of the menopause is being recognized as a significant barrier impacting mental health and wellbeing. We will run an annual workshop to raise awareness of the impact of the menopause and to provide training for staff and students across genders. We ran a menopause workshop in September 2023 which was very well attended although the majority of participants were female. We will continue to offer workshops and work with the University to develop a menopause policy.</p>	<ul style="list-style-type: none"> <li>Provide menopause training workshop for staff and students which will be made available to all genders in 2025, 2027. Ensure engagement of a wide range of individuals.</li> <li>Work with the University of Edinburgh to revise and roll out a menopause policy to allow for reasonable adjustments and incorporating the requirement for managers to be trained (by 2026).</li> </ul>	DD (Culture & Diversity)  Culture & Engagement Manager	<p>Menopause training workshop programme implemented. Improve participation of males to &gt;20% by 2027.</p> <p>Menopause policy developed and implemented, all staff and students made aware (by end 2026). Add survey questions in 2028 to provide metrics on knowledge and understanding of the policy.</p>
<b>4.5</b>	<p><b>Increase outreach activity to target students from under-represented groups and widen participation.</b></p> <p>The Easter Bush Science Outreach Centre and our PER Manager interact with very large numbers of individuals to promote or science and engage with a wide range of audiences.</p> <p>The Skills Lab project involved both PS and academic staff and</p>	<ul style="list-style-type: none"> <li>Deliver the Lab Skills activity to a wider range of schools selected following an open application process: priority will be given to schools in areas of socio-economic deprivation or rural isolation (by 2026).</li> <li>Staff and students from a wide range of backgrounds will be encouraged to take part in this and other activities. Increase the proportion of staff from PSASS participating in PER activities such as Lab Skills (by 2028).</li> </ul>	Head of PER  All staff and PGR students	<p>Percentage of PSASS/technical staff contributing to PER to increase to &gt;25% by 2028.</p> <p>Continued high reporting of positive outcomes for contributing staff and students, and target audiences. Assessment of qualitative analysis including free text feedback.</p>

	<p>students with a wider range of backgrounds including those with a non-traditional route into science. This project enabled schools in areas of socio-economic deprivation and/or rural isolation to participate. This was extremely well received with over 70% of students certain they learned something and 90% reporting improved self-confidence. 100% of delivery team members reported that the project had enhanced their transferable skills We will embed this in our PER activity and extend where possible.</p> <p>Since 2017 the number of PSASS staff taking part in PER has increased from 7 to over 20%.</p>			
<b>5. Improving Workplace Culture</b>				
<b>5.1</b>	<p><b>Develop confidence in reporting incidents of bullying and harassment or other inappropriate behavior and concerns.</b></p> <p>In response to concerns across the EB Campus we engaged with an external company to survey our Research Culture in 2019. One area highlighted was the ability to report anonymously, or to be able to discuss issues in 'safe spaces' with trusted individuals</p> <p>The 2023 survey indicated gender disparity in personal experience of bullying and harassment, and in</p>	<ul style="list-style-type: none"> <li>Improve current online resources for anonymous reporting. Both online and physical suggestion boxes were established in 2021 but have not been widely used. Online is the preferred route for reporting and we will re-establish this and inform all staff and students that we have done so (by end of 2024).</li> <li>The Culture and Engagement Manager will monitor the suggestion box and as appropriate provide information to the CECC and SLT for action.</li> <li>We will encourage active engagement with the University of Edinburgh Behaviour Charter and align to their</li> </ul>	<p>CECC SLT HR Manager</p>	<p>Online reporting systems in place and monitored regularly with comments fed back to CECC quarterly.</p> <p>In surveys from 2025 onwards, greater than 50% of respondents know how to report incidents of bullying, harassment and inappropriate behaviour. Increase this by at least 10% each year to achieve &gt;80% by 2029.</p> <p>Significant decrease in proportion of survey respondents reporting personal experience of bullying and harassment to less than 5%</p>

	<p>confidence that issues are dealt with. The rates of personal experience of bullying and harassment for males were over 20%, and for females 6%.</p> <p>Females were less positive about feeling safe compared to males when speaking out and reporting incidents (from 2023 survey).</p> <p>Confidence that the department will deal with bullying and harassment, and inappropriate behaviour was very low at the 2023 survey for females (14% and 24% respectively).</p> <p>All line managers will receive training.</p>	<p>Dignity and Respect Policy. Add reference to these in annual appraisal forms (by 2027).</p> <ul style="list-style-type: none"> <li>• Training will be compulsory for all line managers in recognizing and dealing with bullying and harassment, and in leadership skills (by 2027).</li> <li>• Provide additional training for mentors and members of the peer-support group in opening up conversations around psychological safety (by 2028).</li> </ul>		<p>by 2028.</p> <p>Increase confidence that the department will deal with issues to greater than 70%, and improve confidence/feeling safe in reporting to over 50% (from 28% for females and 35% in males) by 2028.</p> <p>All staff and students have been made aware of the Behaviour Charter and Dignity and Respect Policy as part of their induction. Discuss, as required, and record in annual appraisals.</p> <p>All line managers have completed 'Don't cross the line' training and SLT have all completed Dare to Lead training.</p>
5.2	<p><b>Feeling valued.</b></p> <p>Only 21% of females and 31% of males reported feeling valued in 2023.</p> <p>Our staff and student awards were reimagined in 2022 and included a much wider set of categories recognizing non-traditional measures of success. In 2023 more than 10% of the nominations received for these awards were for wellbeing and citizenship. We aim to embed the importance of citizenship in the appraisal process, promotions as well as staff/student awards.</p>	<ul style="list-style-type: none"> <li>• Include citizenship as a key area of recognition in staff and student awards, promotions and appraisals, and student thesis committees (by end 2024).</li> </ul>	<p>CECC</p> <p>All staff and students</p>	<p>All staff and students report that RI and the EB Campus has a positive research culture and that they feel valued for their contributions.</p> <p>At survey respondents report that they feel valued for citizenship and wellbeing activities as well as traditional measures of success. Increase feeling valued to at least 50% by 2025, and to 70% by 2029.</p>

**Appendix 1: Culture survey data**



## **Appendix 2: Data tables**

**1. Students at foundation, UG, PGT and PGR level**

**2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level**

**3 & 4. Academic staff by grade and contract function/contract type**

**5 & 6. Professional, technical and operational (PTO) staff by job family/contract type**

**7. Applications, shortlist and appointments made in recruitment to academic posts** \* *There were no posts recruited to at UE08&09 in 2019/20, and at UE10 in 2019/20 & 2021/22*

**8. Applications, shortlist and appointments made in recruitment to PTO posts**

**9. Applications and success rates for academic promotion** \* *There was no promotions round in 2020-21 due to the Covid-19 pandemic, so that year has been excluded*

**10. Applications and success rates for PTO progress**

## Appendix 3: Glossary

Abbreviation	Meaning
AS	Athena Swan
AWARD	African Women in Agricultural Research and Development
BAME	Black and Minority Ethnic
BBSRC	Biotechnology & Biological Sciences Research Council
BSI	British Society for Immunology
CDC	Career Development Committee
CECC	Campus Experience & Culture Committee
CICG	Campus Improving Culture Group
CMVM	College of Medicine and Veterinary Medicine
COO	Campus Operating Officer
CTF	Career Track Fellow
DD	Deputy Director
EB	Easter Bush
EBSOC	Easter Bush Schools Outreach Centre
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
GVA	Global Value Added
FAP	Future Action Plan
HE-BCI	Higher Education Business & Community Interaction
HR	Human Resources
liYP	Investors in Young People
IWD	International Women's Day
MSP	Member of Scottish Parliament
PandDR	Performance and Development Review (appraisal)
PDRA	Postdoctoral Research Assistant
PER	Public Engagement with Research
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principle Investigator
PRES	Postgraduate Research
PSASS	Professional Services and Support Staff
PS	Professional Services
PT	Part-time
PTO	Professional, Technical and Operational
R(D)SVS	Royal (Dick) School of Veterinary Studies
REF	Research Excellence Framework
RI	The Roslin Institute
SAT	Self-Assessment Team
SL	Senior Lecturer
SLT	Senior Leadership Team
SMG	Science Management Group
ToR	Terms of Reference
TTF	Tenure Track Fellow
UE/UoE	University of Edinburgh
UG	Undergraduate
UKRI	UK Research & Innovation
WLM	Workload Model