



28 April 2011

Athena SWAN Charter Coordinator
Equality Challenge Unit
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55/56 Lincoln's Inn Fields
London WC2A 3LJ

PROFESSOR GARETH LENG, BSC,
MSC, PHD
Professor of Experimental Physiology
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Dear Sir/Madam,

RE: Application for an Athena SWAN Silver Award

I wholeheartedly endorse the application made by the School of Biomedical Sciences for an Athena Swan silver award.

I strongly believe that a culture of fairness, dignity and respect is an essential prerequisite for a happy and efficient workplace. I believe also that my prime role as Head of School is to seek to ensure that all staff achieve their full potential in furthering our collective mission to promote excellence in teaching and research.

It is, in my view, essential that all members of this School recognise that these principles are at the heart of all policies and mechanisms of management in the School, and this is best achieved by ensuring wide involvement in formulating those policies and mechanisms.

While we have come a long way towards eliminating barriers to achievement of individual potential, we still have some way to go. Most worryingly perhaps is the disparity between males and females at the most senior grades (UE09 and UE10). In part, this reflects the demographics of the academic staff, but in part it also reflects the fact that promotion is based mainly on achievements which can be measured objectively, rather than on potential and ability. Career breaks and family commitments still affect women disproportionately by affecting their age-related achievement, and some measures of achievement (such as external measures of esteem) may still be subject to gender bias in ways over which we have no control or certain insight. We have made progress in both minimising the impact of these and adjusting for their effects, but to do so fairly is an imprecise art that needs constant attention.

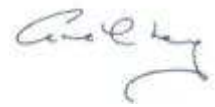
In part also, we have to consider aspects of our culture which may still be affected by attitudes and modes of behaviour that were characteristic of a time when men of a certain class dominated senior management. However, we have been fortunate in this School in having produced some outstanding female role models. I served as deputy Head of School under Professor Dorothy Crawford, from whom I learned more than I could acknowledge without embarrassing her, and in Professor Sue Welburn we have an outstanding, dynamic leader of the University's Global Health Academy. These and others have played a major role in fundamentally re-shaping the School.

In my time as Head of School we have focussed on developing training and mentoring support for younger staff, establishing career development review process for postdoctoral staff, establishing a postdoctoral forum, chaired by Dr Alison Douglas, and initiating new induction training for new staff that includes emphasis on policies to promote dignity and respect. We have also established a firm regime of regular appraisals for all academic staff together with a fair and transparent workload model. These provide a robust framework to

discuss career ambitions and impediments, to monitor workloads objectively, to ensure fair allocation of responsibilities, and to open opportunities for career development for all staff.

The new processes of appraisal and review themselves need to be audited for their effectiveness, and that will be one of the important tasks of the School Academic Opportunities Committee.

Yours faithfully,

A handwritten signature in dark ink, appearing to read 'Gareth Leng', with a stylized flourish at the end.

Gareth Leng
Professor of Experimental Physiology & Head of the School of Biomedical Sciences



Athena SWAN Bronze and Silver Department award application



Name of institution: University of Edinburgh

Date of application: April 2011

Department: School of Biomedical Sciences

Contact for application: Dr Alison Douglas

Email: Alison.j.douglas@ed.ac.uk Telephone: 0131 650 3274

Departmental website address: <http://www.bmto.mvm.ed.ac.uk/>

Date of University Bronze award: 2006, renewal 2009

Level of award applied for: Silver

Athena SWAN **Bronze and Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Charter Coordinator well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

At the end of each section state the number of words used.

Click [here](#) for additional guidance on completing this template.

1. Letter of endorsement from the Head of Department – maximum 500 words

An accompanying letter of endorsement from the Head of Department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the Head of Department to confirm their support for the application and to endorse and commend any women and SET activities that have made a significant contribution to the achievement of the departmental mission.

2. The self-assessment process – maximum 1000 words

Describe the Self-Assessment Process. This should include:

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

The Head of the School of Biomedical Sciences asked Alison Douglas to Chair a departmental bid for an Athena SWAN award. Together they selected the self-assessment team; members were approved in consultation with the Heads of Research Centres within the School. Following Athena guidelines, we included representation from men and women at different stages of their academic careers and across the Research Centres. The self-assessment team was established in May 2010. The aim of the team is defined as: 1) analyse School achievements, strategies and data and, 2) to generate a forward plan for the School.

Dr. Alison Douglas (Convenor): Alison is a Reader in the Centre for Integrative Physiology. She has progressed through the School from Postdoctoral fellow, with recent (2008) experience of promotion to Reader. She has an international research profile and >15years experience as an academic including: running a research group, Postgraduate student supervision, undergraduate teaching and administration and School responsibilities. She is a member of the University Athena SWAN Network. School responsibilities include Chair of the Postdoc Forum and member of the School Policy and Resources Committee. University responsibilities include being a member of the Researcher Experience Task Force (reporting to Senate). Responsibilities outwith the University include: Chair of the British Society for Neuroendocrinology. She is in a dual career marriage. She contributes experience as a senior academic with recent promotion and with in-depth knowledge of junior academic issues.

Mrs. Lee Clark: Lee is the School Human Resources (HR) Administrator (2008-date) and before that was a College of Science & Engineering HR Assistant. She supports and advises academics in all aspects of the appraisals, promotions and leave processes (e.g. maternity/paternity) and facilitates staff recruitment and career development. She is a member of the Postdoc Forum and implements changes to School HR policy. She is in a dual career marriage.

Dr. Ian Duguid: Ian holds a prestigious Wellcome Trust Research Career Development Fellowship (for young academics with international research recognition) in the Centre for Integrative Physiology. He leads a research laboratory and is an experienced supervisor for Postdocs and postgraduates. He has assisted female colleagues in successfully applying for the prestigious Dorothy Hodgkin fellowship (Royal Society; aimed at excellent young scientists who require flexible working patterns). He contributes experience as a successful young academic balancing the demands of family life and setting up a new research lab.

Dr. Rachel James: Rachel was a Postdoctoral Research Associate in the Centre for Cognitive and Neural Systems. She has several publications including in high impact journals and has been a supervisor for postgraduate/undergraduate projects. She is currently on a career break, intending to return to academic research in the future. She contributes experience as a part-time Postdoc, juggling work-family life balance in a dual career partnership (partner travels frequently).

Dr. Paul Kelly: Paul is a Reader in the Centre for Cognitive and Neural Systems. He is an internationally-recognised researcher, running a research laboratory, and has a full portfolio of teaching and administration. He enhanced management strategies to promote the professional development of women in an EU-funded 6th Framework consortium ("NEWMOOD"). He is in a dual career marriage. He contributes experience as a senior academic and in recently mentoring junior academic women.

Dr. Liliana Minichiello (Deputy Convenor): Liliana is a Reader in the Centre for Neuroregeneration. She is an internationally-recognised researcher, initially as a Postdoc at the European Molecular Biology Laboratory (EMBL) in Heidelberg, then as a group leader at

EMBL in Monterotondo, Italy. She has >10-year track record as a PI, including supervision of PhD students and Postdoctoral fellows, and also teaches/administers on undergraduate and postgraduate courses. She contributes experience as a recently-recruited senior academic with a young family juggling work-life balance in a dual academic career marriage.

Dr. Kim Picozzi: Kim is a Lecturer in Global Health in the Division of Pathway Medicine; her research has been published widely in international journals. She is a programme director for online Masters courses, and contributes to undergraduate teaching/administration. She contributes experience as a recently-recruited successful junior academic, balancing postgraduate responsibilities with running her research laboratory, including supervising >6 PhD students.

Professor Mayank Dutia: Mayank was co-opted onto the team (February 2011) in his capacity as the School Equality and Diversity Co-ordinator. He is a recently promoted, internationally-recognised researcher with a full portfolio of teaching and administration in the Centre for Integrative Physiology. He is in a dual academic career marriage.

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

The team met twice to discuss strategy and interpret School data, and exchanged frequent emails. An online survey was sent to all academic, postgraduate and postdoctoral staff: female and male respondents (32%) were equal and across the grades, and issues raised (e.g. inadequate career development information) informed our Action Plan. The University Athena SWAN Network (chaired by Vice Principal for Equality and Diversity, Lorraine Waterhouse) provided guidance and feedback on our application and coordinated the delivery of staff data. One Network meeting included an interactive session with Geraldine Wooley (Scottish Resource Centre for Women in Science, Engineering & Technology, SET). Additionally, Professor Julia Buckingham, Pro-Rector (Education) at Imperial College London, and member of their cross-college Athena SWAN committee and The Royal Society Athena Forum, visited and commented on our application. Published reports of previously successful silver applications within (School of Chemistry) and outwith (Manchester Department of Life Sciences, Bristol Department of Physiology and Pharmacology) the University were also consulted.

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

The team will develop into a School Academic Opportunities committee and gain representation on the Management Board and Policy and Resources Committee. We will implement the Action Plan through broader engagement with staff, increasing their responsibility for realizing the School Athena ethos. The committee will meet every 6 months to review progress towards milestones (see Action Plan) and to revise the Plan as necessary; reporting to School academic meetings as well as to the decision-making committees. We will further contribute to the University Network, including informing University strategy. Professor Buckingham has agreed to continue as an external advisor.
Action Plan Objectives 1A-C, 2F & 3A.

3. A picture of the department – maximum 2000 words

1. A picture of the department

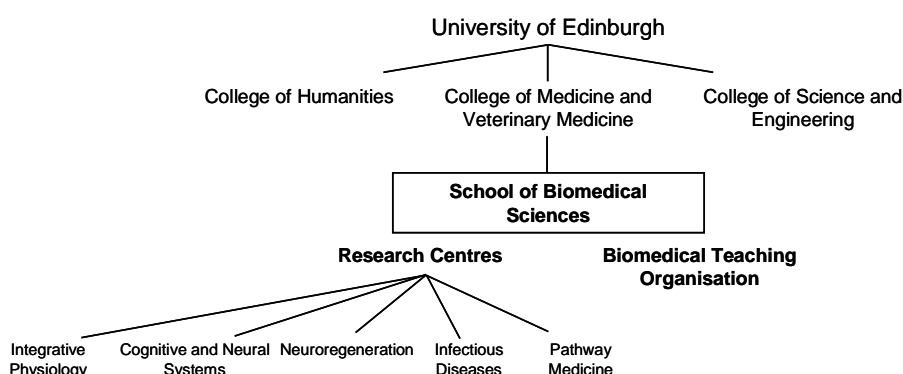
- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The University of Edinburgh hosts three colleges including the College of Medicine and Veterinary Medicine (CMVM) and the College of Science and Engineering (CSE). The Princess Royal has just been elected as the new Chancellor, the Principal is Professor Sir Timothy O'Shea; 4 of the 12 Vice-principals are women. The School of Biomedical Sciences (SBMS, <http://www.ed.ac.uk/schools-departments/biomedical-sciences>) in CMVM has 211 academic staff (45.6% women, including 2 Professors & 9 Readers), comprising five interdisciplinary research centres and the Biomedical Teaching Organisation (BMTO). Of academic staff, 55 are Tutors/Demonstrators (76% women), 109 are Postdocs (56% women); this includes 9 holding prestigious Research Fellowships (78% women). There are 123 other/support staff. In August 2009, 40 staff joined the School from the Division of Veterinary Biomedical Sciences, including senior (2 professors) and junior (2 senior research fellows, 16 Postdocs) academic women. After departmental reorganisation (2002) the Head of School was female (to 2005, now a Vice-Principal). There is a School Equality and Diversity Co-ordinator and an HR administrator, supplementing a Central HR advisor.

The research centres (Cognitive and Neural Systems (CNS), Infectious Diseases (CID), Integrative Physiology (CIP), Neuroregeneration (CNR), and Pathway Medicine (DPM)) conduct basic and clinical research. Together, School staff currently hold 76 research grants, worth a combined £37m. In the last RAE, staff were entered (65% and 80%, respectively) in 2 main categories, UoA9 (Neuroscience & Psychiatry): 65% staff were 3*/4*; UoA4 (Hospital-based clinical subjects): 80% staff were 3*/4* (1st overall).

The BMTO (<http://www.bmto.mvm.ed.ac.uk/>) administers a wide range of biomedically-themed courses for students that enter either directly or indirectly via the Biology Teaching Organisation (BTO) in the CSE. School academic staff design, develop, organise, teach and assess these courses: many students progress to Junior, then Senior Honours in Biomedical topics. Our Senior Honours programmes (4th year) are also offered to intercalating medical/veterinary students and staff organise and teach on Medicine and Veterinary programmes in CMVM.

Schematic diagram of department.



Each Research Centre has a PhD programme supported by Research Council, Charity and other (e.g. drug companies, EUROGENDIS) funding bodies, and administered by committees at Centre level that are overseen by the School Postgraduate Committee. Postgraduate taught courses span a range of onsite and distance learning Masters options; the School also hosts the cross-college Edinburgh Global Health Academy. There are 144

Postgraduate research students. The University provides a wide range of transferable skills and other training courses to prepare postgraduates for a subsequent academic career, and the School monitors uptake.

The School was a pioneer in the University in supporting a Postdoc Forum and a Postdoc Society, and successfully implemented the Concordat (2009). The Postdoc Forum is represented on the School Policy and Resources Committee.

A School Athena SWAN policy was adopted in 2008, initiated by meetings with University HR, construction of a policy document and performance of interviews with a range of female academic staff, subsequently broadened to include male staff. Since then the Head of School and Heads of Centres have listened to suggestions and implemented many of the suggested policies.

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

Student data

General information: Undergraduate programmes are 4 years long, the first year comprising foundation courses: many students are offered direct entry into second year. The BMTO recruits students directly for one full 4 year programme (Medical Sciences, 6 courses), but also fully administers 19 other undergraduate courses; 12 in years 1-3 leading to 7 Honours programmes from which students graduate with degrees in BSc(Hons) Biological Sciences (*with identified biomedical focus, e.g. Physiology*). Students take 6 courses in each of their first-to-third years, then follow their chosen Honours programme wholly within the BMTO/SBMS. Data are provided for all students taking the 25 BMTO undergraduate courses/programmes.

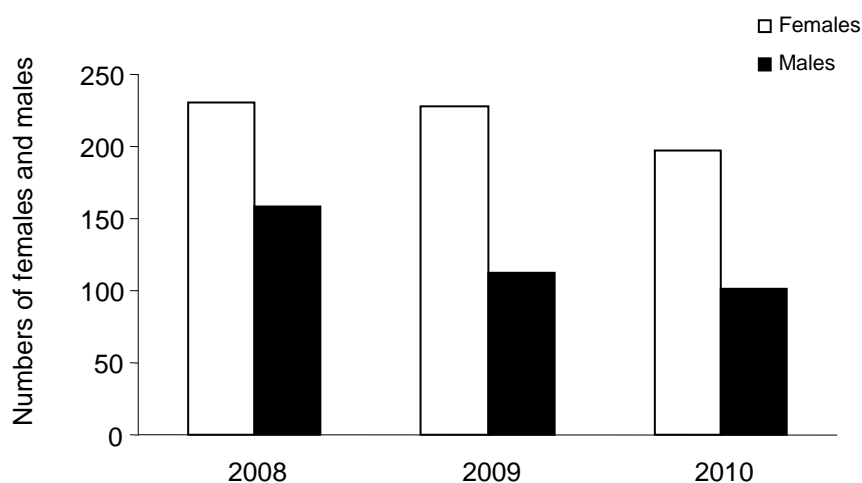
The University is committed to Equality of Opportunity for all its staff and students and has developed a Code of Practice on Equality and Diversity for Students.

The School's Global Health Academy seeks to improve global health and make life better through collaborative, interdisciplinary research, education and resource development. Their interdisciplinary postgraduate training offers a wide range of flexible programmes and courses using both conventional and online teaching methods.

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

The BMTO hosts 3 first year (foundation) courses, one of which ran for the first time in 2010-11. The female:male ratio for all 3 courses was ~1.5:1 in academic year 2008-09 and although numbers taking the courses have declined since then, the proportion of females has increased so the ratio is now ~2:1 (Figure 1). The new course has a female:male ratio=0.6:1 but intake was capped to 20 and recruitment was artificially time-limited. Next year the numbers will be capped at 100 with typical timescales for applications so will give a better idea of female:male ratios. This course has weekly evening lectures and choice of tutorial times, designed specifically to attract women.

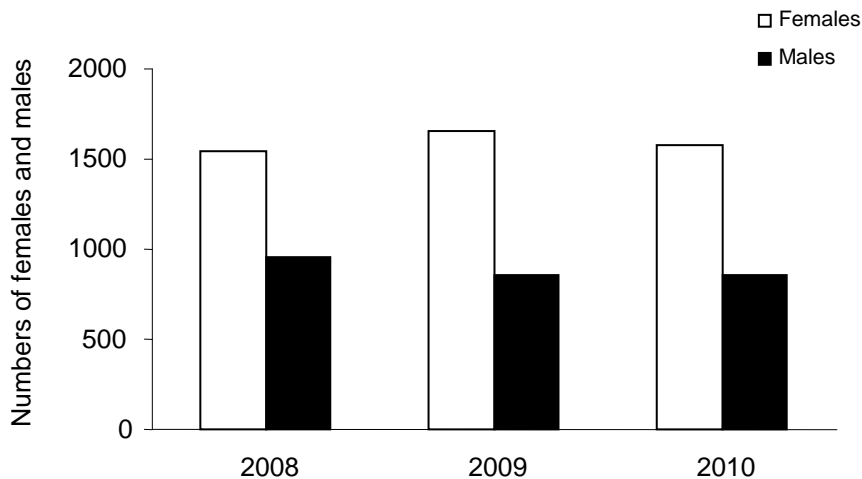
Figure 1. Numbers of students taking foundation courses in BMTO by gender



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

Total numbers of female students are substantially greater than males (Figure 2). The ratio of female:male students has increased from 1.6:1 (61.7% females) in 2008-09 to 1.9:1 (64.9% females) in 2010-11, and is now comparable or greater than national data (proportion of female STEM UK undergraduates in biomedical subjects 'allied to medicine', 2007-08=65.6%, 2009-2010=61.8%; data from HESA). None of the courses have part-time students.

Figure 2. Numbers of students taking all BMTO courses by gender

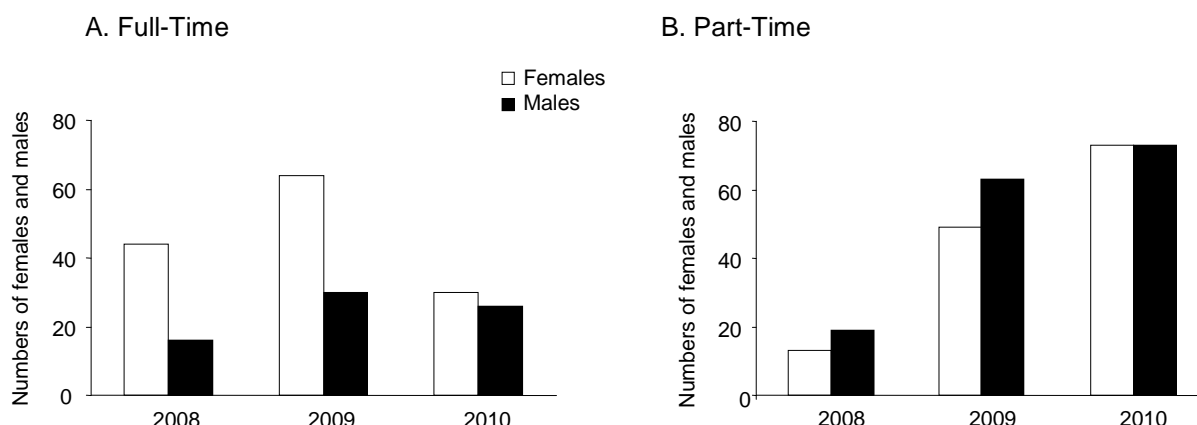


- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

The BMTO hosts six Masters courses that are full-time and taught on location; one small course started in 2010-11, and one which had attracted high numbers of women in previous years did not run in 2010-11. The ratio of females:males was ~2.4:1 (68 and 73%) in 2008-09 and 2009-10, so providing training to substantially more women than men (Figure 3A). The data for the first 2 years exceeds the reported national average of 62.2% in 2007-08 and 40.9% in 2009-10 (proportion of female STEM Postgraduates in biomedical subjects 'allied to medicine'). The apparent drop in the ratio to ~1:1 (50%) in 2010 reflects the lack of women previously taking the withdrawn course. However, the proportion of females taking full-time Masters courses in 2010 is still greater than the national picture in 2009-10.

Four BMTO Masters courses are part-time and delivered online over 3 years. This allows students to continue in their existing employment and remain in their country of origin: several female students have reported that this structure allows continuation of their education whilst starting a family. One course ran for the first time in 2010-11 and two courses transferred from the Vet School in 2009-10, so the number of part-time students increased in 2010-11. The female:male ratio was 0.7:1 (41%) in 2008/9 but this has since improved to 1:1 (50%) in 2010/11 (Figure 3B), and therefore female representation is now equalized. Nationally, 65.2% (female:male ratio=1.9:1) part-time students were female in 2009-10, so our figures are still comparatively low. Thus our full-time taught Masters courses are attractive to women, perhaps compensating for fewer taking part-time courses.

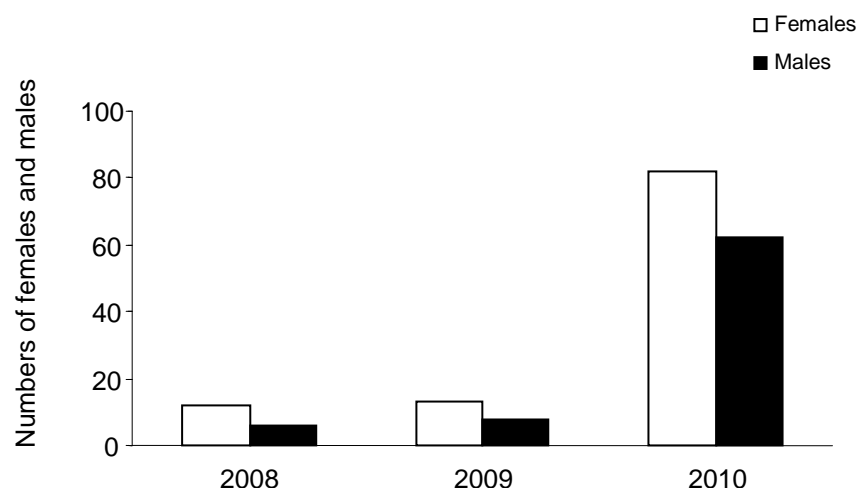
Figure 3. Numbers of students on Postgraduate taught (MSc) courses by gender



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

The School hosts both PhD and MSc by research students. Females represent a larger proportion than males (combined data, Figure 4; MSc students= 2009-10: one male, 2010-11: two females plus one male). Total numbers of research students increased substantially in 2010-11 when Vet School students were transferred. The female:male ratio was 2:1 (66.7%) in 2008-09 and now is 1.3:1 (56.9%), so has decreased recently- however the proportion of women taking Postgraduate degrees by research is greater than those taking the taught courses and is close to the national average (55.7% in 2009-10). Two PhD students (both female) are part-time (currently 1 in 2nd year, 1 in 3rd year).

Figure 4. Numbers of students taking Postgraduate degrees by research by gender.

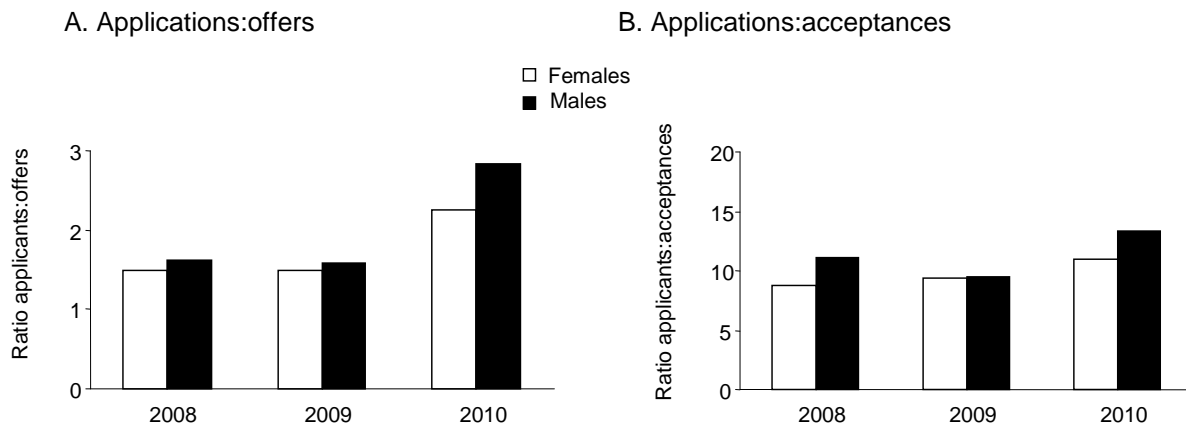


- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, Postgraduate taught and Postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Undergraduates: More females than males apply for undergraduate places in Biomedical programmes (average over 3 years: ~double the number of females apply). The ratios of

applications to offers (Figure 5A) or to acceptances (Figure 5B) are slightly lower for women than men, showing that proportionately more women receive offers and places (2010 female:male ratio of entrants= 123:61 (=2:1, ~67%). While this is a substantial overrepresentation for women it does not match the national picture, where female:male ratios of acceptances were 4:1 in 2009-10 (in 'Subjects allied to Medicine'; data from http://www.ucas.com/about_us/stat_services/stats_online/).

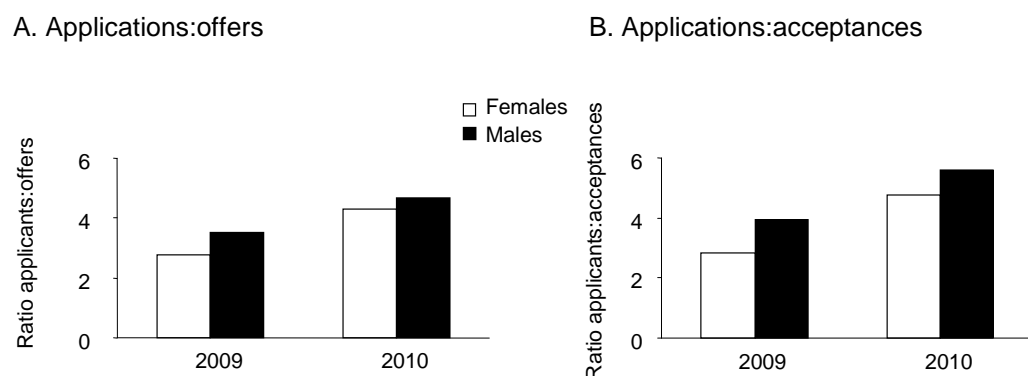
Figure 5. Ratios of applications to offers or acceptances for undergraduate places leading to BMTO Biomedical Honours programmes by gender



Postgraduate taught degrees (data not available for 2008):

More females than males apply for Postgraduate taught places (2010 ratio 133:117). The ratios of applications to offers (Figure 6A) or to acceptances (Figure 6B) are slightly lower for women than men, showing that proportionately more women receive places.

Figure 6. Ratio of applications to offers or acceptances for all Postgraduate taught degrees by gender

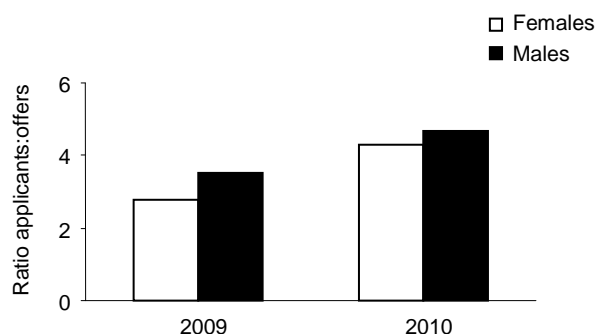


Postgraduate research degrees (data not available for 2008):

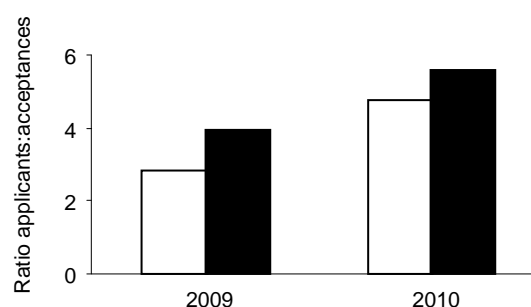
The numbers of female applicants for Postgraduate research places are slightly higher than males (2010 ratio 74:69). The ratios of applications to offers (Figure 7A) or to acceptances (Figure 7B) are slightly lower for women than men, and similar to those for Postgraduate taught degrees, so proportionately more women receive offers/places.

Figure 7. Ratio of applications to offers or acceptances for all Postgraduate research degrees by gender

A. Applications:offers



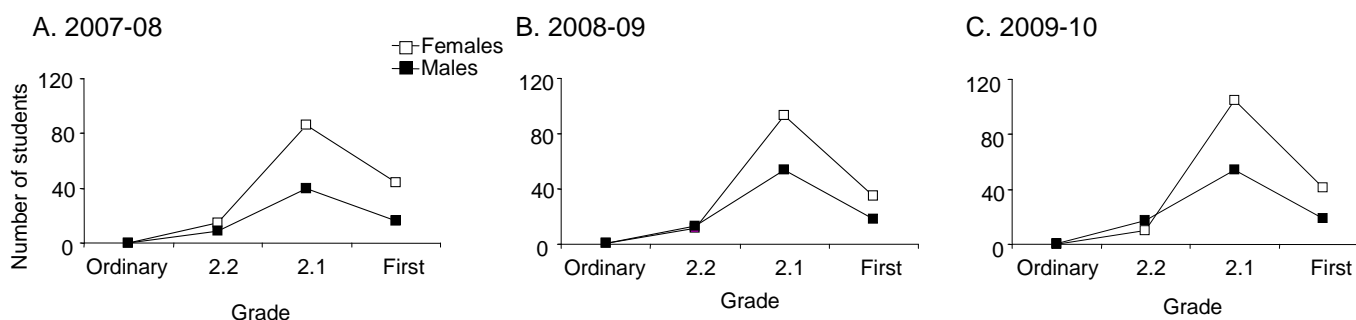
B. Applications:acceptances



- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

The profile of degree classifications for both genders is typical for biomedical degrees, the majority being classified at the Upper Second Class (2.1). More females attain 2.1 and 1st Class degrees than males (Figure 8). This partly reflects the greater numbers of females taking the BMTO programmes (Figure 2), especially in the 2.1 band where the ratio of females:males was 1.9:1 in 2009-10. However for 1st Class the ratio rises (to 2.2:1 in 2009-10) showing that proportionately more females are successful at reaching this distinction than males.

Figure 8. Numbers of BMTO Honours students achieving the range of degree classifications by gender



Student data summary: We are reasonably satisfied at the distribution of female:male students; positive action may be required to encourage more male students to enter the field for equality reasons. Our analysis shows that maintaining continuity of careers for women is the challenge for the School (see below).

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

General staff information: University-wide standard academic grades:

UE06=student undertaking Postgraduate degrees by research/tutors

UE07=research associate/Postdoctoral research fellow/clinical lecturer

UE08=lecturer/clinical lecturer

UE09=senior lecturer/reader/Wellcome Trust Research Fellow & Senior Research Fellow

UE10=professor/clinical personal chair, or equivalent

All Research Fellows are treated as junior academic staff. Women comprise 45.6% of staff on grades UE06-10 in 2010.

The University supports equality for women: the current Strategic Plan aims to increase the proportion of females across academic grades.

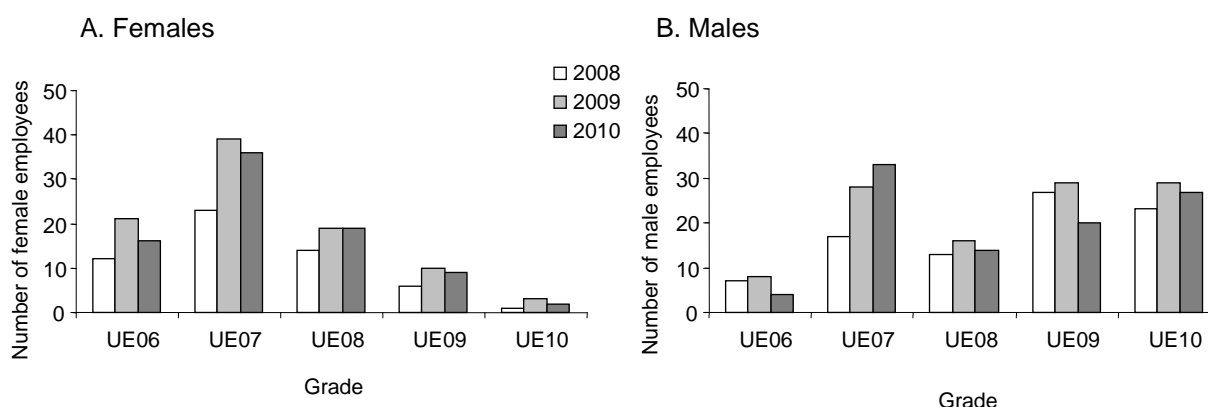
SBMS: At UE06 substantially more females than males are employed (2010 ratio for UE06=4.3:1; Figure 9) and the ratio is greater than would be expected compared to our numbers of Postgraduate students (2010 ratio=1.3:1). At grades higher than UE08 (2010 ratio=1.4:1) there is a trend towards male dominance, reflecting the scientific community. Female Postdocs and lecturers are not underrepresented; their progress to more senior academic positions has improved since 2008. The large increase in female employees at UE06/07 in 2009 was due to the transfer of Vet School Researchers.

There are substantially more males at UE09 (2010 female:male ratio 0.5:1) and UE10 (2010 female:male ratio 0.1:1), so senior academic women are underrepresented. This is in line with national average data across 4 UK universities (Gander M, 2010 Perspectives 14(4):120-126). However the staff ratio in one of the Research Centres is more balanced: of 7 senior academics, 4 are women (1 Professor, 3 Readers). The absolute number of senior academic women has increased over the review period: e.g. Readers increased from 6 to 9 and Professors from 1 to 3 (though 1 subsequently retired).

Action being taken to increase numbers of senior academic women includes additional line manager support for career development, including implementation of regular appraisals and, as a consequence, putting more forward for promotion; offering of mentoring for women and appointment of more women to School responsibilities.

Action Plan Objectives 2A, 2C & 2G.

Figure 9. Number of female and male employees by grade

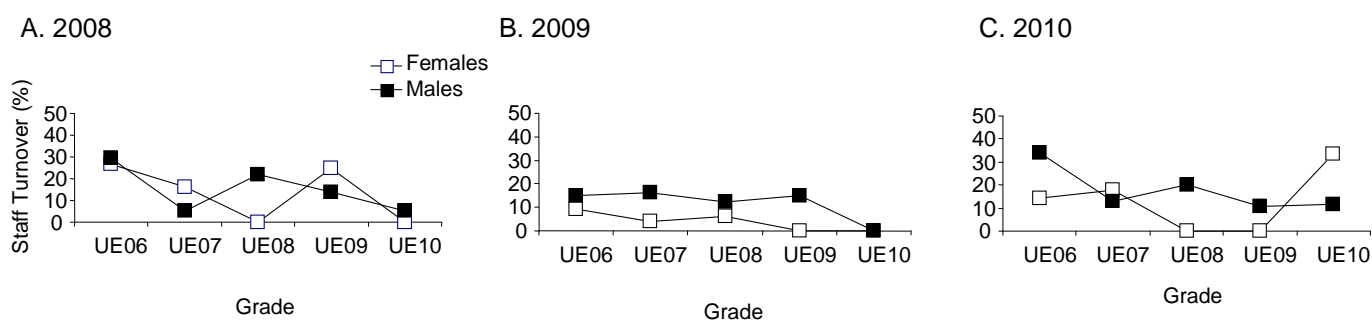


- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Turnover data comprises those leaving or joining the School from outwith the University and does not include the Vet School transfers.

Overall, turnover of women in the School is generally low and is not higher than males (Figure 10A,B,C). Turnover was similar in women and men across the grades in 2008 and it remained stable or decreased in 2009-10, especially for women at UE08/09, showing good retention of senior academic women. Low turnover indicates to us that people tend to stay and there is more internal progression (see section 4a)ii below). Reasons for leaving, including at UE09, are mostly due to grant termination or resignation for a job in another Institution. The main incoming positions are temporary grant-funded Postdoctoral positions. The impression of high turnover of UE10 women (2010) was from retiral of 1 female professor. In males at UE10 turnover is due to recent retireals, which are not replaced- i.e. no effect on recruitment.

Figure 10. Turnover of staff by gender



Supporting and advancing women's careers – maximum 5000 words

4. Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

The University's recruitment system does not hold information that can report on job applications and success rates specifically in SET schools. Limited data is available showing application rates and academic 'new-starts', which represents a range of additions to staff. We cannot readily calculate success rates.

Jobs that were available were at UE06-08; staff influx from the Vet School increased positions/applications in 2009-10. Overall the data show that more women applied for UE06 positions than men, reflecting the number of females in the topic nationally. However applications for UE07 were similar across gender and lower in women than men at UE08 (Table 1A). The reason for this drop in female applications after grade UE07/08 (Figure 9) needs to be investigated.

The number of new-starts was higher in women than men at UE06; similar at UE07; with no female new-starts at UE08 (Table 1B). The proportionate lack of female new-starts at UE08 is concerning and the School is developing policies to address this.

Action Plan Objectives 4A-D.

Table 1. Numbers of applications for and 'new-starts' in academic jobs by gender

2008		A. Number of Applications for jobs		B. Number of academic new starts	
Position applied for		Male	Female	Male	Female
Research Fellowship (UE08)		5	1	2	0
Research Fellowship (UE07)		3	3	5	9
Postgraduate studentship/tutor (UE06)		0	1	6	6

2009		A. Number of Applications for jobs		B. Number of new starts	
Position applied for		Male	Female	Male	Female
Research Fellowship (UE08)		17	8	4	0
Research Fellowship (UE07)		21	17	12	10
Postgraduate studentship/tutor (UE06)		29	42	2	10

2010		A. Number of Applications for jobs		B. Number of new starts	
Position applied for		Male	Female	Male	Female
Research Fellowship (UE08)		2	1	1	0
Research Fellowship (UE07)		98	98	7	9
Postgraduate studentship/tutor (UE06)		49	60	2	6

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

The School Academic Promotion panel identifies candidates for promotion based upon their contribution to management, their depth/breadth of teaching experience and/or their substantial research profile using information gained from appraisals. Self-nomination is also available. The School aims to make this a more transparent process, including benchmarking. We will appoint an Academic Advisor for UE07-08 staff to oversee academic progress of this important cohort of staff; the Advisor will also guide staff through their 3 year probation period and advise the Head of School about transfer out of probation. Additionally the University Equality and Diversity Monitoring and Research Committee are reviewing the promotions processes this year.

Action Plan Objectives 2H-I

Twice as many men applied for promotion than women between 2007-2010 (13 vs. 6) and most were at higher grades (UE09/10; men 92%, women 50%) but the number of women applying was proportionately more compared to total women at this level. All applications by women were successful, as for men (Table 2), so proportionately women fare well. However, no women have applied for promotion to UE10 in 2007-2010.

Female examples: Senior Promotion- UE08 academic was awarded research grants, exhibited increased Postgraduate supervision, external examining and international recognition, and requested promotion to Reader, which was successful (2007-08). Junior Promotion- a UE07 Postdoc was promoted to UE08 (2008-09), based upon running her own research project, publications in peer-reviewed journals, teaching contributions and collaboration with national/international groups.

The University also financially rewards staff that make an exceptional contribution to the School or University. In 2009 the Promotion panel decided to earmark those who, if not ready for promotion, might be recognised for their achievements. In 2009 one male successfully applied for an additional increment. In 2010, following new School policy, 1 man and 3 women were put forward for additional increments. All were successful except for 1 woman who was given feedback. In 2011 three women and 1 man have been put forward for a contribution award, outcome pending.

The School aims to facilitate all female promotions; policy from 2008 includes identifying academic women with potential and then providing extra support, e.g. more frequent appraisals, specific advice on attaining experience, targeted nominations for responsibilities. Despite this junior women are not being promoted to higher grades. We aim to now formulate a better plan for identifying those suitable for promotion at the earliest possible stage of their career and for enhancing leadership skills in talented young academics.

Action Plan Objectives 2A, 2C-E & 2G.

Table 2. Numbers of applications and successes for promotion by gender

<u>2007-08</u>	Number of Applications for promotion		*Number of applications which were successful	
Position applied for	Male	Female	Male	Female
UE10	2	0	2	0
Readership	3	2	3	2
Senior Lectureship	0	0	0	0
Senior Research Fellowship	0	0	0	0
Research Fellowship (UE08)	1	0	1	0
Research Fellowship (UE07)	0	0	0	0

<u>2008-09</u>	Number of Applications for promotion		Number of applications which were successful	
Position	Male	Female	Male	Female
UE10	3	0	3	0
Readership	1	0	1	0
Senior Lectureship	0	0	0	0
Senior Research Fellowship	0	0	0	0
Research Fellowship (UE08)	0	2	0	2
Research Fellowship (UE07)	0	0	0	0

<u>2009-10</u>	Number of Applications for promotion		Number of applications which were successful	
Position	Male	Female	Male	Female
UE10	3	0	3	0
Readership	0	1	0	1
Senior Lectureship	0	0	0	0
Senior Research Fellowship	0	0	0	0
Research Fellowship (UE08)	0	0	0	0
Research Fellowship (UE07)	0	1	0	1

* all were successful.

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

School policy aims to encourage women to apply for and accept posts by showing the University Athena SWAN Bronze logo on advertisements, checking grant-funding body terms on maternity leave before acceptance, ensuring female membership of recruitment panels, inviting HR to observe interviews and stating work flexibility and family leave policy in recruitment material. The University is currently undertaking a cross-college recruitment project to assess and optimise mechanisms in the light of equality and diversity issues.

Action Plan Objectives 1B, 4A-C & 5B.

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

The key area of attrition of female staff is the lack of progression from UE07/08. This has a domino effect, reducing the number of women available for promotion to more senior grades and giving the impression of a glass ceiling. This partly affects males too, as few permanent junior academic positions are available (reflecting the national situation); however, once UE08 grading has been achieved men are more likely to gain promotion. Successful School policies have significantly reduced the attrition previously associated with maternity leave.

School personal support

- The Academic Promotion panel identify women to support.
- All Postdocs are encouraged to gain experience in lab/School responsibilities (e.g. seminar planning, membership of teaching and assessment committees).
- Senior Postdocs showing leadership are supported in applying for RCUK fellowships and given interview practice.

Development training

- Postdocs are offered yearly development appraisals; final year Postdocs are especially targeted to ensure support at this crucial stage. Appraisals identify career aspirations, leadership in management/administration, and discuss ways to enhance skills.
- Attendance at Roberts Funding-supported training and transferable skills training courses (including Career Management and Management Skills courses) in the new Institute for Academic Development is promoted.
- Postdocs are encouraged to supervise students. Training is provided by example from senior staff and targeted HR courses.
- New PIs are required by the School to take a new central HR course on 'management' and a course on running Postdoc appraisals.
- The University Professional Development and Review (PDR) Scheme is available for all new lecturing staff with contracts of >12 months. The Scheme aims to help new staff develop to their full potential, provide ongoing support through an assigned mentor and provide regular reviews of progress through an assigned reviewer.
- All responsibilities are recorded in the workload model, are reviewed in appraisals; a formal 'teaching record' is offered to complement CV/job applications.

Networking

- The School Postdoc Society holds Roberts Funding, supporting meetings and invited speakers. This worked well up to 2009-10 but currently needs a new committee due the departure of key members of junior staff. The Postdoc forum will encourage its reinvigoration and the School will offer administrative support.
- The University Researcher Development Programme offers courses on personal presence and networking which are widely advertised
- The School HR Administrator routinely sends research staff (including those on maternity leave-if desired) news, funding, career development, mentoring and networking opportunities information: e.g. from Vitae Hub, Scottish Resource Centre for Women in SET.

Mentoring

- Postdocs and junior academics are eligible to participate in the University mentoring scheme, where HR match mentor/mentee. HR advise on how best to use mentoring. Women may request a mentor who is female or who understands identified issues, e.g. family-related. Availability is promoted on School websites.

Leadership

- Postdocs additionally have project appraisals which review research leadership.
- A range of targeted leadership courses are available for Postdocs, e.g. Managing People.

Evidence shows that additional support from line managers can facilitate a good Postdoc gaining a junior permanent academic position (e.g. see case study). Together with experience and/or training, this gives women opportunities they may not ask for, confidence in their worth and encourages rising to (or seeking) a new challenge.

However, evidently this is not enough to boost transition of into more senior positions. We aim now to revisit and revise policy on progression of junior female academics. We will utilise data from the School survey and extend exit interviews to all staff to gain further insight. Additionally the University is currently investigating new ways to support PIs through a Researcher Experience task force (reporting to Senate).

Action Plan Objectives 1A-C, 2A-I & 3B.

5. Career development

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

The University is committed to personal development and review of its academic staff, aiming to achieve at least 80% appraisal rate. Currently 42% School Postdocs have been appraised (female:47%, male:52%) and 48% of other academic staff (female:27%, male:72%). The key issue for the School is to increase the female appraisal rate; this is being tackled by School HR and Postdoc Forum strategies such as frequent reminders and enhancement of appraisers' training (records kept); policies such as new academic staff being required to attend training are being implemented.

Postdocs

Postdocs are offered both project and developmental review meetings annually. During appraisals aspirations and skills/achievements of the staff are discussed and form the basis for decisions of the Academic Promotions panel. We provide opportunities for Postdocs to contribute to School policy, and to gain experience in teaching and administration. To facilitate this, the School hosts a Postdoc Forum which provides a framework to support Postdocs by co-ordinating their appraisals, recording contributions to teaching and administration and ensuring representation at School management level. The Forum also aims to develop strategies to enhance Postdoc transition to higher grades. In liaison with HR we are developing further training opportunities to enhance Postdoc leadership skills.

Academic staff

Academic staff are offered appraisals every one-two years. The aspirations and achievements of the staff are discussed and contribute to decisions of the Academic Promotions panel. All staff appraisals are formally recorded and an agreed note of action completed; the School HR Administrator follows up any needs. We are in the process of amending the standard University appraisal forms so that they more fully record School responsibilities.

Promotion criteria

The University has standardised academic promotions guidance and criteria which take into account research and publication activity, success in obtaining research awards, conference invitations, citations by other researchers, etc. Appointment to Chair includes the additional attributes of teaching excellence and the advancement and promotion of subject through outreach and advisory work. The University also offers the possibility for appointment to Personal Chair in Student Learning; a Senior Lecturer was put forward for this promotion in the 2011 round. These criteria therefore reward quality of research and teaching.

Action Plan Objectives 2A-B & 2D-E.

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

All new staff receive induction via their Centres, involving a guided tour with introduction to key people, initiation into health and safety issues and discussion of grade-specific issues, e.g. for Postdocs. The induction booklet of one Centre contains additional information, e.g. on lab practice, animal work and computing. Induction is recorded on a dedicated School (or Centre-specific) form. The School aims to extend the dedicated booklet and induction form to its other Research Centres which are located in different sites/buildings. All new Postdocs are provided with copies of the Concordat and the Researcher Development Guide for Research Staff. The guide contains information regarding appraisals, support, development, representation and Postdoc forums/societies. Targeted induction sessions for Postdocs are provided by Central HR.

Repeated Equality and Diversity training seminars are held for all staff. Additionally, the University provides an online Equality and Diversity training package. The School will ensure that recruiting managers have attended such sessions.

Key issues: Comments in the recent School survey revealed that such information is not generally known, so we now aim to hold local induction and information sessions to ensure junior academic familiarity with career development information, equality and Athena principles.

Action Plan Objectives 2B, 2E & 2H.

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

Role models for female students in the University include female Vice-Principals, Lecturers and the President and two Vice-Presidents of the Students' Association. In the School role models include research programme leaders, course organisers and committee Chairs; one

successful Research Fellow was recently profiled in the University magazine and the first Chair of the Postdoc Society was a woman.

There is a Postgraduate social seminar series, run by Postgrads for Postgrads, with representatives in each Research Centre. This provides opportunities to mix with other students generally as well as to contribute to addressing student-related issues. The representatives are ex-officio members of the School Postgraduate Committee so can contribute to deciding peer issues: 5 of the 11 representatives are women.

PhD students have three supervisors (thesis committee): 2 in their field of research and one independent Chair. Often there is at least one male and one female supervisor; this is not School policy but the practice will be proposed. The committee meets with the student yearly to discuss project and personal issues; the student can also meet independently with their supervisors at any time. The student is given written feedback on their scientific progress and a formal record is completed and submitted to the College Postgraduate Committee. All supervisors are required to attend supervisor training every 3 years and a record is kept of attendance: a guidance booklet is sent to supervisors every year. Female students are eligible for and encouraged to have a mentor.

The Edinburgh University Students Association [EUSA] Advice Place is an impartial advisory service for all students irrespective of gender. There is also a dedicated Women's Group which offers support for female postgraduates, Postdocs and their families. The group run regular meetings and provide social support; local information and English lessons are offered- children are welcome and crèche facilities are available.

Action plan objective 2C

6. Organisation and culture

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

- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Women hold senior academic posts at all levels in the University management including the Chancellor, Secretary, Vice-Principals and Students' Association leaders. The School policy is to increase the number of women in management roles, including representation on its committees.

The key committees that govern the School are:

Management Board
Policy and Resources Committee
Research Committee
Postgraduate Teaching Committee
Postdoc Forum

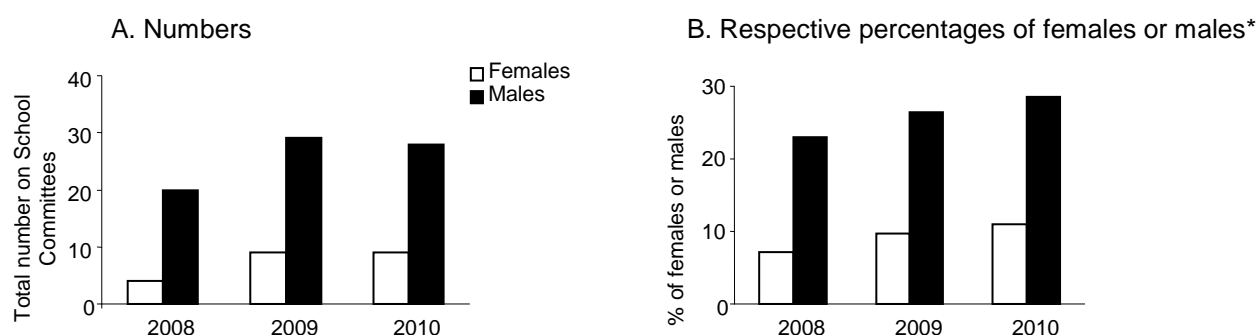
All committees have female members and they represent on average 28% of committee membership (Figure 11A; only academic membership was analysed). The size of committees has increased since 2008 but the % of women has also increased (from 21% in 2008). The proportion of women on committees compared to all female staff is less than half the proportion of men to all male staff (Figure 11B), indicating overall female underrepresentation. Although women involved span the grades and one female RCUK fellow sits on the Research Committee, junior academic women are very underrepresented generally. Most women on committees are UE09/10; since the number of women at these

grades is low, they are therefore overrepresented compared to men. On one committee women comprise 50% of academic staff members (Postdoc Forum), but on another (Management Board) they comprise 0%. This board consists of the Head of School and Heads of Centres; however, one female deputy Head of Centre stands in when the head is absent. Almost all senior academic women in the School are members of a committee- female membership on different committees is rarely the same woman.

Membership selection: Management Board and Policy and Resources committee academic members are taken from the appropriate representative groups, i.e. the Research Centres and key school committees; HR and senior administration is also represented. The Postgraduate Teaching committee members are convenors of the Centres' Postgraduate panels; the Postdoc Forum members are Postdocs involved in the management of the Postdoc Society and academics representing the Research Centres. We now aim to include more junior academic women on committees, so they can contribute to decisions that will specifically affect their peer group, e.g. Postdoc Forum. Membership of the Academic Promotion panel (currently=Management Board) will be addressed, aiming to include female representatives.

Action Plan Objective 1B, 2G, 2I

Figure 11. Academic representation on School Management Committees by gender.



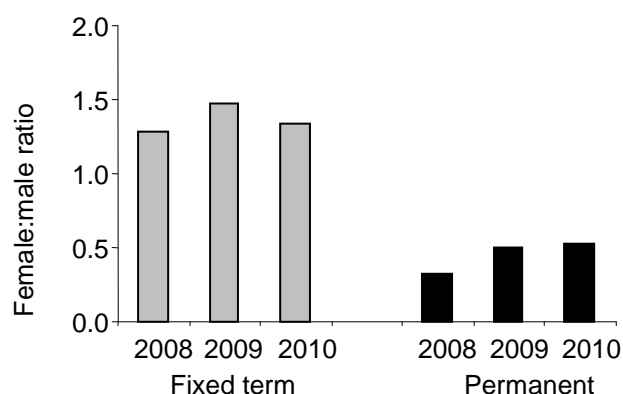
*ie, number of females on committees/total number of females and number of males on committees/total number of males

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

The number of both permanent contract and fixed-term academic staff increased substantially between 2007-09 (transfer from the Vet School). There are more males on permanent contracts (female:male numbers: 18:56; 34:68, 36:68) but more females on fixed-term contracts (36:28; 59:40, 55:41). This reflects the greater number of female Postdocs employed on fixed-term grants and also includes demonstrators/tutors, showing their success as junior academics. The number of permanent female staff is consistently lower than males but is increasing year by year. The School aims to increase the number of females in permanent contracts by targeting support for females towards their transition from Postdoc to Lecturer. This has been achieved recently by appointing 2 women to lectureships (1 permanent, 1 fixed-term) and by transferring 3 women (of a total of 4 transfers) with personal RCUK (or other prestigious) Fellowships to permanent positions in the School.

Action Plan Objectives 2E & 2G

Figure 12. Female:male ratio of staff on fixed term and permanent contracts



- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

School committees: The primary decision-making committee is the Management Board: members are the Head of School and Heads of Centres, who are all male. However one of the deputy Heads of Centre is female and stands-in if the Head is unable to attend. Membership also includes the School Administrator who is a non-academic female.

College committees: We have 36 male and 15 female staff on College decision-making committees. On the College Postgraduate Research Experience Committee there is a female PhD student representative from our School in addition to the 2 female academic members.

University committees: Decision-making committees (e.g. Senate, Ethics committee) have 9 males and 4 females from SBMS. 1 female is currently a Vice-Chancellor; another female academic is the University Appeal Committee’s Deputy Convener.

Since development of the School strategy the number of female representatives on committees has increased. ‘Committee overload’ has not yet arisen but line managers assess responsibility load at appraisal.

Action Plan Objective 2I.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

The BMTO collected workload data in a new format in 2009, aiming to provide information on teaching hours, project supervision, student pastoral care (Directors of Studies, DOS)

and administrative duties, including chairing teaching and School committees. It is evident that teaching is gender-balanced: average % teaching hours, male=14% and females=15% of hours available. All academic staff are required to take on the role of DOS for undergraduates. All data is available at appraisal. Our workload model is also designed for transparency enabling comparisons of contributions to School function. The BMTO operates succession planning, where Course organisers and Exam Board Chairs are rotated every 4 years, with appointed deputies. Succession planning is decided between the Head of School and Head of the BMTO, in consultation with the staff member and their line manager, taking into account their other current and projected responsibilities. The line managers identify the most appropriate balance between heavy workload and responsibilities that are of most benefit for the individual. Generally the SBMS has a collective responsibility ethos where most staff share teaching workload in a relatively balanced and fair manner.

The University supports equality in work and collects staff data using a Time Allocation Survey- analysis of data for SBMS (>90% return) indicates that men and women self-report approximately the same average hours working time per week, and about the same % time is spent by men and women on teaching, research, administration and professional development. No major issues have arisen. In this time of decreasing staff numbers due to non-replaced retirements and reduced budgets the University is conducting a 'GoLean' audit to analyse support needed by and provided to academics. It is anticipated that this will prevent overburdening of academic staff when recommendations are implemented.

Action Plan Objective 2A & 3C.

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

Departmental meetings

Committee meetings are normally held between the core hours of 10:00-15:00. However, the School Academic Staff Meeting is held at 16:00 to enable staff from other locations to attend before going home. The timing of departmental seminars is varied across the Centres, starting at 12:30, 15:00 or 16:00. To promote attendance at seminars and meetings, timings will be raised with at the next Management Board. It has also been suggested that the Academic Staff meeting is rotated around the different Centre locations to facilitate wider attendance. Many meetings (e.g. Postdoc Forum) are arranged by online poll of availability, which gives everyone a choice. Women who work part-time often prefer to work on Tuesday-Thursdays rather than Mondays and Fridays so it could be suggested that meetings which they are expected to attend are not held then.

Social gatherings

Research Centres encourage social gatherings: one Centre has a social committee and regularly holds social events; e.g. a monthly beer and pizza gathering for all staff on Friday at 16:00- this enables staff to participate before heading home. Other gatherings include quiz nights, bakery competitions, etc, which are open to all. Another Centre holds a journal club at 16:00 every 2–3 weeks followed by a social club from 17:00. It might be argued that part-time staff cannot attend these, but some argue that when they are at work they prefer to spend their time on non-social activities; it should be noted that not all full-time workers attend these gatherings regularly. Holiday parties are normally held around lunchtime, to enable as many people as possible to attend. There is an intention for School-wide events to further encourage a sense of community.

Action Plan Objectives 3D, & 5A-D.

- (iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions

that characterise the atmosphere of the department, and includes all staff and students.

The Head of School operates an open door policy and encourages staff to discuss matters with him informally. In 2008 he introduced a quarterly Academic Staff meeting which is an open question and answer session to raise issues or concerns about the School. In a recent meeting he explained the Athena SWAN Award and how both the award and good practice will benefit our School. He is vocal in his support for women in our School at all levels. Female academics are encouraged to attend the University Leadership Programme to develop their leadership expertise, confidence and skills. The culture of the School is friendly, with Centres sending announcements regarding the birth of children, bake sales, birthdays and retirement celebrations. Young children are present at many of the social gatherings such as the quiz night. The School has recently introduced inclusive sessions on Equality and Diversity and on Understanding Mental Health.

This year the Head of School put a female Professor forward for the Rosalind Franklin Award, the Best Practices in Global Health Award and Chancellor's Award in Teaching for her innovative work in developing and running the Global Health Academy.

Action Plan Objectives 5A-D.

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

The School participates widely in University outreach. School and Centre websites and brochures have photos of women and men equally. Also, the School hosts a public lecture series on 'Our Changing World' (5 by men, 3 by women) and School staff undertake many outreach tasks, including public lectures, working at the Edinburgh Science Festival and workshops for high school children. All staff are asked to submit their outreach details on a regular basis- this is often highlighted on Centre/School websites. Overall in 2010 19 women and 21 men reported their involvement in public lecture and school visit outreach activities, so participation is roughly equally balanced; more female and male staff contribute interviews and lay articles for the media (e.g. over 3 years 5 females and 8 males reported contributions). The SBMS-link from the University Media Centre channels media requests to individuals based on their research expertise. Other requests and opportunities for outreach are emailed to all staff. Outreach is not currently included as specific questions in appraisal, workload or promotion forms, although is discussed at appraisal and is valued by the School. We will develop the workload model to include outreach activities and initiate discussions with the University to address the omission of outreach from appraisal and promotion forms. We will assess ways to better encourage participation and self-reporting of any outreach undertaken.

Action Plan Objectives 2A & 3C.

7. Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

The School policy is to support women before, during and after maternity absence. School HR provide a range of information, including on maternity pay, University crèche facilities (taking children from 6 months-5years), and childcare vouchers. Typically postgraduates are given a year out, and allowed to return to complete their degree. Where Postdocs are employed on grants that do not provide maternity pay, the School meets these costs. Academic women returning to work are given a reprieve from teaching for 6 months to concentrate on re-establishing their research. Post-maternity women are provided with dedicated facilities for expressing and storing milk.

The University offers UK students Lone Parent's Grants, Childcare Funds and Day Nursery Bursaries which do not need to be repaid. The University also offers bursaries to assist with child-care costs to UK and EU students returning to School after a break of at least three years.

In 2008 five Postdocs went on maternity leave. Three of these returned to work part time, although 1 resigned later due to family responsibilities. Two returned to work full-time, 1 of which then resigned to take up an academic appointment at a different University. In 2009 three Postdocs went on maternity leave. One returned to work full-time, 1 part-time and 1 resigned after deciding not to return. In 2010 three Postdocs took maternity leave; all are planning on returning to work. So, the data show that since 2008 only one out of eleven female employee decided not to return after their maternity leave, indicating this is not a major concern for the department.

Comprehensive information on School policies and support will be provided via the intended Academic Opportunities website. We aim to further support women returning from maternity leave by introducing a Maternity Mentoring Scheme giving mothers further opportunity to discuss options and experiences and to network. Feedback and suggestions from scheme members will be inform School policy changes.

Action Plan Objectives 1A, 2C & 3A-D.

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

2008: 1 UE07, 1 UE09. Total=2

2009: 2 UE07, 1 UE09. Total=3

2010: 2 UE06, 2 UE07. Total=4

Members of staff are entitled to take Paternity Leave for up to 2 weeks. The first week is at full pay whilst the second week is paid at the rate for Statutory Paternity Pay if they are eligible. Most staff take the first week as Paternity Leave and the second week as annual leave so giving them full payment for both weeks.

The number of staff in our School taking paternity leave has increased over 2008-2010. However many staff do not formally record time off when the baby is born. Further plans to increase awareness include School-wide emails highlighting the University Paternity Leave pay option and providing this information in new-start paperwork.

Recent legislation introduced the Additional Paternity Leave (APL) benefit in April; where eligible employees can take up to 26 weeks leave when their partner has returned to work before the expiry of their maternity/adoption leave period, so this policy will benefit both women and men. One School male staff member will be taking both Paternity Leave and APL soon. Taking APL will enable his partner (a female Postdoc working in the CSE) to return to work earlier. Staff have already been informed of the new policy by email and on the School website.

There were no cases of adoption leave in our School. Additional unpaid leave may be granted at the discretion of the Head of School. No additional unpaid leave cases have been requested. Leave for other carers' has been identified as a requirement and School policy will be enhanced to include these.

Action Plan Objective 3A & 3C.

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

The School does not have a formal application process so cannot comment here (see below)

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Flexible working falls into two categories, those taking part-time work and those working full time hours but at non-standard times, e.g. starting and/or finishing work later or working from home (i.e. flexible timing).

Part-time

Requests for part-time working are handled via consultation with the line manager directly and therefore no data is held regarding applications. We can only comment on the numbers of employees working part-time currently. At the end of 2010 there were 20 employees working part time and of these 20, 18 were women (Table 3).

Table 3. Numbers of staff working part time by gender

	UE06	UE07	UE08	UE09	UE10
Male	0	1	0	1	0
Female	2	5	7	4	0

Flexible timing

It is recognised that staff already have some independence in determining work flexibility and some variations in working patterns are possible without application of a formal agreement. Additional variations in working patterns may be possible in consultation with their manager. The decision is at the line manager's discretion. On our staff survey we asked the question, "Do you feel you are able to request flexible working?" 49% of those who responded said yes. We are currently setting up a formal procedure to request flexible working in order to raise awareness of the options available.

Action Plan Objectives 1A, 2F, & 3A-E.

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for

covering work during absence, and to help them achieve a suitable work-life balance on their return.

The School covers the cost of University of Edinburgh Maternity Pay option for all eligible research-funded female staff whose grant will not cover the cost. Mothers may use 10 "Keeping In Touch" (KIT) days, which allows them to do limited work during their Maternity leave without affecting their Statutory Maternity Pay and helps them keep in touch with the workplace/research while also easing their eventual return to work. Female academics returning to work after maternity leave are given 6 months relief from teaching and administration to refocus their research. We are setting up a Maternity Mentoring Scheme and nursing mothers are provided with designated private rooms for expressing milk. Feedback and suggestions from scheme members will inform School policy changes.

Action Plan Objectives 2C, 3B & 3D.

8. Any other comments – maximum 500 words

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

In January 2011 School academic staff, research staff and Postgraduate students were sent an Athena SWAN survey which asked questions regarding career and development opportunities, promotion, equality and diversity, training, flexible working and mentoring. There was an additional section of questions for Postdoctoral research staff (including some of the questions from the previous CROS). All staff were asked for examples of good practice to enhance career development opportunities for women and women were asked to note any specific times they may have felt disadvantaged due to gender. The response rate was 32% with slightly more males responding than females. Staff from all grades responded with a higher numbers at the UE07 and UE09 levels.

The survey highlighted a lack of knowledge or understanding about the policies and processes related to promotion, paternity leave and mentoring. Postdocs specifically reported a lack of knowledge about appraisals, promotions criteria and processes, departmental decision-making structures and the Concordat. Generally participants did not indicate experience of disadvantage due to gender- the survey identified the continued need for supporting women who have returned to work from maternity leave and effecting a positive cultural change regarding the use of family leave and flexible working. The survey was discussed at the recent School Academic Staff Meeting so staff were made aware of the issues raised. The results of the survey and ensuing action plan will be distributed by email to all staff and discussed at the Management Board.

Based upon the survey the School will be drafting guidance documents summarising key policy and procedure points for the areas mentioned above. The School will also be updating the HR section of it's website to make information easier to access and understand. Once updated an all staff email will be sent highlighting the new website; coffee-room noticeboards will also be employed. The School HR Administrator will send out School newsletters every 3 months to all staff highlighting areas such as promotion process/criteria, flexible working and department decision making processes.

The School will create an Academic Opportunities Committee and website in order to promote the Athena SWAN ethos and to inform researchers and academics about appointment or career advancement, policies and guidance. This will also be a forum for gaining information (inclusive of Postgrads/Postdocs), and the website will include a discussion board for staff to query details, share ideas, make complaints, etc.

Action Plan Objectives 1A-C, 2D, 2F, & 3A (and generally across all other sections).

9. Action plan

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

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

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

See appended document which is cross referenced to the above text

For Silver Department awards only

10. Case study: impacting on individuals – maximum 1000 words

Describe how the department's SWAN activities have benefited two individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

1. This case study is of a senior academic woman who is a member of the Athena SWAN self-assessment team and who has progressed in the School from being a Postdoctoral fellow, through gaining a temporary lectureship in competition (1994), followed by promotion to Lecturer (1999), Senior Lecturer (2003) and Reader (2008). Promotion was due in large part to her excellent international research profile. Her experience then included Chairing a School committee (Postdoc Forum), holding and managing research grants, teaching, and other teaching-related administration responsibilities (including staff and Postgraduate students). After the School formulated its Athena SWAN policy in 2008, she was invited by the Head of School to: i. be a member of the School Policy and Resource Committee (representing the Postdoc Forum), ii. represent the School on the University Athena Network and implement submission, iii. apply for a lead role in a University-wide project; and by the Head of the BMTO to be an Exam Board Chair for an Honours programme and become a member of a cross college Senior Honours Student Special Circumstances Committee. These roles were taken on in parallel with her ongoing research and teaching roles, and to facilitate her extra responsibilities School support includes extensive BMTO administration help for teaching courses and School office administration backup for her committee roles. Additional personal support includes encouragement and regular (more than 1/year) review meetings with the Head of Centre (CIP) and the Head of School, who have nominated her for the invitation-only University Leadership Programme (attended throughout 2010) and organisation of a senior academic mentor who has been a University Vice Principal. As she has gained the experience and standard expected for a Professorial position, she has been recommended by the Head of School for promotion for a Personal Chair; the College (CMVM) Promotion Board have supported and forwarded this application for assessment by the University Promotion Board. More recently due to health problems requiring substantial time off work, the Head of School and Head of BMTO have: i) allowed flexible working as able to be performed, and ii) reorganised all her teaching commitments.

This has effectively allowed her to focus on research-related tasks and associated supervisory responsibilities and necessary administration to maintain ongoing projects and plan ahead for future research strategies. The School have appointed a temporary (female) Teaching Fellow to undertake her teaching commitments during this time and responsibilities for courses (Organiser and Exam Board Chair) have passed on to the designated deputies.

2. This case study is of a young academic women who was initially appointed as a Research Fellow (UE07) on a fixed-term grant (2008-2011). By the end of this role, she was successful in being awarded a Royal Society of Edinburgh Caledonian Research Fellowship which now runs for a further 3 years. She plans to take maternity leave from April 2011. Since the Royal Society of Edinburgh does not cover maternity leave the School (in accordance with its Athena policy) has agreed to pick up the cost, and her Fellowship will be held in abeyance until her return. Up to now, additional line manager support, in concert with School support (such as the information and policies generated by the Postdoc Forum), has helped her personal development as well, and she has taken three key University Researcher Development training courses: Supervising Postgraduate Research, Taking Charge of Your Career (Networking), External Research Funding for Early to Mid-Career Researchers. These undoubtedly facilitated her application and recent award from the Royal Society. Her line manager is keen to help her in other ways too, and has submitted an application to the University for her for a salary increment and although this was agreed, unfortunately the Royal Society fellowship cannot support this cost so a grant application is being prepared with her being named as a co-applicant and requesting salary with an increment.

3 YEAR ACTION PLAN (2011-14). SCHOOL OF BIOMEDICAL SCIENCES, University of Edinburgh

Objective	Date	Action	Responsibility	Athena form section
1. School Academic Opportunities Committee				
A. Set up proactive Committee within School structure and reach out to academic women	Spring 2011	<p>Form committee from Athena SWAN self-assessment team; ensure representation on School Management Board and Policy and Resources Committee.</p> <p>Engage academic women by providing reciprocal mechanism for information exchange and discussion on women-specific issues Provide information to female staff on appraisals, maternity and family leave, promotions, flexible working, job opportunities via dedicated website and Centre noticeboards.</p> <p>Enable female staff to anonymously feedback information, complaints, and ideas for new strategies to committee via confidential website discussion boards and personal meetings if requested.</p>	Self Assessment team Chair and Head of School and School HR	2(c) 4(b: ii) 6(i) 7(a: i) 7(b: i) 8
B. Feedback School survey and noticeboard/website outcomes	Mid-end of 2011	Collate and distribute School survey and website discussion board information (gained end of 2010/early-mid 2011) to all academics.	School HR	2(c) 4(b: i) 4(b: ii) 8
C. Develop revised School Female Academic Policy	2013	Solicit responses and ideas on how to improve School strategy. Based on input develop revised School strategy and work to ensure Athena principles become integral to overall School strategy.	Academic Opportunities Committee	2(c) 4(b: ii) 8
2. Appraisal and career development				
A. Increasing % female academic and postdoc appraisals so equal to males and aiming for 80% by 2012	By end of 2012	<p>Raising awareness of value of appraisals for female Postdocs and Research & RCUK Fellows.</p> <p>Increase responsibility for career development for female Postdocs and Research & RCUK Fellows.</p> <p>Increase female academic appraisal frequency to 1/year.</p> <p>Offer appraiser with part-time experience/understanding to part-</p>	Head of School, Heads of Centres, School HR	3(b: vii) 4(a: ii) 4(b: ii) 5(a: i) 6(a: ii) 6(a: v)

		<p>time appraisees.</p> <p>Amend appraisal forms where possible alter to include pastoral/outreach information.</p> <p>Auditing of the new processes of appraisal and review for their effectiveness by the School Academic Opportunities Committee.</p>		
B. PI training in staff management: increase % PIs attending management and appraisal training to 50%	By 2012	<p>All new PIs (and RCUK/Fellows becoming junior lecturers) required to attend University HR project management courses and courses on conducting appraisals.</p> <p>Encourage all PIs to attend appraisal training and record those attended- show % attendance on Academic Opportunities website and Centre noticeboards.</p>	School HR	<p>4(b: ii)</p> <p>5(a: i)</p> <p>5(a: ii)</p>
C. Mentoring	Start during 2011	<p>Matching all new female staff to personal academic mentors</p> <p>Offering a 'maternity' mentor to women on, or about to go on, or returning from, maternity leave.</p> <p>Offering mentors to all female postdocs either via School or facilitation via relevant external scientific society, e.g. The Physiological Society (scheme for women) (http://goo.gl/uvDqV), The British Pharmacological Society (scheme for women) (http://goo.gl/ht3ZP), The Society for Neuroscience (http://goo.gl/vf9Ss) and The Endocrine Society (http://goo.gl/B3gxS).</p> <p>Propose School policy of at least 1 female and 1 male supervisor for Postgraduate students.</p>	School HR	<p>3(b: vii)</p> <p>4(a: ii)</p> <p>4(b: ii)</p> <p>5(a:iii)</p> <p>7(a: i)</p> <p>7(b: ii)</p>
D. Promoting training in academic skills- aim for all women to attend University, School and/or UKRC4SET courses/trainings once per year	<p>Start in 2011</p> <p>All to attend 1/yr by 2014</p>	<p>Training type and dates availability awareness by Centre Noticeboard, School Academic Opportunities website, School email flyers and Centre Ambassadors.</p> <p>Ensuring Scottish UKRC4SETWOMEN information is sent to all female academics and Postdocs/Fellows, especially trainings and meetings in Scotland.</p>	<p>School Academic Opportunities Committee</p> <p>School HR</p> <p>Central HR</p>	<p>4(a: ii)</p> <p>4(b: ii)</p> <p>5(a: i)</p> <p>8</p>

I. Increase transparency of the School Academic Promotions committee	Late 2011	Discuss with School Management Board the reformulation of the Academic Promotions Committee, aiming to include female member(s).	Academic Opportunities Committee	4(a: ii) 4(b: ii) 6(i) 6(a: i)
	2012	Assess mechanisms of committee selection and introduce benchmarking for the promotion process in the School.		
3. Flexible working and work-life balance				
A. Increase awareness of University policies	2011	Increase awareness of possibilities for changing working balance by and School Academic Opportunities website and Centre noticeboards.	Academic Opportunities Committee and School HR	2(c) 7(a: i) 7(a: ii) 7(b: i) 8
B. Assess whether flexible working policy contributes to appointments or departures	2011	Ask new recruits about their potential use of flexible working and conduct exit interviews.	School HR	4(b: ii) 7(a: i) 7(b: i) 7(b: ii)
C. Ensure the effective use of the School workload model in personal and career development planning	Ongoing	School Line Managers to monitor to ensure appropriate distribution of roles, responsibilities and workload.	School Management	6(a: iii) 7(a: i) 7(a: ii) 7(b: i) 7(b: ii)
	2012	Enhance policy to include leave for carers other than maternity/paternity.		
D. Ensure all women are available to attend School meetings, socials, etc. as appropriate	Ongoing	School committees, meetings and socials to occur within normal working hours.	School management, School HR	6(a: iii) 7(a: i) 7(a: ii) 7(b: i) 7(b: ii)
E. Formalise flexible working in the School	Spring 2011	Set up procedures for formally requesting flexible working.	School HR	7(b: i)
4. Recruitment and selection				
A. Promote Science as a career to girls/young women and to those from non-standard backgrounds.	Ongoing	Provide strong female role models to undergraduates, postgraduates and postdocs.	School Academic Opportunities Committee, School Management	4(a: i) 4(b: i);

B. Ensure the School continues to have a good percentage of female applicants for all jobs advertised.	From 2011	Indicate Athena Swan award in recruitment material.	School HR	4(a: i) 4(b: i)
C. Ensure female representation on recruitment panels	From mid-2011	Co-opt senior academic women from the School or other Schools onto senior job interview panels.	School HR	4(a: i) 4(b: i)
D. Analyse ways to enhance number of new-start female academics	2012	Develop outreach to UK Universities to encourage applications for RCUK Fellowships.	Postdoc Forum	4(a: i)
5. Organisation and culture				
A. Embrace diversity of backgrounds of staff and students, and encourage understanding of the consequences of this diversity	Ongoing	Provide Equality and Diversity awareness training for all staff.	School HR	6(a: iii) 6(a: iv)
B. Promote the ethos of the Athena Swan Charter	2011	Promote Athena SWAN within School and communications and in dealings with research partners and collaborators. Enhance information about School achievements for women on Academic Opportunities website and Noticeboard and email flyers.	All School staff School Academic Opportunities Committee	4(b: i) 6(a: iii) 6(a: iv) 8
C. Strengthen School sense of Community	Ongoing	Encourage and support School-wide (cross-Centre) social events for both staff and postgraduate students.	School management	6(a: iii) 6(a: iv)
D. Encourage wide female attendance at School meetings	2011	Alternate venue/time for School meetings between each different Centre site. Include Athena-related and Academic Opportunity items on School agenda meetings.	Head of School	6(a: iii) 6(a: iv)

Key Milestones:

By end of 2011:

- Academic Opportunities Committee in place and enhanced information distribution has occurred
- Committee representation on School Management Board and female representation on the Academic Promotions panel
- Active Postdoc Society
- Policy to identify junior academic women for promotion and appoint School Academic Advisor for Junior academics

By end of 2012:

- Female appraisal rate equal to male rate (and aiming for 80%)
- Research leadership training for Postdocs/New PIs in place
- Transparency and benchmarking for Academic Promotion panel available on the Academic Opportunities website
- Policy to enhance female job applications and 'new-starts' available online

By end of 2013:

- Revised School female academic policy so Athena principles become integral to School strategy