

# Athena SWAN Silver Department award renewal application



**Name of institution:** University of Edinburgh  
**Date of application:** April 2014

**Department:** School of Biomedical Sciences

**Contact for application:** Dr Norah Spears

**Email:** norah.spears@ed.ac.uk      **Telephone:** 0131-650-3267

**Departmental website address:**  
<http://www.ed.ac.uk/schools-departments/biomedical-sciences/>

**Date of previous award:** 2011 (application submitted April 2011)

**Date of university Bronze and/or Silver SWAN award:**  
2006, renewals 2009 and 2012.

**Level of award applied for:** Silver renewal

Athena SWAN **Silver Department** award renewals recognise that in addition to university-wide policies the department has made progress in promoting gender equality and addressing challenges particular to the discipline. It is expected that after three years Athena SWAN Bronze Department award holders should be at the stage to make a new application for a Silver Department award. However, in exceptional circumstances a Bronze Department renewal award submission can be made.

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. Where the department unit that made the original application has changed, it is up to the new unit for submission to decide whether a renewal application is appropriate or whether a new award application should be made. 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.

HEAD OF SCHOOL Professor G Leng

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**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 have and will in future 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 renewal application and to endorse and commend any women and SET activities that have made a significant contribution to the achievement of the departmental mission.

**Section 1 word count of letter (below) = 499/500.**



PROFESSOR GARETH LENG, BSC, MSC, PHD  
Professor of Experimental Physiology and Head of  
School

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29<sup>th</sup> April, 2014

**To: Ms Sarah Dickinson  
Athena SWAN Manager  
Equality Challenge Unit  
7th floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ**

Dear Ms Dickinson

**RE: Application for an Athena SWAN Silver Award**

I wholeheartedly endorse the application made by the School of Biomedical Sciences for renewal of the School's Athena SWAN silver award.

Gaining this award in 2011 was a transformational achievement for this School. It embedded the progress that we had made, and the culture that we have developed has become a visible source of pride across the School, changing attitudes and practices in many ways, individually small but collectively transformative. Once there may have been the implicit assumption that academic success required a focus and single mindedness that sat uneasily with collegiality, social responsibility and a healthy work-life balance. This was never a universal assumption, never an assumption held only by men, and was not only held to the detriment of women. But it was more common amongst men of a certain age, class and status, and more commonly held to the detriment of women than of men. There has since been a growing recognition that we need a mixed economy of academics who can work constructively together and combine excellence in research with many different skills.

When I became Head of School in 2008, it was overwhelmingly male in its established Faculty, with no scope to recruit because of economic constraints. We

HEAD OF SCHOOL Professor G Leng

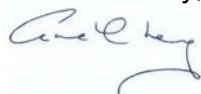
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still bear this legacy of demographics – eight of our Professors (30%) are males over the age of 60. However, since 2012 the School has made 19 tenure-track academic appointments. Of these, ten were recruited as Chancellor's fellows, based on research potential, and five of these are women. In addition, nine were recruited at UE08 to tenure-track academic posts: seven of these are women, the result of a drive to find staff who can fulfil complex and diverse roles and who will engage wholeheartedly in collective endeavours. With established positions that secure continued employment, we will strive to ensure that they all receive the necessary training, mentoring, experience, and academic opportunities that will enable them to progress to more senior positions.

In the meantime, the shortage of women at senior positions remains a challenge. In my time as Head of School, three women have been promoted to UE10 (one further application is under review at University level), including Alison Douglas who had spearheaded our 2011 Athena SWAN bid. Further improving career development at senior levels is our top priority in the current action plan, including for women at UE10 where our efforts will concentrate on improving membership of decision-making committees at College and University levels.

In 2012 we lost Alison, who had been a champion for women's health as well as for women in science, to breast cancer. This inevitably slowed the School's progress towards full implementation of our 2011-14 Action Plan, although within the year, our Academic Opportunities Committee was again functioning fully. Alison's death was also a desperately sad reminder that gender issues are important in ways that extend far beyond the workplace, and that we have an important role in addressing these also through our research, and through promotion of healthy working life practices.

Yours faithfully,



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

## **Abbreviations**

**AOC:** Academic Opportunities Committee (School's self-assessment team)

**AP-Pt.:** Action Plan Point (referring to current 2014-2017 Action Plan; see Appendix 1)

**2011 AP-update:** update of 2011-2014 Action Plan (see Appendix 2)

**BMTO:** Biomedical Teaching Organisation

**CIP:** Centre for Integrative Physiology

**E&D:** Equality and Diversity

**HR:** Human Resources

**PGR:** Postgraduate research

**PGT:** Postgraduate taught

**SBMS:** School of Biomedical Sciences

**SMB:** School Management Board

**SRC:** Scottish Resource Centre (for Women in SET)

**UoE:** University of Edinburgh

**WISE:** Women in Science and Engineering

## **Appendices:**

Appendix 1: 2014-2017 Action Plan

Appendix 2: Update on 2011-2014 Action Plan

## **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, parental leave, flexible working etc;
- b) an account of the self assessment process, with reference to year-on-year activities since the original Department award application, details of the self assessment team meetings, including any consultation with staff or individuals inside or outside of the university, and how these have fed into the submission;
- 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.

a) The School of Biomedical Sciences (SBMS) has an Academic Opportunities Committee (AOC: see Table 1 below), which acts as its self-assessment team. In autumn 2012, Professor Gareth Leng, Head of SBMS, asked Dr Norah Spears to take over as Chair of the AOC (following the death of Professor Alison Douglas, who had spearheaded the School's successful application for an Athena SWAN Silver award in 2011). NS reconvened AOC meetings, broadening the membership, with the Committee then working towards: a) full implementation of the Action Plan from the School's 2011 Silver AS application; b) reviewing and evaluating data received from School; and c) generating a forward plan for the School, to form the basis of this Silver Renewal application.

b) Since receiving our Silver Athena SWAN award in 2011, SBMS has continued its long-standing commitment to promoting equality in career progression of female and male staff within the School. The main platform for implementing and updating our action plan from that application is through our AOC, with the AOC Chair sitting on the School Management Board (SMB) to ensure close communication, consultation and engagement with the Heads of School and Centres, and with AS issues and initiatives regularly presented at School meetings. Although progress towards our aims has been uneven, with a hiatus in the Chair of the AOC following Professor Alison Douglas' illness, by the end of 2012 work was firmly back on track, with meetings from that time onwards being held a minimum of three-monthly, increasing to monthly from Dec 2013. That was accompanied by an increase in membership of the AOC to ensure that there were sufficient representatives on the Committee to fully represent all areas of the School, including that of postgraduate students, and to help pursue the full range of actions planned. We have used a variety of means to ensure engagement throughout the School, including emails, School meetings, and meetings aimed at specific groups including postgraduate students and postdoctoral staff. We also carried out an extensive survey of staff and postgraduate students in December 2013-

January 2014, with 51% of academic staff responding to the survey. Anonymised results were discussed by the AOC, and addressed through our current Action Plan; free text comments were considered by the University's Athena SWAN project officer, AOC member Dr Caroline Wallace, with general points raised at the AOC to identify relevant action where appropriate. Consultation outwith the School has been carried out via College and University Athena SWAN networks and through a meeting with the Scottish Resource Centre for Women in SET (SRC) to discuss our plans.

AOC meetings regularly review our 2011 action plan, assessing data, evaluating the impact of actions underway and developing further actions as required. Over the last three years, committee discussions and consultations with staff have highlighted the need to: implement and promote mentoring schemes; explore the continued drop-off in the percentage of women employed at Grades 9 and 10; ensure that no new PhD student has single-gender supervision; address the gender-inequality in the membership of key decision-making committees within the School; improve communication of work rights such as flexible working patterns, maternity/paternity/adoption leave. We have also made particularly good progress on: gender balance on selection committees, where the AOC has helped lobbying College for a change in the policy re interviews for UE09 and 10 positions, where we now have School-wide regulations covering lower grade jobs (see **2011 AP-update 4C**); mentoring, with the introduction of a School-wide mentoring system for people on maternity leave, and participation in the early stages of a new University-wide mentoring system (see **2011 AP-update 2C**); and appraisals, staff all now receiving annual appraisals that routinely discuss promotion prospects (see **2011 AP-update 2A, 2G**), with this last work helping lead to improved figures in promotion for female staff.

c) The AOC will continue to hold meetings at least quarterly. We have found the strategy of each committee member having particular interest in one or two areas of its work has been successful, and intend to carry on working in this way. With the recent arrival of several Lecturers whose work focusses on developing teaching within the School, and who are based primarily in the Biomedical Teaching Organisation, we have sought a candidate from amongst these new Lecturers (Dr Allison Wroe) to join the AOC from autumn 2014, to ensure that this part of the School is fully involved in the implementation of AS actions. With members of the AOC covering all areas of the School, each AOC member will then act as an ambassador in her or his workplace to promote good practice throughout the School.

**Section 2 word count, including Table 1 on next page = 1,587.**

**Please note: Although this is over the 1,000 word limit for this Section, ECU have allowed us an additional 1000 words for this application, due to the complexity of the structure of the medical school. All other sections are within their word limits.**

**Table 1: Academic Opportunities Committee members.**

<b>Dr Norah Spears</b>	<b>AOC Convenor, member of School Management Board (SMB), both since autumn 2012.</b> NS has held the position of Reader since 2002, based in the Centre for Integrative Physiology (CIP). She is in a dual academic career marriage, with 3 children, currently all in Higher Education. She has worked part time since the birth of her first child, with the agreement and support of her line manager, and of the Medical Research Council and Royal Society during earlier Fellowships: in both of these cases, NS was amongst the first of their Fellows to work part time. NS considers this early support key to her career development: since then, promoting equality for women in science has been a top priority, through work such as her membership of the Dorothy Hodgkin Fellowship Selection Panel.
<b>Ms Lee Dolan</b>	<b>SBMS's dedicated Human Resources (HR) Administrator; AOC member since it started in 2010.</b> LD's work involves supporting and advising academics in appraisals, promotions and leave processes (e.g. maternity/paternity), and facilitating staff recruitment and career development. As such, her work is key to all aspects of the AOC's remit.
<b>Dr Caroline Wallace</b>	<b>Research, Projects and Policy Officer/Athena SWAN Project Officer; AOC member since 2013.</b> CW has extensive experience of promoting Athena SWAN objectives as Athena SWAN Project Officer in the College of Science and Engineering and the College of Medicine and Veterinary Medicine. She also coordinates University-wide Athena SWAN initiatives in her role as Research, Projects and Policy Officer in University HR Services. CW is in a dual career relationship, with 1 nursery school child, and 1 newborn baby.
<b>Professor Catherina Becker</b>	<b>Chair of Neural Development and Regeneration, AOC member since 2013. Specific remit for undergraduate and postgraduate development.</b> CB joined SBMS in 2009 as a Senior Lecturer, was promoted to Reader in 2010 and Professor in 2013. She is the mother of two teenagers and works full time. For further details, see Case Studies below.
<b>Dr Ian Duguid</b>	<b>Wellcome Trust Research Career Development Fellow, AOC member since 2011. Specific remit for postgraduate development.</b> ID holds a prestigious fellowship, working in CIP. He has assisted female colleagues to secure independent funding in the form of a Dorothy Hodgkin fellowship and personal fellowship from the Deutsche Forschungsgemeinschaft. He contributes experience as a successful young academic balancing the demands of family life (with a 3 year old daughter and newborn baby) and setting up a new research lab.
<b>Professor</b>	<b>Professor of Systems Neurophysiology; AOC member</b>



<b>Mayank Dutia</b>	<b>since 2011. Specific remit for Equality and Diversity (E&amp;D) issues.</b> MD was co-opted onto the team due to his experience as the School E&D Co-ordinator, and ex-Convenor of the College's &D Committee. Following his appointment as a Lecturer in 1980 he achieved promotion to a Personal Chair in 2008. He is in a dual academic career marriage, with personal experience of balancing work/caring responsibilities for three children.
<b>Professor Andrew Jarman</b>	<b>Professor of Developmental Cell Biology; AOC member since 2011. Specific remit: training opportunities.</b> Prior to his current post, AJ was a Wellcome Trust Senior Fellow and then Reader. He brings experience in several senior management roles including membership of the CIP Executive, and of the University's Staff Committee, which oversees the formulation and implementation of staff policies, including promotion, probation, equality and diversity. During this time he convened a University Working Group responsible for drawing up a Code of Practice for research staff management. He is in a dual career marriage, and flexible working patterns were important during his children's early years.
<b>Ms Kim Martin</b>	<b>Postgraduate student; AOC member since 2013. Specific remit for postgraduate students.</b> KM is a final-year PhD student in CIP. She took a year-long break from her earlier studies to be a carer during a family member's illness, and spent three years working as a Research Technician in the UoE before starting her PhD. She has been responsible for training and supervision of students throughout her time in the university. In addition to her current studies, she has been working to establish a network for early-career women and established female role models.
<b>Dr Kim Picozzi</b>	<b>Lecturer, AOC member since 2010, with specific remit for Masters students' development.</b> KP is a Lecturer in the Division of Pathway Medicine. She is the director for an online Masters programme. She contributes experience as a recently-recruited successful junior academic, balancing the supervision of PhD students with her own research interests, and with commitments to the teaching.
<b>Dr Sally Till</b>	<b>Walter Muir Autistica Fellow, AOC member since 2013. Specific remit for postdoctoral staff and maternity/paternity leave policy.</b> ST is an experienced postdoctoral researcher working in CIP. She also supervises students, contributes to teaching undergraduate and postgraduate courses, and spearheads a large public engagement event. She contributes experience as a full-time postdoctoral scientist returned from maternity leave (working part time upon her initial return from maternity leave), juggling work-family life balance as a single mother.

### 3. A picture of the department – maximum 2000 words

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant changes since the original award.

SBMS is one of four Schools in the College of Medicine and Veterinary Medicine within the University of Edinburgh (UoE). Within the College structure, it has a good degree of autonomy regarding its finances, appointments (other than that of the Chancellor's Fellows detailed below), students, and with its own dedicated HR administrator.

Since our application in 2011, SBMS has grown in size, in large part due to UoE's introduction of Chancellor's Fellows, supporting academic staff at the start of their independent research careers. SBMS hosts ten of these prestigious Fellowships, five of whom are female. We have also recently recruited nine tenure-track Lectureships, seven of whom are women (three people currently in place, the other six to start shortly). Once these new members of staff are all in place, SBMS will have 185 academic staff (50.8% female). The academic staff will be comprised of 26 Professors (15.4% female); 1 (male) Professorial Director; 25 Readers/Senior Lecturers/Senior Research Fellows (32.0% female), 51 Lecturers/ Research Fellows/Senior Postdoctoral Scientists (58.8% female); 73 Postdoctoral Scientists/ Teaching Fellows (61.6% female); and 9 Research Assistants (77.8% female). The School also employs 111 support staff (68% female).

SBMS, led by Professor Gareth Leng, is a large School based over two sites, George Square (central Edinburgh), and Little France (three miles south, and site of the main teaching hospital, the Royal Edinburgh Infirmary). Academic staff members of SBMS are all also members of one of four interdisciplinary research centres, namely:

- the Centre for Cognitive and Neural Systems (primarily based in George Square and headed by Professor Richard Morris): 12% of School members work here;
- the Centre for Integrative Physiology (CIP: primarily based in George Square and headed by Professor Mike Shipston): largest Centre within the School, with 49% of the School members of it;
- the Centre for Neuroregeneration (based at Little France and directed by Professor Peter Brophy): 17% of School members work in this Centre; and
- the Division of Pathway Medicine (based at Little France and directed by Professor Sue Welburn): consists of 22% of School members.

In addition, the School co-hosts the Patrick Wild Centre. This Centre is based across the UoE and is co-directed by SBMS member Professor Peter Kind, with 20 additional SBMS staff affiliated with this Centre.

Finally, the School is home to the Biomedical Teaching Organisation (BMTO), based in George Square and headed by Professor John Stewart). The BMTO

is responsible for undergraduate Biomedical Sciences teaching, and also runs taught postgraduate Biomedical MSc courses.

Teaching is an important part of SBMS, and we have been particularly successful in hosting many recipients of University teaching awards. This includes two SBMS members, one female and one male, receiving the most prestigious of these, the Chancellor's Awards for Teaching (2011 and 2012): these Awards are one of the most important ways in which the University recognises outstanding contributions by individual members of staff. We have also had two winners (2011, 2012) and one runner-up (2014) of the Kendell Award for Teaching in Medicine, one person receiving the Best Research/Supervisor award and one the Award for Supporting Students' Learning. Finally, during 2013-2014, two of our undergraduate students received Peer Support Awards.

- b) Provide data and a short analysis for at least the last five years (where possible with clearly labelled graphical illustrations) on the following, commenting on changes and progress made against the original action plan and application, and initiatives intended for the action plan going forward.

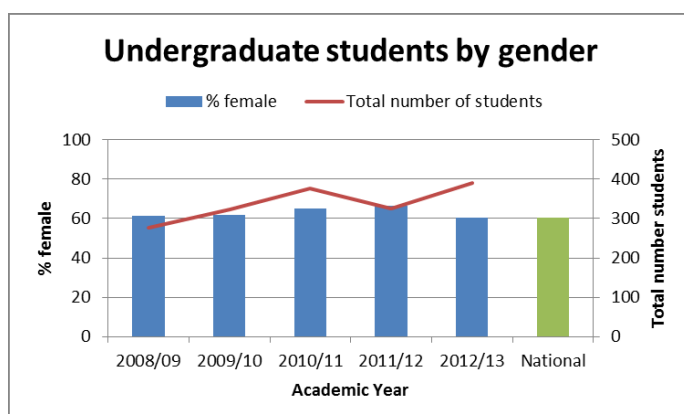
## Student data

- (i) **Access and foundation male and female numbers** – full and part time.

No access or foundation courses are offered by SBMS.

- (ii) **Undergraduate male and female numbers** – full and part-time.

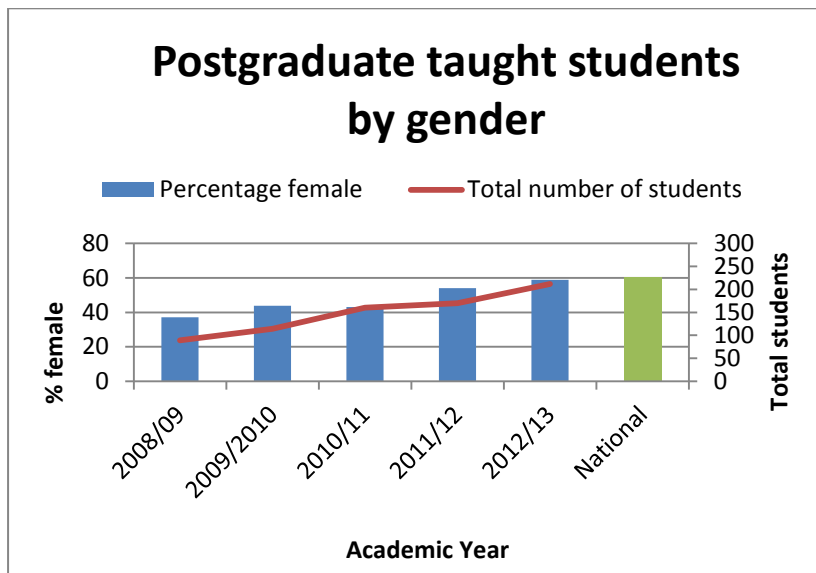
All undergraduates are full time students, with a slight overall increase in numbers over the last five-year period. For the last five years, females have accounted for around 60% of students, consistent with the national average (national average taken from HESA data for equivalent courses, as is the case throughout this Section of our application). We will continue to monitor figures. Over the next three years, we also plan to start information evenings aimed at high school Career Officers, to improve awareness of courses in biomedical sciences, taking care to ensure that information is presented in a way to attract all students regardless of gender, and including examples of female role models and real-life examples of females working in the biomedical sciences (**AP-Pt6.1**).



(iii) **Postgraduate male and female numbers on and completing taught courses** – full and part-time.

Numbers of taught postgraduate students have risen markedly over the last five years, due to the introduction of some new MSc courses. In that same time period, we have managed to increase the percentage of female students in this group, from around 36% in 2008/09 to around the national average of 60.5% by 2012/13. To explore this rise further, we have looked at the data course-by course, which showed that the improvement of the female:male ratio of our taught postgraduate students was due to the introduction of three new courses, namely MScs in 'Biodiversity, Wildlife and Ecosystem Health', 'Global Health and Infectious Diseases' and 'Human Anatomy'. We plan to explore further why these courses are of more interest to women, including seeing if there are lessons to learn that could be extended to recruitment for other courses (**AP-Pt6.3**).

Most of these students are full time. We do have a small number of part time students, too few to meaningfully analyse year-by-year, but with a total of 24 females and 25 males across the years.

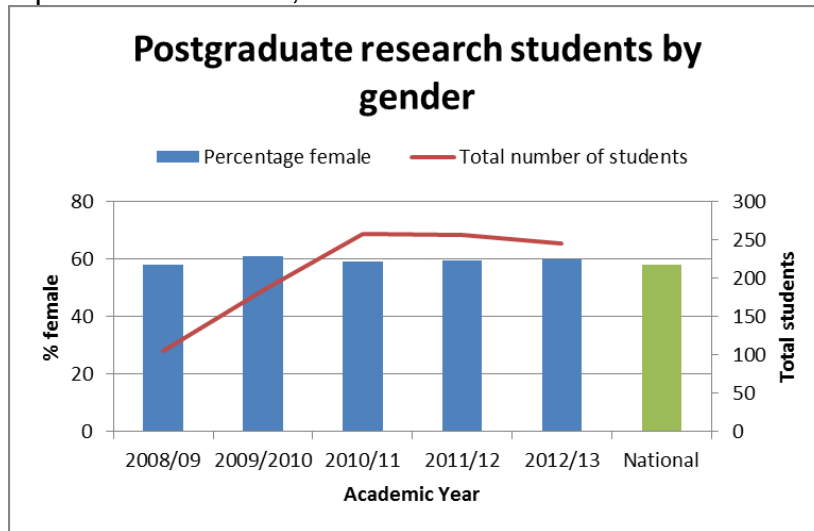


Data on completion rates have been more difficult to gather, with only limited information available, but those data do show the females doing particularly well, obtaining all 12 of the distinctions awarded since 2011.

	2010-11		2011-12		2012-13	
	female	male	female	male	female	male
Total # passed	17	20	18	16	30	18
# passed with Distinction	2	0	3	0	7	0

(iv) **Postgraduate male and female numbers on research degrees and completion times – full and part-time.**

Over the last five years, we have maintained a percentage of female students that is around that of our starting point in 2008/09, and of the national average, while the total number of postgraduate research students has risen during that same period. We plan to examine the recruitment material for these courses, comparing them to recruitment material for the taught postgraduate courses, to ensure that good practice is transferred between courses from those particularly successful at attracting a high percentage of females (**AP-Pt6.3**). The vast majority of these students are full time, with only 3 part-time students, 2 female and 1 male.



### Completion of PhDs.

Data was compiled for all PhD students starting since 2007-08.

**Completion rates of PhD students**

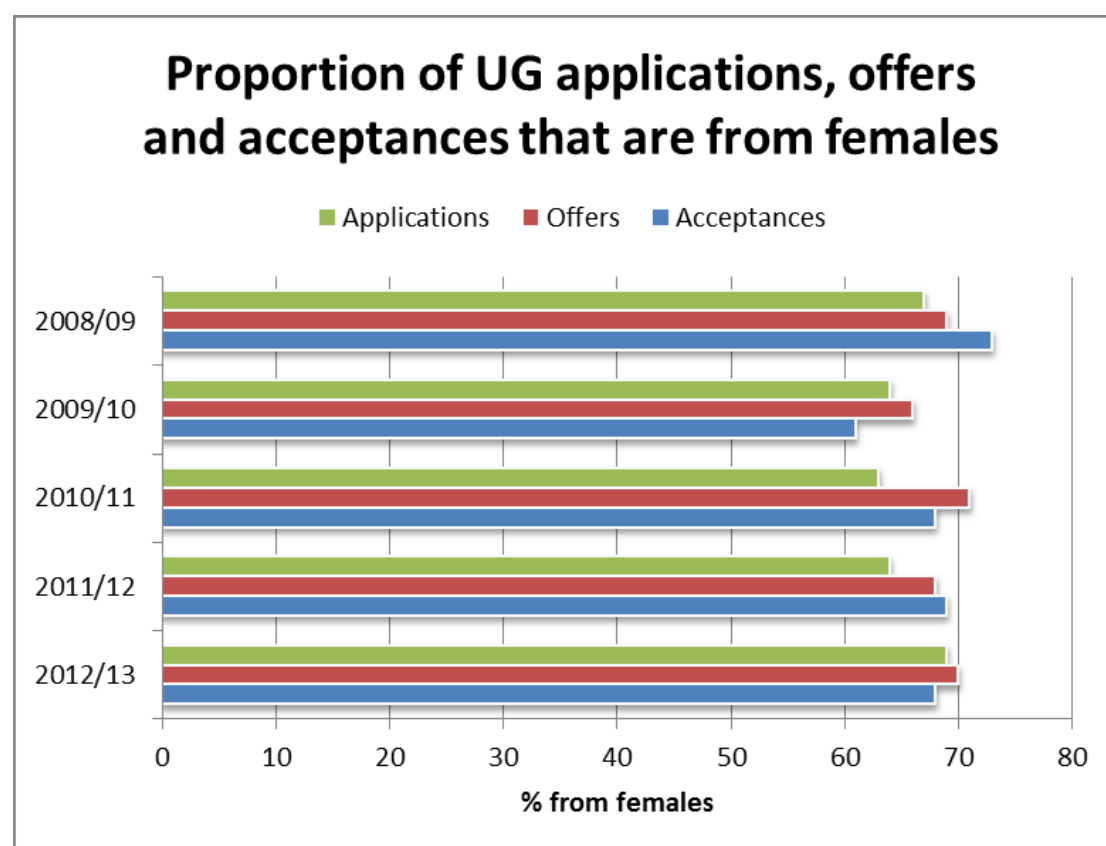
<u>Year</u>		<u>Total number</u>	<u>In good time</u> %	<u>Within time</u> %	<u>Over time</u> %
07/08	Female	21	57.14	23.81	19.05
	Male	13	53.85	15.38	30.77
08/09	Female	12	50.00	25.00	25.00
	Male	14	50.00	28.57	21.43
09/10	Female	11	45.45	36.36	18.18
	Male	13	53.84	23.08	23.08
All years	Female	44	52.27	27.27	20.46
	Male	40	52.50	22.50	25.00

Completion times are monitored closely in the School, with the Postgraduate Committee checking on how students are doing towards the end of their degree. Completion rates of female and male students were similar across the years, other than one year in which a particularly large percentage of male students completed late, but given the numbers involved, it is difficult to interpret this further.

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees**

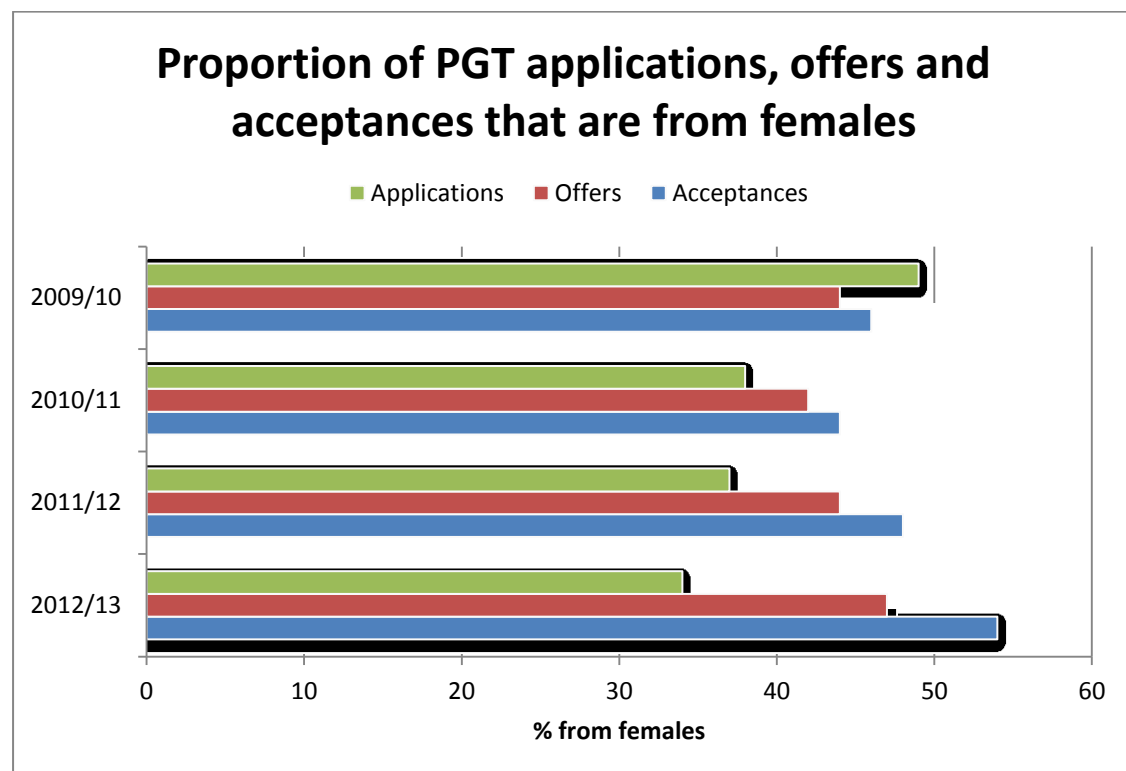
1. Undergraduate degrees.

Since 2008/09 until present, females have accounted for between 60-70% of all undergraduate (UG) applications. They then do better than males, with the percentage offered places at least slightly higher in each of the five years. There is a more variable picture when it comes to the percentage of places accepted, but this has not been lower than 60% throughout the five years. Overall, we are confident that females are not at any disadvantage over the application process.



## 2. Taught postgraduate degrees.

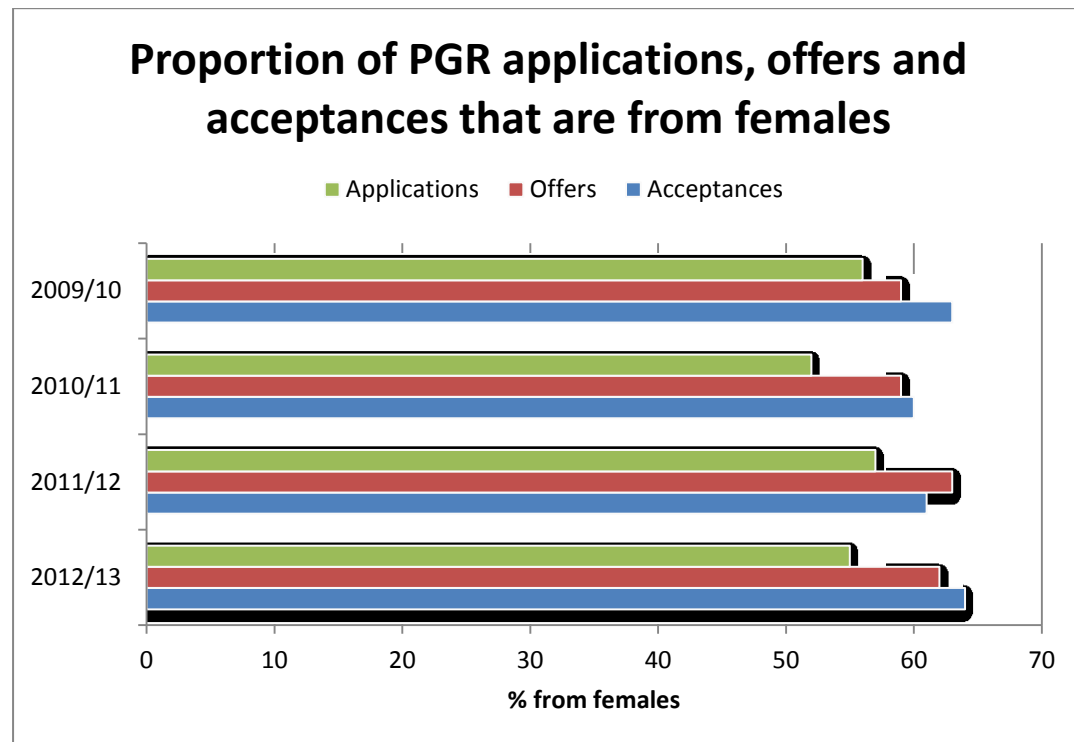
Since 2009/10 (when the current centralised data collection system was put in place) the percentage of females who apply for PGT (postgraduate taught) courses has fallen steadily. This change has coincided with the introduction of new courses, and it is possible that some of these courses are less attractive to females. We will investigate this drop in numbers further, and monitor this more closely in the years ahead (**AP-Pt6.3**). Encouragingly, despite that trend, the percentage of females offered places has remained steady, while those accepting places has risen over that same time period.





### 3. Postgraduate research degrees.

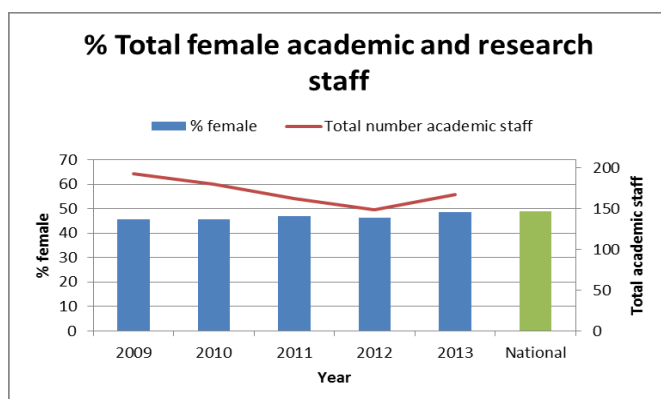
Again, the current centralised data collection system was not in place until 2009/10. Examination of the data regarding PGR (postgraduate research) applications from 2009 onwards shows a steady rate of just over 50% of applications from females. Females then do well in the application process, accounting for a higher percentage of offers and acceptances, with acceptances over 60% for most years.



## Staff data

- (vi) **Female:male ratio of academic staff and research staff –** researcher, lecturer, senior lecturer, reader, professor (or equivalent).

Despite changes in the total number of academic staff over the last five years, the percentage of female staff in SBMS has remained steady, and is consistent with the national average, a little under 50%.



## Clinical academic staff

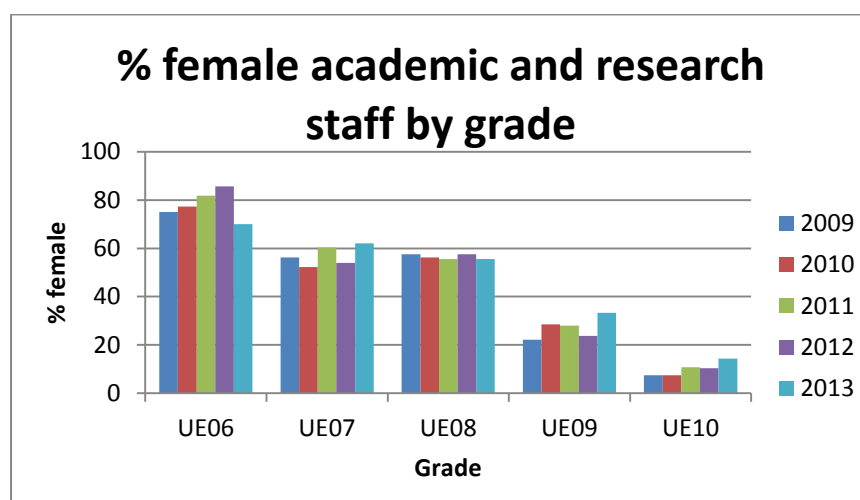
SBMS has a very small number of clinical staff, precluding meaningful analysis

### SBMS Clinical staff

	2009		2010		2011		2012		2013	
Grade	M	F	M	F	M	F	M	F	M	F
AC2	1	1	0	2	1	2	0	1	0	1
AC3	0	0	0	0	0	0	0	0	0	0
AC4	2	1	2	0	1	0	1	0	1	0

## Non-clinical academic staff

Examination of the proportion of females in each grade shows that we still have a major fall-off of females at the higher grades, with a large drop at UE09 and again at UE10. It is of some encouragement that we have no drop off between Grades UE07 and UE08, and that the percentages at UE09 and 10 are at least increasing in the most recent years, in part due to the introduction of promotion discussions at each annual appraisal, the setting up of our School's Promotion Committee and training for female staff at key career points (see **2011 AP-update 2G**). None-the-less, the fall in female:male ratio for readers, professors and equivalent still requires much attention (**AP-Pts 2.3, 2.4 and 2.5**). At present, 17% of SBMS's non-clinical professors are females, compared to a national average of 20.1%.



**UE06: Research Assistant**

**UE07: Postdoctoral Scientist/Teaching Fellow**

**UE08: Lecturer/Research Fellow/Senior Postdoctoral scientist**

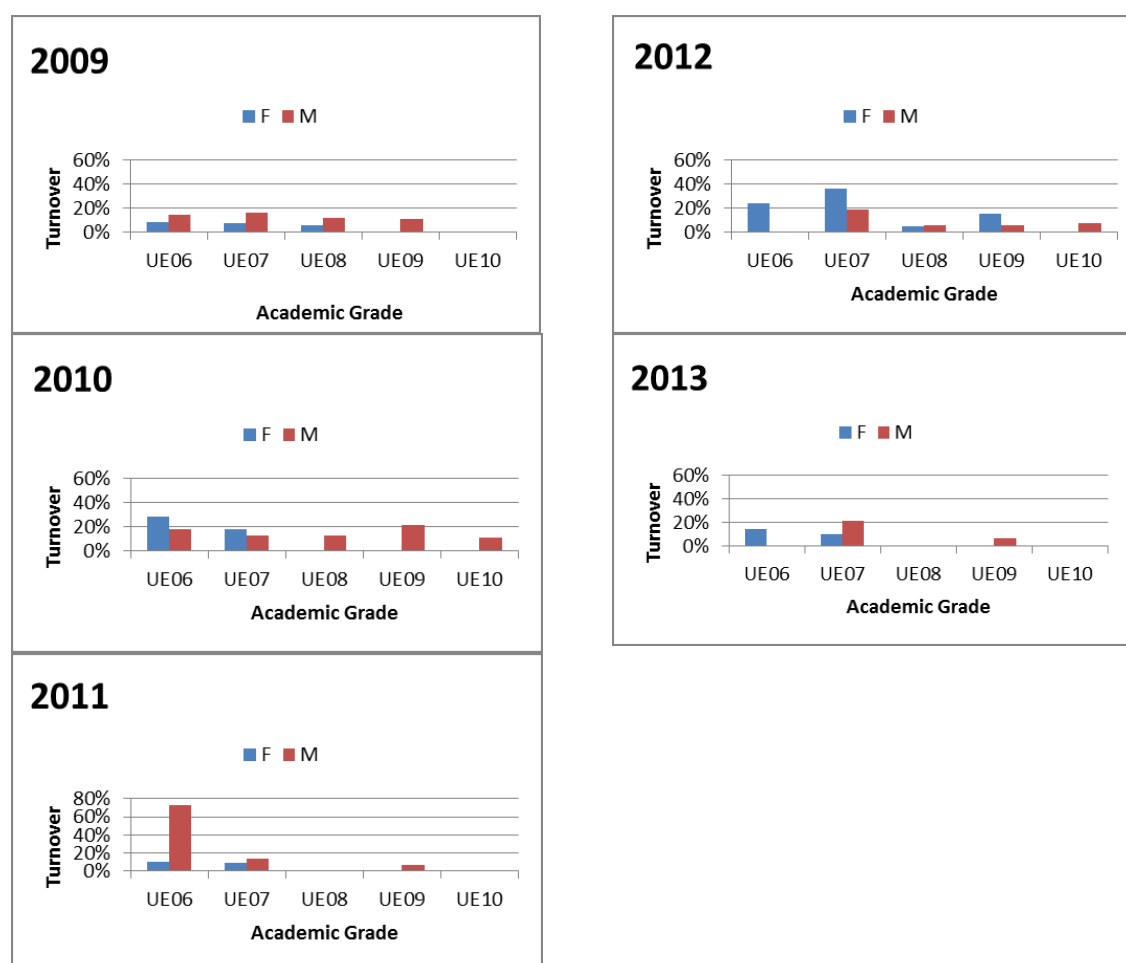
**UE09: Reader/Senior Lecturer/Senior Research Fellow**

**UE10: Professor/Professorial Director**

<b>Number of academic and research staff by grade</b>										
	2009		2010		2011		2012		2013	
Grade	M	F	M	F	M	F	M	F	M	F
UE06	7	21	5	17	2	9	1	6	3	7
UE07	28	36	32	35	23	35	23	27	22	36
UE08	14	19	14	18	16	20	17	23	20	25
UE09	28	8	20	8	18	7	16	5	16	8
UE10	25	2	25	2	25	3	26	3	24	4

- (vii) **Turnover by grade and gender**– where numbers are small, comment why individuals left

We have a fairly low turnover rate, with 0-10 people leaving from any one grade in any year. Over the last five years, there has been no particular female/male pattern amongst those numbers. The one exception to that was UE07 staff leaving in 2012, when 13 females and 5 males left. 1 of the females transferred to a new School in the University. 4 females were made redundant due to end of funding. However 2 of these females later returned to employment in our School. One became a Teaching Fellow and the other returned to the same laboratory on a new grant. 7 of the females resigned for a new job. 1 female resigned within 3 months after returning from maternity leave however this was in order to follow her partner overseas for his new academic role. Further examination of that year revealed no particular trend, other than that it was a year in which a higher than usual number of grants finished, where they were not replaced by new funding. Although the graphs show a high percentage of UE06 males leaving in 2011, this is because of the small number of males employed at that grade in that year, with only 2 males leaving that year.



Section 3 word count = 1875/2000

### **Supporting and advancing women's careers – maximum 5000 words**

Please provide a report covering the following sections 4 – 7. Within each section provide data and a short analysis for at least the last three years (including clearly labelled graphical illustrations where possible) on the data sets listed, commenting on changes and progress made since the original application, and including details of successes and where actions have not worked and planned initiatives going forward.

Please also attach the action plan from your last application with an additional column indicating the level of progress achieved (e.g. zero, limited, excellent, completed).

### **Appendix 2: Update on 2011-2014 Action Plan**

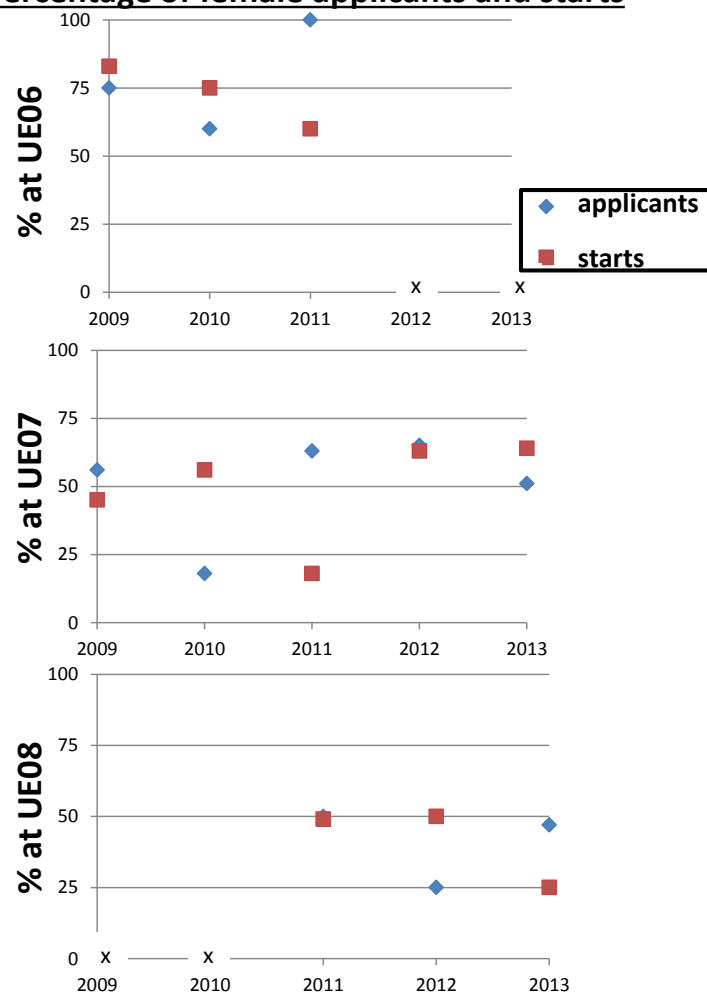
#### 4. Key career transition points

##### (i) Job application and success rates by gender and grade

Data of the percentage of females who applied for positions compared to the percentage of females who took up posts was examined across all grades for the years 2009 until 2013. Percentages in individual years are shown in the figure below only where numbers are sufficient (possible for grades UE06, 07 and 08 but not UE09 or 10, with x on graph denoting years with only 0 or 1 applicant for those grades). Only 9 people started jobs at grades UE09 or 10 over the five year period, but in that time women accounted for around 65% of people applying for these advertised positions, leading to women appointed to around 50% of job starts, with it difficult to make anything of that difference in terms of the small number of starts.

Overall, there was no indication of females doing less well than males in terms of success rates in job offers. More comprehensive data has become available from 2014 onwards, through the University's e-recruitment system (AP-Pt5.1).

**Percentage of female applicants and starts**



In the coming years, we will continue the work begun under our 2011-2014 Action Plan (see **2011 AP-update 4B,C**), and work to ensure that advertisements, selection panels, etc. help to promote good practice across the recruitment process (**AP-Pt5.2**).

**(ii) Applications for promotion and success rates by gender and grade**

<b>2008</b>	Number of Applications		Successful	
	Female	Male	Female	Male
UE07	0	0	0	0
UE08	0	1	0	1
UE09	2	3	2	3
UE10	0	2	0	2

<b>2009</b>	Number of Applications		Successful	
	Female	Male	Female	Male
UE07	0	0	0	0
UE08	2	0	2	0
UE09	0	1	0	1
UE10	0	2	0	2

<b>2010</b>	Number of Applications		Successful	
	Female	Male	Female	Male
UE07	1	0	1	0
UE08	0	0	0	0
UE09	1	0	1	0
UE10	0	2	0	2

<b>2011</b>	Number of Applications		Successful	
	Female	Male	Female	Male
UE07	0	0	0	0
UE08	0	1	0	1
UE09	0	2	0	1
UE10	1	1	1	1

2012	Number of Applications		Successful	
	Female	Male	Female	Male
UE07	0	0	0	0
UE08	0	0	0	0
UE09	0	1	0	1
UE10	1	2	1	1

2013	Number of Applications		Successful	
	Female	Male	Female	Male
UE07	1	0	1	0
UE08	2	0	1	0
UE09	0	0	0	0
UE10	1	0	1	0

2014	Number of Applications		Successful	
	Female	Male	Female	Male
UE07	0	0	0	0
UE08	0	0	0	0
UE09	1	1	1	1
UE10	1	1	IN PROGRESS	IN PROGRESS

Numbers of applications for promotion each year are too low to analyse by grade, but overall, female:male applications for promotion since 2008 was 1-to-1.4, with 14 out of 34 applications made by women.

From 2011 (when our last application was submitted) until now, data show an encouraging change from the situation in our 2011 application, during which time period males were twice as likely to make an application for promotion.

From 2011 until the present, 8 out of 17 applications were from women: this is much more in line with the female:male staff ratio. Of these 8 applications, 6 have been successful, the result of the 7<sup>th</sup> is in progress and has at this point been approved at College level: the one female applicant not successful in her application for promotion has been given specific feedback. This compares with success in 5 of the 9 applications from male staff over that same time period, again with the result of the 6<sup>th</sup> in progress, at this point approved at College level.

Progress on promotions for female staff is likely to be due, in part at least, to success in our previous action plan objectives, with the introduction of discussion of promotion prospects at every annual appraisal, training for women at key career points and our new School Promotion Committee that



looks at the situation for each staff member individually, checking for e.g. staff at or near the top point of grades (see **2011 AP-update 2G**).

(iii) Impact of activities to support the **recruitment of staff** – 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

The School is actively involved in monitoring staff recruitment from advertising through to staff appointments, with all PIs recruiting staff informed about the School's policy in this regard. Advertisements and recruitment material all highlights our Athena SWAN Silver award, and our family friendly policies.

Through the work of the AOC, we have changed the regulations regarding the makeup of interview panels. Firstly, the School's Athena SWAN coordinator, together with those from other Schools across the College of Medicine and Veterinary Medicine, lobbied College for a change in policy, so that, across College, the following regulations were set in place:

a) interview panels for Clinical and non-Clinical substantive Academic posts i.e. Lectureships, Senior Lectureships, Readerships, Chairs and any "tenure track" type academic posts are at least 25% female and 25% male to ensure a gender balance.

b) interview panels for ALL professional/support posts at grade 8 and above are at least 25% female and 25% male to ensure a gender balance.

c) all other interview panels for ALL job types at ALL levels should be 25% female and 25% male wherever possible, to ensure a gender balance

In addition, our School has gone further than this, and since 2013 has required that all interview panels for positions below that of Grade 8/Lectureships (i.e. not covered by a) or b) above) must have at least one person of each gender on it. We will continue to work towards improving the gender balance of selection panels (**AP-Pt5.2**).

(iv) Impact of activities to **support staff at key career transition points** – interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training.

In 2013, the School set up a maternity mentoring programme for people going on, and then returning from, maternity leave (**see 2011 AP-update 2C**), and will continue this scheme, as it has been very successful (**AP-Pt4.1**). The scheme, which has been taken up by 4 staff members to date, has had a notable impact on at least 2 of these staff members. The first is a research fellow who had said that she was struggling to balance the demands of research with two small children. The School matched her with a female

professor who herself has had experience of balancing children with a research career. They worked out a forward plan of action and she is currently successfully working, no longer considering resigning. The second member of staff is a research assistant who is deciding whether to return to from her second period of maternity leave. She has chosen a mentor who is a more senior research fellow in her same area of research for them to discuss a possible way forward.

Mentoring has, in general, been a main aim of our work (see **2011 AP-update 2C**), and will continue to be so (**AP-Pt2.2**), supporting staff at all levels. As part of that work, SBMS became one of the early centres chosen to pilot a new mentoring scheme within the University, Mentoring Connections.

The School has also worked towards ensuring that females at transitional stages are identified and supported through suitable training. The School has supported the two more senior female Chancellor's Fellows to attend The Leadership Foundation for Higher Education women-only leadership development initiative, Aurora, one of them identified during the appraisal process. The first woman has attended and found it highly valuable, especially for networking. The second woman will attend once she returns from her maternity leave, chosen to help ensure that there is support for her development towards leadership during that stage of her career. A female Reader was identified during appraisal to attend the University Leadership and Management Programme and was given specific guidance on putting together a case for promotion: she has since been promoted to Professor. Identifying women for suitable career development training, at key career points, remains an important tenet of our current plan (**AP-Pt2.5**).

For research staff at earlier stages of their careers, we have Postdoctoral Societies at both School locations (see **2011 AP-update 2E**). The Society at our Little France site was active throughout 2011-2014. In contrast, the George Square Society held few meetings during 2011 and 2012, after the departure of the postdoctoral scientists who had been running it. This has now been revitalised, and is being run by two of our Chancellor's Fellows, one female. The strategy of providing input from scientists at the next step on the career ladder has already proved very successful, with it once more getting good participation from the postdoctoral scientists working at that site. The input of the Chancellor's Fellows will provide continuity in the coming years, given the changing demographics of early postdoctoral scientists. We will continue to run the Societies in this way during the coming years (**AP-Pt2.6**).

The School highlights any information regarding training and networking events from the WISE (Women in Science and Engineering) and SRC organisations through a variety of communication channels (our web site, noticeboards at both locations, and emails).

## 5. Career development

- (i) Impact of activities to support **promotion and career development** – appraisal, career development process, promotion criteria.

All staff in SBMS are now given an annual appraisal (see **2011 AP-update 2A**). Data from the SBMS survey shows that most people report on these as helpful, although around 10% of females and males disagreed: even though this is a small percentage further investigation will be undertaken, to determine why that is, and what can be done to improve them, for that small minority (**AP-Pt2.1**).

Following discussions in the Academic Opportunities Committee on our 2011-2014 action plan (see **2011 AP-update 2A** and **2G**), appraisals were altered so that promotion is now a set topic for discussion, rather than had been the case, where discussion of promotion depended upon the matter being raised by the appraisee. For all staff, this includes examination of what each staff member needs to concentrate on, to fulfil the criteria necessary for the next promotion step. Data on promotions in 4(ii) above indicate that we no longer have a gender imbalance regarding those applying for promotion, demonstrating the impact of this policy.

Training needs are discussed and identified at the appraisal meeting with School HR sending a follow up email to individuals with training which is available.

- (ii) Impact of activities to support **induction and training** – support provided to new staff at all levels, and any gender equality training.

All staff in our School are given an induction by our floor managers on their first day. This includes introductions to key staff members, health & safety and a workplace tour. Research staff are given the guide, "Working In The University: A Guide For Research Staff" which covers appraisals, areas of support, development and representation, while research staff line managers are given a letter explaining their responsibilities along with the, "Vitae briefing for managers of researchers" guide.

Training needs are identified during the appraisal process and the School HR Administrator then contacts the staff member with information about upcoming training opportunities. Uptake of training courses has been good, with 170-180 classes taken by academic staff each year for the past two years.

E&D training has been widely promoted during the past three years. In addition to promoting the University's online training, we have held one session in the School so that it could be geared specifically to our School's situation. This was run by the School's E&D Coordinator and AOC member Professor Mayank Dutia and attended by 17 staff members. We plan more of these during the next three years (**AP-Pt3.2**). All members of the AOC either attended that session or completed online training.

AOC Chair Dr Norah Spears and AOC member/University Athena SWAN Project Officer Dr Caroline Wallace both attended training in unconscious bias. It was an extremely interesting course, and we plan to arrange a session specifically for our AOC and for the School's senior appraisers, with help from the SRC (**AP-Pt3.2**), while also encouraging all staff to undertake the training soon to be provided by the UoE.

- (iii) Impact of activities that **support female students** – 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.

In general, our School has a good record of postgraduate student training, with a thesis committee appointed for each student, made up of any supervisors plus at least one academic not closely involved with the project. The committee meets after 10 weeks, 9 months, and then roughly annually thereafter. This system has been highlighted as good practise across the College. However, analyses of the make-up of the committees showed that the vast majority of these (over 90%) were all male. We have now changed this so that all thesis committees must now have at least one member of each gender, following **2011 AP-update 2C**. The ruling is in place for both female and male students, since we also considered it important for male students to have close interactions with senior female academics. This strategy has full School support, with membership of thesis committees now taken into account in our workload models, in appreciation of the increased work that could fall on the relatively small number of female senior academics as this change took place, although this new policy is also allowing women in more junior positions to gain valuable experience.

All undergraduate students now have a Personal Tutor through which they have one-to-one interactions with academic staff. Students can request a change in tutor if, for example, they wish to change to have a tutor of the same gender. We plan to build on this system to introduce a formal session for each female student in their final year during which career options will be discussed (**AP-Pt6.2**).

Postgraduate students have been supported through societies based at both the George Square and the Little France sites. The Little France society has remained active throughout the last three years: the situation has been less good in the George Square site, but the society there has now been revitalised. As with the Postdoctoral Society at this site (see 4 (iv) above), this now involves two of the other new Chancellor's Fellows, one female and one male, to ensure continuity, and to provide role models for successful young academic careers. Postgraduates get emailed regular information on relevant sessions such as WISE meetings and workshops. AOC member and postgraduate student Kim Martin has also been involved in setting up and promoting a UoE-funded scheme entitled 'Open Windows'

(<http://linkedin.com/groups?mostPopular=&gid=4581271>), set up to help early-career-stage women explore their interests, aptitudes and options through exposure to successful women.

We will continue to promote forum for postgraduate student discussions (**AP-Pt6.4**). In addition, 2014 will see the introduction of the annual Alison Douglas Best PhD Student Prize, the winner of which give a presentation alongside our Mary Pickford Annual Lecture (**AP-Pt6.5**). We will also start collecting data on careers of our students after completion of their PhDs, to examine whether there is any evidence of females and males taking different career paths in those early postdoctoral years (**AP-Pt6.6**). This will allow us to develop further support where necessary.

## **6. Organisation and culture**

- (i) **Male and female representation on committees** – provide a breakdown by committee.

**Total: 43 male academic staff, 21 female academic staff, 3 female PhD students, 12 female professional/support staff and 5 female secretarial staff.**

### **Breakdown:**

Academic Opportunities Committee: 4 male academic staff, 4 female academic staff, 1 female PhD student and 2 female professional/support staff.

Centre for Integrative Physiology Executive Committee: 4 male academic staff, 2 female academic staff and 1 female professional/support staff, 1 female secretarial staff. The CIP is the largest Centre within the School, with around half of SBMS academic staff members of it.

Centre for Neuroregeneration Committee: 9 male academic staff, 3 female academic staff and 1 female professional/support staff, 1 female secretarial staff.

MSc Executive Committee: 3 male academic staff and 1 female professional/support staff.

Postdoctoral Committee: 2 male academic staff, 5 female academic staff and 2 female professional/support staff.

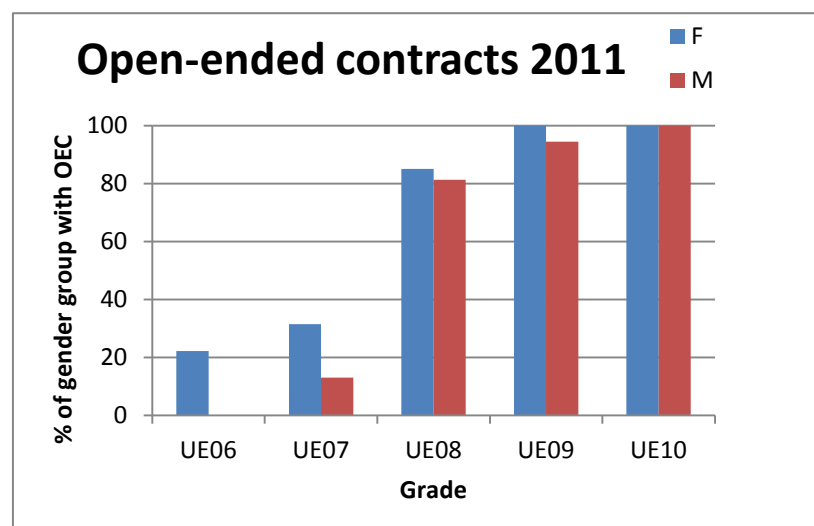
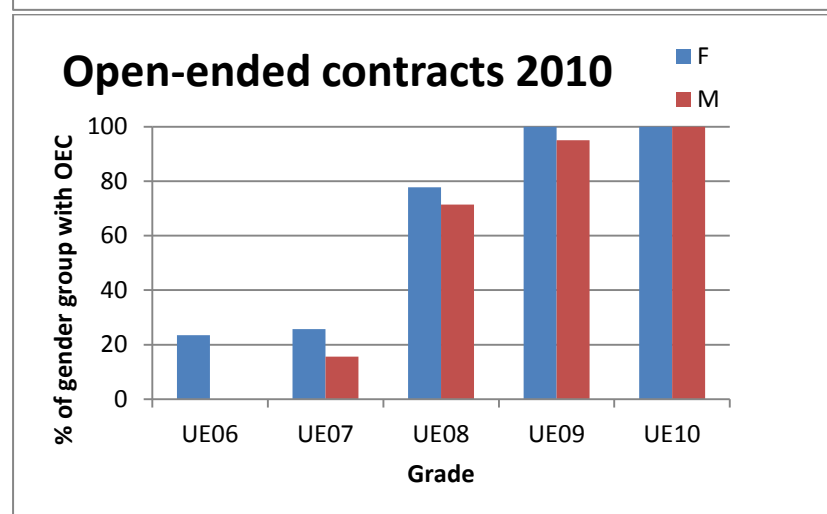
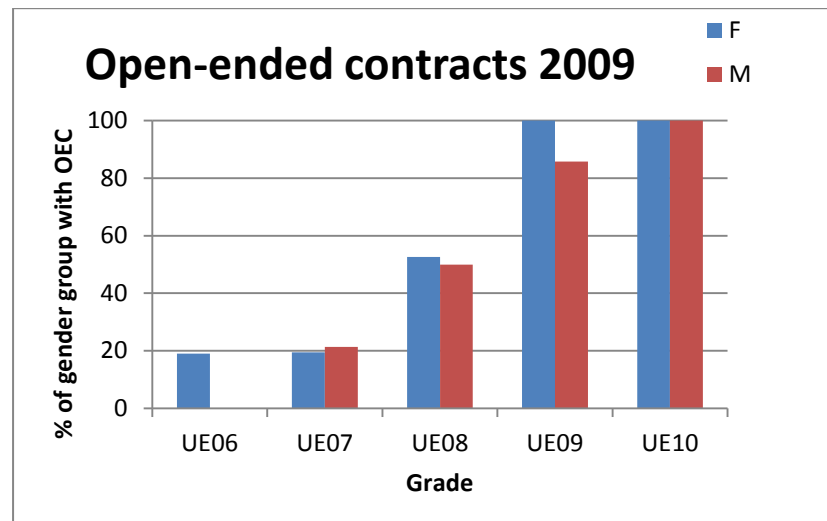
Postgraduate Committee: 4 male academic staff, 2 female academic staff, 2 female PhD students and 1 female secretarial staff.

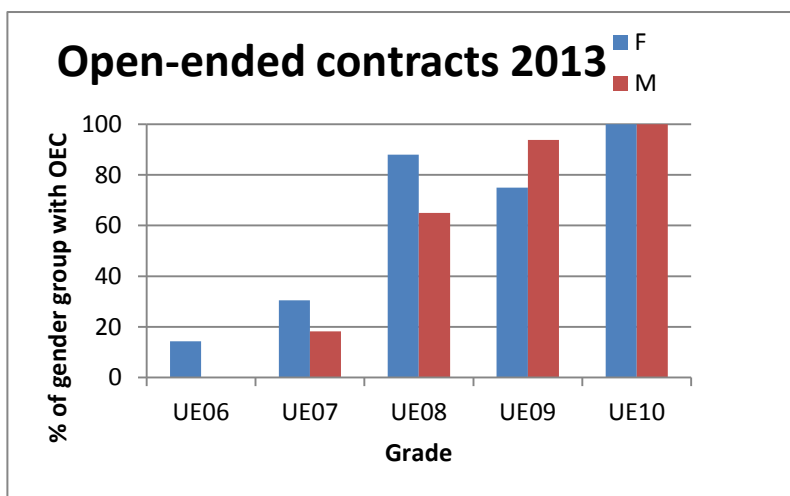
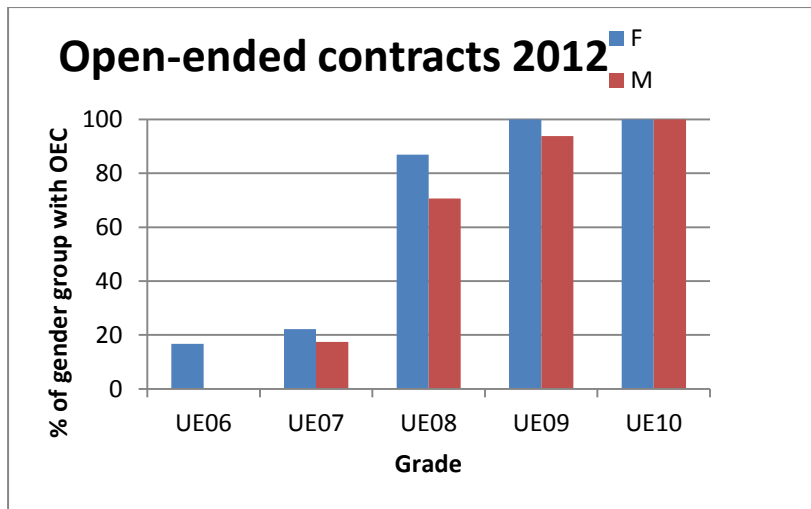
School Management Board: 8 male academic staff and 2 female academic staff, 1 female secretarial staff.

School Promotions Committee: 1 male academic staff, 1 female academic staff and 1 female professional/support staff.

School Research Committee: 8 male academic staff, 2 female academic staff and 2 female professional/support staff, 1 female secretarial staff.

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts**





Any member of staff on a fixed term contract who has four years continuous employment and has been offered an extension is moved to an open-ended contract. Examination of the overall percentage of females and males who have open-ended contracts appears to show that females are, on the whole, more likely to have open-ended contracts than males, giving them more stability. The one exception to this is for Grade UE09 staff in 2013. This, however, results from the recent appointments of the Chancellor's Fellows. These Fellowships are not initially open-ended, although the expectation is that they will become so, as long as initial progress is good. Most appointments here have been at UE08, but two of our female Chancellor's Fellows have been appointed at UE09, leading to this statistic.

Ensuring greater female representation at higher grades, which is, clearly, a vital aim of our work, will help to ensure that females continue to have a high percentage of open ended contracts (**AP-Pts 2.3, 2.4, 2.5, 2.6**).

- (iii) **Representation on decision-making committees** –evidence of gender equality in the mechanism for selecting representatives.

Data here are not directly comparable with data in our 2011-2014 application, due to changes in the committee structure.

**Total: 13 male academic staff, 6 female academic staff, 2 female professional/support staff and 2 female secretarial staff.**

At present, the main decision-making Committees in the School are:

- School Management Board (SMB): 8 male academic staff and 2 female academic staff, 1 female secretarial staff. This committee has set membership, composed of Heads/Chairs of School, Research Centres, BMTD, AOC, School Secretary. (NOTE that since our 2011-2014 application, the SMB and its Policy and Resource Committee have been merged).
- CIP Executive Committee: 4 male academic staff, 2 female academic staff and 1 female professional/support staff, 1 female secretarial staff. (The CIP is the only Research Centre within SBMS to have an Executive Committee, being the largest Centre within the School, with around half of SBMS academic staff members of it).
- SBMS Academic Promotions Committee: 1 male academic staff, 1 female academic staff and 1 female professional/support staff. This committee has set membership, composed of Head of School, Chair of Academic Opportunities Committee, HR.
- Board of Studies. This oversees all teaching changes. Every SBMS Academic Staff is a member of this Board, but it is Chaired by a female member of staff.

Female representation in these committees has increased since 2011, at which point the School Management Board had only 1 female academic staff member, while the CIP executive committee had none. Until now, there has been no formal mechanism for selecting representatives that included examining gender balance, and for some committees, membership is determined by holders of various positions. The CIP Executive was recently re-organised, during which process, inclusion of female academic staff was specifically discussed, with two females appointed in the restructured committee. We now plan to institute a formal mechanism to ensure that we further improve gender representation on key decision-making committees (**AP-Pt3.3**).



- (iv) **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 transparent, fairly applied and are taken into account at appraisal and in promotion criteria.

In 2009, the School set up a new Workload Model, to ensure that there was transparency over division of work. The system was devised with the aim of having an 'hours based model' that would capture real workload, rather than simply contact teaching hours. This has been in operation since 2010/11. Since the introduction of the new system ensuring that all the School's PhD students have a gender-balanced thesis-committee (see **2011 AP-update 2C**), membership of these committees is now also included in the workload model, given that implementation of this policy would result in a higher workload for female academic staff.

Each staff member's workload document is sent to their appraiser prior to their appraisals (see **2011 AP-update 3C**). This is used to inform the appraisal discussion, along with information on research activity. In addition, the Head of School reviews types of roles that individuals carry out, to ensure that different kinds of responsibilities are fairly distributed across staff, but this system will now be revised and formalised to ensure that all appropriate work activities are fully considered (**AP-Pt3.3**).

- (v) **Timing of departmental meetings and social gatherings** – 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.

Ideally, all seminars, departmental meetings and social gatherings would take place during the core hours of 10 a.m. to 4 p.m., but for SBMS, this has been a difficult issue, since the School is split across two sites that are separated by three miles, meaning that people wanting to attend anything at the other site have to include travelling time. AOC and School-wide discussion of this in relation to the Action Plan from our 2011-2014 application (see **2011 AP-update 3D**) has led to the current situation whereby seminars and committee meetings are held during core hours. School meetings have tended to be held starting at 3.30pm, but this policy is now changing (**AP-Pt3.1**). Social gatherings are planned for a variety of times (including coffee mornings, mid-afternoon 'pizza and beer' on the last Friday of each month, and evening events) so that everybody should find it straightforward to attend at least some of these.

- (vi) **Culture** –demonstrate how the department is female-friendly and inclusive and ensures visibility of women, for example external speakers. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff (academic, technical and support) and students.

Overall, staff approve of the culture within the School, with the survey showing that only one staff member (unknown gender) disagreed with the statement that ‘I feel that my School is a great place to work’, and only 4% of females and 9% of males considering that the School is not supportive of their right to a work-life balance. This in particular shows a great improvement since our previous survey, when 28% of staff did not consider the School supportive of this.

Over 90% of staff were aware of the School’s Athena SWAN status, and there were no staff who did not support its engagement. Similarly, around 90% of staff (88% of females and 93% of males) said that they had never experienced a situation within the School where they had felt uncomfortable because of their gender, with the remaining 10% experiencing that situation only occasionally.

The percentage of external female speakers giving talks across SBMS since 2011 has been disappointingly low (25%). We plan to tackle this in a variety of ways. Firstly, we are instituting a ‘Mary Pickford Annual Lecture’, to be awarded to a high-profile female scientist each year: this is in honour of Professor Mary Pickford, the first woman to be appointed to a Chair in UoE’s Medical School when she became Professor of Physiology in 1966 (**AP-Pt3.4**). SBMS has also set up a fund to help invited external speakers with related costs over and above travel and accommodation, such as additional necessary child care (**AP-Pt3.4**). Finally, SBMS will start continual collection of data on external speakers, monitoring invitations and acceptances, with data examined by the AOC at least 6-monthly, and highlighting any imbalance to the relevant centre/division (**AP-Pt3.4**).

- (vii) **Outreach activities** – level of participation by female and male staff in outreach activities with schools and colleges and other centres, and how the department ensures that this is recognised and rewarded (e.g. in appraisal and promotion).

Our School sets great store in its outreach work, and has long been involved in a wide range of activities. These include many nursery, primary and secondary school visits; involvement in several series of public talks held at the University of Edinburgh such as ‘Medical Detectives’; talks to charities, literary festivals, several local Edinburgh festivals including the Science, Film Fringe; production of TED Studies; press interviews and articles, and more. Of particular note are: anatomy workshops for both primary and secondary

school children; the opening of the University Anatomy Museum to the public each month; organising MOOCs (massive open online courses) which includes the highly successful 'Critically Thinking in Global Challenges MOOC' which has attracted over 130,000 participants from across the globe. We also regularly offer places to school students through the Nuffield Summer Placement scheme, the aim of which is to encourage students who do not necessarily have a family history of going to University, or who attend schools in less well-off areas, to spend time with professional scientists and engineers.

The majority of staff participate in outreach work of some kind, including postgraduate students helping at many events. Many of our senior female academic staff have given high profile press articles/interviews, including a range of articles at the end of 2013 about the research of one of our new female Chancellor's Fellows, Dr Tara Spires Jones.

To help ensure that outreach work is given proper recognition, we will be changing appraisal forms to specifically gather information on this, and so that Staff can be reassured that outreach work is valued properly (**AP-Pt2.1**).

## **7. Flexibility and managing career breaks**

### **(i) Maternity return rate**

Of the 15 staff who have been on maternity leave since 2011, 10 returned to work full time, 4 returned to work part time and 1 did not return as she moved to a new job. There are 4 staff on maternity leave currently and all are planning on returning.

### **(ii) Paternity, adoption and parental leave uptake**

Since 2011, 11 people have taken paternity, adoption and parental leave, with uptake across academic grades, from UE07 postdoctoral staff to UE10 Chairs, including our Head of School, compared to the previous 3 years, when only 6 members of staff took such leave.

### **(iii) Numbers of applications and success rates for flexible working by gender and grade**

No academic/ research staff have applied for flexible working since 2011, although we have been notified that two members of staff will be applying for flexible working upon their return from maternity leave later this year. As detailed in section (iv) below, though, our survey strongly indicates that School members consider that there would be full support for such applications, if made.

- (iv) **Flexible working** –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.

There is a formal system of applying for flexible working, well advertised on our web site, via emails and on noticeboards. However, no applications have been put forward by academic staff, primarily due to the fact that our academic staff already work flexibly. There are no fixed hours of work, to reflect the need for work to be directed in order to meet organisational priorities and fluctuating work requirements, and to permit flexibility where appropriate.

The ability to move to flexible working has been well publicised, including on our web site and through emails. Survey data showed that only 2% of both female and male staff considered that their line manager was not supportive of requests for flexible working. There was a slightly higher rate (8% females and 5% males) of staff who considered that part-time or flexibly working staff were not offered the same career development opportunities as those who work full time, showing that further dissemination of information about this is needed (**AP-Pts 1.1, 1.2, 4.2**).

- (v) **Cover for maternity and adoption leave and support on return** – 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.

Staff have a review meeting before they go off on maternity leave to discuss their plans before, during and after maternity leave. School HR confirms whether they have any teaching responsibilities and informs them that the School offers a 6 month release from teaching upon return. They are also informed about the possibility of using their accrued annual leave to return to the payroll full-time but delay their physical return or return part-time. Importantly, the School has also put money into helping to ensure a smooth return from maternity or adoption leave, by covering the salary costs for any staff where the funding body will not pay for a delayed return, or for part-time return using annual leave. Finally, we have introduced a mentoring system within the School to help staff going on maternity leave. Staff are paired with mentors with a similar work-life balance, meeting their mentors before and after their maternity leaves. This scheme has been very successful and will be continued throughout 2014-2017 (**AP-Pt4.1**).

**Sections 4-7 word count = 4773/5000**

## 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 implemented since the original application that have not been covered in the previous sections.

There is a high satisfaction rate for staff working in SBMS, generally seen as having a very collegiate and friendly atmosphere, with the survey showing the majority of staff finding the School 'a great place to work' (a statement agreed with by 82% females/70% males, and with only one staff member disagreeing, the remainder neutral). The last three years have seen an influx of new staff, particularly at Grades UE08 and 09, including 10 Chancellor's Fellows, 5 of them females. Again, there is extremely positive feedback from these new Fellows, with one saying that:

"the fellowship has proven to be excellent. Support from the College, School and the Centre was fantastic, so the lab was set up immediately. Furthermore, there are plenty of training events provided to improve on skills like management, supervision, etc. Social events are also organised regularly, which helps to connect quickly."

New academic staff appointments continue, with 6 staff, 4 females, currently appointed but not yet in place. Overall, the changing demographics along with actions currently planned to help the career prospects of females at higher grades (**AP-pts2.3, 2.4, 2.5**) should together lead to a significantly higher percentage of female at Grades UE09/10 in the coming years, along with providing excellent female role models for staff at postgraduate/ postdoctoral levels. We also plan to start monitoring the extent to which our female staff provide role models outwith SBMS, gathering data not only on females speaking here, but also on staff in SBMS invited to speak outside (**AP-Pt3.4**).

Our School has set great store in ensuring support for staff going on and returning from maternity leave. In addition to policies mentioned above, this includes provision of private nursing rooms, fridges for baby milk storage, in each School site. Free-text quotes from the survey show that the family friendly policies are greatly appreciated, with comments such as "I am a primary carer for two young children and my work environment affords me the flexibility to have a rewarding career and to manage my caring responsibilities".

We have set up a web page with all Athena SWAN-relevant material: <http://www.ed.ac.uk/schools-departments/biomedical-sciences/athena-swan-sbms/athena-swan-sbms> to help promote this work and to improve communication (**AP-Pt1.1**).

Although the majority of work has concentrated on improving SBMS's working environment, one of the successful recent developments has been working with other Athena SWAN Convenors across College. Some of the progress resulting from this has been detailed above (e.g. changing College selection panel policy, and employment of a College Athena SWAN Project Officer, Dr

Caroline Wallace). We will continue to work closely together, across College and University-wide, to improve AS-related culture and policy beyond School level (**AP-Pt3.5**). This is vital, as some issues need to be settled at University level: one current aim of such work is lobbying for improved UoE child care facilities (**AP-Pt4.3**).

**Section 8 word count = 500/500.**

## **9. Action plan**

Provide a new 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.

### **Appendix 1: 2014-2017 Action Plan**

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

Describe how the department's SWAN activities have benefitted 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.

### **Case study #1: Dr Carole Torsney**

I joined the School in 2006 on a Caledonian Research Foundation Fellowship (2006-2009). Subsequently, I was employed by the School as a Senior Academic Fellow (2009-2012) and then as a lecturer (2012-present), during which time I have had two periods of maternity leave (~18 months in total), taken around 1 year apart.

The school was very supportive before, during and after my return to work. On a practical level, I was made fully aware of the different leave options, the opportunity to return to work on full pay but use annual leave to work part time

initially and the government supported childcare voucher scheme. In terms of maternity leave cover for undergraduate teaching, PhD student mentoring and research I was struck by the positive attitude of the School and my line manager, particularly when taking a second period of maternity leave just as I was getting fully reintegrated into teaching after my first maternity leave. I also found colleagues very understanding and supportive during both maternity leaves. Despite being in close contact with lab members throughout maternity leave regularly by email, phone and also occasional meetings it was reassuring to know that there was a support network in place.

On return from maternity leave there were a number of factors which positively aided this transitional period. Firstly, I had free access to a private room for nursing mothers for expression of breastmilk and a private area for breastmilk storage, which facilitated my return to work. Secondly, following the second period of maternity leave I was informed that I could if I wished be completely exempt from teaching commitments for 6 months or have a reduced/limited teaching load. I opted to return to previous teaching but not to take on any significant new teaching responsibilities during this period. I was told that if at any point I felt overwhelmed by my teaching load that this arrangement could be reconsidered – I think the School's foresight, realistic and supportive approach to reintegrating returning mothers to teaching is commendable. Finally, during my second period of maternity leave the school initiated a mentoring scheme for individuals returning from maternity leave which I signed up for. I have been assigned to a senior female member of the school who has combined a highly successful scientific career with family life. Returning to work with 2 young children is challenging and the opportunity to discuss this independently of my scientific mentors/line manager was entirely refreshing, reassuring and overall a positive experience – one I will continue to take advantage of.

In summary, my experience is that the School does not view maternity leave and the change in contact working hours that accompanies childcare and return to work as an inconvenience or interruption to the normal running of the school. Rather this inevitable scenario is supported in a positive and I think most helpfully, in a realistic and supportive manner.

Case study #2: Professor Catherina Becker, Academic Opportunities Committee member (School's Self Assessment Team).

CAREER SUPPORT: I joined the University of Edinburgh in April 2005 as a tenured Senior Lecturer at the Royal (Dick) School of Veterinary Studies, with research, teaching and support activities, including Director of Postgraduate Training of the Centre for Neuroregeneration. In early 2009, most research active Vet School staff transitioned to the School of Biomedical Sciences (BMS). At that time, I was thinking about promotion and was concerned that my previous activities would not be recognised. Instead, I met with strong support from the Head of School and was promoted to Reader in August 2010. Annual appraisals following the promotion allowed me to voice my ambitions and provided a forum to clarify expectations for my future

development. The School supported my personal development through the provision of several leadership courses, which I was actively offered instead of having to seek out. Furthermore, the Head of School supported my external engagement working for the European Commission in one of their grant programmes, which had only limited immediate benefit to the School, but strengthened my personal competence in leading international grant assessment panels. In recognition of my achievements, I was given a discretionary salary increment in 2012, and in 2013 I was promoted to a personal chair.

**PERSONAL SUPPORT:** As a mother of two school-aged children, I appreciate the flexibility to work from home, for example during school term holidays or cases of illness. Furthermore, when my mother needed my care for terminal illness in 2011, the School was extremely supportive, immediately providing care-leave regulations and taking paper work off my hands. Also, the provisions for a deputy for all courses meant that I could confidently leave my teaching in the hands of a colleague without the need for further arrangements. In general, the supportive nature of the School leads to an extremely collegial atmosphere amongst staff, without (gender or otherwise driven) competition issues.

**EFFECTS OF GENERAL DEVELOPMENTS IN THE SCHOOL SINCE 2009:** The School has visibly invested in the Athena SWAN/gender equality ambitions, and is constantly adopting best practise in a number of areas that are important for me. For example, all seminars are now held in core working hours, usually around lunch time. It is striking to see how much relief this provides to colleagues with child care responsibilities, including myself, allowing much more active participation in scientific and administrative meetings. As the Centre for Neuroregeneration's Director of Postgraduate Training, the recent introduction of mandatory gender representation on PhD selection and supervision teams has raised general awareness of the importance of the visibility of female academics in senior/leadership roles.

**Section 10 word count = 974/1000.**



**APPENDIX 1**

**SBMS ACADEMIC OPPORTUNITIES COMMITTEE ACTION PLAN (2014-2017).**

Objective	Actions taken as of April 2014	Actions planned from April 2014	Timescale	Responsibility	Success measures
<b><u>1. Communication</u></b>					
<b>1.1: Use variety of communication methods to ensure continued communication of Athena SWAN issues to School. To cover information on areas such as flexible working; parental leave, criteria for promotion; part-time work opportunities; etc.</b>  <b>Methods to include maintaining School's Athena SWAN web site, to keep up-to-date; emails from Head of School and HR.</b>	<p>School's Athena SWAN Silver award shown (on-screen and framed) at entrances of both School sites.</p> <p>Website set up, but needing continual updating during 2014-2017.</p> <p>Emails from Head of School reminding members of Athena SWAN work by School.</p>	<p>Regular meetings to check over website, identify areas where information could be improved, and check where updates are necessary.</p> <p>Include case studies on web pages, showing female and male staff using career breaks, flexible working, etc.</p> <p>Continue other actions as previously.</p>	Ongoing.	AOC through School HR (Lee Dolan) and School's staff E&D officer (Mayank Dutia), and School secretary.	Higher percentage of staff surveyed being aware of relevant information. The School's 2013 survey showed that only 60% of staff were fully aware of its policy on E&D-related issues: we aim here to get that percentage up to at least 75%.
<b>1.2: Ensure that all new staff are aware of School ethos.</b>	<p>All new staff receive the Concordat to support the career development of researchers' "Vitae briefing for research staff", with line managers sent the "Vitae briefing for managers of researchers", both along with an explanatory letter.</p>	<p>Information given at inductions now to include a statement on Dignity and Respect in the workplace, and information on flexible working.</p> <p>New staff to be given a questionnaire a year after starting, to obtain information on how settling-in period been. Questionnaire to include data gathering on interview process (see 5:2 below).</p>	<p>In place by end 2014.</p> <p>Start for 2014 new staff, with survey introduced 2015.</p>	<p>School HR (Lee Dolan).</p> <p>AOC (Andrew Jarman), School HR (Lee Dolan).</p>	<p>AOC to analyse questionnaire, checking that measures in place for new staff are appropriate and sufficient, and amending policy as necessary.</p>

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

<b><u>2. Career development</u></b>					
<b>2.1: Appraisals:</b> <b>Continue to work towards all staff finding appraisals valuable.</b> <b>Ensure that outreach activities are given full weight at appraisals.</b> <b>Oversee work of appraisers, to ensure that appraisals are carried out annually, and to ensure that they are carried out in a positive manner.</b>	Institution of annual appraisals for all staff. Set discussion of promotion possibilities at all appraisals. Postdoctoral staff allowed to request additional appraiser. Taken up e.g. when staff wishes appraisers to include staff who also have experience of part-time work. Currently, for staff in CIP, CIP Head reviews all appraisals carried out by PIs on their research staff.	Appraisal forms to be changed to include section for outreach work. Reflective workshop to be set up for all senior appraisers, to share good practice across the School. School-wide introduction of process to review work of appraisers, extending system currently carried out by CIP, to ensure that all appraisers are fully buying in to ensuring a positive constructive process. Use system to ensure that females at lower grades are advised of relevant courses (e.g. assertiveness, managing difficult conversations). Introduce system (with anonymised responses) to contact all staff after appraisals: questions to find out if appraisal was constructive, and to remind staff of mentoring possibilities if they felt that would be useful.	By end 2014  From 2015  From 2015  From 2015	School HR (Lee Dolan). Head of School (Gareth Leng), School HR (Lee Dolan). Centre Heads and School Management Board.  AOC (Ian Duguid).	Maintain / increase percentage of staff surveyed/emailed who find appraisals helpful. Statistics showing improved progression of females up career ladder.
	<b>2.2: Mentoring.</b> <b>Continue involvement in current mentoring schemes for staff.</b> <b>Work towards increased number of potential mentors.</b>	Due to its 2011-2014 Silver AS Award, SBMS was chosen as one of the first pilot centres to be part of a new Mentoring system, entitled Mentoring Connections.  Raise awareness of mentoring schemes, particularly to attract more mentors, with current mentors talking at School meetings.	Ongoing.	AOC Chair (Norah Spears).	Survey results showing increased satisfaction with mentoring schemes. Increase in number of mentors.
	<b>2.3 Improve gender equality drop-off at Grades 9 and 10.</b>	CIP started grant-writing training sessions, to help staff, particularly	Set up focus groups to explore grades 8/9 and 9/10 boundaries, to be run with help from Scottish	Set up focus groups 2014, to run 2015, plans	AOC (Norah Spears, Ian Reduced drop-off of percentage females at higher

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

## Appendix 1: 2014-2017 Action Plan, Page 3

	those with less experience in obtaining funding. With grant funding a main criteria for staff to move from Grades 7 to 8, this should help staff make that transition.	Resource Centre for Women in SET.  Monitor and analyse staff leaving data, including collections of information from exit interviews.  Roll grant-writing workshops out across School.	implemented as a result 2015/16.  Start by 2015/16.	Duguid).  AOC (Mayank Dutia), School HR (Lee Dolan).  School Management Board.	grades by end of 2014-2017 period.  Maintained or further improved progression of female staff from Grades 7 to 8.
<b>2.4: Promote increased awareness of career development opportunities, and of the promotion process.</b>	Academic-track lectureships and teaching fellowships advertised, providing career development opportunities for fixed-term research staff (several such positions have been filled by female research staff previously in that situation).  Information on promotion system and on Fellowship calls regularly emailed to all staff.	University HR to run local workshops for School staff to further explain the University's promotion system.  Career development opportunities advertised on web site.  Encourage staff to enlist for emails giving information on funding opportunities: monitor uptake.	From 2015.  From 2015.  From 2015.	School and University HR (Lee Dolan, Susan McNeill).  School Secretary (Sarah Martin).  School Secretary (Sarah Martin).	Improved number of females applying for promotion.  Survey results showing staff have greater awareness of promotion system and career development opportunities.
<b>2.5: Continue to promote leadership training for female academic staff at higher grades.</b>	Female UE09s identified for Aurora (Leadership Foundation for Higher Education's Women-only Leadership Development Initiative) training, and for University's Leadership and Management Programme: female UE09 who undertook that on School's recommendation now at	Female staff at UE08 identified and put forward for IAD Leadership Training and similar.  Ensure topic discussed at appraisals of all female staff at UE09.  School's Promotion Committee specifically to check for female staff at appropriate stage to be offered leadership training.  Ensure that female staff at UE10	Ongoing.  Ongoing.  By 2015.  By 2016.	School Management Board, School Promotions Committee.  School Promotion Committee.  Head of School (Gareth Leng), School Promotion	Improved career progression of female staff to UE09 and UE10.  Increased number of female staff on University-level decision-making committees, and increased awareness of that role by School

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

## Appendix 1: 2014-2017 Action Plan, Page 4

	UE10.	are supported in further career development, through appropriate courses. This should result in increased number of staff on University-level decision-making committees: start data collection to check if this occurs.		Committee, School HR (Lee Dolan).	staff, as demonstrated by survey results.
<b>2.6: Support early-stage career development, through Postdoctoral Society.</b>	Postdoctoral Society was maintained throughout 2011-2014 for Little France staff, but was much less active for George Square staff. This has recently been revitalised, being run by two of the new Chancellor's Fellows, including one female Fellow (Tara Spires).	Maintain societies in both sites, including through involvement of Chancellor's Fellows and with School financial and secretarial support.  Periodic attendance of representative from Postdoctoral Societies at School Management Board, for discussion of career development. Start regular attendance of representatives at School staff meetings.	Ongoing.  By 2016.	School's Chancellor's Fellows (Tara Spires, Emanuel Busch).  Head of School (Gareth Leng).	Survey showing staff awareness of School support for career development opportunities.  Better progression of female staff from lower-grade, fixed term contracts.
<b><u>3. Organisational culture</u></b>					
<b>3.1: Core hours.</b> <b>Continue current policy of seminars and committee meetings in the core hours of 10 a.m. to 4 p.m., and extend policy to include School-level meetings.</b>	School committee meetings moved to core hours. To date, this has not been the case for School-wide meetings.	Move time of School meetings to within core hours, along with varying location of meetings across two sites.  Collect attendance rates, with gender information.	From 2014.	School Secretary (Sarah Martin), Head of School (Gareth Leng), Chair of AOC (Norah Spears).	Improved attendance of females at School meetings.
<b>3.2: Improve uptake of staff training in relevant issues.</b>	All AOC members undertook E&D training.  AOC Chair (Norah Spears) and AOC member, College Athena SWAN College Officer (Caroline Wallace) undertook	Offer regular E&D training that is geared specifically to our School.  Monitor School uptake of training.  Set up unconscious bias training session for AOC. Encourage wider participation for all staff, in particular for all staff giving	Organise 2014, to be in place by 2015.  Organise 2015, to be in place by 2016.  Organise 2015,	School's E&D officer (Mayank Dutia).  AOC Chair (Norah Spears), School HR (Lee Dolan).	Increase in number of staff undertaking training over the next three years; higher percentage of staff surveyed finding School

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

## Appendix 1: 2014-2017 Action Plan, Page 5

	<p>unconscious bias training.</p> <p>All Senior appraisal team have undertaken appraisal training.</p> <p>School set up fund for any AS-relevant training (e.g. SET workshops, BBC media training, etc.).</p>	<p>appraisals.</p> <p>Start HR-run local workshops for PIs training in giving appraisals, including 'drop-in' day, allowing people to ask specific questions.</p> <p>Continue School fund for any relevant external courses.</p>	<p>to be in place by 2016.</p> <p>Ongoing.</p>	<p>School and Uni HR (Susan McNeil, Lee Dolan).</p> <p>Head of School (Gareth Leng).</p>	<p>positive place to work regarding E&amp;D issues.</p> <p>Higher percentage of staff reporting appraisals as a positive experience.</p>
<b>3.3: Compare contributions of male and female academic staff to different types of roles within the School, particularly: membership of key committees, pastoral work, outreach work, high visibility external work.</b>		<p>Alter appraisal forms to allow data compilation that clearly and fairly details these different work roles.</p> <p>Ensure fair distribution of work activities across School staff.</p>	<p>Ensure fully operational by start 2017.</p>	<p>Appraisal forms amended through School Management Board, with School HR (Lee Dolan).</p> <p>School Management Board examine collected data.</p>	<p>As this is to be implemented by the end of the 2014-2017 period, we would expect to be able to measure success here in the following years.</p>
<b>3.4: Ensure high profile of female scientists.</b>	<p>School set up fund to cover cost of sending female staff on training such as the initial BBC Media training for female scientists, held in London.</p>	<p>Set up School fund for external female speakers who need additional financial help to cover extra child care costs.</p> <p>Continue funds for training such as BBC Media training for female scientists.</p> <p>Institute annual Mary Pickford lecture for distinguished external female scientist.</p> <p>Monitor gender of speakers data more thoroughly, from number asked through to numbers speaking.</p>	<p>From 2014.</p> <p>Ongoing.</p> <p>From 2014.</p> <p>From 2014.</p>	<p>Head of School (Gareth Leng).</p> <p>Head of School (Gareth Leng).</p> <p>CIP Executive Committee (Mandy Jackson).</p> <p>Centre seminar organisers and School Secretary (Sarah Martin),</p>	<p>Increased number of external female speakers talking in School.</p> <p>Uptake of funds for training.</p> <p>Increased number of female School staff invited to talk externally.</p>

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

		Start collection of data (using information on appraisal CVs) on external talks given by female staff, to speak at other Universities and at Conferences, etc.  Publicise talks of female scientists on web site: to include external speakers here, and School staff speaking elsewhere.	From 2015.  From 2015.	AOC.  School Secretary (Sarah Martin).  School Secretary (Sarah Martin).	
<b>3.5: Lobby at College and University level, to improve AS-related culture and policy beyond School.</b>	AOC Chair meets with Chairs in other Schools/Departments to discuss issues. Meetings have led to: (a) employment of College AS officer; and (b) change in policy re gender-makeup of interview committees.	Continue meetings with other Schools, etc. within College of Medicine and Veterinary Medicine.  Lobby for College-wide adoption of School policies, including re: funding of maternity leave and of accrued annual leave, where external funding body does not cover this.	Ongoing.	AOC Chair (Norah Spears).	Influence best practice in College policies and processes across Schools.
<b><u>4. Work-life balance and flexible working</u></b>					
<b>4.1: Continue to work towards helping the return to work process for those on maternity leave. This will include:  Ensure continuation of School's maternity leave mentoring scheme; providing information on flexible working to new staff (see 1:2 above).</b>	Set up return from maternity leave mentoring scheme: proved very successful to date (see main application).  Promotion panel checks maternity leave; Head of School ensures mentioned on information passed to College.	Continue to support School's 'Returning from maternity leave' mentoring system.	Ongoing.	AOC (Sally Till); School HR (Lee Dolan).	Update of flexible working, and continued uptake of mentoring scheme.  Survey showing good awareness of ability to undertake flexible working.
<b>4.2: Continue to promote awareness of relevant policies such as parental leave and flexible</b>		See communication, 1:1 and 1:2 above.			

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

working.					
<b>4.3: Work towards improved childcare offered by the University of Edinburgh.</b>	Issue discussed by AOC.	Lobby University.	By 2017.	AOC (Catherina Becker).	Increased provision of affordable childcare by the University, across its different locations.
<b><u>5. Recruitment</u></b>					
<b>5.1: Improve data collection across the recruitment process.</b>		Utilise University's new reporting system to collect data for analysis, in order to monitor gender information from applications through shortlisting, interviews, jobs offered and to jobs accepted.	To be in place by 2015.	AOC (Mayank Dutia), HR (Lee Dolan). Information to be reported to School Management Board.	Improved quality of data to analyse by end of 2014-2017.
<b>5.2: Ensure good practice across the recruitment procedure.</b>	School instituted policy to ensure that no interview committee was composed of only one gender.  School also helped lobby for current College-wide policy of minimum of 25% of each gender in makeup of all high grade job interviews.	Enhance School-wide use of template for recruitment materials, to ensure that no gender-biased language is used.  Monitor composition of selection panels.  Promote E&D, unconscious bias and interview training amongst line managers.  Case studies of good practise put on web site.	In place during 2014.  Data collection started by 2015.  2015.	School HR (Lee Dolan), School Secretary (Sarah Martin).  School HR (Lee Dolan), School and Centre Secretaries.  AOC Chair (Norah Spears).	Increased gender balance across all interview panels.  Data collected one year after new staff start work (see 1:2 above) show females had positive experience of recruitment process.
<b>5.3: Increase proportion of job applications from women – especially important at higher grades.</b>		Include Athena SWAN silver logo in adverts and in information to candidates.  Give School's policy on flexible	2014.	School HR (Lee Dolan).  School HR (Lee	Higher % of females applying for and taking up high-grade positions in

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

		working on information to candidates.  Ensure that committees involved across the recruitment process include high proportion of females.	2014.  2014.	Dolan).  School HR (Lee Dolan).	School.
<b>6. UG and PG students</b>					
<b>6.1: Improve awareness of biomedical science undergraduate courses at schools, including ensuring presented in way to attract female students (e.g. using examples of female role models).</b>		Implement information evenings for school Career Officers. Work towards greater inclusion of schools where few pupils currently apply. Here, the School would act as a pilot, with the scheme extended throughout relevant Colleges if successful.  Continue to promote visits of schoolchildren to the School, for work experience. Ensure that work-experience students are aware of high grade female academic staff.	Plan 2015 to implement 2015-16.	BMTO (Allison Wroe: also to become part of AOC from autumn 2014).  School Science Administrator (Jane Haley).	Greater application numbers, and maintain/increase percentage females applying.
<b>6.2: Career advice for Honours and taught Masters students.</b>	We now have a Personal Tutor system in place, so that every student has one-to-one interactions with a staff member.	Introduce formal session with Personal Tutor early in final Honours year, to discuss career options after graduation.  Analyse data from Development Alumni on careers of graduates.	By 2016.  By 2016.	BMTO (John Stewart).  AOC (Kim Picozzi, Catherina Becker).	Survey showing higher satisfaction.  Start monitoring of career development of female graduates.
<b>6.3: Investigate lower percentage of females applying for taught postgraduate degrees in recent years.</b>	The percentage of females taking up taught Masters places has risen over the last three years, but analysis of data for this application shows that the	Examine female:male ratio applying for individual courses. Check whether lessons can be learnt from courses that do attract a high percentage of female applicants, to transfer to other courses.	By 2016.	AOC (Catherina Becker).	Higher percentage of female applicants.

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures



	percentage applying has fallen over that same period.				
<b>6.4: Forum for discussion and interactions amongst PhD students.</b>	The postgraduate society at George Square has recently been revitalised, being run by two of the new Chancellor's Fellows, including one female Fellow (Iris Oren).	Maintain School's postgraduate society.  School support website upkeep.	Ongoing.  From 2014.	School's Chancellor's Fellows (Iris Oren, Oliver Hart), AOC's postgraduate member (currently Kim Martin).  School Secretary (Sarah Martin).	Survey showing higher satisfaction.
<b>6.5: Introduce 'Alison Douglas Memorial Prize' for best PhD student, with winner giving presentation alongside external 'Mary Pickford Annual Lecture'.</b>	Discussions between AOC and CIP.	Prize started for best PhD student. Winner will be funded to attend an external conference, and will give a talk to the School alongside our new Prize Lecture for a distinguished female scientist, set up in memory of Mary Pickford, Professor of Physiology 1966-1972. and University of Edinburgh's first female medical professor.	Annually from 2014 onwards.	CIP executive committee (Matt Nolan, Mandy Jackson).	
<b>6.6: Career for female PhD students</b>	Promotion of available career development training, such as CV writing, career management training.	Continue to promote available career development training, such as CV writing, Career Management training.  Collect and analyse data on further careers of PhD students after finishing.		School Postgraduate Secretary (Anne Aitken).  Data collection by School Postgrad Secretary (Anne Aitken), and analysis by AOC (Sally Till).	Improved career track of females upon completion of PhDs.

Objective

Actions taken by April 14

Actions planned

Timescale

Responsibility

Success measures

**APPENDIX 2:****3 YEAR ACTION PLAN (2011-2014). SCHOOL OF BIOMEDICAL SCIENCES, University of Edinburgh**

Objective	Date	Action	Progress as of April 2014
<b>1. School Academic Opportunities Committee</b>			
1A. 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.</p> <p>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>	<p><b><u>Variable progress.</u></b></p> <p><b>Good progress:</b></p> <p>Our Academic Opportunities Committee was in place by spring 2011. Following an initial problematic period (due to the illness and subsequent death of its Chair, Professor Alison Douglas), it has met regularly since the end of 2012. Since then, meetings have been held at least every three months. The School Management Board (SMB) and its Policy and Resources Committee (SPRC) were merged, with the AOC Chair now a standing member of the SMB.</p> <p><b>Fair progress:</b></p> <p>Information has been provided via various routes, but it is apparent from the results of our 2013-14 survey that this information flow is still not sufficient. Addressing this is a primary aim of our current application, particularly using our School's Athena SWAN website page.</p> <p><b>Not proceeded with:</b></p> <p>There has been much discussion of how to best achieve this in a constructive way. In the end, we decided that an</p>

Objective

Date

Action

Progress as of April 2014

## Appendix 2: Update on 2011-2014 Action Plan, Page 2

			anonymous system was not workable. Instead, people are told that they can speak to School HR (Lee Clark) confidentially, as has been the case 2011-2014. Where appropriate, and with the approval of the person concerned, LC will then bring general aspects of the case for discussion at an AOC meeting, or specifics for discussion with Head of School. From spring 2014, this system will be written into Induction information.
1B. 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.	<b><u>Fair progress.</u></b> This did not occur at the appropriate time, due primarily to lack of AOC meetings during that time period, to arrange. Relevant issues were, though, raised at School Management Board meetings.
1C. 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.	<b><u>Good progress.</u></b> Meetings were set up in 2013, both with PhD students and with postdoctoral staff to discuss these issues, alongside discussions at academic staff meetings throughout 2011-2014.
<b>2. Appraisal and career development</b>			
2A. Increasing % female academic and postdoc appraisals so equal to males and aiming for 80% by 2012.	By end of 2012	Raising awareness of value of appraisals for female Postdocs and Research & RCUK Fellows.  Increase responsibility for career development for female Postdocs and Research & RCUK Fellows.  Increase female academic appraisal frequency to 1/year.  Offer appraiser with part-time	<b><u>Variable progress.</u></b>  <b><u>Excellent progress:</u></b> From 2013, there is now a policy of annual appraisals for all members of staff.  People can ask for an alternative, or where more appropriate, an additional member of staff to be present at their

Objective

Date

Action

Progress as of April 2014

## Appendix 2: Update on 2011-2014 Action Plan, Page 3

		<p>experience/understanding to part-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>	<p>appraisals, allowing them, for example, to have an appraiser with part-time experience if they wish. Discussion of promotion is now a routine part of an appraisal. This addition to the appraisals beyond that proposed in the original action plan was decided on during the review and updating of our 2011-2014 plan.</p> <p><b>Limited progress:</b></p> <p>Information on pastoral/outreach work can be added to appraisal forms, but we are now changing the forms to explicitly ask for this information (see 2014-2017 Action Plan, Appendix 1).</p> <p>With these changes not in place until 2013, auditing the success of these is an aim for our current application.</p>
2B. 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>	<p><b><u>Good progress.</u></b></p> <p>Training all in place by 2012.</p>
2C. 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</p>	<p><b><u>Excellent progress.</u></b></p> <p>Our School has worked on offering a variety of mentoring schemes to our staff. We participate in a University-wide mentoring scheme for postdoctoral staff run by the Institute of Academic Development. Our School is also one of</p>

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		<p>School or facilitation via relevant external scientific society, e.g. The Physiological Society (scheme for women) (<a href="http://goo.gl/uvDqV">http://goo.gl/uvDqV</a>), The British Pharmacological Society (scheme for women) (<a href="http://goo.gl/ht3ZP">http://goo.gl/ht3ZP</a>), The Society for Neuroscience (<a href="http://goo.gl/vf9Ss">http://goo.gl/vf9Ss</a>) and The Endocrine Society (<a href="http://goo.gl/B3gxS">http://goo.gl/B3gxS</a>).</p> <p>Propose School policy of at least 1 female and 1 male supervisor for Postgraduate students.</p>	<p>a few pilot Schools/Centres/Departments in a new mentoring scheme for staff at Grade 08 and above, called Mentoring Connections, with AOC Chair Norah Spears the School's champion for this. In addition, our School runs a mentoring scheme for staff going on, and then returning from, maternity leave. Take-up has been good, but for the first two schemes, there are more potential mentees than mentors. Given this, encouraging people to be mentors is a key aim in our current application.</p> <p>From 2013, all new PhD students are supervised by a thesis committee composed of at least one person of each gender.</p>
2D. 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>Late 2011-early 2012</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 SRC information is sent to all female academics and Postdocs/Fellows, especially trainings and meetings in Scotland.</p> <p>Introduce School-specific leadership training for Research Fellows and new PIs.</p>	<p><b><u>Good progress,</u></b></p> <p>Training opportunities, including from SRC, are regularly advertised by a variety of routes. Two recent appointments have taken up offers of Aurora training.</p> <p>Leadership training is recommended for all new PIs, and staff moving to higher grades, as appropriate.</p>
2E. Postdoc Forum strategy development.	From 2011	<p>Promote training/mentoring for female research staff.</p> <p>Aid Postdoc Society by providing administrative support and impetus to reinvigorate.</p> <p>Provide School inductions for research staff to enhance their understanding of support available for career progression.</p>	<p><b><u>Fair progress,</u></b></p> <p>During the last year, the Postdoctoral Society at George Square has been restarted, with the School Secretary having dedicated time to work on their website.</p> <p>The University does not conduct exit interviews, and so it has been difficult to</p>

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	Late 2011-early 2012	<p>Conduct exit interviews to inform optimal ways to support Postdocs.</p> <p>Develop research leadership training for senior Postdocs/new PIs.</p>	<p>obtain useful information from this: we are working with College to get exit interviews re-established, and hope to improve this data gathering during the next 3-year period.</p> <p>Postdocs invited to 'brown bag' lunch, at both sites, to discuss what changes would be useful to career development, although no School-specific training was put in place, with discussions indicating that University-wide training was sufficient and appropriate.</p>
2F. Maximise staff information available.	From mid 2011	Monitor School discussion boards and use to inform School policy. Act on results of internal and external surveys- e.g. Careers in Research Online Surveys (CROS, PIRLS, due in 2011).	<p><b><u>Fair progress.</u></b></p> <p>Discussion boards are not used to inform policy, but survey results are discussed at the AOC, to decide where policy needs amended, with items raised then taken to the School Management Board.</p>
2G. Enhance promotion applications (especially for junior academic women).	From 2011	<p>Formulate a plan to identify women at grades UE06/07/08 in particular that are suitable for promotion to a higher grade.</p> <p>Provide additional support to identified women, e.g. opportunities for School responsibilities as appropriate, including for junior academic women.</p>	<p><b><u>Excellent progress.</u></b></p> <p>We have addressed this by making discussion of promotion an automatic aspect of each appraisal, and by making these appraisals annual. In addition, the School now has a Promotion Committee that looks at each staff member individually. Its work includes e.g. checking for staff at top of grade scale, discussing possibility of promotion, or if not of increment, with PI.</p> <p>Training for identified females has been in place throughout 2011-2014, including University leadership training, and now Aurora.</p> <p>We have had excellent success here, with 8 out of 17 promotions during 2011-</p>

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		Monitor success of strategy.	<p>2014 from women, 6 of them already successful and a 7<sup>th</sup> currently under University review having been approved by College. This compares well to the previous period, when males were twice as likely to apply.</p> <p>Success of strategy has also been explored through AOC's discussion of data on female staff grades</p>
2H. Support research staff further.	<p>From late 2011</p> <p>Late 2011</p> <p>Late 2011</p>	<p>Run School induction sessions for all research staff (including existing staff) to enhance understanding of career support provided.</p> <p>Provide Centre information booklets for research staff/new PIs.</p> <p>Appoint School Academic Advisor as a single point-of-contact for Research Fellows and new PIs to oversee academic progress and be an advocate for promotions.</p>	<p><b><u>Good progress.</u></b></p> <p>Information is given to all new staff coming to the School (although it was decided that existing staff would not be required to undergo 're-induction', with the AOC deciding that such a policy would probably gain little).</p> <p>After further discussion amongst the AOC and with incoming Research Fellows and PIs, we decided that there was no clear advantage to creating this position.</p>
2I. Increase transparency of the School Academic Promotions committee.	<p>Late 2011</p> <p>2012</p>	<p>Discuss with School Management Board the reformulation of the Academic Promotions Committee, aiming to include female member(s).</p> <p>Assess mechanisms of committee selection and introduce benchmarking for the promotion process in the School.</p>	<p><b><u>Good progress.</u></b></p> <p>The Academic Promotions Committee is now composed of three academic staff, one of whom is female (Dr Norah Spears as AOC Convenor, along with Head of School and Head of Biomedical Teaching Organisation). This Committee was set up to ensure that standard criteria for promotion are applied evenly.</p> <p>Female membership of key School committees has improved greatly over the period 2011-2014, although we still have some way to go to achieve parity,</p>

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			and will continue to monitor this closely.
<b>3. Flexible working and work-life balance</b>			
3A. Increase awareness of University policies.	2011	Increase awareness of possibilities for changing working balance by and School Academic Opportunities website and Centre noticeboards.	<b><u>Good progress,</u></b> A formalised system for flexible working was in place by 2012, with existing staff informed via email, and new staff told at Inductions.
3B. 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.	<b><u>Good progress,</u></b> New staff told about this at Inductions. Information not available from exit interviews, due to system then in place at University.
3C. Ensure the effective use of the School workload model in personal and career development planning.	Ongoing  2012	School Line Managers to monitor to ensure appropriate distribution of roles, responsibilities and workload.  Enhance policy to include leave for carers other than maternity/paternity.	<b><u>Variable progress.</u></b> <b>Limited progress:</b> Amendment of the workload model was not really addressed during 2011-2014, but is now an important part of our current plan. <b>Excellent progress:</b> In place by end 2011.
3D. 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.	<b><u>Variable progress,</u></b> <b>Good progress,</b> Social events are organised for a variety of different times, so that all students and staff will be able to get to many. We have not, though, excluded social events out of working hours, since we have a large number of students from abroad, many of whom appreciate having some evening events. <b>Limited progress,</b>

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			School committees are all organised within core hours (10 a.m. to 4 p.m.), and School meetings within normal working hours: it was decided that it was not feasible to schedule all School meetings within core hours due to the split-site nature of our School, but this policy is being revisited in our current application.
3E. Formalise flexible working in the School.	Spring 2011	Set up procedures for formally requesting flexible working.	<b><u>Good progress.</u></b> In place by 2012.
<b>4. Recruitment and selection</b>			
4A. 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.	<b><u>Fair progress.</u></b> The School regularly hosts work-experience visits for schoolchildren, arranging that they see staff at all career stages during their time here, from PhD students through to Professors.  During the last year, the postgraduate and postdoctoral societies have both been revitalised, with two Chancellor's Fellows (one female) agreeing to oversee this in each case.
4B. 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.	<b><u>Good progress.</u></b> In place by 2012
4C. 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.	<b><u>Excellent progress.</u></b> The AOC lobbied at College level for a all senior job interview panels to be composed of at least 25% females: this was made College policy in 2012. In addition, School policy was changed in 2013 to ensure that all interview committees had at least one member of

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			each gender on it. This has led to an increase in the membership of senior academic women onto such panels.
4D. Analyse ways to enhance number of new-start female academics.	2012	Develop outreach to UK Universities to encourage applications for RCUK Fellowships.	<b><u>Excellent progress.</u></b> During the period 2011-2014, the main new staff at this level have been through the new Chancellor's Fellowships. In the event, these were well advertised world-wide, with successful applicants (five of them female) joining the School from top Universities across the world, not just across the UK.
<b>5. Organisation and culture</b>			
5A. 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.	<b><u>Good progress.</u></b> Online training is now available, with all staff encouraged to complete this, and all AOC members required to do so. We have also started E&D training sessions that are specifically geared to our School, and plan to continue these during 2014-2017.
5B. 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.	<b><u>Good progress.</u></b> This has been well advertised throughout the School, including on the main page of the School website, with a School Athena SWAN webpage also introduced in 2014. We also have the award certificates prominently displayed at the entrance of both School sites, with relevant topics regularly raised at School meetings, and through emails, including from Head of School.
5C. Strengthen School sense of Community.	Ongoing	Encourage and support School-wide (cross-Centre)	<b><u>Good progress.</u></b> We have a wide variety of social events

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		social events for both staff and postgraduate students.	that take place in the School, well attended.
5D. Encourage wide female attendance at School meetings.	2011	<p>Alternate venue/time for School meetings between each different Centre site.</p> <p>Include Athena-related and Academic Opportunity items on School agenda meetings.</p>	<p><b><u>Limited progress.</u></b></p> <p>To date, this policy has not been implemented. Following data from our recent School survey, we will push to have this change take place as an immediate action in our current application.</p> <p>Athena-related items are regularly discussed at School meetings.</p>

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