

## **Athena SWAN Bronze and Silver Department award application**

**Name of institution:** University of Edinburgh

**Date of application:** 30 November 2011

**Department:** The Roslin Institute

**Contact for application:** Cat Eastwood

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**Departmental website address:** [www.roslin.ed.ac.uk](http://www.roslin.ed.ac.uk)

**Date of university Bronze SWAN award:** 2006, renewal 2009

**Level of award applied for:** Silver

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

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

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

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

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

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

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

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

### **2. The self-assessment process – maximum 1000 words**

Describe the Self-Assessment Process. This should include:

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

The Director of The Roslin Institute invited Catherine Eastwood (HR Manager and Equality and Diversity Officer); in conjunction with Professor Helen Sang who chairs the Institute's IMPACT committee, to coordinate the Institute's bid for an Athena SWAN award. A call for volunteers was issued to both staff and students, with the final composition of the self assessment team being agreed in December 2010. The main objective was to have team members at different stages of their academic careers across the Institute. It was agreed that the self assessment team would become the Institute's Equality and Diversity committee that would continue to meet regularly beyond the Athena SWAN process.

The members of the team consist of:

**Professor Helen Sang (Chair):** Professor Sang started her career as a Research Fellow at Harvard University in 1978. She returned to the UK on an MRC Fellowship to join the University of Edinburgh in 1980. In 2009 Helen was promoted to Chair in Vertebrate Molecular Development. She currently leads a research group studying the development of transgenic technologies for genetic modification of the chicken and the applications of these technologies. Her career progression from junior research level to professorial level while supporting a family makes Professor Sang an ideal Chair for this team.

**Miss Catherine Eastwood:** Cat is the Institute's HR Manager. Cat has 5 years experience in HR within Higher Education. She manages the local HR function at Roslin and supports and advises academics in all aspects of HR policy e.g. employee relations, appraisals, promotion, leave, recruitment, redundancy and career development.

**Mr Mark Fell:** Mark Fell is a Bioinformatician within the ARK Genomics team at the Institute. He is from a dual career family and often requires flexible hours due to the fact that he has 2 small children, one of whom has special needs.

**Dr Sue Jacobs:** Dr Jacobs entered science 30 years ago as a virology technician. Eight years later, without any University qualifications, Dr Jacobs registered for a PhD and completed this within three years. Married to an army officer, Dr Jacobs has spent the last 20 years pursuing a career in academic research while often having to live apart from her husband and run two homes. At the age of 52, Dr Jacobs has remained at post- doc level due to the flexibility of such a position. Now her husband is due to retire she hopes to pursue an independent research career. She contributes over 20 years experience as a post-doc, her insights and experiences have been invaluable.

**Dr Jeanette Johansson**

Dr Johansson started her career in 2008 when she was awarded a Swedish postdoctoral. During this time she married her partner and their son was born in 2009. Dr Johansson who still lived in Sweden at the time took unpaid maternity leave for 6 months. In 2010 she was appointed to the position of Research Fellow at the Institute and her long term ambition is to establish her own research group. Being able to combine a family with an active research career is important to her. She contributes experience as an ambitious post-doc juggling work and family life.

**Dr Neil Mabbott** Dr Neil Mabbott is a Group Leader/Reader within the Institute. He started his career as a postdoctoral researcher in 1995 at the BBSRC's Neuropathogenesis Unit. In 2009, the title of Reader was conferred on Neil by the University. Neil contributes experience of leading a research group whilst balancing the demands of family life. Neil has two small children and is from a dual career marriage.

**Ms Val White:** Val White has senior role in the Institute as the Director of Operations, responsible for ensuring that the core support and facilities are in place to assist delivery of research objectives. Val is the senior Equality and Diversity officer for the Institute and represents the University in a variety of external committees. Val mentors students in Higher Education Management, and is an active member of the AUA. Val has two young children so understands the complexities of combining family life with a demanding career.

**Dr Pamela Wiener:** Dr Wiener started her career in 1998, investigating the genetics of complex traits, breed structure and selection mapping in livestock and companion animals. She was initially appointed as a postdoctoral researcher and was promoted in 2001 to senior postdoctoral researcher. She began working part-time in 2002 when

her daughter was born. Dr Wiener was promoted to Career Track Fellow in 2011. She contributes experience of juggling work-family life balance.

**Ms Gwen Wathne:** Gwen is a Postgraduate student. Gwen contributes experience as a female student within the Institute. Gwen will shortly be thinking of commencing her own family.

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

The team met three times between December 2010 and November 2011 in order to review Roslin Institute gender data and form a strategy. Focus Groups were held with staff members, together with feedback from focus groups and feedback from the assessment team an action plan was formed and deadlines set in order to tackle obvious equality issues. Members of the team exchanged regular emails regarding the data and also national equality issues e.g. articles were circulated. The HR manager regularly met with the University Athena Swan group in order to share experiences and concerns. Geraldine Wooley also visited the Institute from the Scottish Resource Centre for Women in SET to offer advice and guidance on what they could provide in terms of further support for women. We also consulted published successful silver applications within similar Institutes/departments in the UK. Dr Alison Douglas, convenor of the School of Biomedical Sciences (successful silver application) also agreed to act as an external advisor on our application.

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

The team will continue to meet on a quarterly basis beyond this process to monitor gender equality issues within the Institute. Information will also be sought from the Institute's newly established Career Development Committee as well as the University's Reward committee; this information is vital in assessing how we promote and encourage opportunities to researchers. The team will keep in regular contact with similar teams across the University and wider HE. Actions and outcomes from our meetings will feed into the Institute's Management Group.

**Word Count – 1000 words**

### 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 and relevant features.

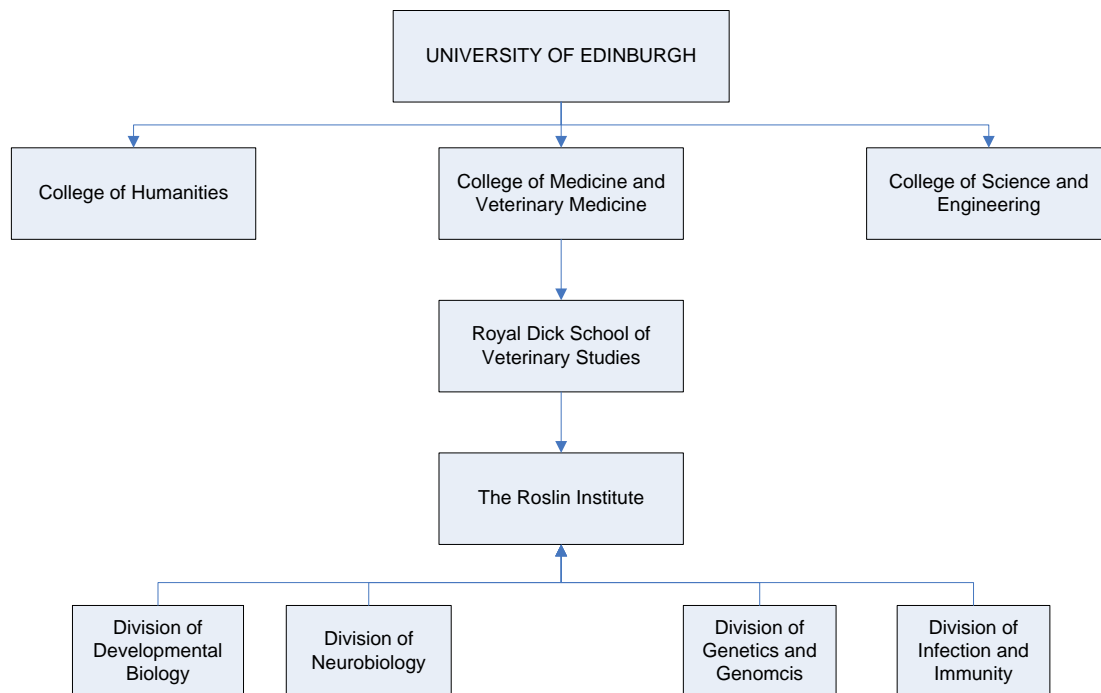
The University of Edinburgh has three colleges; with the College of Medicine, and Veterinary Medicine (CMVM) and the College of Science and Engineering (CSE) having a clear scientific focus. The Princess Royal has just been elected the new Chancellor, the Principal is Professor Sir Timothy O'Shea, there are 12 Vice-Principals (4 are women). The Roslin Institute [www.roslin.ed.ac.uk](http://www.roslin.ed.ac.uk) is part of the Royal (Dick) School of Veterinary Studies (R(D)SVS) within the CMVM. The Dean of the Vet School is currently female and the Head of School is male. The Roslin Institute's Director is male. While the R(D)SVS focuses on the teaching of students, the Institute focuses on producing excellence in animal bioscience research.

The Institute currently employs 185 academic staff; there is a 50:50 split between women and men with 49% of academic staff being female, including one female Head of Division (Professor Jean Manson OBE), and 5 other female Professors who are also Group Leaders. In addition to this, we also have 5 female Group Leaders at UE09 level. The Equality in Higher Education Statistical Report (2010) states that 39% of staff in SET departments are female whilst 61% are male. Therefore the Institute is doing better than the national average for SET departments. The Institute also employs another 124 technical/support staff (63% female, 37% male)

In May 2008, The Roslin Institute merged to become part of the University of Edinburgh; this involved a TUPE transfer of existing BBSRC staff into the University. Internally there is a matrix style management structure, with the Group Leaders ultimately being responsible to the Director. The Institute has its own on site HR team consisting of 1 HR Manager and 2 HR Administrators. The team is lead by the Director of Operations, with close interactions with the College and University HR teams as an essential component to ensure integration with the organisation as a whole. The Institute has two Equality and Diversity officers, who participate in both University and BBSRC initiatives.

In the Research Assessment Exercise (RAE) 2008, the R(D)SVS was placed first among the seven UK veterinary schools for its quality of research, confirming the outstanding international reputation of the school, which includes The Roslin Institute. The Institute has a diverse research portfolio, with annual research income of approx £25M.

***Diagram of how The Roslin Institute fits into the University***



The Institute currently has approximately 134 post graduate students (65% Female/ 35% Male) undertaking doctoral research degrees. The majority of students are sponsored by various research councils/ scholarship schemes. In 2011, the Institute took its first cohort for the new MSc in Animal Science. The Institute and the University provides a wide range of transferable skills and training courses to prepare postgraduates for a career in academia. The Roslin Postgraduate Office along with HR monitors attendance and also evaluates the usefulness of training courses.

The Institute is often cited within the University as an example of good practice in terms of how we adopted the University's Code of Practice for Management of Research Staff. This Code of practice received an 'HR Excellence in Research Award' from the European Commission acknowledging the steps to embed the UK Concordat guidelines. The Institute has fully adopted this code of practice but has also enhanced this code with the introduction of a postdoctoral mentoring scheme, dedicated training budget and integrated appraisal process. The University strategy sets out that within the next 5 years it will achieve 85% completion rate for appraisals, The Roslin Institute leads by example having already achieved this rate in 2010. On site HR support means that training courses designed to the needs of our staff can be designed and delivered on site. We have a very strong postdoctoral community; our post-docs are always keen and eager to get involved in various initiatives across the Institute from public engagement, knowledge exchange, IMPACT (i.e. benefits scientific research has on the economy, society and knowledge) as well as contributing to a variety of HR projects.

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

## Student data

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

N/A – Roslin only offer postgraduate research/taught degrees.

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

N/A – Roslin only offer postgraduate research/taught degrees.

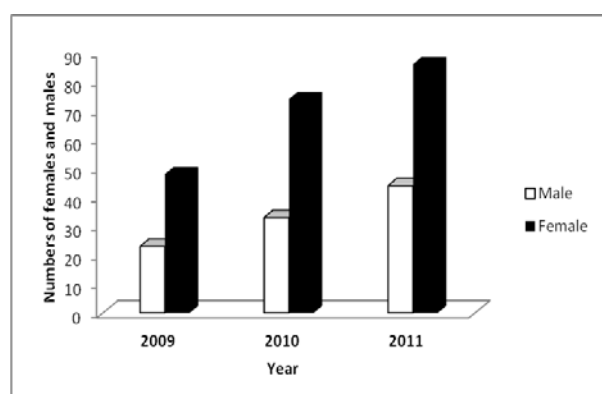
- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Roslin has only recently offered postgraduate taught courses, with the current 2011-12 cohort of MSc students being our first for the MSc in Animal Biosciences. Eight students commenced in September 2011, 6 female and 2 male. Student recruitment figures for this year have been noted and will be reviewed in detail by the Postgraduate Committee in order to influence the recruitment initiatives for the future. However, it must be highlighted that we need to have this course running for a few more years in order to note any trends or comparisons with national data. The course is brand new and is currently only offered on a full-time basis. The Programme Director is very keen to explore part-time options for the course in future.

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

Females represent a larger proportion than males (female: male numbers 2009, 48:23, 2010, 74:33, 2011, 86:44). When the Institute joined the University in 2008, the number of postgraduate students began to increase dramatically. The Institute currently has 4 female PhD students who are part-time and one male PhD student who is part-time. Last year the Institute had 5 female part-time PhD students compared to 3 males. Overall in the last three years the Institute female PhD student profile stands at an average of 66%. This is higher than the national average for “Biological Sciences” which stands at 52.6% (HESA, 2009).

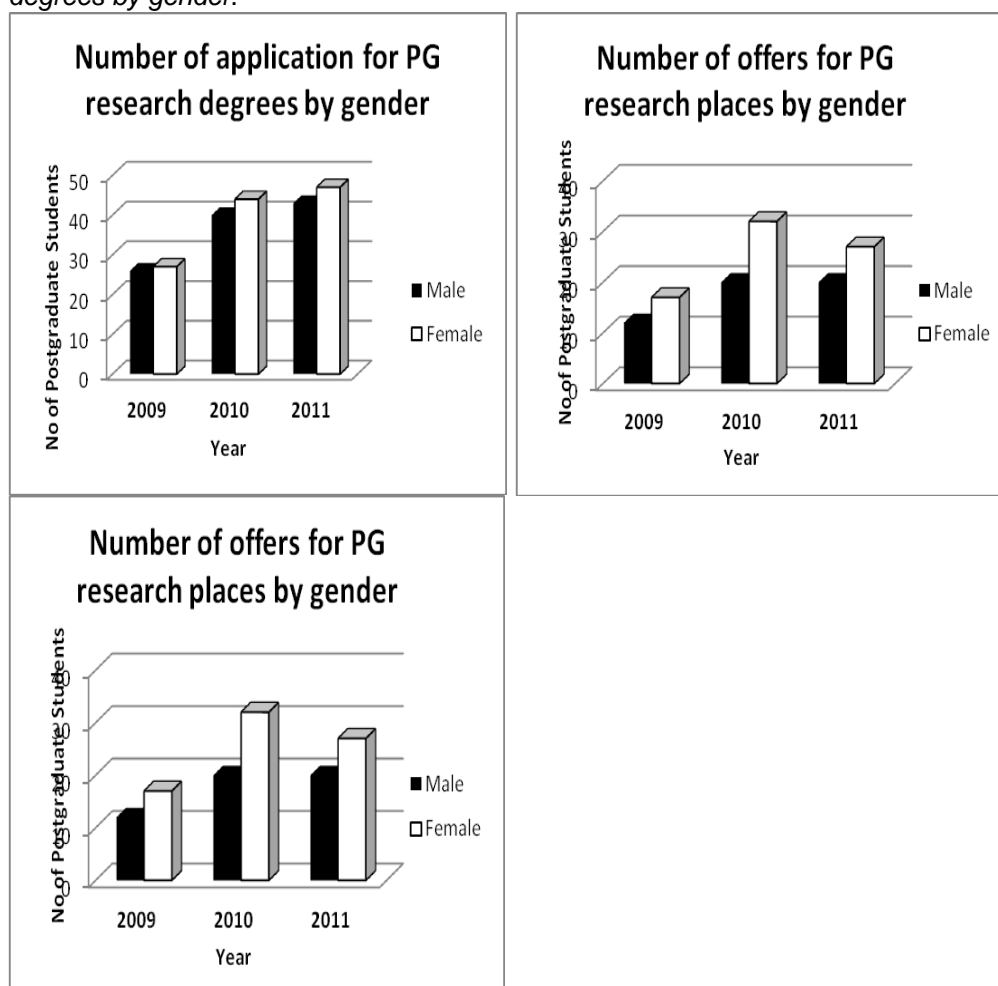
**Figure 1.** Numbers of students taking Postgraduate degrees by research and gender



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

The number of female applicants for Postgraduate research degrees is slightly higher than males (2011 ratio 47:43). The number of women who are offered a place at the Institute is also higher (2011 ratio 27:20) with 24 female acceptances compared to 16 male acceptances in 2011. This figure is in line with the national average of students studying “Biological Sciences” at UG level within the UK i.e. female: 63.5% Male 36.5% (Equality in Higher Education Report, 2010). The higher number of females in the subject nationally is also highlighted when compared to the high number of females being accepted to UE06/UE07 positions. The main point of attrition being the “drop off” effect after UE07/UE08 (see section vii).

**Figure 2.** The number of applications, offers and acceptances for PG research degrees by gender.



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

N/A Roslin only offers Postgraduate Research Degrees and more recently the MSc course.

## Staff data

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

### *Staff Information – Grading Structure Applicable to All Research Staff*

UE06: Research Assistant/Associate

UE07: Research Fellow

UE08: Senior Research Fellow/Career Track Fellow

UE09: Group Leader

UE10: Professors/Group Leaders

Research Assistants and Research Fellows are considered to be relatively junior members of staff. At UE08 level the Institute has Senior Research Fellows and Career Track Fellows (CTF). CTFs are identified as the next generation of Group Leaders (GL), but usually don't receive full GL status until they reach Grade 9. Overall, in the last three years the gender split of CTFs has been in the most part a 50:50 split.

In line with University and national averages there are more women than men at UE06 and UE07 level within the Institute (female: male numbers). 65:42). Collectively over the last 3 years, 54% of women have applied for UE06/07 positions compared to 46% of men; hence women fare better during recruitment. This reflects the national picture in terms of the number of postgraduate females entering SET employment as research professionals. According to the UKRC's "Women and men in SET the UK statistics guide" (2010), 13% of female postgraduate students enter employment as research professionals compared to 11% of males.

A shift is seen to appear at grades higher than UE08 (14:17), with more men holding UE09 and UE10 positions (11:35) – commonly referred to as the "drop off effect. The figures would seem to suggest that the number of female academics on UE09 has decreased from 2009 to 2011. This is due to the promotion of three senior female academics to UE10, reducing the UE09 pool. The number of male academics on UE10 is more than double that of females. This is a domino effect from the drop off that occurs at UE09. However, as mentioned above, in 2009-2010 the number of women on UE10 at Roslin doubled from 3 to 6 via internal promotion processes, making the split 71% (Male) 29% (Female). This is quite a positive picture, especially when compared to the national average of female professors in SET related disciplines being 9% (HESA, 2009).

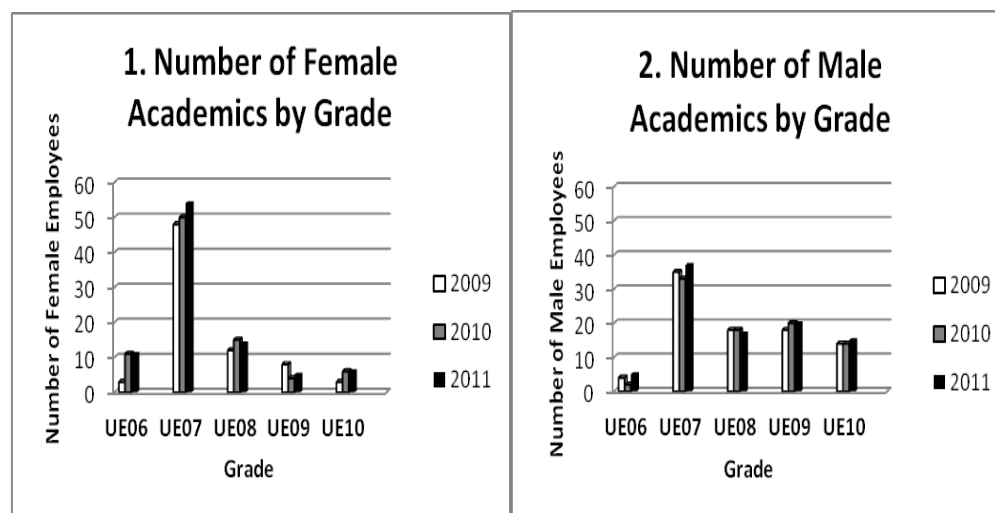
Action that is being taken to increase the number of women on senior grades includes the active implementation of our new Career Development policy. This includes clear succession paths for females on UE08 who will soon become Group Leaders via the Career Track Fellow (CTF) route. This post is almost a "trainee" post for full Group Leader status and there is an assessment conducted at the end of a 4 year period. The Institute currently has 7 female members of staff who are CTFs and 8 male CTFs. Therefore over the next few years the Institute can expect the number of women in UE09 positions to significantly increase and address current imbalances. This will in the longer term will eventually lead to an increase of women in UE10 positions. This will also increase the number of women on permanent contracts, as the Group Leader position is a permanent post within the Institute structure. We also plan to establish a Career Development Committee as part of this procedure, the first one to be held after the appraisal round in spring 2012. As part of our action plan we are planning to expand the remit of the committee to include specific agenda items on the provision of female post-doc development, training needs and promotion opportunities.



Career Development and Leadership and Management skills are an inherent part of the appraisal process, with training plans and specific career advice being a core part of the review process. In 2010 the Institute achieved an 85% completion rate; by 2014 the Institute is aiming for 100% completion rate amongst academics with the implementation of an online recording system being integral to this.

**ACTION PLAN OBJECTIVES: 1.1, 1.5, 2.1 and 2.2**

**Figure 3. Number of Female and Male Academics by grade**



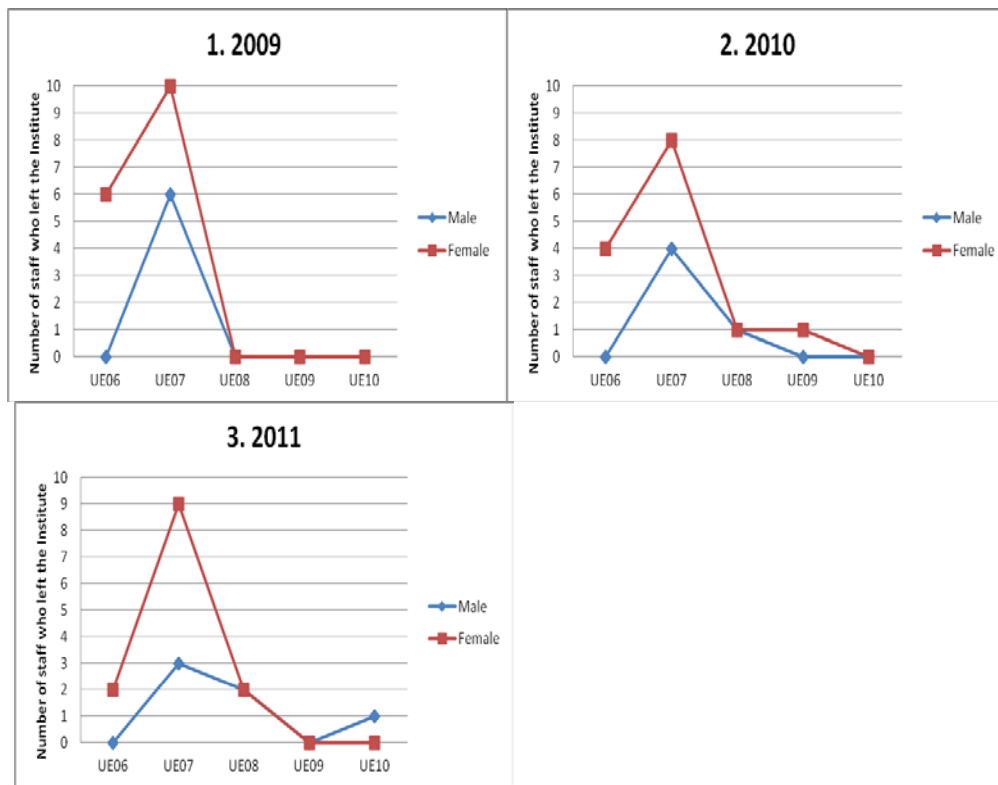
- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

In general terms, turnover at the Institute is relatively low, the average rate being around 9% which is less than the national average of 12.25% (CIPD, 2011). There is an obvious higher turnover rate of women in UE06/UE07 positions, reflecting that fact that there are 61% of women employed at this level. The main reason for leaving at UE06/UE07 levels is due to end of grant funding for postdoctoral positions. Turnover of men and women on UE08+ is very low, no women have left UE10 positions in the last 3 years, and only 1 woman left a UE09 position in 2010 due to grant funding coming to an end. The main reasons for leaving at UE08+ are due to retirement or securing a job at another organisation (1 male UE10 resigned in 2011 to take up a Director position at another Institution). We intend to address female specific issues for leaving the Institute through the analysis of our first round of exit questionnaires.

A common theme of grant funding coming to an end is being reviewed and addressed by the University as a whole, with the Institute's support. There is a particular emphasis being placed on extra support for female researchers whose grant funding is coming to an end whilst on maternity leave. We have noted this as an important part of our action plan i.e. increasing communication with those about to go or already on maternity leave. We also clearly identify staff coming to the end of grant funding over a year in advance of their end date. Staff are placed on a talent register within the University in order to actively redeploy skills across the university, allowing those "at risk" to be considered as priority applicants for other suitable scientific vacancies as they arise. Women on maternity leave are prioritised and are offered suitable alternative roles where possible. The Institute has been particularly successful in redeploying scientific staff (often to higher grades) within the University reducing redundancies, which highlights our commitment to career management of our staff. Between 2010 and 2011, the Institute successfully redeployed 4 female researchers to other positions within the Institute.

**ACTION PLAN OBJECTIVES: 1.4 and 4.3**

**Figure 4. Staff turnover by Grade and Gender**



**Word Count: 2000**

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

### 4. Key career transition points

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

***The University HR system does not have the capability to hold accurate information on success rates. We do however have limited data on job application rates and academic new starts (see Table 1).***

As mentioned in section (vii), overall the data shows that more women applied for UE06/07 positions over the last three years (54% females compared to 46% males). A direct result of this was that more women were appointed to these roles (72% of appointments over the last 3 years were female). This reflects the slightly higher number of women in the topic nationally. Collectively over the last 3 years, slightly more males applied for UE08 positions (63% of applications were from male academics). However more females were appointed at this level (6:3). It is worth noting that in 2010, 3 females were appointed to UE08 roles, this reflects the Institute's commitment to provide the next generation of UE09/10 females (these were internal appointments).

More males applied for UE09 and UE10 positions. Overall, 83% of applications were from male academics, and therefore more male academics were appointed at this level (4:1).

The Institute is doing well in comparison with other departments at the University with female appointments levels at UE08 being achieved. The Institute needs to focus on increasing female applications and appointments at grade UE09 and UE10. Positive promotion of women and the support mechanisms in place at the Institute are key. A review of recruitment data will be carried out annually, in order to see if action can be taken to address the gender imbalance in recruitment polls across the grades.

**ACTION PLAN OBJECTIVES: 3.2**

**Table 1.** Number of applications for and “new starts” in academic roles by Gender

Year	Job Title	Applications		Academic New Starts	
		MALE	FEMALE	MALE	FEMALE
2009	Res Assistant (UE06)	43	40	3	3
	Res Fellow (UE07)	49	21	7	11
	Senior Res Fellow/CTF (UE08)	27	10	2	2
	Group Leader (UE09)	29	2	0	0
	Professor (UE10)	4	0	0	0

Year	Job Title	Applications		Academic New Starts	
		MALE	FEMALE	MALE	FEMALE
2010	Res Assistant (UE06)	156	237	0	7
	Res Fellow (UE07)	112	139	6	14
	Senior Res Fellow/CTF (UE08)	0	0	1	3
	Group Leader (UE09)	2	1	1	0
	Professor (UE10)	0	0	1	0

Year	Job Title	Applications		Academic New Starts	
		MALE	FEMALE	MALE	FEMALE
2010	Res Assistant (UE06)	166	266	2	3
	Res Fellow (UE07)	242	214	1	10
	Senior Res Fellow/CTF (UE08)	9	11	0	1
	Group Leader (UE09)	35	11	1	1
	Professor (UE10)	2	0	1	0

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

Within the Institute the promotion process is open for all to apply. A local level panel is held prior to applications being submitted to College for assessment. The local level promotion panel consists of the Director, the Heads of Divisions, Director of Operations and HR Manager. Feedback is provided on each application with an assessment on whether the application is ready to submit to College level. If an application is rejected by this panel, then the Director of the Institute feeds back to the staff member including constructive dialogue on how to strengthen any future application. The staff member can still submit to College if their application is rejected by the local panel.

Table 2, below, demonstrates how the Institute has been committed to the promotion of females to senior roles with 5 females and 8 males, being promoted to UE10 professorial posts over the last 3 years. The result of such promotional success in 2008/09 and 2009/10 has meant that in 2010/11 no females applied for a promotion to UE10. This is to be expected considering the U09 population had been reduced to a pool of 5 women. The Institute can address disparities in gender mix at senior level through the Career Development Procedure and Succession Planning Strategy with focussed appointment procedures.

In 2010/11 one female and one male academic applied for the title of “Reader” and both were successful. Not only were more senior promotions attained but in 2009/10 two female postdoctoral researchers were promoted to UE07 through the re-grading process, this was followed by a female promotion to UE08 (Career Track Fellow) in 2010. The Career Development Committee and Equality and Diversity Committee will work together, to address ways in which to continue to encourage and support women to apply for promotion especially at more junior levels.

**ACTION PLAN OBJECTIVES: 1.1 and 5.1**

**Specific Female Examples:**

- 1) A female academic was promoted to a UE10 Chair in 2008/09 in recognition of her excellent international reputation in research and her outstanding publication record. She has also been nominated by the Institute on several occasions for external awards, highlighting the Institute’s commitment and support for to senior female academics
- 2) A female post-doc (who works part-time) was promoted to UE08 level in 2011. She was given a career track fellow position and will supported and mentored to achieve full Group Leader status and a permanent position in 4 years time. The promotion panel took into account her part-time status (this is clear from the panel notes), she has maintained her part-time status to look after her daughter.

**Table 2.** Number of applications and successes for promotion by gender

2008-2009	Number of Applications for Promotion		Number of successful applications *	
	Male	Female	Male	Female
UE10 (Prof)	5	4	4	4
UE09 (Group Leader)	0	0	0	0
UE08 (Snr RF/CTF)	0	0	0	0
UE07 (Res Fellow)	0	0	0	0

2009-2010	Number of Applications for Promotion		Number of successful applications *	
	Male	Female	Male	Female
UE10 (Prof)	2	1	2	1
UE09 (Group Leader)	2	0	2	0
UE08 (Snr RF/CTF)	0	0	0	0
UE07 (Res Fellow)	0	2	0	2

2010-2011	Number of Applications for Promotion		Number of successful applications *	
	Male	Female	Male	Female
UE10 (Prof)	3	0	2	0
UE09 (Group Leader)	1	1	1	1
UE08 (Snr RF/CTF)	0	1	0	1
UE07 (Res Fellow)	0	0	0	0

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

It is important to the Institute to ensure that Roslin is depicted as a vibrant Institute with excellent career progression prospects for all staff irrespective of gender. The Roslin Institute encourages women to apply for positions by ensuring women's presence is visible through the whole recruitment process (e.g. female scientists available to discuss opportunities, female presence in Institute's website and media publications, female presence in interview panels etc). Interview panels are generally mixed including any "meet and greets", as there is a good ratio of staff within the institution and it becomes easily apparent in any tours of the Institute that we have a working environment that is flexible and supportive.

The Institute will start to use the University Athena SWAN logo on all adverts and a departmental logo if this application is successful. We also intend to work with Central HR to insert some wording on family friendly policies in the University's generic further particulars. The University is undertaking a mass scale recruitment project to tackle equality and diversity issues and ensures accurate reporting; the Institute is actively contributing to this initiative.

**ACTION PLAN OBJECTIVES: 3.2 and 3.4**

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

In The Roslin Institute, the key area of attrition is the lack of progression of female staff from UE07/UE08 posts. This then has an impact by reducing the pool of women available for promotion to UE09 and UE10 positions. Generally, there are very few permanent research positions at a junior level as a consequence it is an ongoing issue for both genders. Overall in the last 3 years the promotion figures stand at 55% for men and 45% for women. The Institute needs to maintain and improve on this by monitoring and implementing various initiatives.

### **Career Development & Training Opportunities**

- The Institute operates a compulsory annual appraisal policy. The Director is a firm believer in coaching, constructive dialogue and feedback. The appraisal document is in line with the Code of Practice for Research staff and covers project-specific objectives, personal and professional career aspirations etc...The appraisal has been redesigned to include Leadership and Management competencies. This encourages managers to talk about these issues during annual appraisals and to address any problems.
- Following the appraisals, a training analysis report is created to ensure that specific training needs are addressed. It is our intention to analyse this report, along with samples of Personal Development Plans at our first Career Development Committee. We also seek to expand the remit of this committee to include female specific items in terms of training, development and promotion opportunities. The committee will aim to identify any needs that are not currently being explored. The committee will also look at issues around pastoral care and mentoring/training needs.
- Postdoctoral research scientists are very much encouraged to actively supervise students. Training is provided by the University's award winning Research Development Programme and also by senior staff members to support this activity.
- New Principal Investigators/Career Track Fellows are required to attend a course run by the Researcher Development Programme on "Management of research staff".
- Training and transferable skills courses within the University on topics such as: Career Management, Introducing Management, Team Working and Leadership etc

### **Networking**

- The Institute's Postdoctoral Society (chaired by a female) holds regular meetings and hosts "guest speaker" seminars. This is a great opportunity for the post-doc community to network and exchange ideas/barriers.
- The Researcher Development Programme offer courses on personal presence and networking which are actively promoted by the Institute.
- The HR Manager regularly promotes any specific research based networking events e.g. female networking events, part-time researchers networking events via the Scottish Resource Centre for Women or Vitae. We aim to increase female attendance on such external workshops by 2013.

### **Mentoring**

- In January 2011, the Institute launched its very own mentoring procedure. This procedure covers all post-docs/junior academics.. Scheme participation and frequency of meetings is monitored by local HR. By 2014, we seek to increase female participation in the scheme by 30%.
- Career Track Fellows (UE08) are expected to have two mentors (1 internal, 1 external). These mentors should assist them in their goal to become a full Group Leaders (UE09). By 2013, we intend to formalise the mentoring process for senior academics
- Women usually request senior female mentors, this could overburden our UE09/10 female staff due to the sheer number of UE06/UE07 female researchers. This burden has been avoided thus far through frequent monitoring by HR. The scheme is regularly promoted by HR to all – especially to new recruits.
- Evaluation of scheme to take place spring 2012 by Career Development Committee.

### **Leadership**

- Senior Academics are targeted for the Leadership Programme via HR. Two female Group Leaders (UE09/10) have recently signed up to our 4 day Leadership programme. Section 2.2 of our action plan sets out our objective to increase the percentage of female academics attending leadership and management courses annually. Post-docs and early career researchers are reminded of training opportunities available via quarterly e-mails and are targeted for specific leadership courses annually after the appraisals.

Although promotion rates at the Institute for women are good in comparison with other submissions read as part of this project, the Institute must ensure that it continues to improve and embed practices accordingly. It will continue to maintain support networks and professional development opportunities for women to increase the transition of females to higher level posts. Feedback from Exit Questionnaires will be analysed for the first time from 2012 onwards, which will be useful in terms of addressing career development issues. We also plan to send out a staff survey next year which will seek feedback on career development issues particularly for women within the Institute.

***ACTION PLAN OBJECTIVES: 1.1, 1.2, 1.3, 1.4, 1.6 and 2.2***

## **5. Career development**

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

In 2009, the completion rate for annual appraisals at the Institute was 20%. Upon the appointment of a new HR Manager in 2010, the appraisal process was reinvigorated with a full promotion of the scheme and staff training taking place where required. As a consequence the Institute's completion rate increased to 85% (meeting the University's strategic aim). We aim to have a 100% completion rate by 2014 for all academics. Data shows that the number of male and female academics who had an appraisal in 2010 was very much equal (female: 82%, male: 85%).



In line with the UK Concordat we have ensured that the appraisal recognises personal and professional development providing an opportunity to discuss possible promotion opportunities. The appraisals are usually held during the promotion period, ensuring that all academics have a chance to discuss such opportunities with their line managers. Postdoctoral scientists are also encouraged to submit a Personal Development Plan (PDP), with training requirements identified. This information is used by the Career Development committee as highlighted in section 4(i).

The University has standard academic promotions guidance and criteria which take into account teaching activity, research and publication activity, success in grant awards, conference invitations, citations etc. There is separate guidance for promotion to a professorial post that takes into account teaching excellence and knowledge transfer/outreach activities. These guidelines apply to all academics within the University in a bid to keep the promotion process as fair and as transparent as possible.

**ACTION PLAN OBJECTIVE: 2.1**

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

All new staff receive a comprehensive induction. The induction is instigated by HR which then ensures the line manager and individual actively participate in the process. All staff have an appointment with HR on their first day to obtain an induction pack and introductory welcome. During this meeting the HR manager informs the new employee of all the support available at the University in terms of the Researcher Development Programme and Leadership Development programme. All research staff are provided with a copy of the University's award winning "Code of Practice for the Management of Research Staff". During the induction meeting, academics are also provided with information on up and coming training events. The HR manager will usually recommend training courses relevant to the appropriate position/grade. If relevant, the HR manager will also discuss flexible working requirements and various terms and conditions at this stage. It is appreciated that staff often suffer from information overload on their first few days; therefore we have ensured that all induction information, HR policies and other useful information for staff are placed on a staff intranet.

Staff are made aware of the Career Development and Mentoring Procedure and are actively encouraged to consider a possible mentor for them within their first few months of appointment. Centrally the Researcher Development department are notified by HR systems of any new researcher coming into the University and they get added to the mailing list so they can be alerted to ongoing network and training opportunities. Research staff are required to go on a compulsory researcher induction day, which gives them information on career development and support at the University.

At Roslin, we hold weekly "guest speaker" seminars (Wednesdays and Fridays) and all research staff especially post-docs are encouraged to attend as many of these seminars as possible to promote networking within the Institute.

Moving forward the Institute needs to address the issue of equality and diversity training during the induction period, such as making use of the online training package for equality training (especially for those promoted to UE10 roles). We are to host one of the University's first training courses on "Equality and Diversity" in late Nov 2011 and intend to make such training an annual event at the Institute.

**ACTION PLAN OBJECTIVES: 5.2 and 5.3**

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

Across the University there are various role models for female students. We have four female Vice-Principals, and numerous female professors. The President and two Vice-Presidents of the Students' Association are also female. Within The Roslin Institute itself, there is one female Head of Division, who received an OBE for her contribution to science. There are also numerous other role models within Roslin, including research group leaders and committee chairs, including the chair of the post-doc society who is female.

PhD students have two supervisors; allocation of supervisors is very much dependent on the specialist science field in question. Supervisors are required to attend supervisor training every 3 years and HR monitor attendance. Students are very much involved in the working life of the Institute and attend planned seminars, postgraduate committee events and are also asked to participate in public engagement activities. Students know that they can approach any staff member with queries or concerns; such is the culture of the Institute.

The HR manager meets with all new students for a "training induction" and possible career development support is discussed at an early stage. The Edinburgh University Students Association (EUSA) advice place is an impartial advisory service for all students. The University also has a Women's Group offering support for female postgraduate students, post-docs and their families. The group runs regular meetings and provides social support; local information and English lessons are offered, children are also welcomed and there are crèche facilities on site.

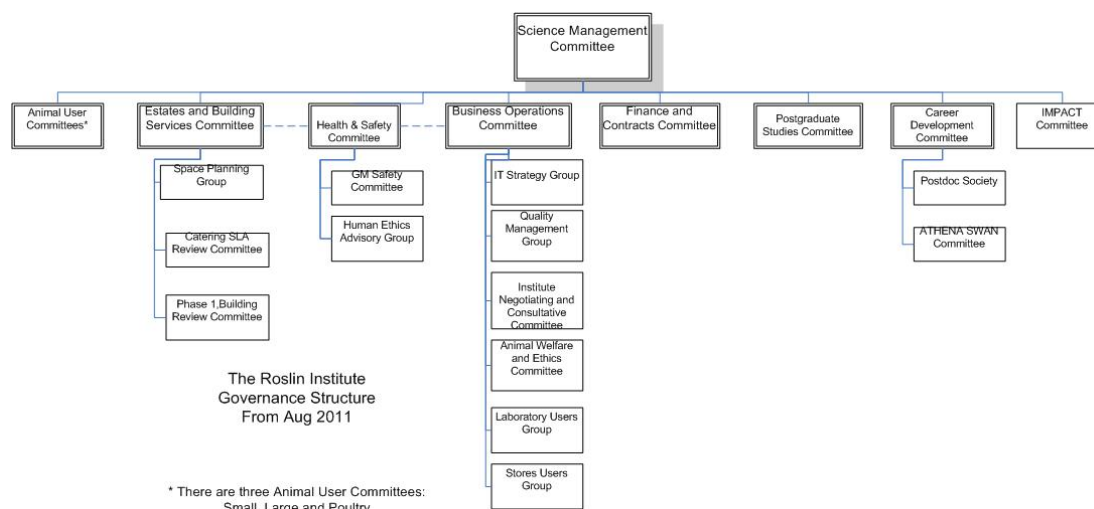
## 6. Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified

The key decision making committees in the Institute are:

Committee	Frequency	Male	Female
Science Management Group	Weekly	7	3
Finance and Contracts	Monthly	6	3
Business Operations	Monthly	4	7
Estates and Buildings	Monthly	5	5
Health and Safety	Monthly	6	6
IMPACT Committee	Quarterly	0	7
Postgraduate Studies (Roslin and R(D)SVS)	6 times a year	9	4
Postgraduate Studies (to discuss Roslin matters e.g. funding)	Ad-hoc / when required	6	1
Career Development	Annually	5 (TBC)	5 (TBC)

The above committees have a number of sub-committees which report to these, in order to ensure all aspects of business are appropriately managed.



Membership of committees has remained fairly stable in the past 3 years. These are fairly small committees given the size of the Institute. The executive committees are the Science Management Group and the Finance and Contracts Committee. Overall female membership on these committees stands at 32%. However, overall women represent on average 49% of committee membership which correlates with the gender profile of the Institute. We only have recorded data on committee membership from 2010 onwards, but seek to monitor this activity on an annual basis in the future. Figures include both academic and non academic staff members as committees ensure an appropriate mix of all staff are represented.

**Membership Selection:** The Roslin Institute reviews committee structure and remits on a bi annual basis, or when a committee member retires. One of the major decision making committees is the Science Management Group, this is the executive committee of the Institute as such membership is limited to senior staff i.e. Director, Director of Operations and Head of Divisions. However, if a Head of Division is unable to attend they are encouraged to appoint a deputy in their place. Deputies are generally mixed in terms of gender. Junior academics receive an opportunity to sit on some committees and there is wide representation across all committees.

There is a clear need to review the membership of the 'Roslin' postgraduate teaching committee to include more females which will lead to higher number of females on the School wide committee. There is also a need to identify more males to participate in the IMPACT committee (these are the only committees where a clear disparity was identified). The Career Development Committee will be on a 50/50 basis from 2012. Membership of the Post-doc Society is open to all relevant staff members; they attend events on a regular but ad-hoc basis.

#### **ACTION PLAN OBJECTIVES: 5.4**

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

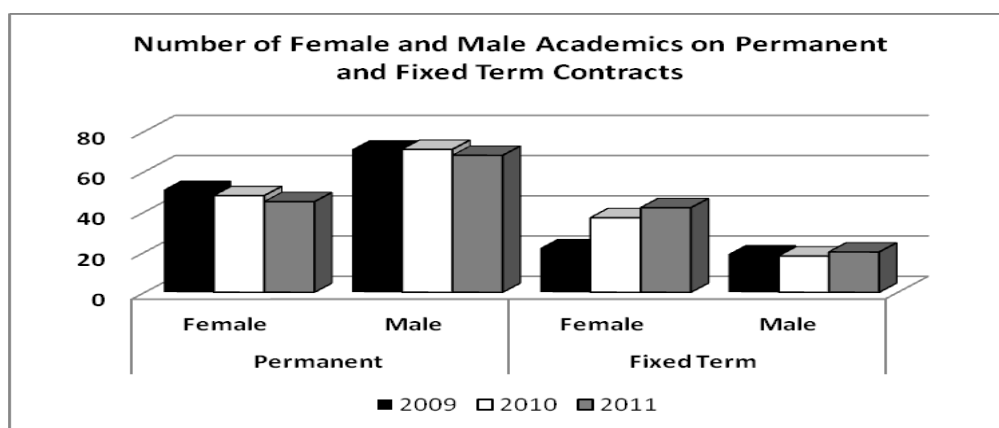
The number of both male and female academics on permanent contracts has declined over the last 3 years. The number of women on permanent contracts has declined by 6% and the number of men on permanent contracts has declined by 4%. Reflecting the limited number of permanent contracts Roslin has available within constrained resources. Overall there are more males on permanent contracts

(female: male numbers: 51:71; 48:71; 45:68 but more females on fixed term contracts (22:19; 37:18; 42:20). The figures are in part a result of the much higher number of female post-docs employed at UE06/UE07 level (which are all grant funded positions).

The Institute needs to address this imbalance. One of the ways it will seek to do this is to increase the number of females in permanent positions through the Career Track Fellow scheme which ultimately leads to a permanent UE09 contract as a Group Leader. The Institute's mentoring scheme will also support female post docs in terms of transition to a Senior Research position.

**ACTION PLAN OBJECTIVES: 1.2 and 1.5**

**Figure 5.** Number of female and male academics on permanent and fixed term contracts.



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

**Institute Committees:** As already highlighted above there is already a good representation of women in the majority of the Institutes activities, efforts will be made in the coming years to continue such wide ranging representation and to address specific imbalances in the postgraduate committees and the IMPACT committee.

**College Committees:** Within the College there are 36 males and 15 females on College decision making committees. This includes the Director of the Institute (male).

**External Committees:** All research staff are strongly encouraged to represent the Institute in external committees, this presence is recognised as crucial for a wide range of activities relating to knowledge exchange and public engagement. We have a number of senior academic females who sit on various external international committees/boards for example the BBSRC Bioscience for Industry Strategy Panel. All of our female Professors and Group Leaders/Career Track Fellows represent the Institute in some form of external committee.

“Committee overload” has not been a problem for the Institute since we have sufficient female staff at various grades across all disciplines/roles. Workload commitments are discussed through regular 1-1 meetings and during appraisals.

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

The Roslin Institute offers predominately postgraduate research degrees, with the majority of our staff being research based academics. Our contribution to the undergraduate teaching load of the R(D)SVS is limited to less than 20% of the overall undergraduate vet syllabus – as a consequence the teaching load is easily distributed among the high number of academic staff. Those staff involved with the new postgraduate taught course introduced this year will now have a heavier teaching load than previous years – the teaching and pastoral responsibilities will be monitored by both the Postgraduate Committee and the Career Development Committee in order to ensure that the contribution to teaching is appropriately recognised, with teaching loads redistributed where necessary. Workload is discussed via 1-1 meetings, team meetings and during the annual appraisal. All activities are recognised in the appraisal and promotions processes.

**ACTION PLAN OBJECTIVES: 1.1**

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

Our core decision making committee – the Science Management Group is held at 8:30am. The timing of the meeting is subject to review (if required), however due the current composition of the group; this was a preference amenable to all committee members. The timings of other committees vary during core hours (10:00-16:00). The Institute holds regular seminars on Wednesday afternoons at 4pm. Wednesday was chosen for seminars as most part-time workers work Tuesdays to Thursdays. We will address the issue of timing for this seminar as per objective 4.4 of our action plan.

Timings of these seminars and committees are made in consultation with staff, any suggestions are put forward to the Chair or appropriate senior management who often change the times to accommodate part-time members or staff who wish to leave early due to family commitments. It should be noted that some members are not required to sit through the full committee; agendas are often arranged so that staff commitments are taken into consideration and they may be invited to attend specified areas in the agenda accordingly

Prior to joining the University, the Institute operated a controlled flexi time system. However, in December 2010, it was decided to remove this system and base working hours on mutual trust between staff and managers. The Director has always made clear that the important thing is that objectives are being met rather than working hours being seen as strictly 9-5.

In terms of social gatherings, the post doc society arranges regular social events such as beer and pizza evenings. These events are pre-planned and held on the last Friday of every month at 4pm – giving everybody the opportunity to plan ahead and attend before they depart the Institute.

The Institute also holds a family event once a year that is held during the afternoon from 1pm onwards. This is a chance for students and staff, with their families, to get together socially. In addition, the Institute holds regular staff and student sporting events (either after work or at weekends), which are promoted on the Institute's intranet. These events are open to all. Christmas parties are planned during lunch breaks or at an agreed evening time agreed with the majority in advance.

**ACTION PLAN OBJECTIVES: 4.4**

- (iv) **Culture** –demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The culture of the Institute is “people friendly” and informal. Senior management operate an “open door” policy. The Director personally meets all Group Leaders at regular intervals in the year to discuss their research. A considerable exercise on his behalf, as the Institute has over 50 Group Leaders/Career Track Fellows. The Director also holds quarterly talks with all staff which is very much a conversational staff update with a “Q&A” session, to raise issues or any concerns.

All Female academics are encouraged to attend Leadership Programmes, with two female staff member of staff undertaking the course this year. We also recognise the importance of female mentorship for up and coming young female academics. Recently it was decided at Senior Management Group that Professor Jean Manson, would mentor a new female Career Track Fellow to specifically assist her in her first round of funding bids as well as advising on her career in general.

Senior Management also encourages the nomination of women for external awards. Professor Manson made the shortlist for a life time achievement award from the RCUK last year and has also been nominated for a Nexus award on many occasions. Last year Professor Helen Sang was put forward for an RCUK award and this year she has been nominated for a BBSRC innovator of the Year Award. In the past, Megan Davey (female post doc) was encouraged to put forward a nomination for the Lister Prize.

The Institute recently held a “Friends and Family” day during working hours. This was a huge success; it was a chance for researchers to show their family what they do and highlighted the Institute’s commitment to family friendly events and policies.

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

The Institute has a public engagement strategy which includes outreach activities such as placement weeks for high school children, workshops for schools, local community visits and facilitating University group visits (including teacher training placements). Involvement in such activities is popular amongst all academic staff and there is a 50:50 split in involvement between women and men. The Institute also regularly takes part in the “Highland Show” and the “Edinburgh Science Festival” as well as hosting public lectures. The Institute recently participated in the “Midlothian Doors Open Day” for the first time this year, with over 550 members of the public visiting the Institute in one afternoon participating in a variety of interactive science activities.

Public Engagement activity is very much included in the appraisal process with a whole section dedicated to such activities. All research staff are aware that such activities are an inherent part of their role. The Institute has an “IMPACT” committee chaired by Professor Helen Sang, along with female postdoctoral and female student representatives. At this committee such events are discussed and encouraged amongst staff, equally academics are aware of the contribution this makes to their career prospects. Currently the Institute holds some rough data on participation in public engagement/outreach activity but with the implementation of the PURE system (a research management system) this year; there will be scope for much better analysis of female/male participation in future. **ACTION PLAN OBJECTIVES:3.1, 3.4**

## 7. Flexibility and managing career breaks

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

Year	Mat Leave	Returned
2009	4	3
2010	5	2
2011	3	3 due to return

Between 2009 and 2010 9 females went on maternity leave and 5 of them returned to work. Of those that returned, 3 submitted flexible working requests to work part-time, all requests were granted. Being a research Institute we hire the majority of staff on grant funded positions. Unfortunately a number of grants were due to expire in 2009/2010 which affected all staff including the 4 female staff members that did not return to work. They accepted voluntary redundancy – the funding for their research had come to an end. Unfortunately despite HR's best efforts, no suitable alternative employment was found for them. This year, 3 women have gone on maternity leave and all 3 are due to return.

The Institute continues to support women before, during and after maternity absence. The on-site HR manager is available at all times for guidance and advice on the support available to women in terms of maternity/paternity leave, flexible hours, pay, crèche facilities and childcare vouchers etc. Clearly the figures above reflect an important issue i.e. research funding coming to an end leading to redundancy whilst on maternity leave. The University has now taking a number of steps to address this issue including priority in terms of redeployment.

The University also offers UK students Lone Parent's grants, Childcare Funds and Day Nursery Bursaries that do not have to be repaid. There are also many University crèche facilities available across campuses. Post Graduate students are usually given a year out from studies for maternity leave and any postdocs employed on grants that don't provide maternity cover are supported by the Institute's core funds. After meeting with the Scottish Resource Centre, the Institute hopes to gain staff feedback for a Maternity Mentoring/Networking scheme.

### **ACTION PLAN OBJECTIVES: 4.1 and 4.3**

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

The University system did not record paternity leave until the new APL regulations came in this year. Therefore it is hard to provide accurate figures, especially since most male academics don't formally record time off. However the Institute HR department has some figures:

Year	Paternity Leave by Grade
2009	UE08:1
2010	UE07:1
2011	UE09:1, UE08:1, UE07:1

Until recently, there was an entitlement to 2 weeks paternity leave, with one week at full pay and other the week paid at the statutory rate. From the figures above it is clear to see that the number of staff taking paternity leave has increased since 2009,

with a definite increase in 2011. This may have been in part due to an Institute wide e-mail sent by the HR manager to confirm additional paternity leave arrangements. This year a UE09 male Group Leader is considering taking additional paternity leave once his partner has returned to work. This will enable his partner (a senior postdoc/PI at the Institute) to return to work earlier. This highlights the benefit of such a flexible policy for both women and men. The HR department will continue to raise awareness of family-friendly policies within the Institute. There have been no cases of adoption/parental leave within the Institute within the last three years.

**ACTION PLAN OBJECTIVES: 4.2**

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

As of 2011, the Institute does record flexible working requests formally; however in the past there was no formal process or distinction made between flexible working and part-time hours. The figures for 2011 are accurate however we cannot comment on the accuracy of the figures in 2010 and 2009 (**please note that all requests were made by female academics**).

**2009:** UE08 1, UE07 1, UE06 1 **TOTAL: 3**  
**2010:** UE07 1 **TOTAL: 1**  
**2011:** UE08 1, UE07 1, UE06 2 **TOTAL: 4**

As far as we are aware all flexible working applications that were submitted in the last three years were agreed.

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

As mentioned above all the flexible working requests received and confirmed have been from women. The Director is supportive of some independence in determining working hours flexibility and variations in working patterns without the need for a formal process. Since the flexi clock system was removed such variations are agreed between the line manager and the staff member. However, 2 male academics approached the HR department in 2011 to request variation in working hours due to childcare commitments. Due to the nature of the request no formal application was required. It is worth noting that one of the female postdocs who submitted an application, did so in order to work around school term-time and this was supported by her line manager and Head of Division.

Due to on site HR support, managers receive guidance and support from the HR manager on how to deal with and manage flexible working requests as required. There is an “open doors” policy which has worked very well in building trust and maintaining open communication between staff and the HR manager. As previously mentioned, HR also intend to host a family friendly policies update on an annual/bi annual basis.

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

As previously mentioned the Institute will cover the cost of maternity pay for all eligible research staff where this is not covered by the research grant. The University



operate a “Keeping in Touch” procedure whereby female academic staff can use up to 10 days which allow them to undertake essential but limited work at a time of their choosing during their maternity leave period. This enables staff to keep abreast of developments within the department as well as assisting towards a smooth transfer back to the workplace.

Specific good practice examples would be that of our female Career Track Fellows (UE08). Such positions are subject to a 4 year performance review which determines promotion to UE09. The Science Management Group ensured that in the case of maternity leave, the performance review date is extended by one year to ensure fairness to female academics.

The Institute also has a designated private and lockable room where any women returning from leave can express milk. We will be seeking feedback from staff in terms of a Maternity Mentoring/Networking scheme in future.

**Word count: 5500**

## **8. Any other comments – maximum 500 words**

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified. **(Word Count 282)**

We feel that we have included all relevant data in the main application itself. We did not issue a staff survey this year as it coincided with the CROS survey for research staff and various other University surveys. We wanted to avoid “survey overload” as this could affect the accuracy and usefulness of responses. Our plan is to send out a staff survey by the end of 2012, to include some general questions and some specific career development questions. Together with the self assessment team, responses will be collated and analysed for submission to the Science Management Group. This will further enhance our understanding of Roslin gender data. However, we feel that focus groups with staff was of particular use in getting to the “nitty gritty” of some serious and widespread gender issues. Discussions during focus groups seemed to focus on particular issues with the REF guidelines in terms of maternity leave, and also the effect of maternity leave on partnerships with external collaborators. Any issues that were internal were identified and have formed this application and action plan. We are also hosting our first “Staff Award” ceremony in June 2012. We have 8 categories of award including outstanding researcher and inspiring mentor/supervisor. We did consider putting forward a female only category, however we felt that due to the size of the Institute and also the fact that this was our first year hosting such a ceremony, we would keep the categories as general as possible. All staff and students are encouraged to nominate fellow worthy colleagues. This is a real chance for the Institute to get together and celebrate success as a team whilst also boosting staff morale. **Action Plan Objective: 5.5**

## **9. Action plan**

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

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

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

**For Silver Department awards only**

**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 Studies have been removed by request**