



Ms Sarah Dickinson  
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8<sup>th</sup> April 2014

Dear Ms Dickinson

The Roslin Institute is a research-focused Institute with 191 academic research staff at various different levels. It is a UK National Institute of Bioscience, funded strategically by BBSRC, and is closely associated with the Royal (Dick) School of Veterinary Studies of the University of Edinburgh.

Since over 50% of our postgraduate students are female, it must be and is a key part of Institute strategy to support career development and to ensure that women are not disadvantaged in any way from pursuing a career in research. In particular, I am aware that the transition from postdoctoral scientist to Group Leader (PI) is an extremely critical stage for women scientists, where historically we have seen the greatest attrition both at the Institute and nationally. In addition it is critical for our postgraduates that we establish development activities starting at an early stage so that they can envisage research as a viable career.

The Institute's activities are part of more general strategy to mentor staff at all levels, as evidenced from our high engagement with the Performance and Development Review process. We have introduced a number of changes and supported innovative activities since our bronze award in 2011. We work with the University through the Athena SWAN network to exchange ideas, develop actions and prompt organisation-wide change to achieve specific University strategic E&D goals. I have been happy to fund the career development coaching scheme just under way with the Scottish Resource Centre for Women in STEMM, and it will be very helpful to use the report provided by the coaches to inform further developments in career support for research staff.

I have supported the introduction of a requirement for gender balance on interview panels and thesis committees, and the requirement for all staff to undergo equality and diversity training. I also ensured our external speaker programme was changed to ensure gender balance in proportion to female staff, with the expectation that female speakers will now form at least 30% of the annual programme. I aim for this to further increase in time.

Support of all young scientists at the career track fellow stage (UE08) is critical in maintaining

their career progression to “tenured” positions. The Institute provides start-up support and core support to enable them to move through the crucial stage of gaining their first external grants and supervising their first graduate students. In the past two years two female career track fellows have been give tenure and promotion.

We are now located on a relatively isolated site to the south of Edinburgh. Convenient parking enables parents to come and go more readily, but the provision of quality on-site childcare is a priority. A site has been identified within 200 meters of the Roslin institute Building, and will be developed as part of a larger construction project for a new Innovation Centre.

In summary, the implementation of strategies as part of our SWAN agenda has my strongest support and commitment. Our main aim is to attract, recruit and retain the best regardless of role or gender. We take pride in providing a supportive work environment for all of our staff, something that I was extremely pleased to see recognised positively by staff in our annual staff survey.

Yours sincerely

A handwritten signature in dark ink, appearing to be 'D. Hume', with a large, stylized initial 'D' and a long horizontal stroke extending to the right.

Professor David A Hume FSB, FMedSci, FRSE  
Director, The Roslin Institute  
Research Director, Royal (Dick) School of Veterinary Studies  
Professor of Mammalian Functional Genomics  
University of Edinburgh

**Word Count: 541**



## **Athena SWAN Silver department award application**

**Name of university:** University of Edinburgh

**Department:** The Roslin Institute

**Date of application:** 30 April 2014

**Date of university Bronze and/or Silver Athena SWAN award:** Bronze Renewal November 2012

**Contact for application:** Professor Helen Sang

**Email:** [Helen.Sang@roslin.ed.ac.uk](mailto:Helen.Sang@roslin.ed.ac.uk)

**Telephone:** 0131 651 9171

**Departmental website address:** <http://www.roslin.ed.ac.uk/>

Athena SWAN **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 Officer well in advance to check eligibility.

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

### **Sections to be included**

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the 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 STEMM 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

**Professor Helen Sang FSB FRSE (Convenor)** was appointed as a Group Leader in the Roslin Institute when it was a BBSRC Institute and promoted to a personal chair when the Institute became part of the University of Edinburgh. Helen has recently become co-chair of the College of Medicine and Veterinary Medicine Equality and Diversity Committee and is a member of the University Athena SWAN Network. Helen is in a dual career marriage and has two adult children.

**Professor Bruce Whitelaw FSB** holds the Genus Chair in Animal Biotechnology at the Institute. He has been both Head of Division and Group Leader since before the incorporation of the old BBSRC Roslin Institute into the University. He is on the Scientific Advisory Board of several companies and actively involved in external Institute / funding agency reviews. Bruce is from a dual career marriage and has two children who are currently at University.

**Professor Liz Glass** holds a personal chair at the Institute. She took maternity leave for 7 months 1992/93 and then returned to work 80% time, during which she was promoted to Group Leader. She returned to full-time work when her daughter was 6 years old. Liz joined the University as Principal Investigator/UE09 in August 2008 and was promoted to a Chair/UE10 in August 2009.

**Professor John Hopkins FSB** is Professor of Veterinary Immunology at the Roslin Institute. He was Associate Dean (1997-2000) and Head of Division (2005 – 2010) of the Royal (Dick) School of Veterinary Medicine and was appointed as a Group Leader when the Roslin Institute was incorporated into the University. He has a major role in both undergraduate and postgraduate teaching and administration. John is in a dual career marriage and has three adult children

**Dr Ross Houston** is a Career-Track Fellow at the Institute, undertaking research into salmon genetics and genomics. This position is funded by a BBSRC Institute Career-Path Fellowship award from 2010-2015. Prior to this, he had completed a PhD at the University of Aberdeen and postdoctoral research at the Roslin Institute. Ross has a 1 year old son and is from a dual career marriage.

**Dr Pamela Wiener** is Career Track Fellow. She received her PhD in 1992 and held two postdoctoral fellowships in both the US and the UK. She started working at the Roslin Institute in 1998. After her daughter was born in 2002, Dr Wiener reduced her hours and has worked

part-time since then, gradually increasing her hours from 50% to 80%. She was promoted to Career Track Fellow in 2011.

**Dr Jeanette Johansson** has been a Research Fellow at the Institute since 2011. Jeanette's first baby was born in 2009 and she returned to work full time after a 6 month maternity leave period. Jeanette is expecting her second child in 2014. Jeanette feels that she works in a family friendly environment and that the Institute supports her career development.

**Dr Adam Balic** is a Research Fellow. He completed his PhD in 1999 in Australia. In 2006 he took a career break to look after his son and moved back to Australia. In 2010 he resumed his career after accepting a postdoctoral research position at the Institute. Adam is from a dual career marriage and has two young children.

**Miss Natalia Grundwald** is a PhD student in the 3<sup>rd</sup> year of her studies on effects of prenatal stress on social behaviour. She is originally from Poland and has a good understanding of the challenges and opportunities for PhD students both locally and in a broader cultural context.

**Ms Cat Eastwood** is the Campus HR Manager. Cat has 7 years HR experience within Higher Education. Cat was heavily involved in the Vet School's successful bronze submission in 2013. Cat has been a panel judge for Athena SWAN on three separate occasions.

- 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

Since our bronze award in 2011, the SWAN Self-Assessment team has transformed into the Institute's Career Development Committee (CDC). Committee membership has also been rotated, in part due to staff changes but also to allow other interested individuals to join the committee.

The Institute has benefited from the advice of the Scottish Resource Centre for Women in STEMM (SRC), who provided guidance on coaching, outreach activities and female-specific career development events. We have also benefited from the advice and support of our Athena SWAN Project Officer and two external advisers, Katie Perry (CEO of the Daphne Jackson Fellowship Trust) and Allison Johnstone (SRC). Members of our committee regularly sit on the University's Athena SWAN Network to share ideas/good practice across the University. The University's network team is represented on the Scottish Athena SWAN network to share ideas across HEI institutions.

The CDC meets quarterly with more frequent meetings since September 2013 in order to focus on this application. For our 2011 application, we collected data from focus groups and analysed staff data (2009-2011). In 2013 and 2014, to get a better picture of our culture, we sent out staff surveys (which included QuickCAT questions). We followed this up with a career development survey specifically for postdoctoral staff. We identified this group as key in terms of developing long term career development initiatives. We have compared data from both surveys (2013-2014) to demonstrate evidence of the impact of our initiatives throughout this submission.

Staff are kept informed of CDC news and initiatives through the Institute intranet, the Post-Doc Society, the "Roslin Reporter" newsletter and Institute-wide meetings. Professor Sang

(convenor) reports to the Science Management Group quarterly, to ensure that the SWAN agenda is integral to Institute management. Liaison/networking between SWAN convenors throughout the College and wider University is strong. In our particular College all SWAN convenors meet regularly to discuss initiatives including requesting funding for the appointment of an Athena SWAN support officer and that the College Strategy Group endorse a compulsory gender balance policy on interview panels for all academic posts (both successful).

- 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 CDC is an established part of internal governance and reports to the Science Management Group (SMG - main decision making body). The Committee will continue to meet on a quarterly basis. Committee membership will continue to rotate in future, which will allow other staff the opportunity to sit on the committee and share new ideas and experiences. **(AP 1.1)**

The initiatives that we put in place feed directly into the University's strategic plan, particularly in terms of its aim to achieve an institutional Athena SWAN silver award. The Principal, Professor Tim O'Shea, recently hosted a social event for all staff involved in SWAN self-assessment teams, to emphasise his commitment to supporting career development of women in STEMM, which is of high priority within the University strategic plan.

**Word Count: 1100**

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: the College of Medicine, and Veterinary Medicine (CMVM), the College of Science and Engineering (CSE) and the College of Humanities and Social Science (CHSS). The Head of CMVM is Professor Sir John Savill and the other two heads of college are female, including Professor Lesley Yellowlees, who leads the College of Science and Engineering. The Principal of the University is Professor Sir Timothy O'Shea and there are 12 academic Vice-Principals (5 are women). The Roslin Institute ([www.roslin.ed.ac.uk](http://www.roslin.ed.ac.uk)) was incorporated into the University in 2008 from the Biotechnology and Biological Sciences Research Council (BBSRC). The Institute is part of the Royal (Dick) School of Veterinary Studies (R(D)SVS) within CMVM. While the R(D)SVS focuses on teaching and clinical excellence in veterinary medicine, the Institute is the research partner of the School, aiming for excellence in a broad range of animal bioscience, one health and veterinary and agricultural research. The Roslin Institute still receives strategic funding from the BBSRC in the form of Institute Strategic Programme Grants, making up about 30% of the Institute income, with the remainder from competitive funding sources and industry. 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 Institute. The Institute has a diverse research portfolio, with annual research income of approx £25M.

We have submitted separate applications for the Institute and the R(D)SVS (who currently also hold a bronze award). We did this because of the differences in strategic aims and priorities (as mentioned above) and also the associated differences in staffing profiles, history and culture.

The Institute is led by the Director, Professor David Hume, and is subdivided into four divisions, based on scientific focus. The Institute is managed by the Science Management Group (SMG) which includes the Director, four heads of division, Director of Operations and Science Administrator. There are currently 191 academic staff (including postdoctoral researchers) with 47.6% being female, including one female Head of Division (Professor Jean Manson OBE) and 6 other female Professors (26%) who are also Group Leaders. In addition to this, there are 8 female Group Leaders at UE09 level (29%). This compares favourably with the national average of female professors for HESA subject code 10 "Biosciences" which is currently 14.9% (HESA 2013). Within The Roslin Institute there is a matrix style management structure, with the Group Leaders/Career Track Fellows ultimately being responsible to the Director.

The Institute currently has approximately 135 postgraduate (PG) students (57.1% female) undertaking doctoral research degrees. The majority of students are sponsored by various research councils/ scholarship schemes. In 2011, the Institute accepted its first students for a new MSc in Animal Sciences. The Institute and the University provide a wide range of transferable skills/training courses to prepare PG students for a career in academia, or other careers using their scientific training, mainly through the Institute for Academic Development that provides training for both PG students and academics. The 2013 PG student satisfaction survey (PRES) indicated an overall satisfaction level of 93%; the Russell group average was 82%.

The Institute is often cited within the University as an example of good practice in terms of how we have adopted the University's Code of Practice for Management of Research Staff. In 2010, the University's code of practice received the 'HR Excellence in Research Award' from the European Commission, acknowledging the steps taken to embed the UK Concordat guidelines. This award was renewed in 2013. We have fully adopted this code of practice and have also enhanced it with the introduction of a postdoctoral mentoring scheme, dedicated training budget and integrated Performance and Development Reviews (appraisals). The Institute is one of the University leaders in terms of completion of appraisals, with a 90%+ completion rate achieved over the last three years. On site HR support means that training courses designed to meet the needs of our staff can be 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 developmental initiatives.

- 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.

**\*Please note that we have used HESA 2013 for bench-marking our data\***

## Student data

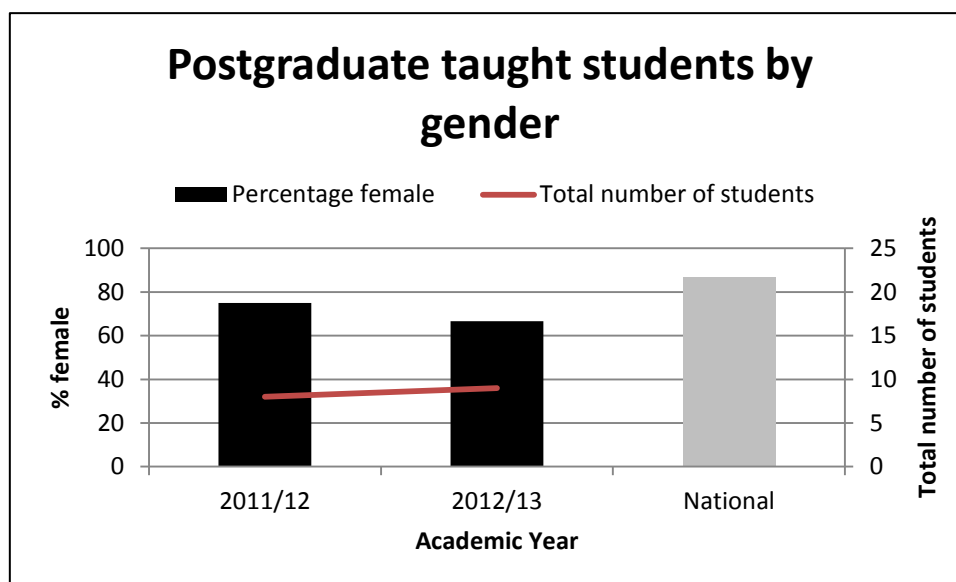
(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

Not Applicable

(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.

Not Applicable

(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.

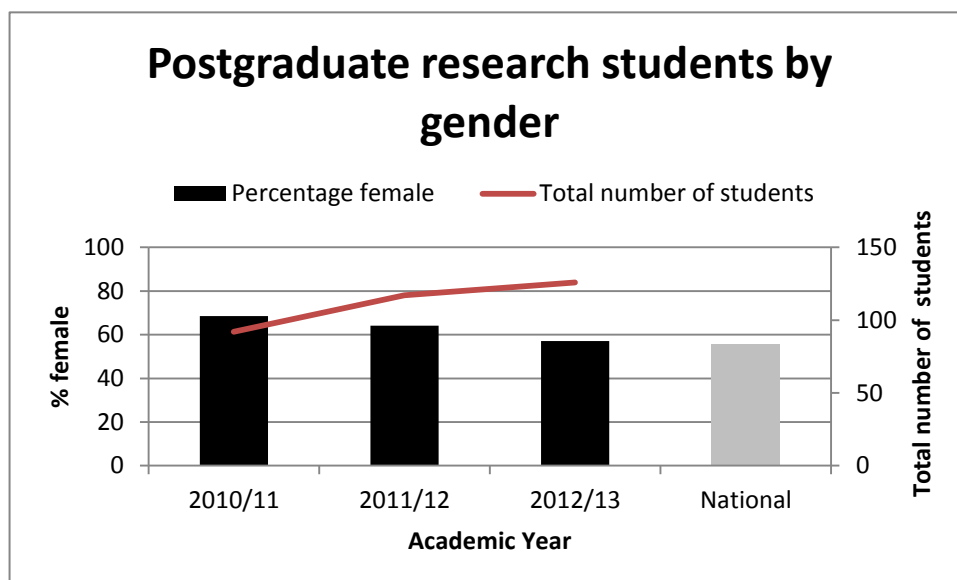


	2011/12	2012/13	National
Percentage female	75.0	66.7	86.9
Total number of students	8	9	

The Roslin Institute currently offers only 1 postgraduate taught course: MSc in Animal Biosciences. The course ran for the first time in academic year 2011/2012, therefore only limited data is available. There is no evidence that selection of applicants has been influenced by gender. It would appear that we are under the national average in terms of female students; however data was benchmarked against the “Animal Sciences” subject, which contained very low student numbers overall. As the course has only so far had 3 cohorts we will continue to monitor the numbers of male and female students and address any issues identified. **(AP 2.1, 3.1)**



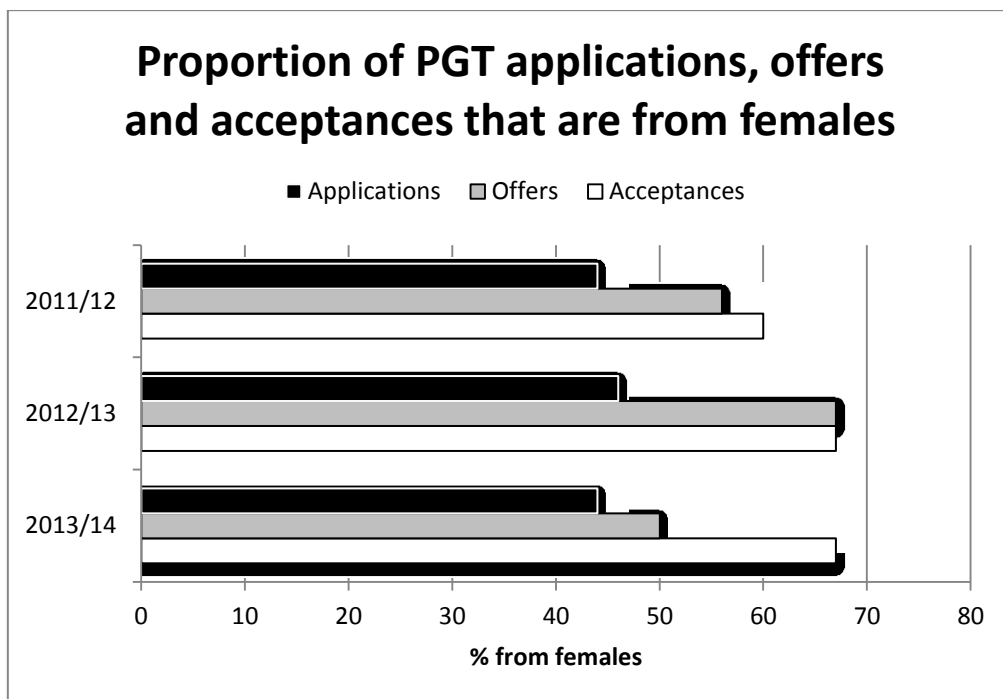
(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.



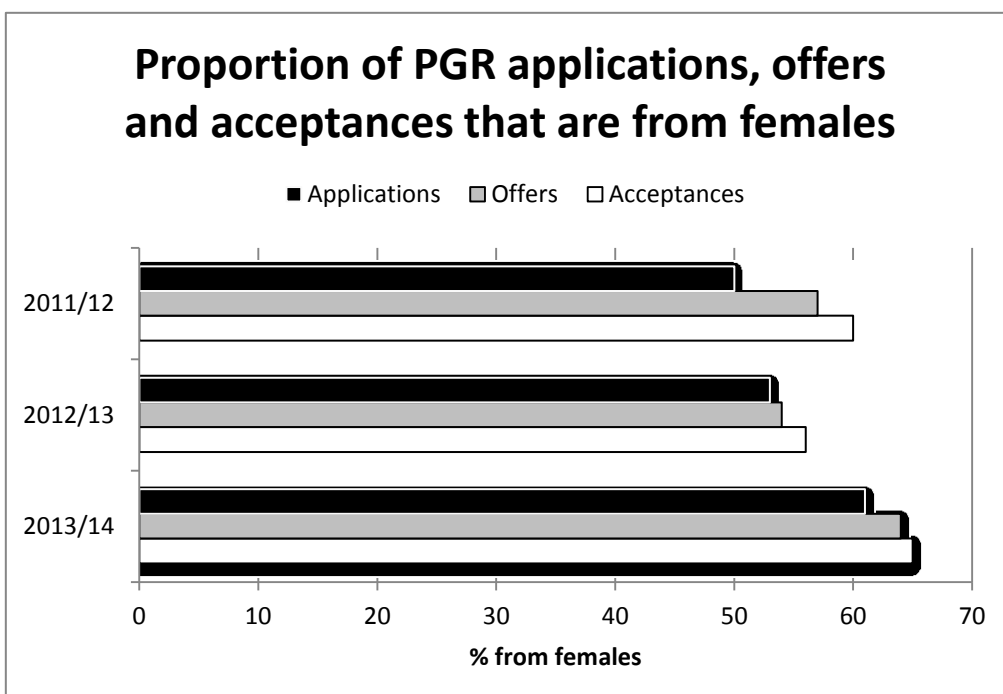
	2010/11	2011/12	2012/13	National
Percentage female	68.5	64.1	57.1	55.9
Total number of students	92	117	126	

The Roslin Institute has currently over 120 students undertaking postgraduate research degrees, with the numbers increasing every year since 2010. The proportion of female students in each intake has varied but in all years has been higher than the national average of 55.9% for courses broadly representing our field (HESA JACS codes B1, C5, C4, C1 and D3) and in line with percentage of females graduating nationally within biological sciences (61.7%, according to “Equality in Higher Education: Statistical Report 2013” by Equality Challenge Unit). We will continue to monitor the ratio of female to male students and address any imbalance that might occur by identifying and modifying the practices leading to it. We will particularly monitor the apparent gradual decrease in proportion of female students to check that a trend is not developing. **(AP 2.1, 3.1)**

(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.



During the last 3 years approximately 45% of applicants to the postgraduate taught course have been female, which suggests that the course appeals to both sexes equally. Each year relatively more offers have been made to female than to male applicants, however there is a considerable yearly variation (50-67%). Females were also more likely, to accept their offers. Again due to the small in course numbers and short history further monitoring will continue. **(AP 2.1)**



The University collates intake data by schools not by departments therefore the data we can provide is for the entire Royal (Dick) School of Veterinary Studies where The Roslin Institute is responsible for 95% of the PhD students. The level of applications from female students has been steadily increasing over the last 3 intake rounds from about 50% to just above 60% which again is in line with the number of female graduates in biological sciences (Equality in Higher Education Report, 2013). The percentage of offers has been between 54-64% and has remained

representative of the ratios at the application stage. Each year on average about 60% of female candidates offered a place chose to accept.

(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.

Not applicable as only offer PG Courses.

#### Staff data

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

#### General staff information:

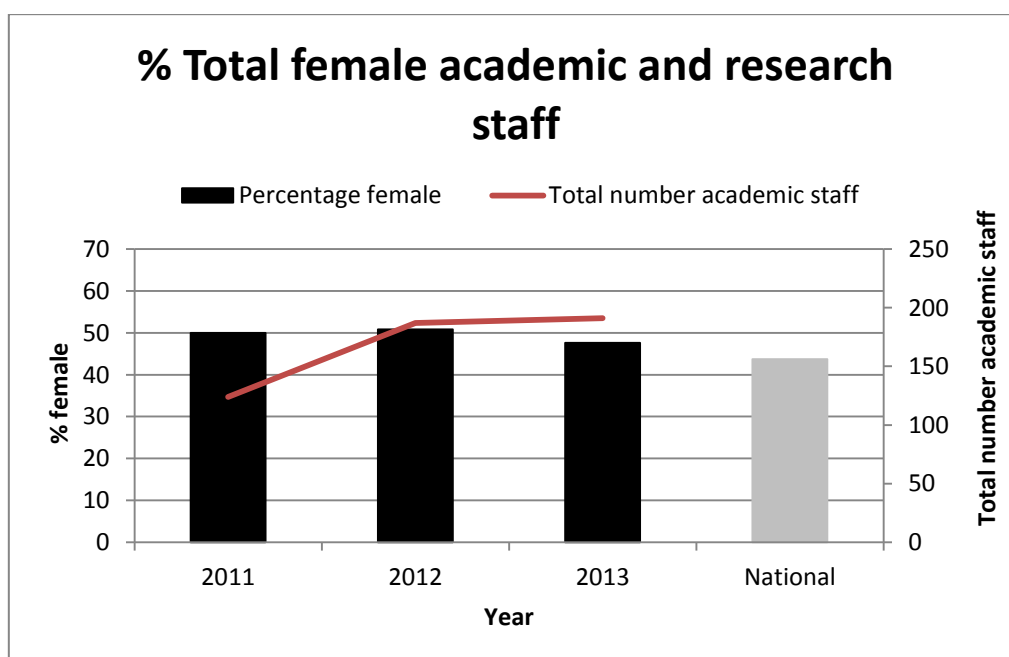
UE06 = research assistant/associate

UE07 = Postdoctoral research fellow

UE08 = lecturer/research fellow

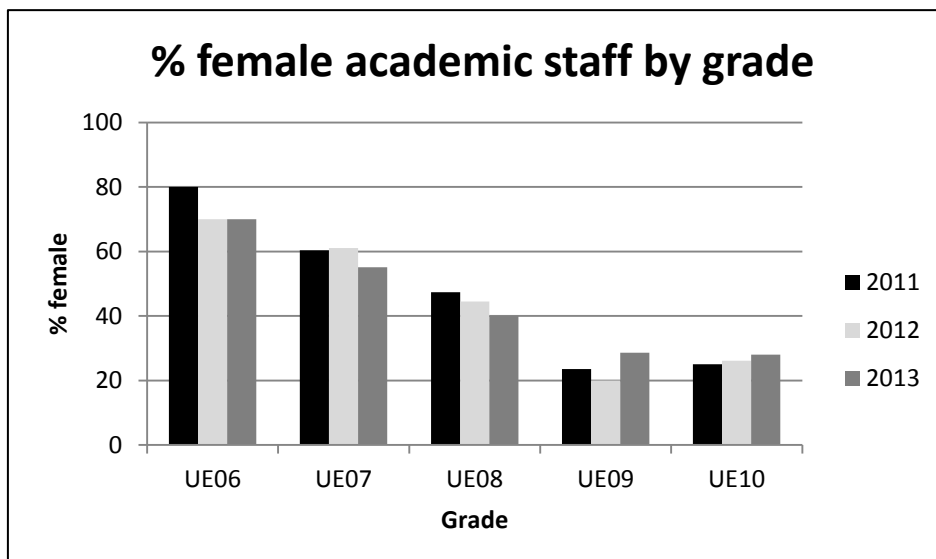
UE09 = senior lecturer/reader/senior research fellow

UE10 = professor/personal chair, or equivalent



	2011	2012	2013	National
% Female	50.0	50.8	47.6	<b>43.7</b>
Total Academic Staff	124	187	191	

The percentage of female academic staff has remained fairly constant in the last 3 years, between 47.6-50%. This is higher than the national average of 43.7% (HESA 2013).



The national proportion of female professors for '(10) Biosciences' is 14.9% (HESA, 2013).

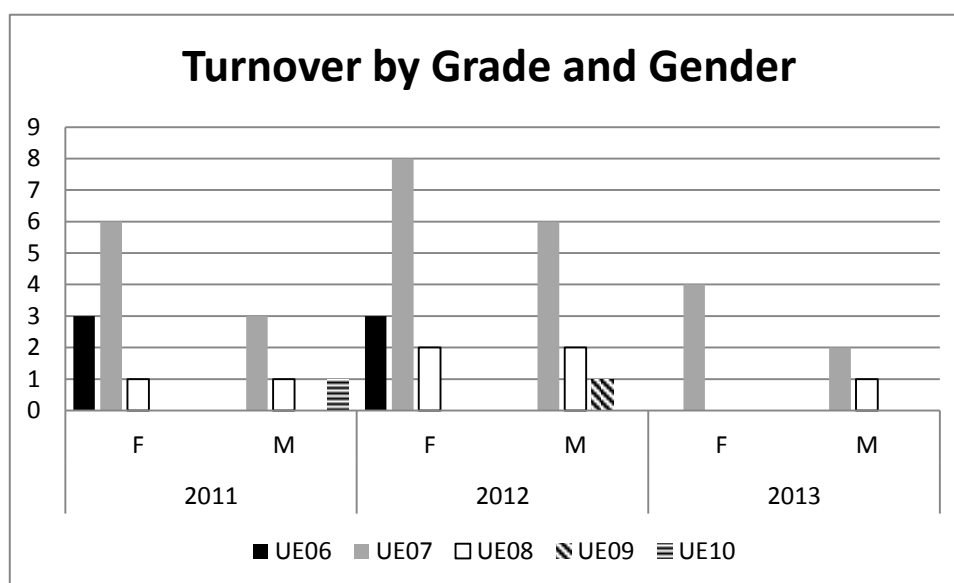
	2011		2012		2013	
Grade	M	F	M	F	M	F
UE06	3	12	12	28	9	21
UE07	21	32	28	44	35	43
UE08	10	9	15	12	18	12
UE09	13	4	20	5	20	8
UE10	15	5	17	6	18	7

The proportion of female staff is at its highest at UE06 (70%) and UE07 (55%). This falls for UE08-UE10. It is important to note that female academics on UE08 are mainly Career Track Fellows. They are on a 4-5 year development fellowship and assessed for Group Leader status at the end of that period. In 2013, two female Career Track Fellows achieved Group Leader status and they were further promoted via the University's promotion process to UE09. Subject to successful assessment at the end of their fellowship the Institute has a good pipeline of female academics (currently 40%) likely to progress to UE09/UE10 in the next few years. The Career Track Fellowship scheme is crucial to this support for career advancement. The proportion of females on UE09 increased from 23.5% in 2011 to 28.5% in 2013, which suggests that the Career Track Fellowship scheme and external recruitment have been successful in attracting/appointing female scientists. The proportion of female professors has been consistently higher than the national average for Biosciences (14.9%) over the last 3 years. The data also displays a slight increase in the number of female professors over the last three years, from 25% in 2011 to 28% in 2013. The data indicate that women have become increasingly more represented at senior grades over time, a trend that we predict will continue as women progress through the career development and promotion system.

We are aware that there remains a gender imbalance within the senior grades and that the biggest challenge is for postdoctoral scientists to move on in their careers to fellowships/permanent academic posts. We have been addressing the underlying causes of this with initiatives already implemented as part of our old action plan and also with new initiatives contained within the new action plan (and referenced throughout this application).

We also need to ensure that we continue to attract female scientists at UE08 level. **(AP 3.1, 4.2, and 6.1).**

(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.



The turnover of PI's (UE08 and above) is very low, particularly for women. Between 2011 and 2013, only 3 female and 6 male PI's left the Institute. Female staff cited relocation and career progression at a different research centre as reasons for leaving the Institute. The data shows that there is good retention of senior female academics. The Institute is committed to the career development of all staff and encourages mobility within research institutions; therefore career progression elsewhere is viewed as a positive and enables staff to diversify their CVs and experience. As part of our bronze action plan we implemented exit questionnaires that have since been monitored annually. Key concerns of those leaving the Institute have been noted and actions have been put in place to address them. Staff retention has also been encouraged by a highly successful staff awards ceremony and implementation of the first annual staff survey in 2013. Staff awards will be continued every second year and staff surveys will be issued annually. **(AP 1.1)**

As expected there is a higher turnover of female staff on UE06 and UE07. This is proportionate to the number of women at this level, who are often on grant funded contracts. We have actively sought to address the issue of the retention of research staff. In 2010 a scheme was introduced to try and increase the retention of research staff within the University by entering their details on to the University's Talent Register. All recruiters are required to offer a post to researchers within the University if they meet the essential criteria before advertising the post. The Institute has actively engaged with this process and was successful in securing alternative positions for 4 female academics in 2012, reflected in the slight decrease in female leavers (UE06-UE07) in 2013.

We will continue to monitor turnover and analyse both exit questionnaire and staff survey data and develop further actions where necessary. **(AP 2.1)**

**Word Count: 1872**

### **3. Supporting and advancing women's careers: maximum 5000 words**

#### **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.

<b>2011</b>	<b>Number of Applications</b>		<b>Number of New Starts</b>	
	Female	Male	Female	Male
UE06	266	166	3	2
UE07	214	242	10	1
UE08	11	9	1	0
UE09	11	35	1	1
UE10	0	1	0	1

<b>2012</b>	<b>Number of Applications</b>		<b>Number of New Starts</b>	
	Female	Male	Female	Male
UE06	167	119	4	0
UE07	121	178	11	8
UE08	5	4	1	2
UE09 *	5	8	0	0
UE10	0	0	0	0

2013	Number of Applications		Number of New Starts	
	Female	Male	Female	Male
UE06	169	141	6	1
UE07	165	269	14	12
UE08**	2	7	1	3
UE09	1	1	1	0
UE10	5	5	1	1

The data in the tables above show that the proportion of females applying for UE06/UE07 posts (i.e. postdoctoral level positions) has remained fairly constant over the past three years, with the percentage of female applicants varying between 38-54%. Of those successfully appointed at these grades, a higher proportion were female in all years (ranging from 61 – 81 %), indicating a higher success rate for female applicants. The average proportion of female applicants for PI level positions (UE08 - UE10) was 37% over the last 3 years. There have been 12 appointments made at this level (5 female and 7 male), and therefore no evidence to suggest gender bias within this small sample. In 2013, we were successful in appointing a female professor from the US to the Institute.

\*Please note that a Group Leader (UE09) position was advertised in 2012, however due to business requirements we did not appoint at this level and decided to re-advertise for a Chair instead.

\*\* The job application numbers stated are the only ones we have access to. We appointed 1 male Chancellor's Fellow (4 year fellowship funded by the University) in 2013. Recruitment for these fellowships was dealt with by the College and we do not have application information across the College.

As part of our bronze action plan we increased Athena SWAN awareness by including logos and information about the charter on our local recruitment pages. We also published our bronze application on the website and made information on family friendly policies readily available to potential applicants.

We plan to attract more applications from women for senior level posts. In addition to actions already taken, we will publish short video interviews with scientists of all grades on our website, ensuring that potential applicants are aware of what life is like at the Institute and to give them an idea of work/life balance and career development support (**AP 4.2**).

We also intend to revise job description/advert writing guidance for line managers in a bid to increase applications from women and introduce unconscious bias training. (**AP 4.1, 4.2**)

- (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.

	Number of applications for promotion		Number of successful applications for promotion	
2011	Male	Female	Male	Female
UE10	3	0	2	0
UE09	1	1	1	1
UE08	0	1	0	1
UE07	0	0	0	0
% success			75	100

	Number of applications for promotion		Number of successful applications for promotion	
2012	Male	Female	Male	Female
UE10	1	0	1	0
UE09	2	0	2	0
UE08	0	0	0	0
UE07	0	0	0	0
% success			100	n/a - no applications

	Number of applications for promotion		Number of successful applications for promotion	
2013	Male	Female	Male	Female
UE10	0	0	0	0
UE09	0	2	0	2
UE08	0	0	0	0
UE07	0	1	0	1
% success			n/a – no applications	100

The promotion process is open for all to apply within the Institute. Applications can be either submitted as a self-nomination or staff can be nominated by their line manager. Following feedback from our bronze application in 2011, the Institute put in place a pro-active process. The HR manager meets with each Head of Division to consider all eligible academics within their area. Proper consideration is given to each academic that includes discussion around career development and any further advice and guidance they might require from the Head of Division. A local level panel is then held prior to applications being submitted to College for assessment. The local level promotion panel consists of a mixed gender senior management group and HR and TU representatives. Feedback is provided on each application with an assessment of whether the application is ready to submit to College. If an application is rejected by the local panel, 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.

Although numbers are too low to draw definitive conclusions, there is no evidence to suggest gender bias in promotion. We predict that more females will progress through the promotion process in the next three years, because of the number of female Career Track Fellows at UE08. In 2013, 2 female Career Track Fellows (UE08) were promoted to Group Leader (UE09), demonstrating the success of our well supported and structured Career Track Fellowship scheme. The Institute is addressing disparities in gender mix at senior level through investing in career development and promoting a culture of equality and inclusivity; this is highlighted in our increasing female professorial cohort (from 5 in 2011 to 7 in 2013).

The 2014 staff survey highlights significant awareness and understanding of the promotion process, with 76% of staff indicating that they fully understand the process and criteria for promotion. This is in part due to increased transparency of the process and pro-active measures already in place. The Head of School also held the first ever promotion workshop in 2013. This was well attended by the Veterinary School staff, however only 20% of Roslin staff said that they were aware of the workshop (staff survey data). Next year we need to ensure that we promote the workshop more effectively. **(AP 5.5)**

We also need to address the issue of staff perception of the recognition of outreach, teaching and administration within the promotion process. The 2014 staff survey indicated that only 57% of staff felt that these areas were fairly valued by the Institute in considering promotion. **(AP 5.5)**

- 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

As previously mentioned some of the initiatives we implemented as part of our bronze action plan appear to be having a positive effect in terms of the increase in female applicants and appointments for senior level posts. This includes raising awareness of the Athena SWAN agenda on our website, and making information on family friendly policies readily available to all applicants. All job description and adverts are checked by Human Resources to ensure that they comply with the University’s equal opportunities policy. The Institute has had a policy of compulsory gender balance on interview panels (without exception) since 2011. At least one member of the recruitment panel must have had recruitment and selection training. We have introduced compulsory equality and diversity training and thus far 64% of staff has completed this training. We intend to increase this to 90%+ over the next three years **(AP 4.1)**. The gender balance on interview panels and equality and diversity training requirement were recommended by the CDC to senior management who implemented the policies.

As part our action plan we are keen to progress with creating guidance for line managers on job descriptions and adverts including the use of gender neutral language. We will also roll out unconscious bias training to all recruiting managers **(AP 4.1, 4.2)**.

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

The key transition point for all staff at the Institute is from postdoctoral researcher (UE07) to permanent academic staff member. This transition is often facilitated by an independent research fellowship. This is a critical stage for both men and women and initiatives put into place are to benefit the career development of all staff whilst ensuring females are at no disadvantage. The Institute has put several measures in place to address this transition point since our 2011 submission.

### **Personal Development and Training Opportunities**

- The Institute has one of the best appraisal completion rates in the University. This compulsory and structured system ensures that all staff have the opportunity to discuss career development with line managers. The review form was revised and specific guidelines were drawn up for line managers to ensure that career development discussions were both happening and were valuable for staff during reviews. The results of revising the form seems to be evident in the 2013 postdoctoral career development survey with 95.9% of staff indicating that they were encouraged to attend career development courses/workshops by their line managers. The 2014 staff survey indicated that 74% of staff believed that the Institute valued and rewarded their full range of skills and experience (including outreach, pastoral, teaching etc.) during annual reviews.
- Training analysis reports are produced as a result of the appraisals. These are sent to line managers and individuals to ensure that training needs of all staff are addressed in a timely manner.
- The University offer numerous training courses via the Researcher Development Programme varying from management of research staff, networking to self-promotion. Members of staff are reminded of the training opportunities quarterly and they are highlighted during the induction process.

### **Mentoring/Coaching**

- In response to the challenge of supporting long term career development of female staff we are establishing Scotland's first organisational coaching programme in partnership with the Scottish Resource Centre for Women in STEM. The scheme will provide individual career coaching support of 6 sessions with an established coach with experience in the STEM sector. The scheme was initiated with a launch event with 35 attendees, resulting in 21 applications for the 12 fully-funded places. Our SRC colleagues screened the applications and we ensured that all female Career Track Fellows (UE08) who applied for a place were given priority due to the critical nature of their career stage. This coaching programme will also provide training for line managers and an evaluation report for the organisation. **(AP 5.2)**
- The Institute has an internal mentoring scheme for postdoctoral scientists and is also part of the University wide "Mentoring Connections" programme. Therefore staff have the option of a local mentor or the possibility of being paired up with a mentor on a different campus, or both. According to the 2013 Career Development Survey all those respondents

(93%) who had opted into the mentoring scheme found the scheme useful and valuable to career development (**AP 5.4**). Career Track Fellows (UE08) are also assigned an extra review meeting 6 months after their annual review, a further support measure that was introduced to support them in preparing for their assessment of progression to Group Leader.

- Career Track Fellows are supported by two mentors, one internal and one external mentor. The 2013 career development survey indicated that Career Track Fellows were unaware of this opportunity. In response, both Professor Bruce Whitelaw and Ms Cat Eastwood (HR) held an awareness raising session with this group of staff to demonstrate the benefits of a mentoring partnership. Dr Andrea Wilson (Group Leader) was invited to give a talk to promote the benefits of a mentor and how mentoring contributed to her recent successful promotion to Group Leader.
- Outside of the formal appraisal system, the Director has an annual informal meeting of at least one hour with every individual Group Leader and Career-Track Fellow to talk about their science. The purpose of this meeting is to ensure that the Director is aware of, and supportive of, their scientific goals and interests and to identify collaboration and funding opportunities within and outside the Institute that can help to further their careers. It is also an informal opportunity to address individual concerns.

## Networking

- The Institute postgraduate students have year group representatives on the Postgraduate Student Liaison Committee, which discusses issues and requests raised by the students and brings these to senior management if appropriate. The postgraduate students also have an informal society that organises talks by students for their colleagues and social events.
- The Institute's Postdoctoral Society (chaired by a female) holds regular meetings and hosts "guest speaker" seminars. This includes other events such as beer and pizza evenings and the annual Roslin photography competition, for which the Postdoc Society can apply for funds from the Institute and the Institute of Academic Development.
- The Institute actively promotes the networking and career development courses run by the Scottish Resource Centre for Women in STEM and the University's Institute for Academic Development.
- Female academics are encouraged to network with colleagues across the University; an example would be the "Inspiring Women" event which will be held by the College in June 2014. This is a networking event and emphasises the value of role models to early career researchers.

## Leadership

- In 2013 the Institute invested £5,000 in hosting the College's first Research Leadership Development Programme, for senior postdoctoral researchers/fellows whose ambition is to be a research leader in academia. The course was viewed as prestigious workshop and places were secured via line manager nominations. We opened the opportunity to attend across the College and this provided an excellent networking opportunity for researchers. The gender balance of those that secured spaces was 50/50.
- Academics on UE09/10 are targeted to attend the University's Leadership Programme (4 day course). Since our 2011 submission a further 4 female academics have been nominated to attend the programme, making 6 in total in the last three years.

- Leadership and management is also now a part of the annual review form. This ensures discussions around any issues or further support/training required.

## **Career development**

a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The University has implemented an annual process of review for staff (the annual appraisal). Completion rates of appraisals over the last four years are shown below:

**2010 – 20-30%**

**2011 – 90-95%**

**2012 – 97%**

**2013 – Report currently being finalised by HR**

We adapted our appraisals form to include discussions on career aspirations, future plans and personal/professional development. The postdoctoral career development survey highlighted that 80% of the postdoctoral scientists discuss their career path and promotion prospects during their appraisal. However, 40% of staff did not find the discussions helpful (both female and male). In response we set up the career coaching programme mentioned under section 3B (ii). As well as coaching for individuals this programme also provides a coaching seminar for line managers (**AP 5.2**).

The new PhD student thesis committee report form (introduced in 2014) includes a section to record that the students have discussed their career aspirations. We believe it is crucial that PhD students and their supervisors are aware of the need to plan their future and carry out additional training/development in support of their goals, right from the start.

The promotion process and criteria are defined by the University of Edinburgh central HR team and available to all staff, including clear guidance on expectations for each grade. The split between teaching and research contributions to promotion applications is explicit, with achievements in either research or teaching being considered, in addition to contributions to both. The University has specific guidance for “exemplars of excellence in student education” which can lead to promotion to senior lecturer or a Personal Chair in Student Learning. The guidance for promotion based mainly on research achievements explicitly recognises contributions to public engagement and to knowledge transfer, with the focus for all activities being on quality. <http://www.ed.ac.uk/schools-departments/human-resources/pay-reward/promotions-grading/academic-staff/procedures-criteria?language=pl>

**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?

New members of staff visit HR with their line managers on their first day of employment. They are given an induction pack including a checklist of people that they need to see, including IT, Quality Management, Health and Safety, Public Engagement Officer etc. Key operational staff also provide a day long induction programme once every two weeks. HR cover topics that include family friendly policies, training, mentoring and give all staff some information on Athena SWAN to raise awareness. HR also created a “Family Friendly Policies - quick reference” document. This is sent out to all staff every 6 months to raise awareness. All staff are made aware of the personal training and development opportunities provided by the Institute of Academic Development (IAD) and added to the IAD mailing list for monthly updates. The Career Development Committee encouraged the Science Management Group to endorse a policy that all postdoctoral researchers are explicitly encouraged to spend at least 5 days per year on training, which has now become Institute policy. The IAD supports networking events and our staff are also informed of the many different training and networking events provided by the Scottish Resource Centre for Women in SET.

We have identified equality and diversity training and understanding and mitigating unconscious bias as key to changing behaviours that are not supportive of women advancing their careers. As such, Equality and Diversity training is a compulsory part of the induction process. The University plans to introduce unconscious bias training as an online module and we are aiming to introduce trainer-led unconscious bias training for senior line managers. **(AP 4.1)**

**(ii) 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.

We have extended the requirement for gender balance on interview panels to the interview panels for PhD student candidates. Postgraduate students are assigned a thesis committee when they start. The committee consists of a chair, the first and second supervisors and an “external expert” (someone who can contribute advice on the student’s project) who is usually from The Roslin Institute but may be from another department. These committees must be gender-balanced, so every female PhD student has at least one woman on her committee. The chair and external expert also have a mentoring role that is emphasised when the student starts but also at every committee meeting (2 in the first year, one in every subsequent year), where the student has an opportunity to raise issues with them in the absence of her supervisors. A student may seek advice from committee members at any time. The Dean for Postgraduate students, Dr. Bernadette Dutia, is based in the Institute and is available to all the PhD students if contacted. She is supported by our postgraduate administrator, Mrs Liz Archibald who is also very supportive to the students. Dr. Dutia has been allocated a postdoctoral researcher from core funds in recognition of her time commitment to postgraduate training. Counselling support is available through the University Counselling Service, who have a member of staff on site once a week (for undergraduate support as well as postgraduate). Postgraduate students have access to the specific

research based training courses by the Institute for Academic Development and improving career development support is part of our action plan. **(AP 3.1)**

### 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:

YEAR		2011-12		2012-13		2013-14	
Committee	Frequency	Male	Female	Male	Female	Male	Female
Science Management Group	Weekly	6	3	6	3	6	3
ISPG Convenors (funded programmes)	Bimonthly	n/a	n/a	6	1	7	5
Finance and Contracts	Monthly	6	3	7	3	6	3
Business Operations	Bi-monthly	4	7	7	9	8	9
Estates and Buildings	Monthly	5	5	4	6	3	7
Health and Safety	Monthly	6	6	8	6	8	6
Postgraduate Studies	6 times a year	9	4	8	5	8	5
Career Development	Quarterly	2	7	3	6	4	6
% gender in Committees		<b>52%</b>	<b>48%</b>	<b>57%</b>	<b>43%</b>	<b>53%</b>	<b>47%</b>

We have recorded data on committee membership from 2010-11 onwards and will continue to monitor the membership of committees on an annual basis via the Science Management Group. Figures include both academic and non-academic staff members as committees ensure an appropriate mix of staff are represented. Membership of committees has remained fairly stable over the last 3 years.

**Membership Selection:** The Roslin Institute reviews committee structure and remits on a bi annual basis, or when a committee member retires. The members of the main decision-making committees are selected due to their relevant roles within the Institute rather than their gender (e.g. all four Heads of Division must attend the Science Management Group or send a delegated representative). Changed membership within a number of the committees usually arises upon the vacancy and subsequent recruitment of a specifically defined role, or due to a restructure of activity within the Institute which has a subsequent impact upon membership.

The major decision making committee is the Science Management Group, whose membership is limited to senior management i.e. Director, Director of Operations and Heads of Division. If a Head of Division is unable to attend they appoint a deputy in their place, giving other senior staff the opportunity to work within the SMG. Membership of the Post-doc Society is open to all postdoctoral researchers; they attend events on a regular but ad-hoc basis. User committees which report to decision making committee are also open to all users of the facility concerned.

**(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.

Year	Female					Male				
	Open-ended		Fixed-term		Total	Open-ended		Fixed-term		Total
	N	%	N	%	N	N	%	N	%	N
<b>2011</b>	23	37.1	39	62.9	62	43	69.4	19	30.6	62
<b>2012</b>	47	49.5	48	50.5	95	67	72.8	25	27.2	92
<b>2013</b>	44	48.4	47	51.6	91	66	66.0	34	34.0	100

The data highlights that female academics are less likely to have an open-ended contract than their male colleagues. However, there has been an increase in the number of females on open-ended contracts since 2011, rising from 37.1% to 48.4% in 2013. This will be in part to the successful promotion and recruitment of female academics to “tenure- track” positions at Group Leader and Professor level (UE09/UE10). When reviewing these data consideration must be given to the fact that there are a higher proportion of women on UE06/UE07 grades and these posts are usually grant-funded positions linked to a limited period of funding. Actions already in place to address the numbers of females at senior grades have already been discussed. We expect to see the number of females on open ended contracts continue to increase in the next 3 years.

- 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

**Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

**Institute Committees:** As already highlighted above, there is already a good representation of women in the majority of the Institutes activities. Changes have been made to address specific imbalances in the committee structure. In 2012-13, delegated deputies were introduced across all decision making committees, which provides an opportunity for academics to receive an opportunity to sit on the decision making committees. We have found that delegated deputies are generally more evenly split in terms of gender (50/50). The Roslin Institute receives strategic support from the BBSRC, as 5 Institute Strategic Programme Grants and 2 National Capability grants. The programmes were originally lead by 1 female and 4 male senior scientists. In 2013 co-convenors were appointed to the programmes, to strengthen the programme management and begin succession planning. This has changed the programme leads to 5 females, 5 males.

**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 on external committees, this presence is recognised as crucial for a wide range of activities relating to academic career development, 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, grants committees and recently the Athena SWAN lead, Helen Sang, has been appointed to BBSRC Council.

“Committee overload” is not 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.

- (i) **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 is a research institute and as such the majority of academics are completely research focused, with a relatively small commitment to teaching. No formal workload model is used, however academics are all asked to complete a quarterly Time Allocation Survey. This is a light-touch workload model that enables academics to record their time against specific teaching/research activities. Identified concerns can be discussed via 1-1 meetings and/or during annual appraisal. Currently two female Group Leaders are heavily involved in PG student support and PG teaching. Both were given funding to appoint a post-doctoral researcher from core Institute funds to support them in the delivery of their research objectives. Pastoral/outreach duties are also recognised in the University’s promotion process.



- (ii) **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.

The majority of all meetings and seminars are held between the core hours of 10am – 4pm. The Institute hosts two seminars per week on Wednesdays and Fridays. In our last submission one of the actions was to change the time of the Wednesday seminar, given by an invited external speaker (previously held 4-5pm). We consulted staff on the timing and the most convenient time was to hold Institute seminars at 3.30-4.30pm. This allowed those with other commitments to leave on time. The other seminar programme, which gives Institute early career researchers the opportunity to talk about their work, is held 1-2pm on Fridays. The key decision-making committee (SMG) is held at 08.30am every Tuesday. The timing of the meeting is subject to review (if required), but the timing does not cause problems for current members. Agendas of all committees can be changed to accommodate requests from staff and all committee meeting minutes are posted on the Roslin intranet site. The Institute is sociable and friendly place to work and hosts friends and family events, which include staff and student sporting events, staff award, annual Christmas panto and nights out hosted by the social committee.

- (iii) **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 University of Edinburgh senior management take a lead on a culture of equality. This is summarised in its Dignity & Respect Policy and is a key goal of the strategic plan. The Roslin Institute has an inclusive open-door culture. The Director holds quarterly talks with all staff which is very much a conversational update on Institute/Campus events, including updating staff on news from the Career Development Committee. Considerable flexibility is granted and encouraged in terms of working hours and caring responsibilities (see flexible working section on pages 24-25).

Evidence of our inclusive and female friendly culture can be seen in the results of recent staff surveys. Both the 2013 and 2014 staff surveys indicated that over 90% of staff considered that the Roslin Institute is committed to equality and diversity and that staff are treated fairly, regardless of ethnicity, gender, religion or belief, sexual orientation, disability or age. In addition, the 2014 survey highlighted that 93% of staff believed that the Institute is committed to Equality and Diversity. In 2014, we also added a new question and asked staff if they were aware of the Athena SWAN agenda: 76% of staff indicated that they were. This demonstrates that promotion of the Athena SWAN agenda has been a high priority for the Institute management. We will monitor this awareness annually and look for an increase in awareness amongst staff. **(AP 6.2)**

- (iv) **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 annual review and promotion processes.

The Roslin Institute places high importance on public engagement and outreach and encourages all staff and students to get involved in related activities, which are co-ordinated by a full-time Public Engagement Officer (Dr. Nicola Stock). In addition to annual contributions to events such as the Royal Highland Agricultural Show (>160,000 visitors) and the Edinburgh International Science Festival (>90,000 visitors), staff and PhD students of both genders engage the local community via an annual Institute Open Day, work with local schools and involvement in the new Midlothian

Science Festival. TV and radio appearances, press releases, media briefings and outreach events across the UK give staff and students opportunities to engage a national and international audience with their research. The Institute is also taking the lead in the development of a Public Outreach Centre for the campus, which is currently at planning permission stage.

Research group leaders are expected to spend at least two days a year on outreach activities and to encourage members of their groups, including PhD students, to volunteer for outreach opportunities and relevant training. Public engagement activity forms part of the annual performance review and promotion criteria for all Institute staff and individuals who excel at public engagement are eligible for recognition via a number of award schemes.

There is a positive attitude to outreach activities at The Roslin Institute and we are currently analysing whether staff and students at all levels and across all research groups in the Institute are equally involved in public engagement and whether there is any gender bias in the amount and type of outreach activities undertaken. **(AP 6.3)**

### **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.

<b>Year</b>	<b>No of Female academics on maternity leave</b>	<b>Returned to Work</b>
2011/12	7	5
2012/13	5	4
2013/14	3	All three due to return

Over the last 3 years, 15 women (grades UE06-UE09) have taken maternity leave and 12 of them returned to the Institute. The numbers are small but the maternity return rate has increased over the last three years with 100% return rate expected this year. Three female staff members did not return to work as the funding for their contract ended whilst they were on maternity leave. They were given full university maternity pay in full despite the contract end date. We will request reasons for any staff who choose not to return in future and assess the impact of the revised pre-maternity leave support process, such as individual meetings with HR and the option to have a “parental leave” mentor. **(AP 6.4)**

- (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.

From 2011- 2013 we had 4 male academics take paternity leave. Their grades varied from post-doc (UE07), Career Track Fellow (UE08) and two Group Leaders (UE09). We have had another two applications for 2014, one from a post-doc and another from a Career Track Fellow. In our last submission our paternity uptake was slightly less (5 requests over 3 years). We have been raising awareness of all family friendly related policies and one of our male post-docs applied for additional paternity leave so his wife could return to work early which was granted.

(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.

#### **2011/12**

**UE06:** 2 Requests (Female)

**UE07:** 1 Request (Female)

**UE08:** 1 Request (Female)

#### **2012/13**

**UE08:** 2 Requests made (Female)

#### **2013/14**

**UE09:** One agreed already with newly promoted female Group Leader. She officially returns to work from maternity leave on 1<sup>st</sup> April but the Director granted her request to work from home until October 2014.

The Institute has had 6 formal flexible working requests made in the last 3 years and all 6 have been agreed. All 6 requests were submitted by female staff members.

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.

Thus far all formal flexible working requests have been received from women. Working in an academic environment, the Director is supportive of some independence in determining working hours and variations in working patterns without the need for a formal process. Many academics work flexibly when required and management supports this via informal or formal routes. Management have never turned down a formal flexible working request. Following on from our bronze award we wanted to increase awareness of family friendly policies across the Institute. This was done by promotion of these policies during induction and the creation of a quick reference guide for all staff. The impact is evident in the 2014 staff survey.

In 2013 we asked staff if they were aware of the University's flexible working policy, only 45.9% of staff were aware of the policy. The 2014 survey indicates that 65% of staff are now aware of the flexible working policy. In 2013 58.6% of staff felt able to request flexible working, this went up to 72% in 2014.

In 2013, 58.6% of staff said they were aware of maternity/paternity provision, by 2014 85% of staff said that they were aware of such provisions. In 2013, 60.9% of staff said that they felt the Institute supported employees to achieve a good work/life balance, by 2014 this increased to 73%.

**(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.

HR meets with all staff that request any type of parental leave. Staff are taken through the policy and made aware of important aspects such as risk assessments and pay options. After our last bronze submission we introduce a “Parental Leave Mentoring Scheme” and we hold a list of all mentors who are willing to be contacted for advice and guidance. Evidence from our 2014 staff survey suggests that promotional material (e.g. regular e-mailing of the quick reference guide document) as well as inclusion of family friendly policies within the induction process has resulted in awareness of these policies (for relevant staff) increasing to 85%.

Group Leaders can decide to recruit temporary staff for maternity cover, however this is dependent on grant funders. All female academics are paid University Maternity Pay; recently the University changed the eligibility criteria which removed the requirement for a period of qualifying service. Certain funding bodies do not meet the costs of maternity pay, however the Institute subsidises this for all employees. The Institute is a flexible employer and supports returners with flexible arrangements as much as possible. A recent example is that of a Career Track Fellow (UE08) who became pregnant early on in her fellowship. She was provided with an extension period to her assessment and also granted a flexible working arrangement upon her return which allowed her to work 3 days per week initially, increasing gradually upon her request. A female Group Leader was also granted flexible working and to work from home 1 day per week. The Institute also has a designated private breast milk expression room complete with a desktop fridge. The Director is currently trying to secure funding to build an on-site nursery as this was highlighted as a top priority for staff in the surveys.

The Institute plans to develop a parental support booklet so that staff can find all the information they need about maternity/paternity/flexible working in one handy booklet. We also intend to ensure that all academics meet with their Head of Division on return from maternity leave (not just their immediate line managers). **(AP 6.4)**

The Career Development Committee recently drafted guidelines for a “Childcare Support Grant” for academics attending work related conferences/developmental events. This will allow applicants to apply for up to £400 to aid extra childcare costs associated with attending scientific conferences. This is currently awaiting approval from the Director, if implemented we hope that this will encourage uptake in such events and support academics with young children. **(AP 5.6)**

**Word Count: 5,290**

#### **4. Any other comments: maximum 500 words**

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-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.

After receipt of the Athena SWAN bronze award the Institute established a Career Development Committee, which took on responsibility for implementing and developing activities associated with our Athena SWAN goals. This change was made because we identified career development support as our most important aim to increase the retention of women scientists and support their career development. We also identified support for scientists with family commitments as important and that many of our initiatives will be important to male scientists, as part of researcher development support.

We have consulted the staff during this period by two staff surveys and a survey specifically of postdoctoral scientists. These surveys have been invaluable in identifying where additional activities are needed, what support would be welcomed and what activities are already being useful. These are referred to throughout this application. In the future we will survey all staff annually and increase our interactions with PhD students and postdoctoral researchers to provide further career development support and engage them in this provision. We have instituted staff awards, every two years, which include awards for outstanding early and mid-career researchers, public engagement and mentoring. These are presented at an event for all staff and emphasise that contributions by all staff in a wide range of ways are valued.

The Career Development Committee looked in detail at the impact of career development support for women, including our “Career Track Fellowship (UE08)” scheme, which provides significant resources to newly-independent researchers (some with external fellowship salaries, some with salary support). This includes a research assistant post and generous consumables budget, via a 4-5 year career development programme to obtain a tenure track position at Group Leader level (usually UE09). Revised procedures have been implemented for the recruitment of staff, external speaker representation and general career development support across the Institute, including a new Grant Writing course, given by senior members of academic staff, and a Fellowship Application Support Group.

The Institute has participated in a series of events, some specifically for women, to raise awareness of gender equality in the School. These include on-going compulsory E&D training, Annual Review and recruitment and selection training. We have been working in partnership with the Scottish Resource Centre for Women in STEMM and developed the first organisational model of the “Coaching for Success” programme for female academics. We also co-hosted (with the SRC for STEMM) an INTERCONNECT event for UG female science students in March 2014. The event was chaired by Prof. Liz Glass and talks about their career experiences were given by a PhD student, a postdoc, a career-track fellow and a University Reader (all female), specifically addressing how they made career choices. The feedback from the attendees and presenters was very positive. We will host similar events in the future. **(AP 5.2)**

**Word Count: 518**

## **5. 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 Roslin Institute Athena SWAN Action Plan (April 2014-April 2017)

Ref	Objective	Action already taken and outcome at April 2014	Further action planned and timescale	Responsibility	Success Measure
1.	<b>Self-Assessment and Good Practice</b>				
1.1	Promoting Athena SWAN activities , review progress and share good practice	<ul style="list-style-type: none"> <li>a. Athena Swan (AS) is a regular agenda item on the Science Management Group (SMG). Professor Helen Sang (Head of SAT) has been asked to sit on the SMG every quarter to discuss AS action plan. AS is also a standing agenda item for Director quarterly staff talks</li> <li>b. AS SAT is now recognised as the Career Development Committee (CDC) and forms part of internal governance</li> <li>c. Participation in wider University and Scottish AS Network to share good practice and promote local processes</li> <li>d. HR Manager has given talks to Research Institutes on AS process and initiatives to raise awareness and share good practice across other similar research organisations</li> <li>e. Members of the SAT are also regular AS panel judges for the ECU</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated AS page on the Roslin Reporter - by Aug 2014</li> <li>• AS initiatives and findings to be discussed at Group Leader retreat. Consider inviting a speaker.</li> <li>• Rotation of CDC membership to allow new ideas to be shared – by Dec 2014</li> <li>• Review current AS information on website and internal intranet. Insert AS suggestion box, podcasts/videos for consideration by the CDC – by Aug 2014</li> <li>• Continue to monitor and update AS sections of the annual staff survey to ensure we are asking the right questions (annual)</li> </ul>	<p>HR/CDC Convenor</p> <p>CDC Convenor</p> <p>CDC Convenor</p> <p>CDC to review information at next meeting.</p>	<p>All staff aware of the benefits of the Athena SWAN process. Ensure that Athena SWAN is not viewed as something “for women only”. Buy in from all staff required. Measure by replies to annual staff survey.</p> <p>Staff engage in the Athena SWAN process and put forward ideas to CDC in terms of how to promote women in science.</p> <p>Maintain and/or improve on positive results from staff survey. Address areas for concern.</p>

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		f. Place AS pages on the externally facing School website.			
<b>2.</b>	<b>Baseline Data and Supporting Evidence</b>				
<b>2.1</b>	Continue to collect and monitor relevant staff and student data	<ul style="list-style-type: none"> <li>a. Continue to monitor all staff and student data categories. CDC to review areas for concern or improvement</li> <li>b. Data benchmarked against HESA</li> <li>c. Destination Data – now recorded via Exit Questionnaire put in place as part of Bronze submission</li> <li>d. First staff survey issued in 2013. Data analysed and shared with staff including improvements made as a result of the survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Report to the SMG to identify any areas of concern</li> <li>• Closely monitor PG student numbers to ensure no downward trend developing in terms of female numbers</li> <li>• Report to include data destination</li> <li>• Compare staff survey data across 2013/2014 and beyond – by Dec 2014 and on-going after that.</li> </ul>	CDC/HR/SMG  HR	<p>Accurate data available for annual reporting and future submissions.</p> <p>Determine if any gender bias exists in any of the data. Address any obvious areas for concern.</p> <p>Address obvious areas for concern and any E&amp;D issues that require attention. This should increase staff satisfaction further in the 2015 survey.</p>
<b>3.</b>	<b>Postgraduate Students and Postdoctoral Researchers</b>				
<b>3.1</b>	Ensure that female postgraduate students and postdoctoral researchers are not subject to gender bias during recruitment; present positive role models of more senior women scientists;	a. PhD student and postdoctoral researcher recruitment panels must be gender balanced.	Monitor with Postgraduate Studies Committee annually	CDC	Gender balance requirement maintained

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	target career development support to postgraduate students and postdoctoral researchers	b. PhD student Thesis Committees must be gender balanced.	Monitor with Postgraduate Studies Committee annually	CDC	Gender balance requirement maintained
		c. Links between CDC to PhD student representatives and postdoctoral researchers society established.	Work with PhD student and postdoc societies to develop a seminar series where scientists who have received degrees or postdoctoral researchers at The Roslin Institute (and University of Edinburgh) present discussion seminars on their own career development pathways	Postgraduate Committee;  Convenor and CDC members	Repeat postdoctoral scientist survey including monitoring these new initiatives in spring 2015. Increase in staff satisfaction evident in survey.
		d. Grant writing course for postdoctoral researchers and fellows developed and presented. Interest in the course was high, with 29 applications for 10 places.	Review feedback from grants course and modify, repeat course in autumn 2014 and annually thereafter	Grants course presenters	Positive responses in feedback after course; monitor successful grant applications as a result of this course. Use any potential "success stories" to promote the course in future (By April 2017).
		e. Fellowship application support group established and consulted. Opportunity	Support Group report annually on consultations to CDC	Fellowship Support Group/CDC/HR	Monitor fellowship applications and their success rate.



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		promoted via staff intranet and all-staff e-mail			
<b>4.</b>	<b>Key Career Transition Points, Appointments and Promotions</b>				
<b>4.1</b>	Monitor and continue to ensure good practice in the appointment procedure applies to all levels of recruitment	<ul style="list-style-type: none"> <li>a. All interview panels are gender balanced without exception. (This was introduced in 2012 after our Bronze submission).</li> <li>b. All staff must complete Equality and Diversity Training.</li> <li>c. Promotion of family friendly policies through induction and recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain gender balance on interview panels – ongoing</li> <li>• Ensure that all new line managers complete recruitment and selection training. Roll out via induction process – ongoing</li> <li>• 64% of staff have completed Equality and Diversity training. We aim to increase this to 100% - by December 2014.</li> <li>• Roll out Unconscious bias training to all line managers and those involved in recruitment. Currently liaising with University HR services to take this forward – by December 2015</li> </ul>	<p>HR Team to monitor</p> <p>Director and HR to monitor</p> <p>Director and HR to monitor</p> <p>Central HR</p> <p>Local HR</p>	<p>All interviews maintain gender balance</p> <p>New line managers are trained in recruitment and selection. Leading to improved recruitment experience for candidates.</p> <p>All staff are subject to Equality and Diversity training.</p> <p>All line managers/ those involved receive unconscious bias training.</p>

## The Roslin Institute Athena SWAN Action Plan (April 2014-April 2017)

4.2	Increase the proportion of job applications from women for Group Leader/Professorial appointments	<div><div>a. All job adverts currently highlight the University as an equal opportunities employer and provide a link to more information about family friendly policies</div><div>b. We have included information on family friendly policies on the Roslin Institute external website <a href="http://www.roslin.ed.ac.uk/about-roslin/athena-swan/">http://www.roslin.ed.ac.uk/about-roslin/athena-swan/</a>.</div><div>c. Created a quick reference guide to family friendly policies that is promoted on the intranet and issued to all staff twice a year.</div></div>	<div><div><div><div>• Create and issue revised guidelines to line managers for writing job descriptions and adverts – by Dec 2014</div></div><div><div>• Monitor hits on “career interviews” to see if active interest from potential candidates – ongoing</div></div><div><div>• Include short video “career interview” with scientists on Roslin recruitment website. Interview to include details on career development and progression opportunities at the Institute</div></div></div></div>	CDC	Increased number of applications from prospective female Group Leaders/Professors
			<div><div><div><div>• Review staff survey data to compare staff understanding of family friendly policies over the years – ongoing</div></div></div></div>	HR	Raised awareness of family friendly policies.
5.	Career Development				

## The Roslin Institute Athena SWAN Action Plan (April 2014-April 2017)

5.1	Maintain universal completion of appraisals (P&DR)	<p>a) The Institute is viewed as an example of best practice in terms of appraisal process. There has been an increase in awareness and training, coupled with a new online database which has resulted in an increase in completion from 20% in 2009 to 97% in 2012</p> <p>b) All line managers to receive appraisal training, with further roll out to all staff. Currently 25% of all staff have completed appraisal training</p> <p>c) Review staff survey data to ascertain if increased awareness and effectiveness in appraisal process.</p>	<ul style="list-style-type: none"> <li>• Achieve 100% completion rate in 2014 – ongoing</li> <li>• Increase appraisal training completion rate amongst managers to 100%.</li> <li>• Continue to review staff survey data on an annual basis.</li> </ul>	<p>Director HR</p> <p>HR/CDC</p>	<p>100% of staff receives an annual appraisal every year.</p> <p>100% of managers receive appraisal training.</p> <p>Staff indicate full awareness and understanding of appraisal process via staff survey.</p>
5.2	Work in partnership with the Scottish Resource Centre for Women in SET to offer <b><u>Scotland's first coaching organisational model.</u></b>	<p>a. Director has agreed to sponsor 6 coaching places to 6 female academics per year.</p> <p>b. First coaching organisational model in Scotland implemented. Coaches will produce evaluation report each year to evaluate and review.</p> <p>c. Programme launched early 2014</p>	<ul style="list-style-type: none"> <li>• In conjunction with SRC we intend to review and evaluate the programme annually for each coachee – by Dec 2015 and annually after that.</li> <li>• Aim to offer more sponsored places to meet demand by female</li> </ul>	<p>CDC Convenor</p> <p>SRC</p> <p>HR</p>	<p>Increase in females applying for promotion both internally and externally with other organisations.</p> <p>Review coaching organisational evaluation</p>

## The Roslin Institute Athena SWAN Action Plan (April 2014-April 2017)

		and was very successful. Twenty one applications for the programme were received by female academics. We aim to offer more places to meet demand.	<p>academics by Jan 2015.</p> <ul style="list-style-type: none"> <li>Track effectiveness of coaching in terms of career progression/development of those that are offered a place – ongoing</li> <li>Hold career coaching workshop for senior scientist/managers based on general review of topics raised by coaching programme, as training in career coaching for line managers.</li> </ul>		report for further actions required.
<b>5.3</b>	Continue to promote and raise awareness of the in-house mentoring scheme and review participation in the University's pilot for the new "Mentoring Connections" scheme.	<p>a. Postdoctoral Mentoring scheme launched in 2011. The scheme is promoted via induction and all staff meetings. Evaluation of scheme via PD Career Development Survey. Positive results achieved in 2013 (93% of staff said the scheme was valuable)</p> <p>b. Piloting University "Mentoring Connections" scheme which gives staff the opportunity for a mentor based anywhere in the University.</p>	<ul style="list-style-type: none"> <li>Continue to promote and raise awareness of local mentoring scheme amongst post-docs. Monitor effectiveness via postdoctoral career development survey.</li> <li>Monitor uptake in the University "Mentoring Connections" scheme and liaise with central HR to obtain feedback on the scheme.</li> </ul>	HR CDC	<p>Increase uptake in the local mentoring scheme via increased awareness.</p> <p>Positive survey results in terms of value of mentor in terms of career development.</p>

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5.4	Increase staff awareness and understanding of the University's promotion process.	<p>a. Staff survey (2013) indicated a lack of understanding amongst staff of the promotion process. The Institute held its first "Everything you wanted to know about promotion" workshop in October 2013. We have committed to running this annually before the promotion process is launched.</p> <p>b. The 2014 staff survey indicated that 57% of staff did not think that teaching, outreach and administration duties were valued within the promotion process.</p>	<ul style="list-style-type: none"> <li>Promote and run promotion workshop annually before the launch of the promotion process each year. Only 20% of Roslin staff were aware of workshop, therefore better promotion via institute communications is required – ongoing.</li> <li>Further work required to ensure staff are aware that teaching/admin/outreach activities are all taken into consideration during the promotion process. The next annual promotion workshop should cover these points explicitly.</li> </ul>	Director/HOS	<p>Staff Survey indicated an increased awareness of promotion process over time.</p> <p>More female applications for promotion at all levels.</p> <p>Next staff survey highlights a decrease in the number of staff who think that teaching, admin and outreach duties are not valued during the promotion process.</p>
5.5	Implementation of a Childcare support grant for academics attending a work related/developmental conference or workshop.	<p>a. Guidelines for the scheme have been created and agreed via the CDC. Applicants can request up to £400 to aid with childcare costs when attending a conference/workshop.</p> <p>b. Guidelines include priority consideration for staff with toddlers under the age of 2. Children up to the age of 12 are</p>	<ul style="list-style-type: none"> <li>Guidelines with Director for final approval of budget (£2,400 per annum). Approval sought by April 2014.</li> <li>Roll out of scheme via HR. HR will monitor uptake and impact of</li> </ul>	<p>Director</p> <p>HR</p>	<p>Ensure staff can attend conferences/developmental workshops to further professional development. (Particularly to not put female scientists at a disadvantage).</p>

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		eligible. Staff can use the money any way they see fit i.e. additional travel costs for someone to accompany them to the event, extra childcare costs etc...	<p>scheme.</p> <ul style="list-style-type: none"> <li>Continued promotion of scheme via induction and institute communications.</li> </ul>		Promote a culture of equality, diversity and inclusivity. Evidenced via staff surveys.
<b>6.</b>	<b>Culture, Communication and Institutional Organisation</b>				
<b>6.1</b>	Continue to recognise and reward staff achievements to promote a positive culture and improve retention of all staff.	a. First “Recognising Excellence” Staff Awards event held in summer 2012. Positive feedback received about impact of staff awards on culture and morale. Categories included “emerging researcher, inspiring mentor, Public Engagement and Knowledge Exchange.	<ul style="list-style-type: none"> <li>Run the “Recognising Excellence” staff awards ceremony again in June 2014. Review and revise categories as required.</li> </ul>	HR IMPACT Committee	Staff continually feel recognised and rewarded for good performance. The ceremony is a chance to bring staff together and highlight a culture of inclusivity and appreciation.
<b>6.2</b>	Monitor staff awareness and engagement with the SWAN agenda	a. 2014 Staff survey indicated that 76% of staff were aware of the SWAN agenda and why it was important to the Institute.	<ul style="list-style-type: none"> <li>Increase awareness amongst staff to over 80% by 2015 staff survey</li> </ul>	CDC  Director	80%+ staff aware of SWAN agenda and why it is important to the Institute.
<b>6.3</b>	Monitor Public Engagement activity amongst staff and students at all levels and across all research groups to ascertain if any gender bias in the amount and type of outreach activities	<p>a. There is some general monitoring in place now that we have employed a full-time PE Officer.</p> <p>b. Public Engagement has been made a compulsory part of the P&amp;DR form.</p>	<ul style="list-style-type: none"> <li>Further drilling down on PE stats required to ascertain if any gender bias in the uptake of outreach activities – ongoing.</li> </ul>	PE Officer CDC	No gender bias found and PE valued via annual P&DR and promotion process.

## The Roslin Institute Athena SWAN Action Plan (April 2014-April 2017)

	undertaken.	c. Evaluation of PE activities is now included in the annual staff survey.			
<b>6.4</b>	Provide further support for female academics on/returning from maternity leave.	<p>a. Individual support meetings with HR already take place with every staff member before they take maternity leave.</p> <p>b. The University recently removed qualifying service as an eligible criterion for receiving University maternity pay.</p> <p>c. University Policy includes KIT days.</p> <p>d. Dedicated breast expression room set up with private desktop fridge and frosted window.</p>	<ul style="list-style-type: none"> <li>• Creation of parental support booklet for ease of information by Dec 2014.</li> <li>• Each academic returner to meet with Head of Division once back at work.</li> </ul>	HR  HOD	<p>Increased awareness of maternity provisions and information (indicated via staff survey).</p> <p>Women feel fully supported once they return from maternity leave and are aware of support mechanisms in place to aid them.</p>