PRINCIPAL *and* VICE CHANCELLOR
Professor Sir Timothy O'Shea

The University of Edinburgh
Old College
South Bridge
Edinburgh EH8 9YL

Telephone +44 (0)131 650 2150/49
Fax +44 (0)131 650 6519
Email principal@ed.ac.uk

16 November 2012

Sarah Dickenson
Senior Policy Advisor
Athena SWAN
Equality Challenge Unit
7th Floor Queen's House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Sarah,

Application for renewal of the University of Edinburgh's Athena SWAN Bronze award

I wish to commend the University of Edinburgh's application for renewal of the Athena SWAN Bronze university award. I believe it demonstrates my commitment on behalf of the institution to promoting the principles of the Athena SWAN Charter and to advancing the careers of women in science, technology, engineering, mathematics and medicine (STEMM).

I am delighted to have this opportunity to recognise further the tremendous achievement of our School of Chemistry in achieving the Athena SWAN Gold award and of our Schools of Biomedical Sciences, Physics and the Roslin Institute in achieving Athena SWAN and Juno awards. I am also pleased to note the work being undertaken to promote women's success across all parts of our Colleges of Medicine and Veterinary Medicine and of Science and Engineering in our submission, which has the full support of the Heads of College and all of the University's senior team.

Edinburgh is a truly international university firmly rooted in Scotland. Edinburgh is one of the world's leading research Universities. Our science, medical and veterinary graduates are highly sought after by employers. Our scientific research contributes to the health and development of society. In my introduction to our Strategic Plan 2012-2016, I set out our priorities for delivering excellence in education, research and innovation over the next four years. I emphasise the importance of good governance and of equality and inclusion to meeting these priorities.

I take a personal interest in promoting women's success in the University, as does the University Court. Our long-standing commitment to the Athena SWAN Charter assists me in bringing gifted students and talented staff to STEMM. This is why I introduced the goal of achieving the University Athena SWAN Silver Award by 2016 in our Strategic Plan. I also introduced two further related goals. First, to increase the proportion of female academic staff appointed to lecturer and promoted to senior levels. Second, to reduce the gender pay gap for University staff.

I created the position of Vice-Principal Equality and Diversity several years ago, to make sure that equality issues are prominent in top level discussions, and I personally make sure that gender equality is part of our Remuneration Committee's agenda.

Our determination to realise the ambitions of the Athena SWAN Charter benefits women in STEMM and the whole community of women at the University of Edinburgh.

I hope you will be able to see from this application our sustained engagement these past three years with the aspirations of Athena SWAN and our willingness to learn from what others and we do. I am confident that we are positioning ourselves at the forefront of good practice in addressing the careers of women in science.

We will take all necessary action at institution and departmental levels, monitor our progress and provide an annual account to Court of our work and future plans for improvement.

Thank you for your consideration of our application.

Yours sincerely,

Timothy

Athena SWAN Bronze University award renewal application

Name of institution: University of Edinburgh (UoE) **Year:** 2012

Contact for application: Eilidh Fraser, Deputy Director of HR

Email: Eilidh.Fraser@ed.ac.uk   **Telephone:** 0131 650 9347

Date of previous award: May 2009

List of SET departments (highlighting those that currently hold Bronze, Silver or Gold department awards):

The University has three Colleges, each consisting of a number of Schools as indicated below. Schools are 'departments' for Athena SWAN purposes. There are also several institutes and other academic units within Schools which are, in some cases, sufficiently substantial and self-contained as to also be considered as 'departments' for Athena SWAN purposes.

The College of Science & Engineering (CSE) consists of 7 Schools:

School of Biological Sciences
School of Chemistry
School of Engineering
School of GeoSciences
School of Informatics
School of Mathematics
School of Physics and Astronomy

The College of Medicine and Veterinary Medicine (MVM) consists of 4 Schools:

School of Biomedical Sciences
School of Clinical Sciences
School of Molecular, Genetic and Population Health Sciences
Royal (Dick) School of Veterinary Studies

The College of Humanities and Social Science (HSS) plan to submit for Athena SWAN for SET/STEMM[1] departments. The College consists of 11 Schools.

---

[1] Throughout this application STEMM is adopted to reflect the inclusion of the University's College of Medicine and Veterinary Medicine.

Awards:

The School of Chemistry was awarded Athena SWAN Gold in 2012, having held Silver since 2006.
The School of Biomedical Sciences was awarded Athena SWAN Silver in 2011.
The Roslin Institute, which is part of the Royal (Dick) School of Veterinary Studies, was awarded Athena SWAN Bronze in 2011.
The School of Physics has held Juno Practitioner since 2010.
The University of Edinburgh has held University Athena SWAN Bronze since 2006.

The School of Biological Sciences is applying for Athena SWAN Silver and The Royal (Dick) School of Veterinary Studies for Bronze, in November 2012.

All of the remaining STEMM Schools are preparing to apply for Athena SWAN awards in 2013/14.

Total number of university departments:

There are 22 academic Schools in the UoE.

Percentage of SET departments as a proportion of all university departments:

The percentage of STEMM Schools as a proportion of all University Schools is 50%.

1. **Letter of endorsement from a Vice-Chancellor** – *maximum 500 words*

The Principal, along with the University's Central Management Group, considered this application, in draft, at the CMG meeting on 12 November 2012. The Principal and Vice-Chancellor, Professor Sir Timothy O'Shea, sent his letter of endorsement on 16 November and a copy is included with this application.

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 university and as part of the team) and their experiences of work-life balance, and how and why the team has changed since the original Bronze application;

Our self-assessment team comprises the University's Athena SWAN (AS) network. The Network includes membership from all areas which hold or are working towards an award.

Professor Lorraine Waterhouse (Convener) is Professor of Social Work in the School of Social & Political Science and Vice-Principal for Equality & Diversity.

Professor Catherine Abbott is Personal Chair of Mammalian Molecular Genetics and Chairs the AS team in the School of Molecular, Genetic and Population Health Sciences.

Mrs Denise Boyle is HR Employee Relations Partner for the University and coordinates the Scottish AS Network.

Dr Katherine Cameron is a Researcher and Deputy Convener of the AS team in the School of Engineering.

Professor Karen Chapman is Personal Chair of Molecular and Chairs the AS team in the School of Clinical Sciences.

Mrs Lee Clark is HR Administrator for the School of Biomedical Sciences and supported the AS team that achieved Silver in April 2011.

Mrs Cecile Clegg is HR Advisor for the College of Science & Engineering and a member of the AS team for the School of Mathematics.

Claire Conlon is a Projects Officer and provides support for the AS team in the School of Biological Sciences.

Ms Cat Eastwood is HR Manager for the Roslin Institute and supported the AS team that achieved Bronze in November 2011.

Ms Rhona Feist is the AS Project Officer for the College of Humanities & Social Sciences.

Ms Eilidh Fraser is the University's Deputy Director of HR and Convener of the Scottish AS Network.

Professor Andrew Hudson is Professor of Plant Genetics in the Institute of Molecular Plant Sciences and Chairs the AS team in the School of Biological Sciences.

Professor Cait MacPhee is Personal Chair of Biological Physics in 2010 and leads the School of Physics' Project Juno Assessment Committee.

Mrs Alison McNaught is Senior HR Advisor for the College of Science & Engineering and a member of the AS team for the School of Chemistry which achieved Gold in April 2012.

Dr Stephen Moggach is a Research Fellow and Lecturer in the School of Chemistry and Convener of the AS team which achieved Gold in April 2012.

Mr Jim Nisbet is School Administrator for the School of Molecular, Genetic and Population Health Sciences and supports the School's AS team.

Professor Helen Sang is Chair of Vertebrate Molecular Development and Chair of the Roslin Institute AS team which achieved Bronze in November 2011.

Dr Caroline Wallace is the AS Project Officer for the College of Science and Engineering.

Professor Kathy Whaler is Chair of Geophysics and leads the AS team in the School of GeoSciences.

Professor Alison Douglas

We wish to specially mention the contribution of Professor Alison Douglas who died in May 2012. She was awarded a Personal Chair in Reproductive Neuroendocrinology in 2011. She was Convenor of the School of Biomedical Sciences AS Team and was instrumental in the School achieving a Silver Award in 2011 She was also the inaugural convener of the School's postdoctoral forum, activities that reflected her commitment to fairness for women in science and for young researchers. She led a research group, was a committed teacher and published prolifically. She was a member of the School Policy and Resources Committee and of the University's Researcher Experience Task Force, reporting to Senate. She was Chair of the British Society for Neuroendocrinology.

> *b) an account of the self assessment process, with reference to year on year activities since the original Bronze award application, details of the self-assessment team meetings, including any consultation with staff or individuals outside of the university, how these have fed into the submission and been reported within the institution, and how the team has worked with departments to engage them in the Athena SWAN awards process;*

The University is committed to improving the representation of women in STEMM and the advancement of their careers through Athena SWAN. At University level this is achieved mainly through the influence of the AS Network on University policy and strategy. The Network's purpose is to develop and share good practice and support the goals and achievements of the University, Colleges and Schools in relation to Athena SWAN, including achieving further awards for Schools and for the University.

Part of the Network's role is to act as the University's Self-Assessment Team. It serves to challenge the University and inform University-level action; acts as a forum for consultation - drawing together external input and feedback from staff and students; works with Schools to engage them in the AS awards process; and reports on the Network's achievements and plans within the institution.

The Network:
- Contributed to the University's Strategic Plan, promoting inclusion of the challenging target of achieving University AS Silver by 2016 (Action Plan item 1)
- Was consulted on the University's Equality and Diversity Code of Practice – REF 2014
- Examines gender-related data and challenges the University to continuously improve its capacity to produce useful data
- Has promoted the introduction of the AS scheme as a change agent for Schools not addressing gender issues.

The Network has met 11 times since it was established in March 2010.

Information is exchanged between the Network and other University groups and activities, such as Staff Committee, Senate Researcher Experience Committee (particularly in connection with the HR Excellence in Research Award), central and local Equality and Diversity (E&D) committees, the E&D Monitoring and Research Committee.

The Network has debated and actioned reports on University activity including:

- The ECU Advancing Gender Equality Systemic Change and Mainstreaming Equality through Governance and Management projects
- The Advancing Gender Equality Steering Group, and prior to that the Gender Equality Scheme Implementation Group.
- Events and lectures - see 5ii(a)
- Findings from the Careers in Research Online Survey (CROS) and the Principal Investigators and Research Leaders Survey

The Network has also consulted with external sources, including ongoing contact with the Scottish Resource Centre for Women in SET (SRC), regular updates from ECU and Athena SWAN and feedback from, and to, the new Scottish AS Network.

An important addition to the year-on-year activities was the formation of a short-life Advancing Gender Equality Steering Group in 2011. This group has ensured the inclusion of aspirational gender-related targets in the University Strategic Plan 2012-16.

> c) *plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and proposed consultation processes, and how the team will engage with SET departments to encourage them to apply for awards.*

The Network will continue to meet on a regular basis (3-4 times a year). It will continue to consult through the membership from Schools working towards AS

awards and reporting to senior management committees, to encourage self-reflection at School, College and University levels. Membership of the Network will continue to be dynamic, growing to reflect the focus of AS activity throughout the institution.

A significant role for the Network in 2012/13 will be to analyse the results of surveys undertaken in all STEMM Schools, as part of their AS processes, to identify issues and priorities for action. It will continue to facilitate peer-review and information sharing, inform University policy and strategy and monitor progress towards achieving School awards, with a view to achieving University Athena SWAN Silver by 2016.

Word count: 966

3. Description of the institution – maximum 1000 words

Provide a summary of your institution, including information such as whether it is research or teaching focussed, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments and any other relevant contextual information such as recent restructuring.

Provide data and a short analysis for at least the last three years (including clearly labelled graphical illustrations where possible) on the Female:male ratio of FTE academic staff and research staff– researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole institution and in SET departments, commenting on changes and progress made against the original action plan and Bronze university application.

The University is a truly international institution firmly rooted in Scotland, and a member of the Russell Group. We are a large civic university, with multiple campuses across Edinburgh and beyond. The institution has seen significant investment in our estate and wider infrastructure in the past three years.

At 31st July 2012, we had 31,341 students, of which 20,525 were undergraduate and 10,816 post-graduate. At 31st May 2012, we had 11,432 staff, (including 'Hours to be Notified' staff) of whom 3,577 were academic and 7,855 were professional services. Approximately one third of our students and a quarter of our staff are from outside of the UK.

We offer over 350 undergraduate and 160 post-graduate courses. Our graduates are highly sought after by employers and our diverse research continues to receive international acclaim.

The overall financial performance of the University is strong, with turnover of over £650 million. Research income is significant, representing approximately

30% of overall income and increased substantially over the last year. 110 new companies were formed in the last three years.

Since its last submission the University has undergone three mergers with The Roslin Institute, the MRC/Human Genetics Unit, and Edinburgh College of Art.

The University's academic activity is organised into three Colleges, each headed by a Vice-Principal/Head of College: the College of Humanities and Social Science (HSS), the College of Medicine and Veterinary Medicine (MVM) and the College of Science and Engineering (CSE). Its central professional services are organised into three Support Groups: Corporate Services Group, Information Services Group and Student and Academic Services Group.

Our strategic goals are: excellence in education, in research and in innovation. The University Strategic Plan 2012-16 sets out three Strategic Enablers including 'People', the aim of which is 'To value, support, develop and utilise the full potential of our staff, working with each other across our community to make the University a stimulating and successful place to work'. The plan also identifies six Strategic Themes, including 'Equality and Widening Participation', the aim of which is 'To create and maintain a diverse community of students and staff, thereby enriching the learning, working and social experience for all and demonstrating our commitment to social justice'. Our priorities for the next four years build on our commitments to equality and inclusion, and good governance.

The University introduced its first target to increase the proportion of female academic staff appointed and promoted to Lecturer, Senior Lecturer, Reader and Professor in its Strategic Plan 2008-12. It remains a key commitment in the Strategic Plan 2012-16, and has been strengthened by the addition of a target to reduce the gender pay gap. These are included as items 7 and 17 in our Action Plan. Figures are reported annually to the University Court and discussed by the Central Academic Promotions Committee.

The University awards a substantial number of student bursaries each year. In 2011/12, of 601 bursaries awarded, 61% were to female students.

The University produces comprehensive, University-wide statistical reporting through its E&D Monitoring and Research Committee which reports annually to the Central Management Group and Court.

The University has been committed to the Athena SWAN charter from the outset. The Strategic Plan 2008-12 included a target for a number of Schools to achieve AS awards and this has been enhanced in the Strategic Plan 2012-16 to aim for University AS Silver award.

Table 1 - All Staff in the University & Students in Colleges & Schools by Headcount as at May 2012 for Staff[2] and July 2012 for students

College:	School:	Staff			Students			
		Professional Services Staff	Academic Staff	Total Staff	Undergrad	Taught Postgrad	Research Postgrad	Total Students
Science & Engineering (CSE)	Biological Sciences	232	375	607	1043	66	312	1421
	Chemistry	39	102	141	535	10	180	725
	Engineering	62	153	215	1265	173	307	1745
	GeoSciences	80	180	260	974	210	246	1430
	Informatics	82	192	274	491	183	276	950
	Mathematics	15	63	78	471	155	70	696
	Physics and Astronomy	117	153	270	418	27	156	601
	College Office	44	0	44	265	0	5	270
Total CSE		**671**	**1,218**	**1,889**	**5,462**	**824**	**1,552**	**7,838**
Medicine & Veterinary Medicine (MVM)	College Office	210	23	233	1293	10	131	1434
	Royal (Dick) School of Veterinary Studies	249	280	529	760	95	196	1051
	Biomedical Sciences	81	161	242	323	170	202	695
	Clinical Sciences and Community Health	245	410	655	21	636	264	921
	Molecular and Clinical Medicine	315	290	605	0	51	185	236
Total MVM		**1,100**	**1,164**	**2,264**	**2,397**	**962**	**978**	**4,337**
Humanities & Social Science (HSS)	Business	69	78	147	869	479	116	1464
	Edinburgh College of Art	92	166	258	1830	634	259	2723
	College Office	157	33	190	1435	94	6	1535
	Divinity	13	31	44	264	30	167	461
	Economics	11	24	35	710	69	31	810
	Health in Social Sciences	14	50	64	131	378	84	593
	History, Classics and Archaeology	21	85	106	1092	143	195	1430
	Law	37	82	119	866	510	139	1515
	Literatures, Languages and Cultures	38	146	184	1703	206	252	2161
	Philosophy, Psychology and Language Sciences	46	99	145	1136	151	205	1492
	Social and Political Science	53	155	208	993	525	386	1904
	Education	71	140	211	1634	1275	166	3078
Total HSS		**622**	**1,089**	**1,711**	**12,666**	**4,494**	**2,006**	**19,166**
Sum Total of Staff and Students in Colleges		**2,393**	**3,471**	**5,864**	**20,525**	**6,280**	**4,536**	**31,341**

---

[2] These data do not include staff on 'Hours to be Notified' contracts.

Support Group:	Support Department	Professional Services Staff
Corporate Services Group (CSG)	Centre for Sport and Exercise	91
	Corporate Services	3
	Edinburgh Research and Innovation	1
	Health and Safety	21
	Human Resources Planning	35
	Internal Audit Planning	4
	Procurement Office Incorporating Printing Services	31
	Accommodation Services	490
	Estates and Buildings	812
	Finance	102
Total CSG		**1590**
Information Services Group (ISG)	Information Services Office	36
	Applications	93
	Digital Curation Centre	11
	EDINA & Data Library	83
	IT Infrastructure	98
	Library & Collections	124
	User Services Division	153
Total ISG		**598**
Student and Academic Services Group (SASG)	Biological Services	7
	Communications and External Affairs	41
	Development and Alumni	36
	Governance, Strategic Planning and Registry	97
	Student and Academic Services Group	48
	Student Recruitment and Admissions	68
	Student Services	77
Total SASG		**374**
Sum Total of Support Groups Staff		**2,562**
Grand Total of all Staff in Colleges and Support Groups		**8,426**

Female:male ratios of FTE of academic and research staff

We have made some changes to the way these data are reported since the last submission, to align with other University reports and ensure consistency and comparability for the future. This means the data are not directly comparable with previous submissions, but broad trends can still be observed.

The University's academic and research staff are reported as follows:

Grade UE10: Professor and equivalent
Grade UE09: Senior Lecturer/Reader and equivalent
Grade UE08: Lecturer and equivalent
Grade UE07: Research Fellow, Associate Lecturer and equivalent

9

Grade UE06: Research Assistant and equivalent.

Table 2a F/M Ratio of FTE Research Staff Across the Institution												
UoE	2009-10				2010-11				2011-12				Average
	F	M	%F	Total	F	M	%F	Total	F	M	%F	Total	F%
UE10	1.2	9.2	11.5%	10.4	0	0.2	0%	0.2	1.2	3.6	25.0%	4.8	12.2%
UE09	45.5	85.6	34.7%	131.1	36.2	76.5	32.1%	112.7	31.6	64.9	32.7%	96.5	33.2%
UE08	145.5	226.9	39.1%	372.5	149.3	213.7	41.1%	363	143.8	210.5	40.6%	354.3	40.3%
UE07	367.0	451.2	44.9%	818.2	359.2	447.7	44.5%	806.9	356.5	466.5	43.3%	823.0	44.2%
UE06	127.0	113.1	52.9%	240.0	137.3	110.1	55.5%	247.4	126.6	89.4	58.6%	216.0	55.7%
Total	686.2	886.0	43.6%	1572.2	682.0	848.2	44.6%	1530.2	659.7	834.9	44.1%	1494.6	44.1%

Table 2b F/M Ratio of FTE Academic Staff Across the Institution												
UoE	2009-10				2010-11				2011-12				Average
	F	M	%F	Total	F	M	%F	Total	F	M	%F	Total	F%
UE10	94.0	393.3	19.3%	487.3	96.6	409.4	19.1%	506	98.6	416.8	19.1%	515.4	19.2%
UE09	151.4	354.1	30.0%	505.5	156.7	347.4	31.1%	504.1	176.9	378.4	31.9%	555.3	31.0%
UE08	201.1	274.9	42.2%	476.0	192.4	255.9	42.9%	448.3	230.3	287.3	44.5%	517.6	43.2%
UE07	69.6	38.4	64.4%	108.0	67.2	34.5	66.1%	101.7	75.2	45.8	62.1%	121.0	64.2%
UE06	12.3	10.2	54.7%	22.4	19.1	2.5	88.4%	21.6	8.3	3.1	72.8%	11.4	72.0%
Total	528.4	1070.9	33.0%	1599.2	532.0	1049.7	33.6%	1581.7	589.3	1131.4	34.2%	1720.7	33.6%

Table 3a- F/M Ratio of FTE Research Staff in the College of Science & Engineering												
CSE	2009-10				2010-11				2011-12				Average
	F	M	%F	Total	F	M	%F	Total	F	M	%F	Total	F%
UE10	0	2.0	0.0%	2.0	0	0	0%	0	0	1.0	0%	1.0	0.0%
UE09	10.4	24.9	29.5%	35.3	7.9	22.8	25.7%	30.7	6.1	16.6	26.9%	22.7	27.4%
UE08	45.3	120.2	27.4%	165.5	47.7	114.6	29.4%	162.3	46.3	102.7	31.1%	149.0	29.3%
UE07	147.5	285.9	34.0%	433.5	151.9	291.7	34.2%	443.6	139.2	307.5	31.2%	446.7	33.1%
UE06	43.6	78.8	35.6%	122.3	47.5	76.9	38.2%	124.4	38	53.3	41.6%	91.3	38.5%
Total	246.8	511.8	32.5%	758.6	255.0	506.0	33.5%	761.0	229.6	481.1	32.3%	710.7	32.8%

Table 3b - F/M Ratio of FTE Academic Staff in the College of Science & Engineering												
CSE	2009-10				2010-11				2011-12				Average
	F	M	%F	Total	F	M	%F	Total	F	M	%F	Total	F%
UE10	22.3	155.0	12.6%	177.3	25.3	160.4	13.6%	185.7	24.6	159.6	13.4%	184.2	13.2%
UE09	23.7	125.0	15.9%	148.7	22.2	121	15.5%	143.2	26.1	125	17.3%	151.1	16.2%
UE08	29.6	83.1	26.3%	112.7	28.6	79.7	26.4%	108.3	28.4	73.4	27.9%	101.8	26.9%
UE07	9.7	13.0	42.8%	22.7	6.2	8.9	41.1%	15.1	6.9	8.1	46.0%	15.0	43.3%
UE06	1.5	3.0	33.3%	4.5	0.5	1.0	33.3%	1.5	0	0	0%	0	22.2%
Total	86.8	379.0	18.6%	465.8	82.8	371.0	18.2%	453.8	86.0	366.1	19.0%	452.1	18.6%

Table 4a - F/M Ratio of FTE Research Staff in the College of Medicine & Vet Medicine												
MVM	**2009-10**				**2010-11**				**2011-12**				**Average**
	F	M	%F	Total	F	M	%F	Total	F	M	%F	Total	F%
UE10	1.0	6.0	14.3%	7.0	0	0	0%	0	1.0	1.4	41.7%	2.4	18.7%
UE09	25.0	54.6	31.4%	79.6	18.7	49.2	27.5%	67.9	19.7	45.6	30.2%	65.3	29.7%
UE08	81.4	95.3	46.1%	176.7	81.9	86.1	48.8%	168	81.8	98.2	45.4%	180.0	46.8%
UE07	183.0	131.1	58.3%	314.1	175.3	130.6	57.3%	305.9	177.9	139.5	56.0%	317.4	57.2%
UE06	70.7	27.5	72.0%	98.2	75.1	29.4	71.9%	104.5	74.4	31.1	70.5%	105.5	71.5%
Total	361.1	314.5	53.4%	675.6	351.0	295.3	54.3%	646.3	354.8	315.8	52.9%	670.6	53.6%

Table 4b - F/M Ratio of FTE Academic Staff in the College of Medicine & Vet Medicine												
MVM	**2009-10**				**2010-11**				**2011-12**				**Average**
	F	M	%F	Total	F	M	%F	Total	F	M	%F	Total	F%
UE10	24.8	121.9	16.9%	146.7	27.6	127.3	17.8%	154.9	29.5	129.1	18.6%	158.6	17.8%
UE09	43.7	75.8	36.6%	119.5	48.7	75.6	39.2%	124.3	49.8	84.6	37.1%	134.4	37.6%
UE08	44.5	52.9	45.7%	97.4	42.2	46.3	47.7%	88.5	50	55.7	47.3%	105.7	46.9%
UE07	3.0	2.0	60.0%	5.0	3.0	0	100%	3.0	8.0	2.0	80.0%	10.0	80.0%
UE06	0	1.0	0%	1.0	0	0	0.0%	0	0	0	0.0%	0	0.0%
Total	115.9	253.6	31.4%	369.5	121.5	249.2	32.8%	370.7	137.3	271.4	33.6%	408.7	32.6%

Tables 2-4 show the female/male ratios of FTE staff as requested. However, the University bases its analysis on headcount figures in order to separate consideration of the gender balance from the effect of part-time working. The availability of flexible working patterns is likely to be beneficial to the retention of women in academia. However, the fact that more women than men work part-time means that FTE figures do not accurately reflect the proportion of women in the staff population.

Data and analysis based on headcount are provided below.

Table 5a - F/M Ratio by Headcount of Research Staff Across the Institution												
UoE	**2009-10**				**2010-11**				**2011-12**				**Average**
	F	M	F%	Total	F	M	F%	Total	F	M	F%	Total	F%
UE10	2	10	16.7%	12	0	1	0.0%	1	2	5	28.6%	7	15.1%
UE09	50	92	35.2%	142	41	85	32.5%	126	37	72	33.9%	109	33.9%
UE08	164	234	41.2%	398	168	220	43.3%	388	167	222	42.9%	389	42.5%
UE07	396	465	46.0%	861	386	460	45.6%	846	390	478	44.9%	868	45.5%
UE06	136	120	53.1%	256	152	118	56.3%	270	144	94	60.5%	238	56.6%
Total	748	921	44.8%	1669	747	884	45.8%	1631	740	871	45.9%	1611	45.5%

Table 5b - F/M Ratio by Headcount of Academic Staff Across the Institution												
UoE	**2009-10**				**2010-11**				**2011-12**				**Average**
	F	M	F%	Total	F	M	F%	Total	F	M	F%	Total	F%
UE10	96	405	19.2%	501	100	418	19.3%	518	103	429	19.4%	532	19.3%
UE09	164	365	31.0%	529	166	357	31.7%	523	190	385	33.0%	575	31.9%
UE08	218	280	43.8%	498	213	260	45.0%	473	265	306	46.4%	571	45.1%
UE07	88	45	66.2%	133	86	39	68.8%	125	96	54	64.0%	150	66.3%
UE06	0	12	0.0%	12	24	3	88.9%	27	12	4	75.0%	16	54.6%
Total	566	1107	33.8%	1673	589	1077	35.4%	1666	666	1178	36.1%	1844	35.1%

Chart 1 - F/M Headcount of Research Staff Across the Institution

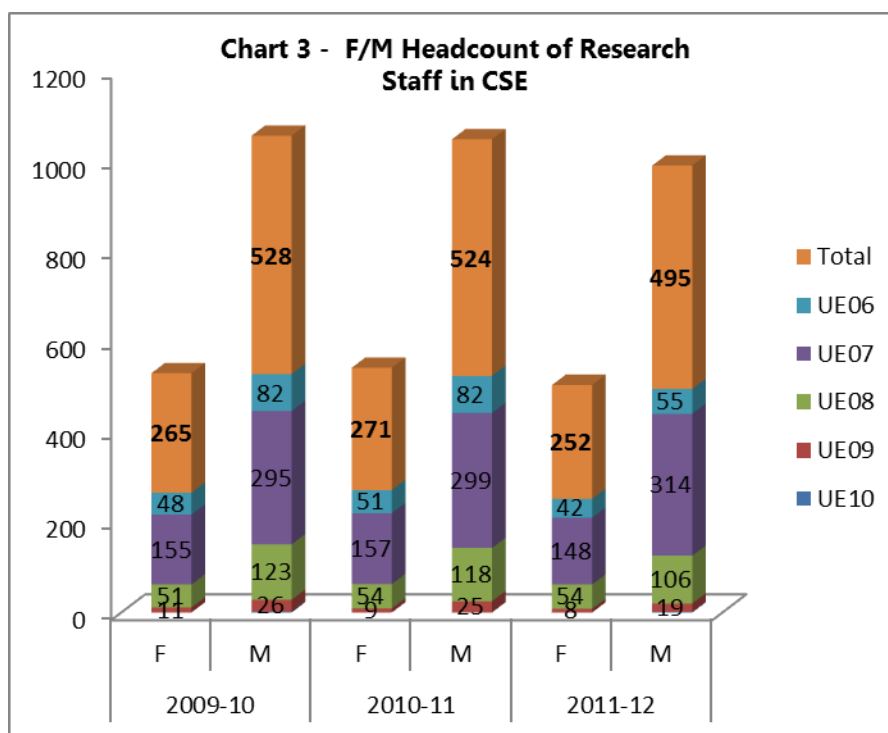Chart 2 - F/M Headcount of Academic Staff Across the Institution
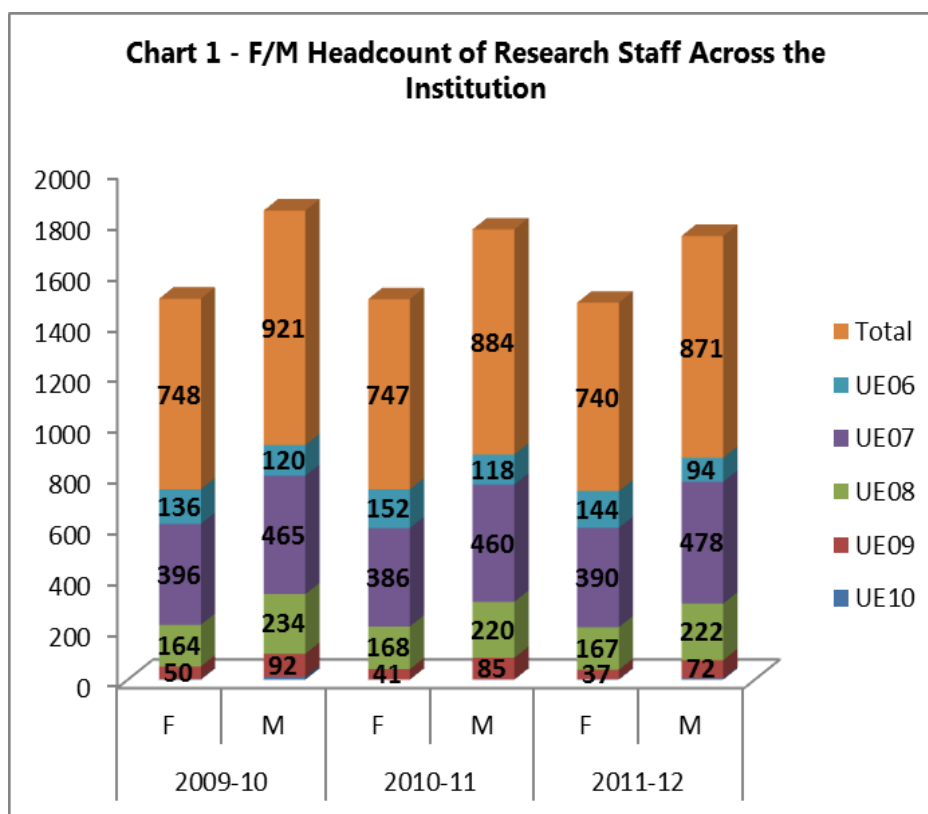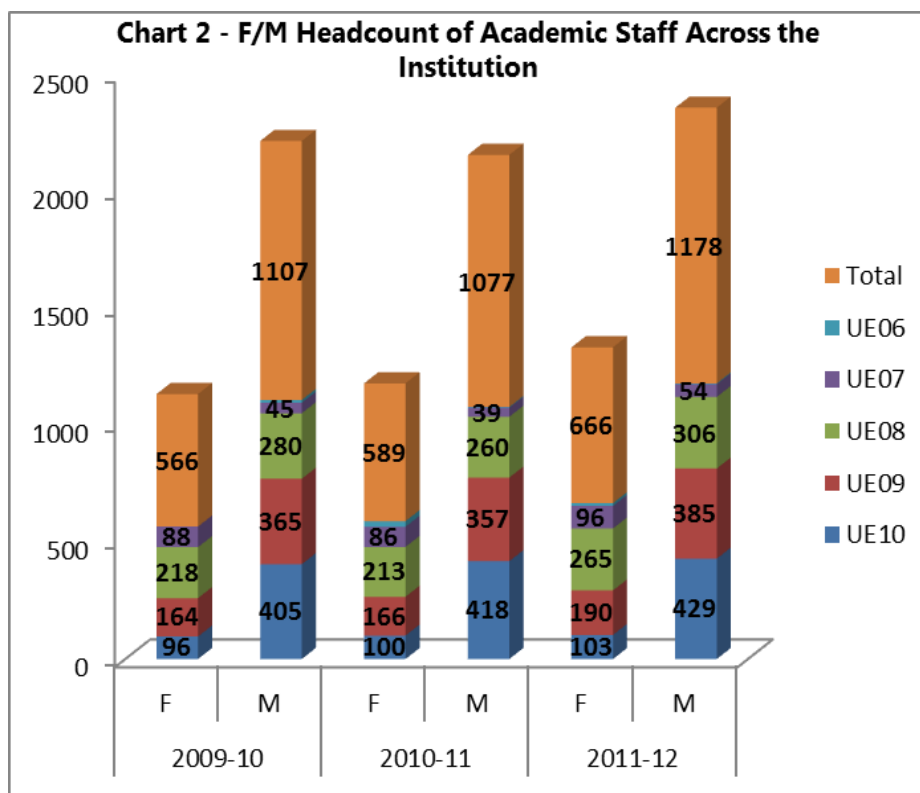
Table 5a and Chart 1 show relatively small variations in the proportion of female research staff on grades UE07-10 since 2009, continuing the pattern since 2007. There has been a marked increase in the proportion of women at grade UE06.

Table 5b and Chart 2 show a modest increase in the proportion of female academic staff at Lecturer, Senior Lecturer/Reader and Professorial grades (UE08, UE09 and UE10) across the University since 2009, continuing the trend since 2007. The figure for UE07, where the majority of staff are female, varied.

	Table 6a - F/M Ratio by Headcount of Research Staff in the College of Science & Engineering												Average
CSE	**2009-10**				**2010-11**				**2011-12**				**Average**
	F	M	F%	Total	F	M	F%	Total	F	M	F%	Total	F%
UE10	0	2	0.0%	2	0	0	0.0%	0	0	1	0.0%	1	0.0%
UE09	11	26	29.7%	37	9	25	26.5%	34	8	19	29.6%	27	28.6%
UE08	51	123	29.3%	174	54	118	31.4%	172	54	106	33.8%	160	31.5%
UE07	155	295	34.4%	450	157	299	34.4%	456	148	314	32.0%	462	33.6%
UE06	48	82	36.9%	130	51	82	38.3%	133	42	55	43.3%	97	39.5%
Total	265	528	33.4%	793	271	524	34.1%	795	252	495	33.7%	747	33.7%

14

Table 6b - F/M Ratio by Headcount of Academic Staff in the College of Science & Engineering												
CSE	**2009-10**				**2010-11**				**2011-12**				**Average**
	F	M	F%	Total	F	M	F%	Total	F	M	F%	Total	F%
UE10	23	162	12.4%	185	26	165	13.6%	191	26	168	13.4%	194	13.1%
UE09	25	128	16.3%	153	23	124	15.6%	147	27	125	17.8%	152	16.6%
UE08	34	84	28.8%	118	32	81	28.3%	113	32	77	29.4%	109	28.8%
UE07	13	15	46.4%	28	8	11	42.1%	19	9	9	50.0%	18	46.2%
UE06	2	3	40.0%	5	1	1	50.0%	2	0	0	0.0%	0	30.0%
Total	97	392	19.8%	489	90	382	19.1%	472	94	379	19.9%	473	19.6%

Chart 3 - F/M Headcount of Research Staff in CSE

15

Chart 4 - F/M Headcount of Academic Staff in CSE
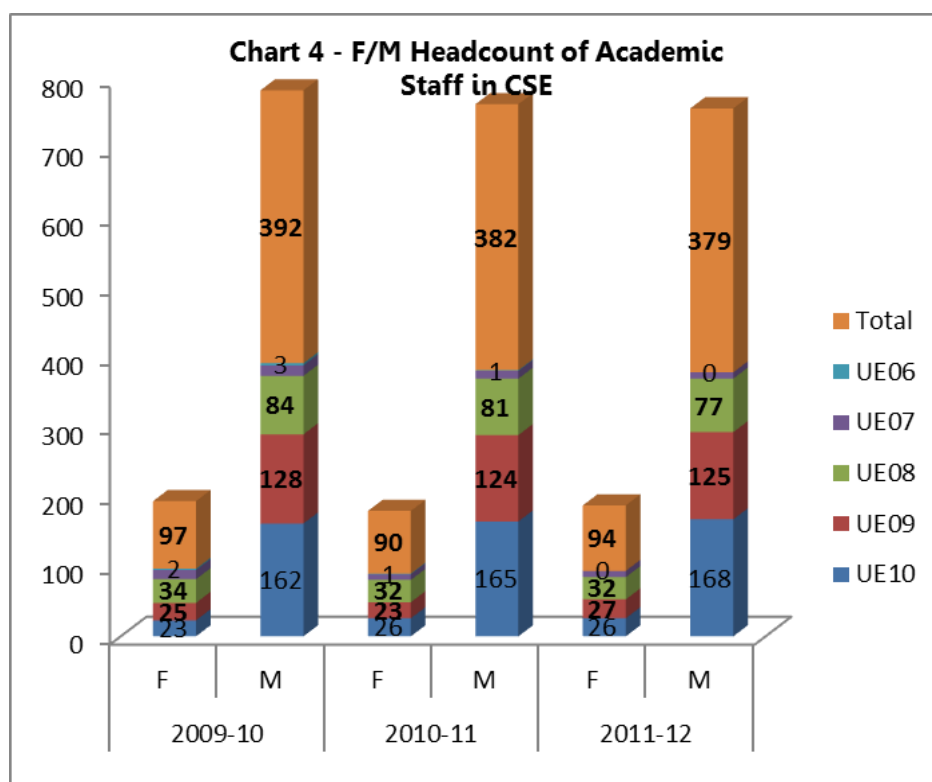
Table 6a and Chart 3 show a mixed picture for research staff in CSE. There is a very small increase in the proportion of female staff at UE08 and a marked increase at UE06, reflecting the University figures. At other grades there is little change.

Table 6b and Chart 4 show a very small increase in the proportion of female academic staff in CSE at all grades (except UE06, where the numbers are too small for comment) since 2009, continuing a gradual overall rise since 2007.

Table 7a F/M Ratio by Headcount of Research Staff in the College of Medicine & Vet Medicine												
MVM	**2009-10**				**2010-11**				**2011-12**				**Average**
	F	M	F%	Total	F	M	F%	Total	F	M	F%	Total	F%
UE10	1	6	14.3%	7	0	0	0.0%	0	1	2	33.3%	3	15.9%
UE09	28	59	32.2%	87	22	54	28.9%	76	22	49	31.0%	71	30.7%
UE08	92	99	48.2%	191	91	87	51.1%	178	93	101	47.9%	194	49.1%
UE07	198	132	60.0%	330	189	132	58.9%	321	194	140	58.2%	334	59.0%
UE06	72	28	72.0%	100	81	30	73.0%	111	82	32	71.9%	114	72.3%
Total	391	324	54.7%	715	383	303	55.8%	686	392	324	54.8%	716	55.1%

Table 7b F/M Ratio by Headcount of Academic Staff in the College of Medicine & Vet Medicine													
MVM	2009-10				2010-11				2011-12				Average
	F	M	F%	Total	F	M	F%	Total	F	M	F%	Total	F%
UE10	25	124	16.8%	149	29	130	18.2%	159	30	131	18.4%	161	17.8%
UE09	50	78	39.1%	128	54	77	41.2%	131	57	87	39.6%	144	40.0%
UE08	50	54	48.1%	104	48	47	50.5%	95	58	58	50.0%	116	49.5%
UE07	3	2	60.0%	5	3	0	100%	3	8	2	80.0%	10	80.0%
UE06	0	1	0.0%	1	0	0	0.0%	0	0	0	0.0%	0	0.0%
Total	128	259	33.1%	387	134	254	34.5%	388	153	278	35.4%	431	34.3%

Chart 6 - F/M by Headcount of Academic Staff in MVM

Chart 5 - F/M by Headcount of Research Staff in MVM

	2009-10		2010-11		2011-12	
	F	M	F	M	F	M
Total	391	324	383	303	392	324
UE06	72	28	81	30	82	32
UE07	198	132	189	132	194	140
UE08	92	99	91	87	93	101
UE09	28	59	22	54	22	49
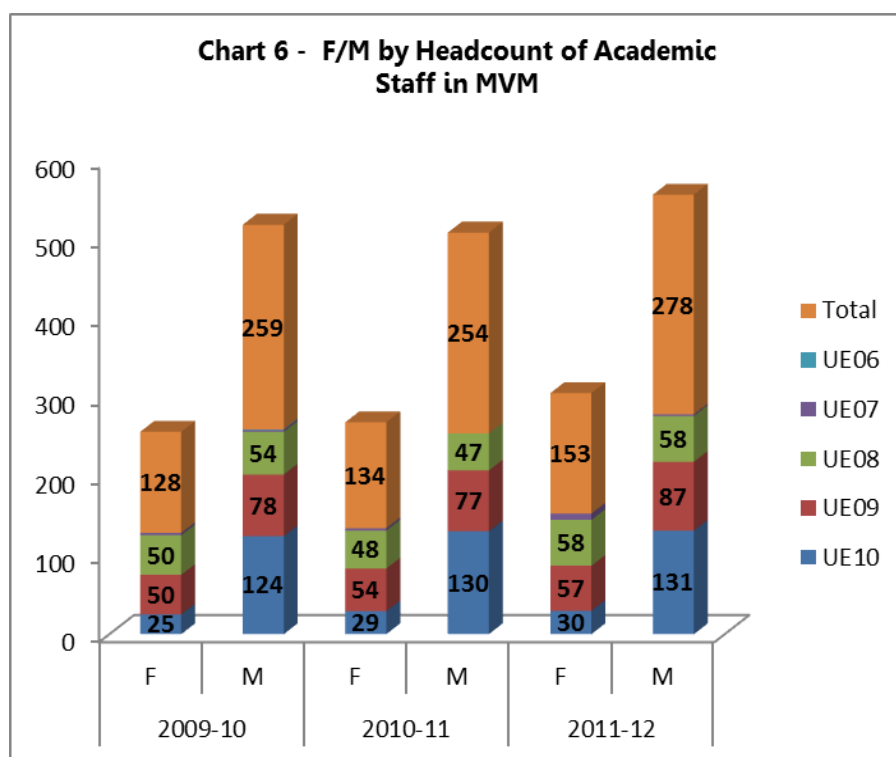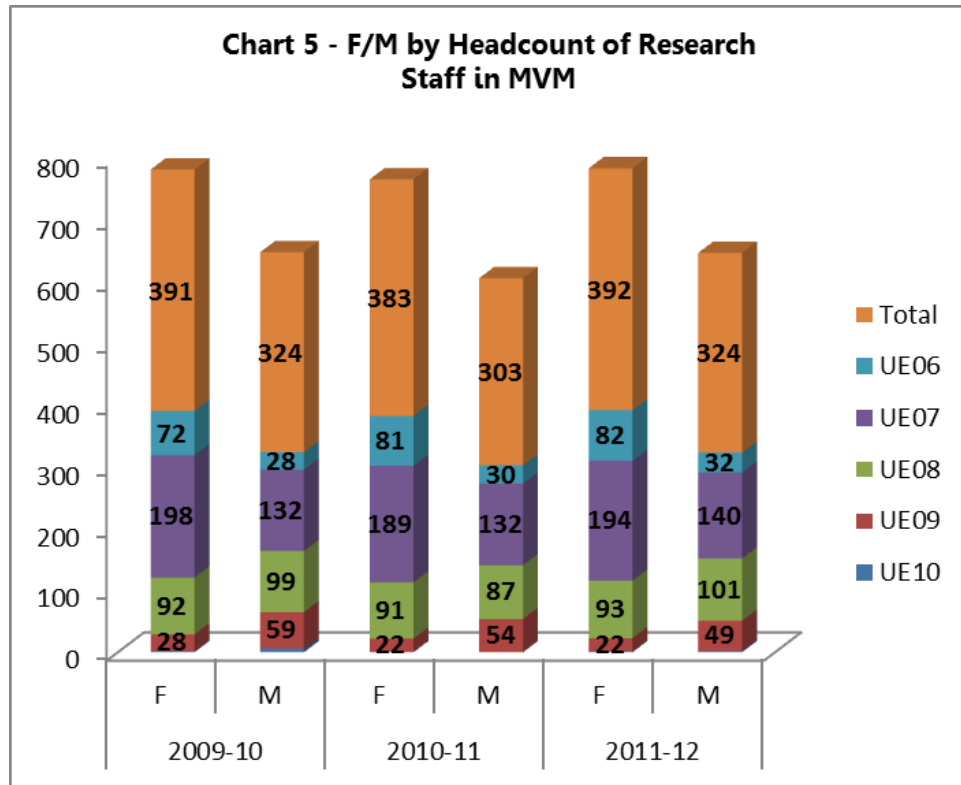
Tables 7a/b and Charts 5/6 show that the proportion of female research and academic staff is around 50% or higher in grades UE06-08 in MVM. At all grades, there has been little change in the proportion of female research staff since 2009. Amongst academic staff, there has been a modest increase at lecturer and professorial grades, and relatively little change at Senior Lecturer/Reader level. The numbers at grades UE06/07 are too small for comment.

Word count: 990

18

Supporting and advancing women's careers – 4500 words in total

Please provide a report covering the following sections. Within each section provide data for at least the last three years (including clearly labelled graphical illustrations where possible) and a short analysis of the data sets listed, commenting on changes and progress made measured against the original action plan and Bronze application, including details of successes and where actions have not worked. Comment on plans for the next three years, which should also feature in your new action plan.

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

The UoE AS Action Plan 2009 – with 2012 progress update is attached as Appendix 1.

4. Key career transition points

(i)   *Comment on the effectiveness of policies and activities in your institution that are supportive to women's career progression in your SET departments at key career transition points as demonstrated by the following data.*

      a)   **Female:male ratio of academic[3] staff on fixed-term contracts vs. open-ended (permanent) contracts** *– across the whole institution and in SET departments.*

---

[3] In all figures from here on, 'Academic staff' includes research staff unless otherwise specified.

Chart 7 - % of Male, Female and Total Academic Staff on Fixed Term contract [FTC] vs Open Ended Contract [OEC] against Total Male, Female and Total Academic Headcount across the Institution
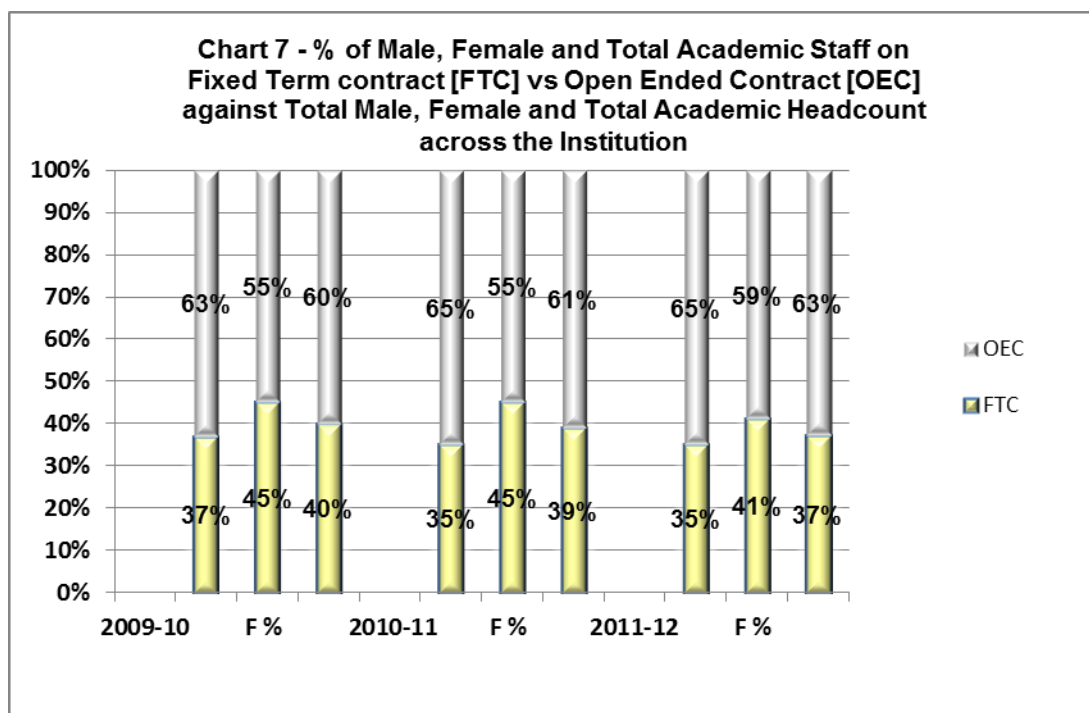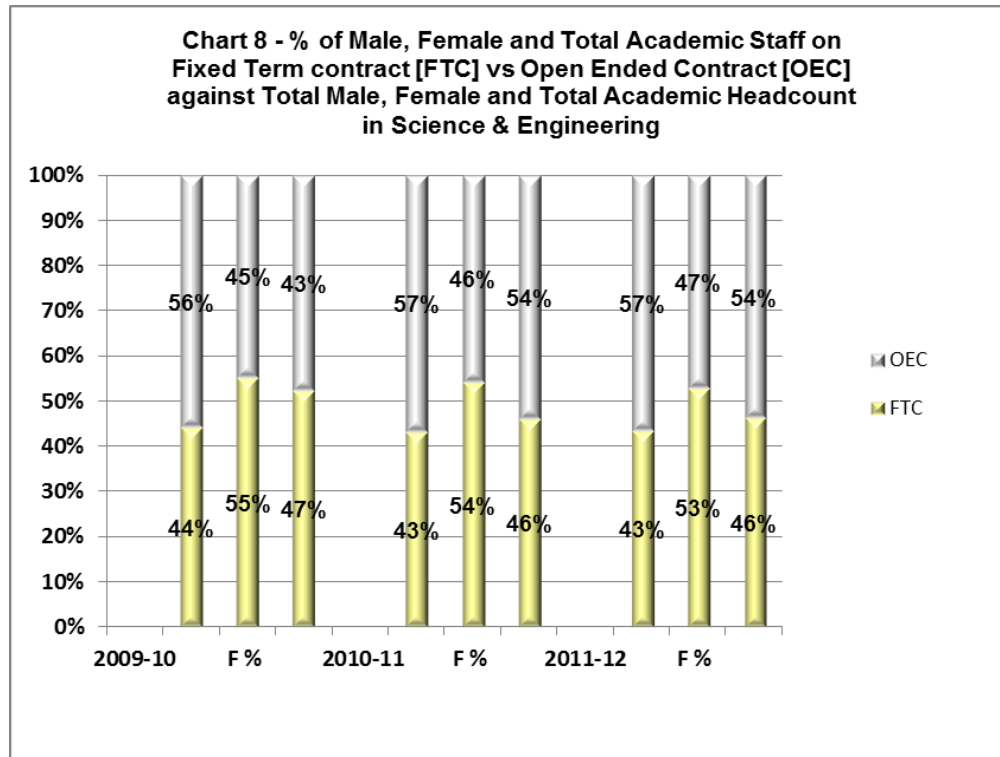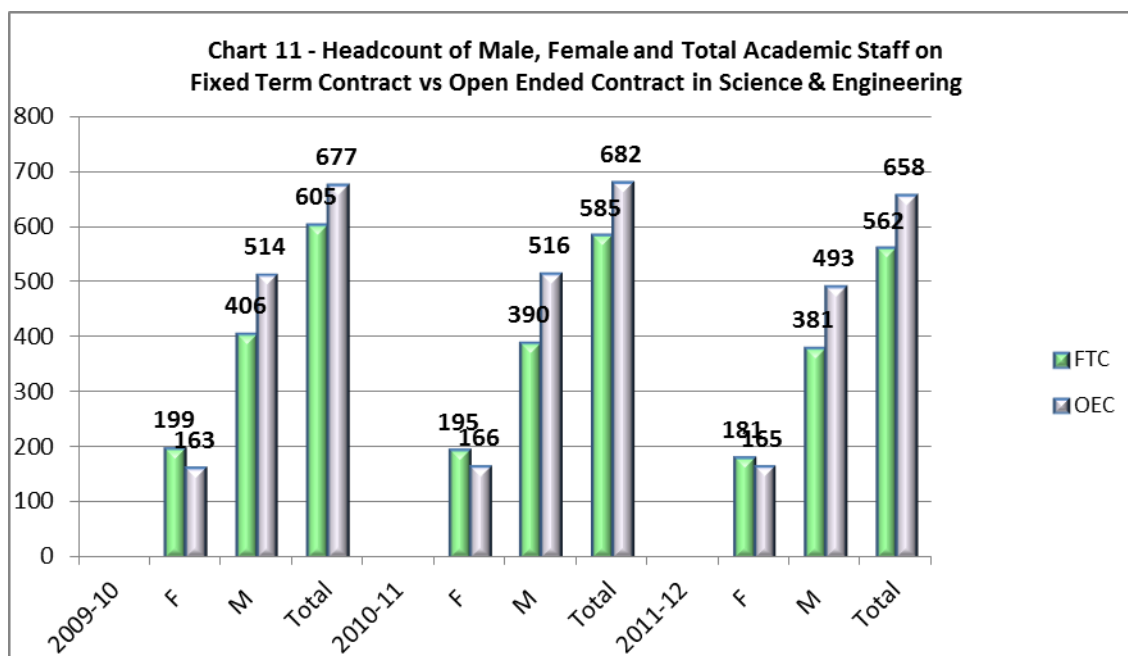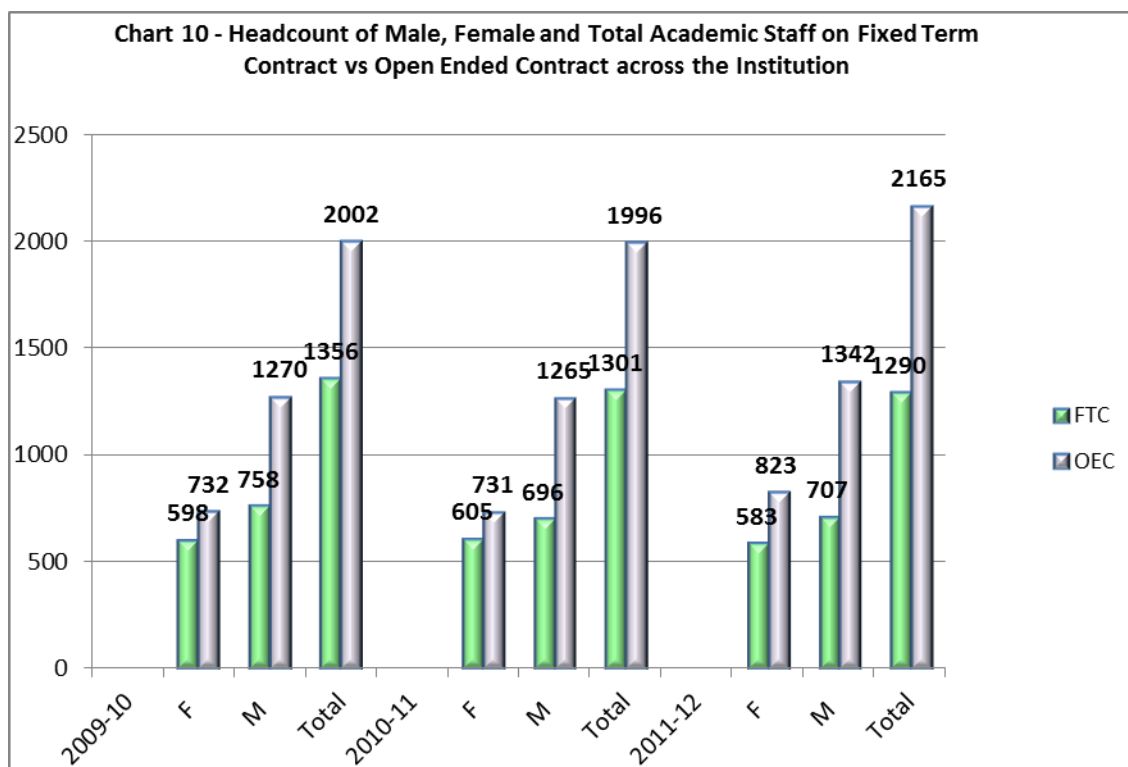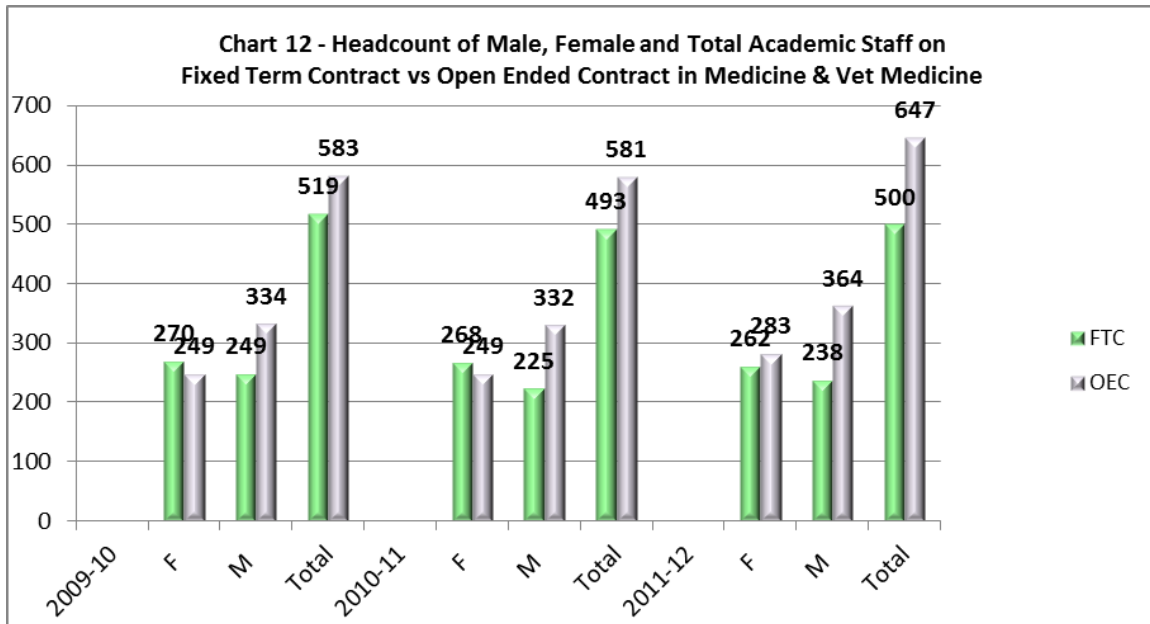
Chart 7[4] shows that there has been an increase in the proportions of both female and male academic staff on open-ended contracts since 2009, with a larger increase for female staff – narrowing the difference in the relative positions of female and male staff.

---

[4] Figures have been rounded in accordance with usual convention.

Chart 8 - % of Male, Female and Total Academic Staff on Fixed Term contract [FTC] vs Open Ended Contract [OEC] against Total Male, Female and Total Academic Headcount in Science & Engineering

Chart 9 - % of Male, Female and Total Academic Staff on Fixed Term contract [FTC] vs Open Ended Contract [OEC] against Total Male, Female and Total Academic Headcount in Medicine & Veterinary Medicine

Charts 8 and 9 show similar patterns in CSE and MVM: an increase in the proportions of academic staff on open-ended contracts in STEMM Schools. The proportion of fixed-term contracts in CSE and MVM is higher than for the University as a whole, reflecting the higher proportion of staff employed on research contracts in STEMM Schools.

Chart 10 - Headcount of Male, Female and Total Academic Staff on Fixed Term Contract vs Open Ended Contract across the Institution

Year	Category	FTC	OEC
2009-10	F	598	732
	M	758	1270
	Total	1356	2002
2010-11	F	605	731
	M	696	1265
	Total	1301	1996
2011-12	F	583	823
	M	707	1342
	Total	1290	2165

Chart 11 - Headcount of Male, Female and Total Academic Staff on Fixed Term Contract vs Open Ended Contract in Science & Engineering

Year	Category	FTC	OEC
2009-10	F	199	163
	M	406	514
	Total	605	677
2010-11	F	195	166
	M	390	516
	Total	585	682
2011-12	F	181	165
	M	381	493
	Total	562	658

22

Chart 12 - Headcount of Male, Female and Total Academic Staff on Fixed Term Contract vs Open Ended Contract in Medicine & Vet Medicine

Charts 10-12 further illustrate the pattern of contract use. There was a significant change in University policy on the use of fixed-term contracts in the early 2000s, which had a significant on-going impact, reducing their use.

b) **Female:male ratio of academic staff job application and appointment success rates** – *across the whole institution and in SET departments. Comment on any positive action taken to ensure diverse applicant pools and short lists.*

The following data are based on the University's information systems during 2009-12, when equality information was collected largely manually and was not sufficiently robust to enable in-depth analysis of all stages of the recruitment process.

To address this and other issues, the University embarked on a major project in 2009 to introduce 'eRecruitment' – a comprehensive on-line recruitment system. This gives improved data from October 2012. eRecruitment has been designed to ensure that full equality information is gathered throughout the recruitment process and will enable significant improvement in our capacity to analyse application and success rates.

23

Table 8 - Academic Staff Job Application and Success rates across the Institution								
Applications								
2009/10			**2010/11**			**2011/12**		
Gender	Total	%	Gender	Total	%	Gender	Total	%
F	3534	37.3%	F	3468	38.63%	F	4746	38.38%
M	5623	59.4%	M	5243	58.40%	M	7337	59.33%
Not known	308	3.3%	Not known	267	2.97%	Not known	284	2.30%
Total	9465		Total	8978		Total	12367	
Success Rates								
2009/10			**2010/11**			**2011/12**		
Gender	Total	%	Gender	Total	%	Gender	Total	%
F	608	50.0%	F	333	47.1%	F	277	47.6%
M	607	50.0%	M	374	52.9%	M	305	52.4%
Total	1215		Total	707		Total	582	

Table 8 shows that the rate of appointment of female academics consistently exceeds the rate of application. The proportion of female applicants is approximately the same as the proportion of female academic staff in the University, while the appointment rate is notably higher.

Table 9 - Academic Staff Job Application and Success rates in the College of Science & Engineering								
Applications								
2009/10			**2010/11**			**2011/12**		
Gender	Total	%	Gender	Total	%	Gender	Total	%
F	783	21.9%	F	672	24.9%	F	959	24.4%
M	2737	76.5%	M	1994	73.7%	M	2899	73.8%
Not Known	57	1.6%	Not Known	38	1.4%	Not Known	70	1.8%
Total	3577		Total	2704		Total	3928	
Success Rates								
2009/10			**2010/11**			**2011/12**		
Gender	Total	%	Gender	Total	%	Gender	Total	%
F	155	38.1%	F	77	29.8%	F	68	34.2%
M	252	61.9%	M	181	70.2%	M	131	65.8%
Total	407		Total	258		Total	199	

Table 9 shows broadly similar success rates in CSE to those reported in the previous submission and is consistent with the higher success rate than application rate in the University figures. The proportion of female applicants is

slightly lower than the proportion of female academic staff in CSE. However, the appointment rate is higher.

Table 10 - Academic Staff Job Application and Success rates in the College of Medicine & Veterinary Medicine								
Applications								
2009			2010			2011		
Gender	Total	%	Gender	Total	%	Gender	Total	%
F	1577	54.3%	F	1196	48.7%	F	1642	52.4%
M	1240	42.7%	M	1191	48.5%	M	1438	45.9%
Refused	88	3.0%	Refused	67	2.7%	Refused	53	1.7%
Total	2905		Total	2454		Total	3133	
Success Rates								
2009			2010			2011		
Gender	Total	%	Gender	Total	%	Gender	Total	%
F	127	50.0%	F	123	59.7%	F	103	53.9%
M	127	50.0%	M	83	40.3%	M	88	46.1%
Total	254		Total	206		Total	191	

Table 10 shows a different pattern in MVM. The proportion of female applicants is higher than the proportion of female academic staff in MVM. The appointment rate relative to applicants varies each year. However, in all cases the proportion of female staff appointed is higher than in the existing MVM academic staff. (MVM data were not reported separately in our previous submission.)

The University's Staff Committee has reviewed positive action to ensure diverse applicant pools and shortlists and tasked Heads of College to address this in the recruitment processes in their Colleges and Schools.

Since 2010, the University has made on-line 'eDiversity' training available for all staff, resulting in considerable growth in the number of equality trained staff. In addition, there has been increased uptake of Recruitment and Selection training provided – particularly in CSE - and a new on-line course is being developed. Promotion and evaluation of E&D training is part of our Action Plan (items 8 and 19).

Steps have been taken to revise the University's Jobs website's front page to feature the AS Bronze award logo and an E&D commitment statement.

The University's guidance for recruiters has been reinforced to further highlight the importance of E&D, including gender balance in panel composition.

The University is currently recruiting 100 new 'Chancellor's Fellows', for whom a support and development programme is being developed. We will be carrying out Equality Impact Assessment on the recruitment, induction and development

of this group and making arrangements to monitor progress and share good practice and lessons learned. (See Action Plan item 9).

> *c)* **Female:male ratio of academic staff promotion rates** *across the institution and in SET departments – comment on the effectiveness of the process by which staff are identified and recommended for promotion.*

Gender data on promotion applications and the academic population are produced as standard in the University's academic promotions processes. The data are analysed by grades in the UoE's grade structure and equivalent clinical and other grades, as set out in section 3.

Table 11- F/M Promotions across the Institution and across the STEMM Departments[5]										
Across the Institution						**Across STEMM Departments**				
2009-10	**F**	**%**	**M**	**%**	**All**	**2009-10**	**F**	**%**	**M**	**%**	**All**
UE10	8	25%	24	75%	32	UE10	5	23%	17	77%	22
UE09	28	42%	39	58%	67	UE09	10	28%	26	72%	36
UE08	8	50%	8	50%	16	UE08	6	43%	8	57%	14
UE07	2	25%	6	75%	8	UE07	2	33%	4	67%	6
Totals	46	37%	77	63%	123	Totals	23	30%	55	70%	78
2010-11	**F**	**%**	**M**	**%**	**All**	**2010-11**	**F**	**%**	**M**	**%**	**All**
UE10	11	31%	24	69%	35	UE10	7	26%	20	74%	27
UE09	18	35%	34	65%	52	UE09	8	32%	17	68%	25
UE08	4	36%	7	64%	11	UE08	1	17%	5	83%	6
UE07	2	50%	2	50%	4	UE07	1	14%	6	86%	7
Totals	35	34%	67	66%	102	Totals	17	26%	48	74%	65
2011-12	**F**	**%**	**M**	**%**	**All**	**2011-12**	**F**	**%**	**M**	**%**	**All**
UE10	13	37%	22	63%	35	UE10	8	31%	18	69%	26
UE09	16	36%	29	65%	45	UE09	7	26%	20	74%	27
UE08	8	42%	11	58%	19	UE08	4	31%	9	69%	13
UE07	3	33%	6	67%	9	UE07	2	25%	6	75%	8
Totals	40	37%	68	63%	108	Totals	21	28%	53	72%	74

As regards promotion to UE10 (Professor), Table 11, shows that, while the actual percentage figures can vary year to year due to the relatively small numbers of staff promoted each year, the proportion of female staff promoted is consistently above the proportion of female academic staff at grade UE10 in the University, and is increasing year on year. This suggests that the promotion rate is moving the proportion of women in promoted grades in the right direction.

---

[5] Figures have been rounded according to the normal convention.

As regards promotion to UE09 (Senior Lecturer/Reader) the promotion rate varies, but again is consistently above the proportion of female academic staff at that grade, University-wide. The picture in STEMM areas is more variable.

The numbers are shown for promotion to grades UE08 (Lecturer) and UE07. However, appointment to these grades is not normally through promotion, as is reflected in the small numbers.

The University's promotion policies, processes and documentation are published openly and promoted annually at University, College and School levels. All staff are encouraged to discuss their position with a senior colleague.

Positive action was taken to update the University's Grade Profiles in 2011 to further recognise teaching and public engagement in academic roles. This review reflected the University's mission in relation to Excellence in Education and recognised that there are proportionately more women in more teaching-focussed roles.

Our academic promotions documentation was revised in 2010 to include circumstances such as reduced working hours and absences owing to maternity leave, caring responsibilities and long term ill-health. Promotions panels take this information into account when considering promotions. The University plans to use experience of complex circumstances cases in the REF 2014 as a basis for developing good promotion practice further.

Self-nomination for promotion is an option. It is a safety net for all staff who wish to have their cases formally assessed. However, the emphasis is firmly on the Schools' responsibility to review all academic staff annually to identify those ready for promotion and support all others in the development of their portfolio.

QuickCAT[6] surveys in all CSE Schools have identified a lack of understanding of the promotion processes, so we have included action to address this in our Action Plan (item 2).

In order to better understand career decisions, our Action Plan includes a project to improve understanding of the reasons that senior female staff leave the University (item 6).

We have also committed to introducing regular monitoring of redundancies (including fixed-term contracts ending) by gender (Action Plan item 5).

---

[6] The short version of the UKRC's Cultural Analysis Tool.

5. Career development
(i)   *Comment on the effectiveness of policies and activities in your institution that are supportive to women's career development in your SET departments.*

       a)   **Researcher career support and training** – *describe any additional support provided for researchers at the early stages of their careers, such as networks and training, staff appraisal scheme, and whether the institution is signed up to the Concordat.*

The University is signed up to the Concordat for the Career Development of Researchers. In recognition of our work in implementing the Concordat, we were one of the first institutions to be awarded the European Commission's HR Excellence in Research Award in 2010 and took part in the 2-year review in September 2012. We have been shortlisted for the THE Award for Outstanding Support for Early Career Researchers four times since 2006.
We have had a Code of Practice for the Management of Research Staff since 2008 and a 'Quick Start Guide' was launched in 2010. These set out the responsibilities of research staff and their managers in relation to professional management practice, including wider career development. The annual review arrangements are included in the Concordat as a good practice example. This has set normative standards of good practice in the management of researchers and contributed to a shift in culture, as is evidenced by continuing improvement in the University's biennial CROS results.

In 2010 the University established an Institute of Academic Development (IAD). Its aim is to help students and staff to succeed in their current roles and future careers by providing academic and transferable skills development and support. It is effective in supporting women's career development through, e.g.:

- A programme for female researchers, introduced in 2011/12, 'Ingenious Women: A programme to boost enterprise, creativity and resilience in women researchers'. Following evaluation, this is being repeated during 2012.
- A Researcher Led Initiative fund to help researchers develop their own training and development initiatives. In 2012 funding was agreed for an initiative to support women researchers: "Open Windows, Open Doors" - formal shadowing of successful women as a foundation for a sustainable career-orientated female network.
- The Researcher Development Programme, an extensive programme of career and professional development covering all career stages and including access to private Career Development Consultations. Events are run at different times and days to be accessible to part-time researchers.
- A new 4-day Research Leader Programme for new and aspiring Principal Investigators. Schools will be encouraged to target this programme at female academics – see Action Plan item 13.

28

The University's 'Informatics Ventures' provided funding for Girl Geek Scotland's three residential workshops for women in Autumn 2010 on Creativity, Computing and Enterprise.

The University makes effective use of CROS in relation to advancing women's careers. In the most recent results, a number of measures were analysed by gender and these showed parity between female and male researchers, e.g. on the take up of development opportunities, appraisal, and integration into the research community.

The University is active in promoting careers in STEMM through regular engagement with the SRC's Interconnect programme for female students.

> b)   **Mentoring and networking** *– describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking.*

Mentoring

The University has had a Researcher's Mentoring Programme for several years– providing comprehensive information and support with finding and contacting mentors. This will be reviewed during the next two years (see Action Plan item 12).

A new University-wide mentoring framework and programme is being developed to support leadership and professional development in the University (see Action Plan item 10). The framework will be inclusive, but will particularly target certain groups to support achievement of the University's strategic objectives. In particular, it will be promoted to female academic staff with a view to improving career progression. A pilot is running from October 2012 to March 2013 - after which it will be reviewed for wider application. The pilot involves two STEMM areas, for which the Mentoring Project Group representatives are local Athena SWAN coordinators.

In addition, there are mentoring schemes in a number of Schools. E.g. two School of Biological Sciences institutes have career mentoring arrangements for post-doctoral researchers and the School of Chemistry assigns mentors to all new lecturers and researchers.

Networking

The University was effective in establishing a Scottish Athena SWAN Network, which all Scottish HE Institutions have joined. The first meeting was in Edinburgh in August 2012 and the next is in December 2012.

29

The University's own AS network is an effective hub for publicising events, awards and initiatives relevant to women in STEMM – such as SRC events. This is also done via Colleges and Schools, School E&D Coordinators and other networks, as well as on our E&D website.

The University sponsors the successful Girl Geek Scotland organisation – a community for women and girls interested in technology, creativity and computing – and promotes their events.

The University has successfully established an LBGT[7] Staff Network in 2012, which has a growing membership and meets monthly. Membership is around 60% female.

The Edinburgh University Hoppers in our School of Informatics is part of an international social network for women, which celebrates women in Computing.

The University introduced a useful guide to help post-doctoral research staff to set up societies. There are now societies in the Schools of Biological Sciences, Chemistry, Engineering, GeoSciences, Informatics, Physics and Astronomy and Veterinary Medicine and at the two main Medical School bases. We have identified an action to encourage these societies to include events in their programmes that focus on women who have developed successful careers (Action Plan item 14).

The Press Gang aims to encourage interaction between the School of Biological Sciences and the wider community. They are a group of mainly women researchers from the School, working with the University Press Office and the Scottish Institute for Biotechnology Education to promote the communication of scientific breakthroughs and discoveries that are of interest to the public.

We have committed to exploring the establishment of an Edinburgh association for women in STEMM in our Action Plan (item 11).

(ii)   *Comment on the effectiveness of activities in your institution that raise the profile of women in SET generally and also help female staff to raise their own profile such as:*

        a)   Conferences, seminars, lectures, exhibitions and other events.

The University introduced an International Women's Day (IWD) Annual Lecture series in 2010, featuring inspiring women speakers of international reputation. These lectures have successfully reached a wide audience of staff, students and members of the public, including MPs, Members of the Scottish Parliament and

---

[7] Lesbian, Bisexual, Gay, Transgender

local councillors – directly and through the University's YouTube channel.   The 2013 Lecture will be by our own Professor Lesley Yellowlees, Head of the CSE and President of the Royal Society of Chemistry.

A Women in Science and Engineering (WISE) Networking Event was organised by the School of Chemistry in April 2012, with College financial support. This was aimed predominantly at early career female researchers (postgraduate and postdoctoral), but open to all staff in CSE. The event consisted of: talks by distinguished women on subjects ranging from scientific general interest to personal biography; events to encourage networking, e.g. "speed-dating" and poster sessions; and break-out sessions on topics relevant to women in academic careers. 80 participants attended, covering all CSE Schools. The event's success will result in it becoming an annual event.

The School of Informatics hosted a public Women in Computing Panel in May 2012 linked with the celebration of the Turing Centennial in Edinburgh. The international panel was chaired by Professor Bonnie Webber and featured successful women from industry and academia, including: Professor Barbara Grosz, Higgins Professor of Natural Sciences, Harvard University; Professor Kerstin Dautenhahn, head of the Adaptive Systems Research Group, University of Hertfordshire; Emilia Kasper, Software Engineer, Google Zurich and Kate Ho, Managing Director, Interface.

The'Women Firsts' project in the Main Library displays female UoE graduates who were e.g. first graduate, first doctor.

For IWD 2011, the University and its student association (EUSA) renamed 28 University buildings across its campus to highlight the academic, political and cultural achievements of women – and highlight the imbalance in building

31

names. The women STEMM women honoured included: Ada Lovelace, Computer Programmer (see photo above); Nora Alcock, Plant Pathologist; James Miranda Barry, Army Medical Officer and reformer; Dorothy Buchanan and Molly Fergusson, Civil Engineers; Marie Curie, Physicist and Chemist; Sophia Jex-Blake, Doctor and campaigner for women's medical training; Sheila Scott MacIntyre, Mathematician; Anna MacLeod, Brewing Scientist.

The King's Buildings Library has been permanently renamed the Noreen and Kenneth Murray Library.

The University and EUSA have held a number of other IWD events including a Global Women, Global Leaders student conference in 2011 to showcase experts in fields including science and global leadership and, in 2012, a discussion on women and employment hosted by the University Secretary and a women's networking lunch.

The University hosted a public lecture: 'Women in Public Life – Have They Closed the Gender Gap?' by Alice Brown, UoE Emeritus Professor, in 2010.

In 2011, to celebrate the 100th anniversary of Marie Curie's second Nobel Prize win, the University's Bulletin featured 'Breaking the mould', profiling some of the University's female pioneers and asking about the women who had influenced them.

"I think my most important contribution has been my articles about the nature of modelling and what it contributes to biological science."

Breaking the mould: Barbara Webb, Professor of Biorobotics

We are currently planning a portrait exhibition of women connected with the University for 2013/14 .(Action Plan item 16).

b)   Providing spokeswomen for internal and external media opportunities.

The University is successful in ensuring that our female staff feature prominently in the media on a local, national and international basis. Tables 12 and 13 provide just some of the examples of UoE women in STEMM featured in the press, radio and TV in 2012:

Table 12 Examples of 2012 Press 'Headlines' about UoE women in STEMM
❖ Physicist Victoria Martin comments as CERN finally discovers Edinburgh-inspired Higgs boson.
❖ Prof Agata Smoktunowicz helps judge Spain's best young mathematician.
❖ Snail fever compromises immune system, Dr Francisca Mutapi finds.
❖ Sinead Collins discusses how to create evolution.
❖ Dr Deborah Ritchie highlights risk to children from second-hand cigarette smoke.
❖ Jenna Richardson given industry-funded scholarship to study exotic animal medicine at the Vet School.
❖ Dr Sophie von Stumm suggests exercise, friends and good diet improve academic performance.
❖ Dr Catherine Heymans takes part in largest-ever survey of dark matter.
❖ Dr Kerry McInnes finds link between low testosterone and diabetes in men.
❖ Prof Jane Norman finds that inducing labour could save some babies' lives.
❖ Sasa Djokic discusses MSc in sustainable energy systems.
❖ Dr Sue Lewis tracks changing breeding habits of Antarctic Albatross.
❖ Jessica Frances Lampe discovers that horses are skilled at recognising individual people.
❖ Meerkats in the wild are highly inbred, finds Johanna Nielsen.
❖ Prof Amanda Amos comments on smoking culture.
❖ Study into parasite interaction in malaria. Antoine Claessens quoted.
❖ Prof Alex Rowe discovers common link between strains of severe malaria.
❖ Karen Horsburgh looks at link between lifestyle and Alzheimer's.
❖ Women of Pakistani origin less likely to have breast cancer screening, finds Narinder Bansal.
❖ Dr Penny Haddrill finds long-term benefits of sexual reproduction.
❖ Dr Fiona Denison develops techniques to curb stillbirths.
❖ Joan Simón is quoted on space/time theory.
❖ Dr Liz Patton offers expert perspective on rise in skin cancer cases.
❖ Warm autumn evenings make plants flower early, finds Dr Karen Halliday.
❖ Prof Anna Glasier comments on use of contraceptives in under-age girls.
❖ Prof Anna Meredith discusses need to study conservation medicine.

| ❖ Sue Fleetwood-Walker looking at how cold treatment affects pain. |
| ❖ Emeritus Professor of Midwifery Rosemary Mander comments on Chinese maternity care. |

Table 13 Examples of 2012 Radio and TV interviews **by UoE women in STEMM**
❖ Radio 4, BBC World Service, BBC Radio Scotland. Prof Lesley Yellowlees speaks of Government's failure to help women in science.
❖ BBC Radio 4, Sky news, Gulf news, News Australia. Prof Jane Norman discusses diabetes drug trial in obese expectant women.
❖ BBC Radio Scotland, News-Medical.Net, Webindia123, Asian News International, Indo-Asia News Service, Newstrack India. Prof Alex Rowe discovers common link between strains of severe malaria.
❖ BBC. Dr Penny Haddrill finds long-term benefits of sexual reproduction.
❖ Life TV (Cn), BBC Radio 5 Live. Prof Danielle Gunn-Moore comments on rigid-limbed disease in cats.
❖ BBC Radio Scotland. Prof Polly Arnold created molecule that could inspire better nuclear waste clean-up.
❖ Bloomberg News, Asian News International, Zee News, China News, China News Agency. Gabi Hegerl comments on world temperature forecast.
❖ BBC Radio Scotland, BBC Reporting Scotland. Bill Earnshaw and Mar Carmena gain fresh insight into drugs to target cancer.
❖ Bloomberg News. Dr Evelyn Telfer teams up with US scientists to create human eggs from stem cells.
❖ BBC. Single genes are linked to multiple diseases, Dr Evropi Theodoratou finds.
❖ BBC Radio/ TV. Female deer can wander from their harems during the rut, finds Katie Stopher.
❖ Asian News International. Laura Pollitt discovers how malaria parasite competes with other strains to survive.
❖ Asian News International , BBC Scotland. Dr Sarah Reece provides expert comment on flying ant swarms and says humid weather is causing ants to come out and mate
❖ Asian News International. Rising number of female students hit by kissing disease, says Dr Karen MacAuley.
❖ BBC World Service, Australian Broadcasting Corporation. Red hair common in Scotland because of weather, theorises student Emily Pritchard.

c)   **Nominations to public bodies, professional bodies and for external prizes.**

The following are some examples of achievements of UoE women in STEMM from the last 3 years.

Professor Polly Arnold, Chair of Synthetic Inorganic Chemistry - presented with the Royal Society's Rosalind Franklin Award for her proposal to promote women in STEM as well as her scientific achievements. In 2008/9 she received the University's 'Chancellors Rising Star' award.

Joanna Brooks, psychology PhD student, won the Royal Society of Edinburgh Beltane Innovator's Prize for Public Engagement (2011).

Professor Heather Cubie, Head of the Human Papillomavirus Group - MBE for Services to Healthcare Science in Scotland (2012).

Professor Candice Currie, Director of the Child and Adolescent Health Research Unit - Action for Children Scotland Women of Influence Award (2010).

Dr Olga Degtyareva, Fellow of the Institute for Condensed Matter and Complex Systems (ICMCS), in the Centre for Science at Extreme Conditions, School of Physics won the 2010 European High Pressure Research Group (EHPRG) Award.

Professor Noreen Murray ("godmother of lambda vectors"), with Professor Ken Murray - Nexxus Life Sciences Lifetime Achievement Award (East) (2010).

Jane Norman, Professor of Maternal and Fetal Health, and Professor Philippa Saunders, Director of the MRC Centre for Reproductive Health - admitted to the Academy of Medical Sciences (2012).

Jill Pilkington, Research Associate, School of Biological Sciences - MBE for services to science (2011).

Dr Jennifer Smillie, School of Physics and Astronomy and Dr Sarah Reece, School of Biological Sciences appointed Royal Society University Research Fellows (2012).

Professor Veronica Van Heyningen, FRS - CBE for services to science (2010).

Professor Joanna Wardlaw, Professor of Applied Neuroimaging and Head of the University's Centre for Clinical Brain Sciences - elected to Fellowship of the Royal Society of Edinburgh (2011) and presented with a Chancellor's Innovation award (2008/9).

Professor Kathryn Whaler - elected President of the International Association of Geomagnetism in 2011.

Professor Lesley Yellowlees - elected President of the Royal Society of Chemistry in 2011 and, in the University, appointed Vice-Principal and Head of the College of Science & Engineering in 2011 – the first woman to hold these positions. (Shown here as featured in Staff News, March 2011.)

Vicky Jane Young, Science communicator and PhD student, won I'm a Scientist Get Me Out of Here in 2011 and the Society for Applied Microbiology Communications Award in 2012.

A number of women in STEMM have also won University Chancellor's Awards and Principal's Medals as well as EUSA Teaching Awards.

6. Organisation and culture

(i) *Comment on the effectiveness of policies and activities in your institution that show a supportive organisation and culture in your SET departments as shown by the following data.*

a) **Female:male ratio of Heads of School/Faculty/Department** *across the whole institution and in SET departments.*

Table 14 – Female:male ratio of Heads of School (HoS)									
Heads of School	2008/9					20011/12				
	F	%	M	%	Total	F	%	M	%	Total
	3	14.3%	18	76.2%	21	6	27.3%	16	72.7%	22

The number of female Heads of School across the institution has doubled since a low point in 2008/9 to 27% in 2011/12.

In CSE one of the seven HoS is female, as in 2008/9.

MVM has 2 female and 2 male HoS.

---

[8] Photo credit: The Royal Society of Chemistry

Of the University's three Heads of College, two are women in 2012, compared to one in 2009.

The University is committed to ensuring that more women develop into senior academic and management roles. The continuing growth in the number of women attending the Senior Academic Leadership Programme, averaging 45.5% over the last 3 years compared to 39% in 2009, supports this aim. Four women who attended this programme have succeeded in being appointed as HoS.

We recently introduced a new Leadership and Management Development website which includes a range of courses for staff new to the University or to leadership roles and for those seeking career and professional development. This Leadership programme has been very successfully attended.

Table 15 – Leadership programme attendance by gender						
Leadership Development	**2009-2010**		**2010-2011**		**2011-2012**	
	M	**F**	**M**	**F**	**M**	**F**
Insights	51.7%	48.3%	50.0%	50.0%	43.8%	56.3%
Managing 21st Century: -						
Employment Law	44.7%	55.3%	44.4%	55.6%	33.3%	66.7%
Enhance Performance	22.2%	77.8%	22.7%	77.3%	50.0%	50.0%
Personal Presence	37.8%	62.2%	38.2%	61.8%	40.9%	59.1%
Influencing Skills	N/A	N/A	27.7%	72.3%	50.0%	50.0%
Managing Change	N/A	N/A	44.0%	56.0%	31.3%	68.8%
Managing Difficult Conversations	38.9%	61.1%	29.4%	70.6%	42.9%	57.1%

Table 15 shows that the majority of delegates on our Leadership programme are women – a substantially higher proportion than in the staff population. We will continue to encourage this, to promote the advancement of women through leadership development.

The recently restructured E&D Committee in CSE is chaired by the Head of College to demonstrate her commitment to E&D.

b)   **Gender balance on the senior management team** *at university level.*

Table 16 - Gender balance on the Senior Management Team						
Senior Management Team	**2008/9**			**2011/12**		
	F	M	F %	F	M	F%
	7	15	31.8%	10	13	42.1%

The proportion of women in the Senior Management Team has risen from 32% to 42% between 2008/9 and 2011/12.

c) **Gender balance on influential committees** *at university level*.

Court	2008/9			2011/12		
Table 17 - Gender balance on University Court						
	F	M	% F	F	M	% F
	7	15	31.8%	6	17	26.1%

The University's Governing body is the Court. Overall there has been a slight decline in the proportion of women on Court.

In 2009/10 Court introduced a skills-based approach to making external appointments to Court Committees, agreeing that all elected committee members would be appointed using University-recognised recruitment procedures. This initiative was first used to appoint external committee members for 2009/10 and for Court members for 2010/2011.

Table 18 – Gender balance on Influential Committees at University level				
	M	F	% F	Change since 2009
Committees of Court				
Audit Committee	4	2	33.3%	No change
Estates Committee	10	5	33.3%	Not previously reported
Staff Committee	6	9	60.0%	Increased from 41.2%
Knowledge Strategy	6	4	40.0%	Not previously reported
Finance & General Purposes	8	2	20.0%	Increased from 12.5%
Senate Committees				
Researcher Experience	7	6	46.2%	New committee
Learning and Teaching	9	10	52.6%	New committee
Curriculum and Student Progression	13	7	35.0%	New committee
Quality Assurance	7	8	53.3%	New committee
Other				
Central Management Group	10	6	37.5%	Increase from 23.1%

Table 18 shows a substantial increase in the proportion of women sitting on influential committees since 2009.

d)   **Evidence from equal pay audits/reviews.**

A further Equal Pay report has been produced since our last submission. While this primarily covered Grades UE01-UE09, it included a pay gap figure for grades UE01-UE10 for the first time. The pay gap at 31 May 2010 was 22.7% based on the average basic salaries of all Grade UE01-UE10 staff, and 23.4% based on median salaries. This reflects the greater proportion of male staff at higher grades. As for the 2007 Equal Pay report, no significant gender pay difference was found within grades, for grades UE01-UE09.

Table 19 – Pay Gap for Professorial Staff				
	2010		2011	
	Average Salary	Median Salary	Average Salary	Median Salary
Non-clinical professors	9.4%	6.5%	6.6%	3.3%

An annual equal pay audit is carried out for professorial and equivalent staff. However, a change in the methodology – to include allowances as well as basic pay – means that comparable figures are only available for the last two years. Table 19 shows that there was a significant pay gap for non-clinical professorial staff in the last two years.

For clinical professors, there is a negative pay gap, i.e. men are paid less than women on average. However, that is based on a small population of women: only 5 out of 66 clinical professors (8.2%) – indicating a different concern for that group.

While the professorial pay gap reduced between 2010 and 2011, it remains a concern. The Remuneration Committee commissions an independent observer, Professor Kenny Miller, an Employment Law expert, to report and make recommendations based on the Equal Pay information each year. In view of the significant pay gap – both at professorial level and across the whole staff population – a new target has been included in the University's Strategic Plan 2012-16, to reduce the gender pay gap (see Action Plan item 17). This ensures that the matter will be monitored and discussed annually by Court.

In addition, it has been agreed that a full Equal Pay Audit will be carried out every two (rather than three) years, covering all staff, from 2012 (see Action Plan item

3). An audit will continue to be carried out for professorial and equivalent staff only in the intervening years.

> *e)* **Female:male ratio of staff in the 2008 Research Assessment Exercise/ Research Excellence Framework** *– across the whole institution and in SET departments.*

Overall, 31% of the University's eligible RAE population were female. The University's actual submission was 30% female. 90% of eligible females were included in the submission, compared with 93% of eligible males.

In the STEMM population, 23% of our eligible RAE population were female, the same as in our STEMM submission. 93% of eligible females were included and 95% of males.

In preparation for REF the University has produced a REF E&D Code of Practice, which has been approved by the Scottish Funding Council, and has formed a REF E&D Group. The Group is responsible for making decisions on some complex circumstances cases, for 'quality controlling' decisions on such cases across the University and for undertaking Equality Impact Assessment of the University's REF submission and process. The Group has undertaken to ensure lasting value from its work, through identifying learning points for the institution for the next REF and for the advancement of equality and organisational development more broadly.

As part of the REF process, all those involved in selection decisions – who are mostly senior academic staff - have received E&D training.

> *f)* **Transparent workload models** *– describe the effectiveness of the systems in place to ensure that work, including pastoral and administrative responsibilities, is allocated transparently and equitably, and is rewarded and recognised in appraisal and promotions.*

The University introduced the Principles for Academic Workload Schemes document in June 2010, which sets out a framework to which all schemes should adhere.

Workload Models are the responsibility of individual Schools, and a variety of models are used across the University, to suit the particular needs of each area.

Amongst other things, the Principles specify that workload will be compatible with work-life balance; there must be transparency in the scheme to aid equality and equity of treatment of staff; workload allocation will take into account all the areas of activity that are expected of staff; and adjustments should be made to acknowledge an individual's career position and development needs.

40

g) **Work-life balance** *– describe the measures taken by your institution to ensure a healthy work-life balance including, for example, that meetings and other events are held during core hours and to discourage a long hours culture.*

The University successfully achieved the Gold Healthy Working Lives award in 2010. This award recognises commitment to enhancing health and wellbeing in the workplace.

A new Health & Wellbeing website published in 2010 brings together information on health promotion within the UoE and includes a Healthy Working Lives section. In addition, the Staff Counselling Service was expanded in 2011 to provide counselling at King's Buildings, the main CSE campus.

The most recent CROS survey showed that there was no difference between the sexes in terms of their satisfaction with their work-life balance.

The University introduced a Trans Equality Policy in 2011 to support that group of staff and students and prevent discrimination.

Our QuickCAT survey results indicate that all Schools try to ensure that meetings are scheduled during core hours to take account of those with family responsibilities.

All staff can request that teaching is scheduled at certain times if they have constraints, e.g. due to childcare commitments. The University is implementing a new timetabling system, on which an Equality Impact Assessment is being carried out. This has identified that flexibility to meet personal circumstances should be monitored.

h) **Publicity materials***, describe policies for production of publicity materials including the institution's website or images used.*

Materials produced to promote the University, whether in print or online, are designed to be inclusive, accessible and representative. In terms of photography within a publication, images are checked to ensure the balance of gender, race, ethnicity and age is appropriate and balanced throughout.

7. Flexibility and managing career breaks

(i) Comment on the effectiveness of policies and activities in your institution that are supportive of flexibility and managing career breaks in your SET departments as shown by the following.

41

a) **Flexible working** – *describe how eligibility for flexible and part-time working is advertised to staff.*

Our E&D website has a family friendly section, which brings together our family friendly policies e.g. maternity, paternity, adoption, flexible working, with information on facilities and benefits, such as our nursery provision and childcare vouchers. These policies and facilities are also publicised through the HR website and periodic articles in our Staff News bulletin.

Guidance on applying for flexible retirement was produced in 2012 and we are currently reviewing our Flexible Working Policy, which was last reviewed in 2009. We are developing a Special Leave Policy to take account of non-standard leave situations not already covered in other policies/procedures.

b) **Parental leave –** *the uptake of leave entitlement (including maternity, parental, adoption and paternity leave) and the return rates and support offered to those returning to work.*

In the last 3 academic years, 158 members of academic staff have taken maternity/paternity/adoption leave, of whom 5 did not return to work,[9] giving an average return rate of 96.8%. This is a slight increase from 95% in our 2009 submission. The return rate in STEMM areas alone is slightly higher at 97.1%.

We have identified a need to develop our systems to enhance our ability to report on maternity and other parental leave and this is included in our Action Plan (item 4).

c) **Childcare** – *describe the institution's childcare provision and how it is communicated to staff.*

The University Childcare Vouchers scheme continues to be successful. It gives significant tax savings for staff with children. The number of employees in the scheme has increased by 61% from 450 employees in 2009 to 724 employees in 2012.

Of these, 42% are academic staff based within STEMM subjects, reflecting the promotion of the scheme that has been undertaken locally by HR to support the careers of women in STEMM. The vouchers are promoted through our standard maternity letters and websites.

The University has two nurseries, which are available to staff and students. We are reviewing our nursery/childcare provision and are planning to open a nursery on the King's Buildings campus, where most of CSE is based.

---

[9] The return figures do not include any member of staff who did not return due to the end of their contract before the end of leave.

The aforementioned are publicised through Staff News and on the HR and E&D websites.

<div align="right">Word count 4388</div>

8. Any other comments – maximum 500 words

Please comment here on any other elements which you think relevant to the application, e.g. other SET-specific initiatives of special interest since the original application that have not been covered in the previous sections, and promoting the Athena SWAN Charter.

The University is seen as a sector leader in the promotion of Athena SWAN. We have convened a Scottish AS network (as above); we are frequently asked to meet with colleagues from other HEIs from across the UK and Ireland to share our experience and good practice in relation to Athena SWAN; we participate in the League of European Research Universities Gender Group and contributed to their July 2012 paper: 'Women, Research and Universities: Excellence without Gender Bias'.

A number of UoE staff and honorary staff contributed to the production of the Royal Society of Edinburgh's 'Tapping all our Talents' strategy for Scotland for women in STEM. The working group was established to address the importance of women in the workplace qualified in STEM and the advancement of women to senior positions in all sectors of the economy.

The University takes most seriously its commitment to fostering an environment in which women flourish. To that end, we have embarked on a review of our E&D governance and management structures (see Action Plan item 18) and we are participating in the ECU Mainstreaming equality through governance and management programme and are actively engaged in enhancing our governance of Equality & Diversity at all levels and across the institution.

The University is working towards applying for a University Athena SWAN Silver award and we would be most grateful for feedback from the Athena SWAN panel to help direct our ongoing work in this area.

<div align="right">Word count: 242</div>

9. Action plan

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

43

This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, success/outcome measures, the person responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations <u>for the next three years</u>.

The University of Edinburgh AS Action Plan 2012 is attached as Appendix 2.

BLANK PAGE

Appendix 1:

BRONZE
Athena SWAN
Charter for Women in Science

The University of Edinburgh

Athena SWAN Action Plan 2009 – with 2012 progress update

Diversity and equality have been priorities for the University for some time and included in successive strategic plans. A number of actions are already underway or planned, which are part of the Gender, Disability and Race Equality Schemes. This Athena SWAN Action Plan draws together the actions that are of particular importance to promoting good employment practice for women working in science, engineering and technology in the University, which is a key pillar of the University's commitment to the promotion of gender equality, and excellence in research and education.

Professor Lorraine Waterhouse, Vice-Principal (Equality and Diversity)

Aim	Action	Timeline	Lead Responsibility	Progress since 2009: Category (Excellent, Good, Some or None) and notes
To promote Gender Equality, through inspirational women with international recognition.	Delivery of International Women's Day Lecture.	Spring 2010 and annually	VP for E&D with Lecture steering group	Excellent. Three annual lectures held and the fourth is already scheduled for 2013.

To embed the Athena SWAN learning into our operations and across the institution.	Ensure that at least one School in Medicine and Veterinary Medicine and another three Schools in Science and Engineering apply for Athena Swan Silver Awards by July 2012.	By August 2012	VP for E&D with relevant Heads of School and Athena Swan Steering Group/GESIG.	Good. While the specific target on awards was partly achieved, progress towards the broader aim has been strong. The School of Biomedical Sciences achieved Silver in 2011. The School of Chemistry achieved Gold in 2012. Roslin Institute achieved Bronze in 2012 and are applying for Silver in 2013. The School of Physics achieved Juno Practitioner in 2010 and are applying for Juno Champion in 2013. The School of Biological Sciences and Royal (Dick) School of Veterinary Studies are applying for Athena SWAN awards in November 2012. A University Athena SWAN Network has been established and all schools in CSE and MVM are now actively working towards Athena SWAN accreditation. The Colleges have demonstrated their commitment by establishing two posts dedicated to supporting Schools with their Athena SWAN programmes. The University has demonstrated its commitment to advancing women's careers in STEMM by setting a Strategic Plan target to achieve an Athena SWAN Silver award by 2016.

To ensure that women's careers are not disadvantaged by maternity leave or caring responsibilities.	Develop improved guidance on dealing with maternity leave in promotions processes.	By October 2010	Corporate HR with College HR.	Good The CV Summary template has been revised to highlight special circumstances which should be taken into account, e.g. maternity leave, to ensure that this is taken into consideration by promotions panels. The maternity policy and other family-related policies have been revised and the maternity policy provisions remain under review. A family friendly section has been created on the HR & E&D web pages, drawing together information about all relevant policies, facilities and benefits.
To ensure appropriate recognition of less traditional career paths and academic roles.	Review promotion processes and criteria to ensure that all areas of academic work are recognised.	By October 2010	Corporate HR with College HR.	Good The Academic Grade Profiles have been revised to further recognise teaching-focussed roles and public engagement activities.

To improve the gender balance of academic staff in the University.	Increase the proportion of female academic staff appointed and promoted to the lecturer, senior lecturer, reader and professor levels, year on year.	Annually	VP E&D with Director of HR and Staff Committee	Some This is one of the gender equality targets in our Strategic Plan and a report is considered annually by Central Management Group and Court. There has been a gradual increase in the proportion of female lecturers, senior lecturers and readers over the last three years. The proportion of female professors has remained relatively level. The appointment and promotion rates for female staff fluctuate more each year, but have remained consistently higher than the underlying population, so contribute to improving the gender balance.
To understand reasons for staff leaving and identify barriers or possible unfairness.	Analysis of exit questionnaires by research staff in SET areas, by gender.	By Autumn 2011	Director of Researcher Development Programme with HR & Equality Adviser, reporting to GESIG and E&D Mgmt. Brd	None An online survey is in place, aimed particularly at research staff. However, there has been limited participation and so no analysis has been undertaken. This area has been identified for attention in our new action plan.

4

To promote gender equality through career and professional development, via good management practice	85% of all staff to have received Performance and Development Reviews (appraisal).	By August 2012	Director of HR	Some In 2011/12, approximately 60% of staff in colleges had Annual Reviews (ARs). While the target of 85% of staff receiving appraisals has not been met in academic areas, there has been a significant increase over the last three years. A University Annual Review Policy Statement has been introduced and reporting mechanisms have been put in place to enable better monitoring and management of the AR process. All three colleges have been actively promoting good practice and it is anticipated that there will be a considerable improvement in the AR rate in 2012/13 Annual Review has been included as a KPI in the Strategic Plan 2012-16.
To support the promotion of gender equality through career, professional and personal development.	Introduce a Career & Personal Development Information System for research staff, which will support recording and reporting of P&DR and promote the maintenance and development of professional and personal development records.	By Autumn 2011	Director of Researcher Development Programme	Good The 'MyCareer' system has been developed and successfully implemented, enabling research staff to record information about their career progress and professional development on-line.

To ensure regular review of the University's pay practices in relation to Equal Pay.	Undertake a further Equal Pay Audit in 2010/11 for grades 1-9 and annual Equal Pay Audits for professorial and equivalent staff	By August 2011 and annually for grade 10	Corporate HR	Good The second Equal Pay Report for grades 1-9 was published in 2011 and annual equal pay audits have been produced for professorial and equivalent staff. The University's commitment to fair pay has been demonstrated by the introduction of a target to reduce the gender pay gap in the Strategic Plan 2012-16.
To provide comprehensive, high quality data on E&D that ensures the University is able to identify and investigate possible areas of inequality and recommend action and to promote transparency and understanding of these data.	Annual EDMARC report and dissemination seminar.	Annually	Convenor of EDMARC	Good EDMARC has continued to report annually. The annual reports include spotlight reports on different themes each year. In 2010-11 the spotlight report focused on promotion/regrading for academic and professional services staff.

| To promote Athena SWAN's values and principles, raise the profile of the charter and encourage further submissions for awards | Promote Athena SWAN best practice and award recognition on new E&D website alongside other core Gender Equalities projects and commitments. | By December 2009 | E&D Manager | Good

A new E&D website has been launched, which includes specific Athena SWAN pages, news and all of the University's award applications. The Athena SWAN logo is featured on the front page. The website is currently being developed further to incorporate a good practice hub.

The University's on-line newsletter for staff, Staff News, has included articles on all our successful awards, as well as regularly publicising the achievements of successful women in the University.

Our new jobs webpage features the Bronze Athena SWAN logo and links to an E&D page highlighting the awards held by University schools.

The University has established and convenes a Scottish Athena SWAN Network, including all Scottish HEIs. Its first meeting featured a presentation by Dr Stephen Moggach on our School of Chemistry's Gold award. |
|---|---|---|---|---|

7

| To promote the Athena SWAN values and principles and encourage further submissions for awards by Schools | Hold an Athena SWAN seminar for Schools considering working towards an award, to share good practice and network. | By Autumn 2010 | E&D Manager, with Heads of HR in SET areas | Excellent

We have successfully established a University Athena SWAN Network which meets regularly, i.e. 3 or 4 times a year. A number of speakers have been invited, including Geraldine Woolley from the Scottish Resource Centre for Women in SET and Professor Lesley Yellowlees, President of the Royal Society of Chemistry and Vice-Principal/Head of College.

As indicated above, we have been successful in encouraging submissions for awards. All of the University's STEMM schools now either have or are working towards applying for awards.

In addition, the College of Humanities and Social Sciences is planning to apply for awards in relevant areas, and has embarked on work to apply Athena SWAN principles and methods in its other schools. |

Appendix 2:

The University of Edinburgh

Athena SWAN Action Plan 2012

The University of Edinburgh is committed to equality and our vision and principles are set out in our Equality and Diversity Strategy. As part of that Strategy, the University also has an Equality and Diversity Action plan, which includes a number of actions related to Athena SWAN and the promotion of good employment practice for women working in STEMM. This Athena SWAN Action Plan draws together both existing and new commitments to action to further our Athena SWAN charter commitment.

Professor Lorraine Waterhouse, Vice-Principal Equality and Diversity

	Action/Objective	Action taken and plans at November 2012	Timeline	Lead Responsibility	Success Measure
1.	Strategic Plan Target: Achieve the institutional Athena SWAN Silver award.	Established University Athena SWAN Network to share and promote good practice. 4 Schools have Athena SWAN or equivalent award at Bronze, Silver or Gold levels. All other Schools in CSE and MVM are working towards Athena SWAN awards. The University has achieved most of the objectives set out in its 2009 Athena SWAN action plan. Athena SWAN plans are now being established in relevant parts of the College of Humanities and Social Sciences and other action is set out in this new University-wide Action Plan.	By 2016	Vice-Principal E&D, Deputy Director of HR and Heads of STEMM Colleges and Schools.	Most STEMM Schools achieve Athena SWAN Bronze or Silver awards by the end of 2014; University achieves Silver by July 2016.

	Self-assessment and evidence base:				
2.	Analyse the combined results of staff surveys carried out in STEMM Schools and identify priorities for action	All Schools in CSE are carrying out 'QuickCAT' surveys as part of their Athena SWAN self-assessment process. The combined results will be used to identify priorities for action at College and/or University level. It has already been identified that improving understanding of the academic promotion processes is a priority.	Analyse results by April 2013	University Athena SWAN network	Initially, identification of specific priority actions and timescales.
3.	Embed biennial equal pay audits for all staff	Annual equal pay audits are carried out for professorial and equivalent staff. Two equal pay audits have been done for staff on grades 1-9, three years apart. From 2013, biennial audits will cover all staff.	First biennial equal pay audit by March 2013	Senior HR Partner – Reward and Management Systems	Publication of biennial equal pay audits.
4.	Develop systems to enable automated reporting on maternity and other parental leave	Most information on maternity, paternity and adoption leave is held by local HR teams, making reporting difficult. A project will be established to develop the HR system to enable central reporting on maternity and other leave.	Project in 2013/14 IS programme	Senior HR Partner – Reward and Management Systems	Establishment of improved reporting facility
5.	Introduce regular, systematic monitoring of redundancies (including termination of fixed-term contracts) by gender	The Standing Consultative Committee on Redundancy Avoidance (SCCRA) monitors redundancy and redundancy avoidance figures. While this has periodically included gender analysis, this will be introduced as a standard practice.	By August 2013	HR Employee Relations Partner, SCCRA	Establishment of standard gender analysis reporting to SCCRA

2

6.	Improve understanding of reasons for senior female staff leaving the University, through exit surveys and analysis of turnover information, as a basis for identifying priorities for action.	There is currently limited analysis of information about leavers and a low return rate for existing exit questionnaires. A project will be established on this topic.	Produce project plan by August 2013	Deputy Director of HR	Initially, agreement on the project scope, objectives and milestones.
	Key career transition points:				
7.	Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels. [Strategic Plan Target]	This remains a key commitment in the Strategic Plan 2012-16, having been part of the previous Plan. Figures are reported annually to the University Court and discussed by the Central Academic Promotions Committee. Action to achieve this target is embedded elsewhere in this action plan.	Annual report	Heads of College	An upward trend in the proportion of female academic staff at each level.
		In addition, action will be taken to ensure that academic staff who have not achieved promotion within a reasonable time (to be determined) are reviewed and receive career development guidance and support.	By August 2013	Deputy Director of HR	
8.	Introduce, promote and evaluate on-line Recruitment and Selection training, incorporating relevant E&D aspects	An on-line package is under development.	Launch by Dec 2012	Senior HR/OD Partner – Learning and Development	Completion of the course by staff from all parts of the University by July 2014 and positive evaluation of the course.

3

9.	Carry out equality impact assessment (EqIA) of the recruitment and induction of 100 Chancellor's Fellowships (CFs) during 2012 and put in place arrangements to monitor progress and share good practice and lessons learned.	Around 70 CFs have been recruited across the University and arrangements for induction have been developed. A programme of support and development is being developed, along with management guidance. A survey of those already in post has been carried out. It is intended to monitor this cohort of new academic staff, including from an equality perspective, with a view to learning from their experiences and extending effective practices to the recruitment and induction of all academic staff in future.	EqIA by March 2013; other milestones to be confirmed	CFs Steering Group	Actions identified from EqIA by March 2013.
	Career development:				
10.	Develop and implement a University mentoring framework and programme, open to all staff groups, but targeting particular groups including female academic staff.	Pilot organised to run from November 2012 to May 2013. Plan to evaluate the pilot in June/July 2013 and, subject to the outcome, extend the programme to further areas and, in due course, University-wide.	Complete pilot by June 2013	Senior HR/OD Partner – Learning and Development	A cohort of mentoring relationships is established in the pilot areas by December 2012; evaluation results are positive; and the scheme is extended to further areas by the end of 2013
11.	Explore the establishment of an Edinburgh association for women in STEMM	No formal association or network exists. This will be discussed by the University's Athena SWAN network initially, and taken forward from there.	Discussion by AS Network by April 2013	University Athena SWAN network	Initially, confirmation of whether to establish an association.

12.	Review the Research Staff Mentoring Programme	The Research Staff Mentoring Programme will be kept under review, in the light of item 10 above and the support in place for Chancellor's Fellowship holders	Review and potential develop-ments by April 2014	Institute of Academic Development (IAD)	Interest in programme monitored and compared with number of partnerships established
13.	Support women taking on the role of PI	Schools will be encouraged to target the newly established 4-day Research Leader Programme for new and aspiring PIs at female academics.	Throughout 2013 and 2014	IAD with School and College Deans of Research	Gender balance of participants monitored, aiming for increasing numbers of females attending compared to total population
14.	Involve Research Staff Societies in showcasing successful female careers	Encourage Research Staff Societies to include an event in their programme of activities which focuses on women who have developed successful careers	Throughout 2012/13 and 2013/14	IAD with Research Staff Societies	The inclusion of one or two of these events in society programmes
	Raising the profile of women:				
15.	Inspire women to succeed through the Annual International Women's Day (IWD) lecture series.	Three successful annual lectures held since 2010, featuring internationally successful women: Harriet Lamb, Irene Khan and Phillipa Gregory. The 2013 speaker has been booked: President of the Royal Society of Chemistry, Professor Lesley Yellowlees.	Annually on IWD in March.	VP for E&D with steering group	Well-attended annual lecture by internationally successful woman
16.	Mount an exhibition of portraits of University of Edinburgh women	Currently being planned. Portraits to be commissioned and exhibition mounted.	Exhibition during 2013/14	VP for E&D with steering group	Exhibition mounted, well publicised and well attended.

	Organisation and culture:				
17.	Reduce the gender pay gap for University staff [Strategic Plan Target]	Achievement of this target is dependent on a number of factors, including improvement in the recruitment and career progression of female academic staff, so action is embedded elsewhere in this plan.	Reported annually	Heads of Colleges and Support Groups	A downward trend in in the University's gender pay gap figure.
18.	Revise and implement new E&D governance, management and consultation and committee structures.	Participating in ECU Mainstreaming through governance and management programme; drafted remit for Equality Management Board. Aim to arrange first Board meeting by April 2013	By end 2013	Vice-Principal E&D	Establishment of senior level Board and clear structures for E&D governance, management and consultation in place across the University.
19.	Promote and monitor take up of E&D training	On-line training in E&D and Equality Impact Assessment is available to all staff. In addition a number of E&D-related staff development opportunities are available, such as a workshop on 'Developing an understanding of Equality, Diversity and Internationalisation' and a module on the University's Post-Graduate Certificate in Academic Practice. It is intended to build on existing processes to improve the monitoring of uptake, to inform further promotion and targeting of training as required.	Set specific milestones/ targets by April 2013; Review progress by April 2014	Deputy Director of HR	Initially, specific milestones/targets set by April 2013.

This Action Plan will be reviewed annually by the University's Athena SWAN Network.