



Athena SWAN Silver department award application

Name of university: The University of Edinburgh
Department: School of Biological Sciences

Date of application: November 2012
Date of university Athena SWAN award: Bronze 2006, renewal 2009, renewal sought 2012.

Contact for application: Professor Andrew Hudson/Ms Claire Conlon

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

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

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

Sections to be included

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

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

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

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

A letter (490 words) from David Leach, Head of School, is attached to the end of the 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 department and as part of the team) and their experiences of work-life balance;

Andrew Hudson (Convenor) is Professor of Plant Genetics. He is a former institute head and has been the School's Equality and Diversity co-ordinator since 2006. Andrew is in a dual-career marriage and has teenage daughters.

Clare Andrews is a Postdoctoral Research Associate on a fixed-term contract. After completing her DPhil she spent a period out of science in a caring role. She brings the perspective of a female early-career researcher establishing an academic career alongside personal life.

Jean Beggs CBE FRS FRSE is Professor of Molecular Biology and a Royal Society Research Professor. In 1985, she resigned a tenured lectureship to move with her husband to Edinburgh, and held research fellowships until she was appointed as a University Professor in 1999. Jean continues to teach undergraduates and directs a PhD Programme. She has two adult sons.

Sinead Collins is a Royal Society Research Fellow. She came to Edinburgh in 2007, having worked in Germany and in Canada. Outside research, Sinead blogs and podcasts on science and society: examining subjects that have included sexism in science and the challenges of being an openly lesbian woman in academia.

Claire Conlon is Projects Officer providing support for the School's Athena SWAN project. She recently moved to this administrative role, having worked as Research Assistant and Laboratory Manager. She works 0.9FTE, flexibly and has a 2 year-old daughter.

David Gray is Professor of Immunology and head of one of the School's six institutes. He came to Edinburgh from London in 1998, and has also worked in Switzerland. David is in a dual-career marriage and has three children aged 4 to 17.

Karen Halliday is a Reader, managing a research team of 11. She resigned a Lectureship to move with her husband to Edinburgh in 2005 and has experience of working in the USA. Karen is a member of the Postgraduate Committee and acts a mentor for new PIs. She has two children.

Tilo Kunath is a Parkinson's UK Fellow. He joined the University as a postdoc in 2003, having trained in Toronto. Tilo's research is relevant to therapy for Parkinson's Disease, and he routinely visits patient groups to discuss his work. He and his scientist wife are expecting their third child in December.

Marisa Magennis is a PhD student, having previously worked as Research Assistant and Laboratory Manager in the School. Marisa participates regularly in science communication. During her time at Edinburgh, she received departmental support during and after a period of serious illness.

Anne Payne is Director of Professional Services and a member of the School Executive Committee. Anne has a long-standing interest in public engagement and women in SET, having previously chaired the WISE Scotland Committee. She is in a dual-career partnership.

Alex Rowe is a Wellcome Trust Senior Research Fellow and Professor of Molecular Medicine. Alex works part-time while teaching, running an active research group and mentoring junior research fellows. She has a nine year-old daughter and an academic husband who likes travelling.

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

The School of Biological Sciences has a long-standing commitment to equality. It appointed a member of the School Executive Committee (SEC) as its first Equality & Diversity Co-ordinator in 2006 to ensure that equality was embedded within its policies and practices. It began its Athena SWAN project in early 2009, to provide a focus for gender equality and a more rigorous framework for assessing progress. Claire Conlon was appointed to provide dedicated administration and the self-assessment team recruited additional volunteers so that it now represents all of the School's six Institutes and all career stages from PhD student to senior professor. The SEC is represented by David Gray and Anne Payne. The Head of School, David Leach, is strongly supportive, but decided not to join the team to allow it to act as a more independent arbiter and critic.

We benefit from the advice of the Scottish Resource Centre for Women (SRC), particularly Geraldine Wooley, who has provided guidance on focus groups, job adverts and SET and training events, and from UKRC, which allowed us to use the pilot of its QuickCAT culture survey. The College of Science and Engineering's Athena SWAN Support Officer, Dr Caroline Wallace provides constant advice and support. Members of the team participate in the College's E&D Committee and University's Athena Network (both quarterly) to share ideas and good practice among Schools. These include Chemistry, which has recently obtained its Gold Award.

We have met as a team three times a year, on average. We initially collected and analysed numerical data and the results from a 2010 Equality & Diversity audit that included focus groups for all staff. We used these findings and our own experiences to assess the School's strengths and weaknesses against the Athena/RSC Good Practice Checklist. We surveyed staff and PhD students in April 2012 using QuickCAT to get a better picture of the School's culture. We looked in detail at the effects of recent changes of School policies on women, including a "tenure-track" scheme for research fellows, introduction of an effective workload model, revised procedures for recruitment of staff and students and enhanced career development support (3bii, 4bi-ii & 6bii).

The team has organised or participated in a number of events intended principally for women or to raise awareness of gender equality in the School (see Section 8 for details) and has collected feedback on them (**Actions 1.1c,d**). We keep members of the School informed about our aims, events and progress through the School intranet, the PhD and researcher society, BioDocSoc (3a), and School-wide meetings (**Actions 1.1a,b**). As awareness of the Athena SWAN project has grown, team members have been increasingly consulted by their colleagues on equality matters.

We discuss our plans and progress regularly with the Head of School and at SEC meetings. All our proposals have been supported and our action plan was approved formally in September 2012.

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

The team will continue to meet every term. Its membership is likely to expand to reflect the team's recently widened role as the School's Equality & Diversity Committee (**Action 1.1e**), but will continue to represent all parts of the School and career stages.

The team will assess progress towards the goals of the current action plan, as described in the plan. Because we see these actions as the next steps in a continuing journey, we aim to be flexible in our approach over the next three years so that we can go beyond the stated goals, where possible. For instance, a strategy that successfully increases recruitment of women research students or staff will be adapted to recruitment at other levels.

We will assess the broader impact on culture and awareness, initially in small focus groups from late 2013 and then by repeating the QuickCAT survey in the summer of 2014, assessing progress against our 2012 benchmark.

The Athena SWAN project will feature as a regular agenda item at SEC meetings and the convenor will also produce an annual summary for SEC (**Action 1.1a**). However, dialogue will occur *ad hoc* through the SEC members on the self assessment team and by continuing discussion with the Head of School.

(685 words)

3. A picture of the department – maximum 2000 words

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

Biological Sciences is the largest of the University's 22 Schools, forming part of the College of Science & Engineering. It is also among the UK's largest biology departments, with 116 principal investigators (PIs) heading research groups and ~600 staff in total. The age profile of the School's PIs is skewed towards younger members and 39 PIs hold independently-funded research fellowships - mostly at career-development levels, but extending to professorial.

We have a correspondingly large number of students, with 250 PhDs, over 130 taught postgraduates and 1,200 undergraduates. We aim to provide teaching of the highest quality in a supportive learning environment. This has been acknowledged by six teaching awards from the Students' Association in the last three years¹. In 1989, the School was the first to establish a dedicated teaching division (The Biology Teaching Organisation; BTO), providing technical and administrative backup for staff and support for students. BTO is also responsible for curriculum and quality assurance across the 120 courses that can be taken as part of a BSc in Biological Sciences and it is led by the Director of Teaching, a full-time secondment at professorial level.

¹ <http://www.eusa.ed.ac.uk/teachingawards/pastawardwinners>

A major feature of our School is that it comprises six institutes with different core research interests¹. Each consists of between 10 and 30 research groups and is therefore similar in size to a traditional university department. All PhD students, research staff and PIs belong to an institute and final year undergraduates and MSc students are affiliated to one. Therefore although the School is large, its institutes provide a sense of community on a more human scale. The six Heads of Institute make up the majority of the School Executive Committee (SEC) and report directly to the Head of School. They line manage the PIs within their institutes and maintain an open-door policy for all institute staff and research students. All institute members therefore have clear and accessible representation to the SEC and Head of School. Each Institute has a monthly meeting of PIs. Two Institutes successfully piloted meetings for all their staff and the others will now adopt this practice.

Members of different institutes interact daily, for example, within the School's five inter-disciplinary research centres, collaboration and shared seminars. All canteens and social areas are communal and open to staff and students. BioDocSoc provides a peer-run society for PhD students and researchers and PhD students have their own programme of seminars and networking events (4bii) and there are several active student societies.

One downside to the strong identity of institutes is that awareness of School-wide initiatives can be patchy. This was apparent in our culture survey – e.g., 97% of women and 90% of men thought that the School was a great place for women to work but only half believed that the School had made its policies on gender equality clear to them. Raising awareness of equality issues throughout the School is key to many of our actions. We are doing this in several ways at different levels (**Actions 1.1a-f, 5.2**).

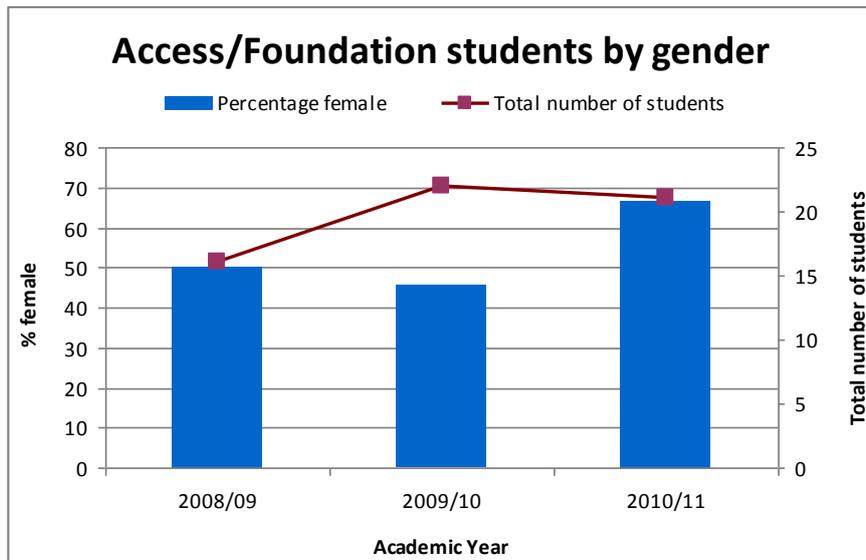
- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

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

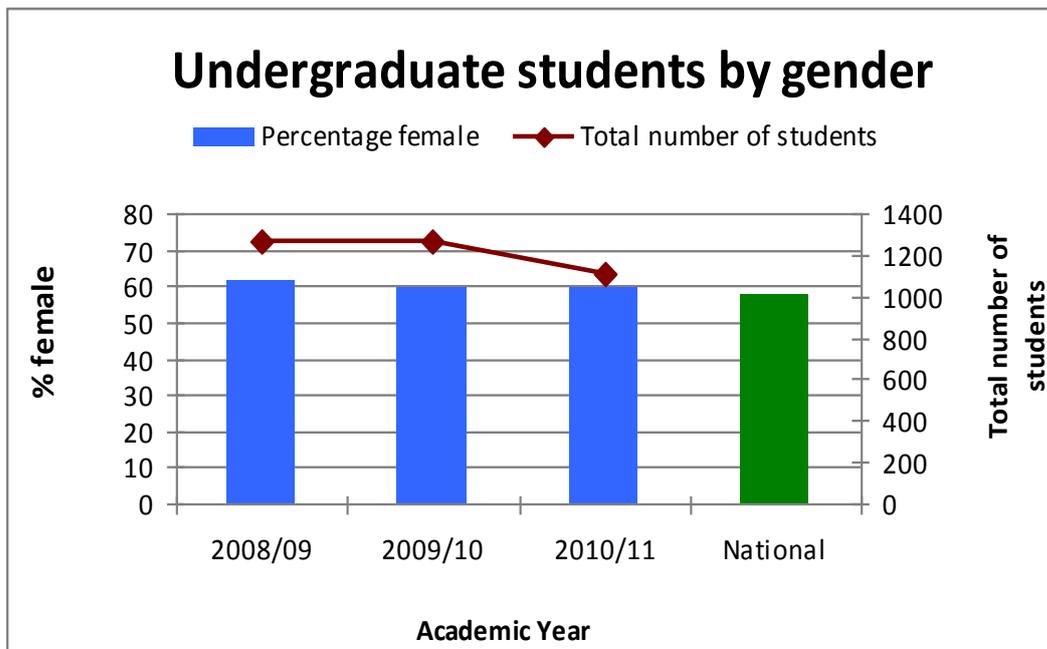
The School participates in the Lothian Equal Access Programme for local schools that do not have a strong tradition of students going on to university. This includes running a summer school jointly with the School of Chemistry. We also participate in the Scottish Widening Access Programme, providing taster days for students returning to formal education via FE colleges. In the three years, we admitted 59 BSc students through these access courses. In 2011 67% were women - similar to our undergraduate representation. We are not taking steps to attract female access students specifically, but will continue to monitor participation (**Action 2.1a**)

¹ Institute of Cell Biology, Institute of Evolutionary Biology, Institute of Infection & Immunity Research, Institute of Molecular Plant Sciences, Institute for Stem Cell Research, Institute of Structural & Molecular Biology.



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

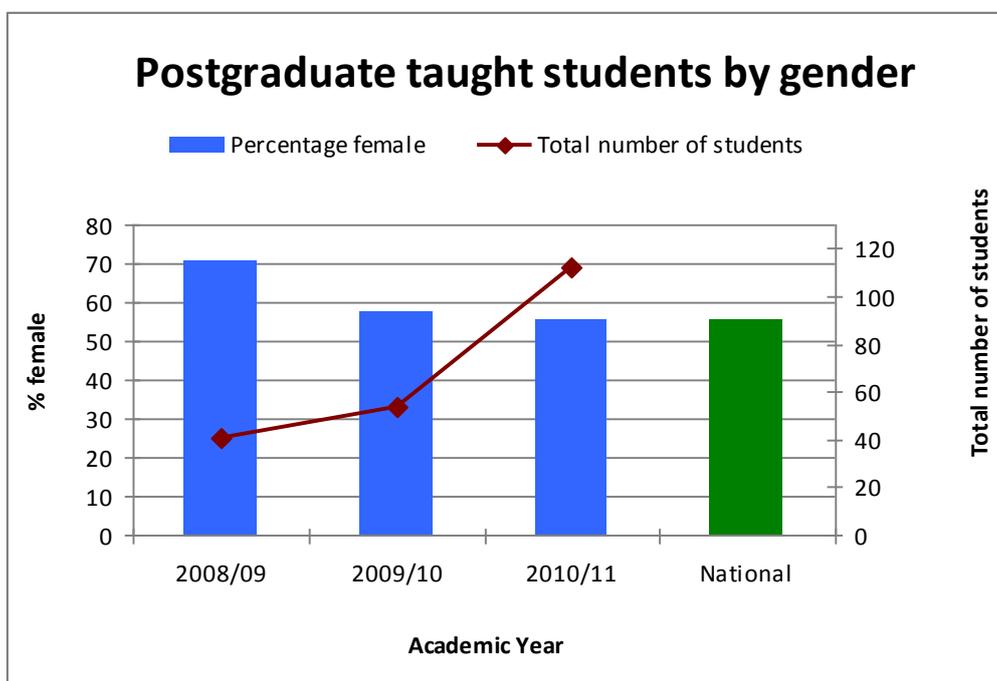
All undergraduate students are full-time. Representation of women is around 60% - higher than the national average of 58%. The proportion of women admitted to the School has increased consistently from 2009/10 (3biv).



All

- (ii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the

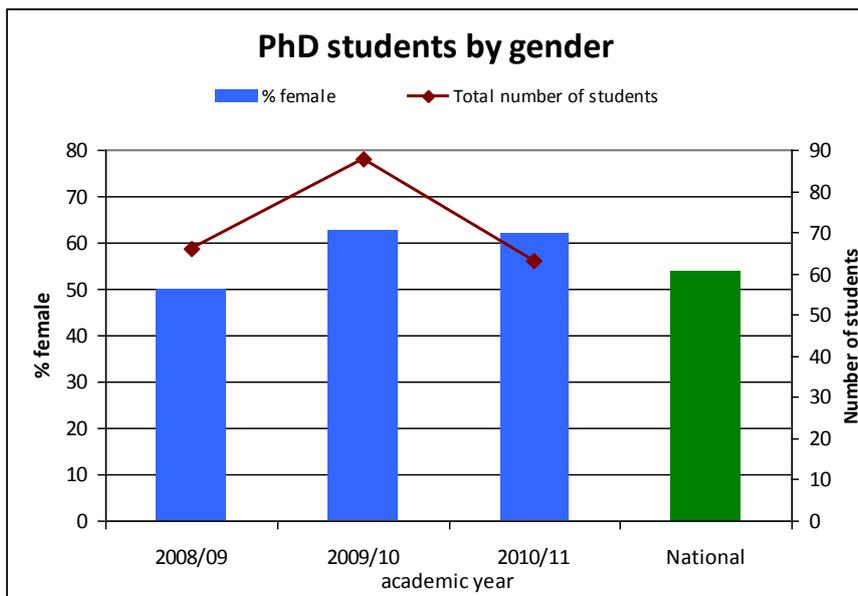
national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.



All our PGT students take one-year MSc degrees. The proportion of women fell from 71% in 2008/09 to 55% in 2010/11, mainly because more students took an MSc in Bioinformatics, which attracted significantly more male applicants than female. However, female representation in other MSc programmes also decreased, to 61%, though this was still equivalent to undergraduate representation and above the national average of 55% for PGT.

We analysed the MSc admissions process in 2010 and found that we were attracting proportionately fewer women applicants than at undergraduate level (3biv). We therefore revised MSc advertising for 2011/12 to promote a more positive image of women in the School. We also introduced a more interactive approach to recruitment, including virtual visits with the opportunity to meet teachers online and the use of social media through which potential applicants could follow developments in the School and “chat” with current students (**Action 3.1a**). The proportion of women applicants for all MSc programmes subsequently increased to 53% in 2011/12, and importantly the percentage of places that were taken by women rose to 66% (see 3biv for data). We will identify which aspects of the revised process had most effect, and how to improve it further, in focus groups with MSc students (**Action 3.1b**). The School will continue this initiative for MSc programmes and has extended it to PhD recruitment for 2012/13 (**Actions 3.2a,b**).

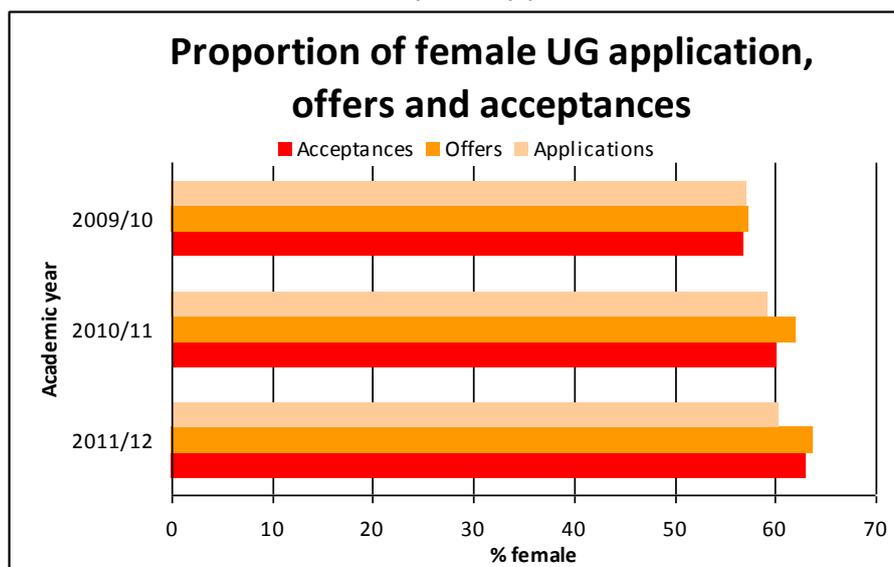
- (iii) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.



[please note that this graph shows PhD students *joining* the School]

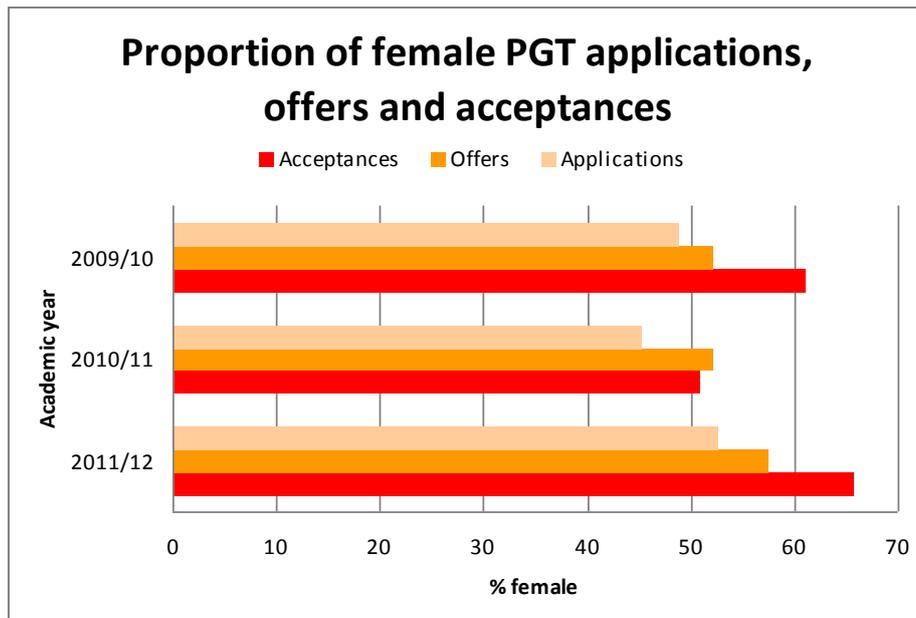
We currently have 250 PhD students, of whom 57% are women - above the national average of 54%. Past values for total PhD numbers are difficult to interpret because students enrol and graduate throughout the year. We therefore show annual admissions, to give a more accurate picture of changes over time. The proportion of women admitted increased from 50% in 2008/9 to 62% in 2010/11 - above the national average of 54% and equivalent to our UG representation.

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

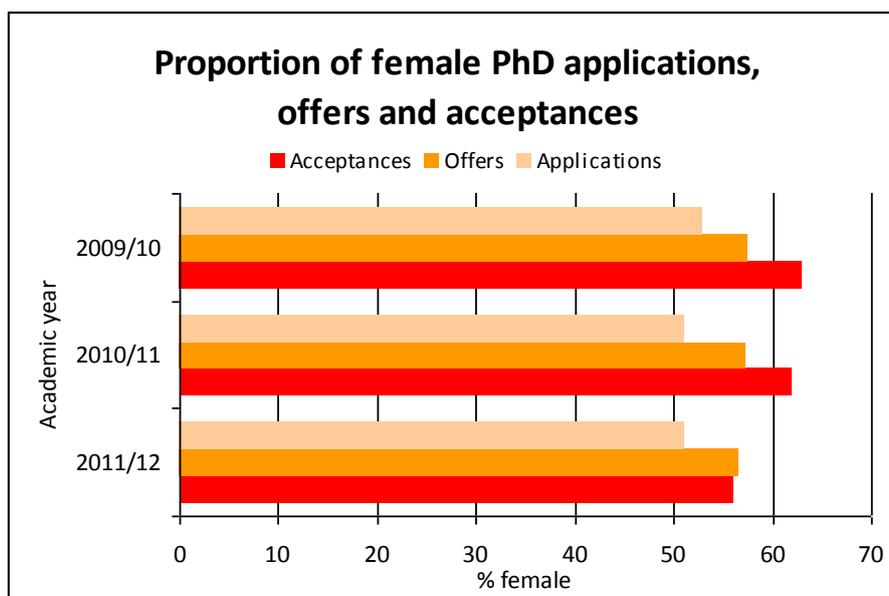


Our BSc in Biological Sciences attracts over seven applications for each place. Consistently more women than men apply and the percentage of applications from

women has increased from 57% in 2009/10 to 60% in 2011/12. Over the same period admissions of women have risen disproportionately, from 57% to 63%. Success rates for women have therefore increased as the size of the total intake has fallen, consistent with female applicants being better qualified than men on average and so more likely to secure a place when entry requirements rise. We can find no evidence for gender bias in the admissions process (which is conducted independently at College level), and intend only to continue monitoring undergraduate recruitment at this stage (**Action 2.1a**).



Similar numbers of men and women applied for MSc programmes in 2009/10, though a woman was more likely to be made an offer and to accept it. Female applications then fell to 45% in 2010/11 with increased applications to MSc Bioinformatics, though women were again more likely to be made an offer. Notably, the percentage of women making applications, receiving offers and accepting offers all increased in 2011/12, after we revised our approach to MSc recruitment (see 3bii).

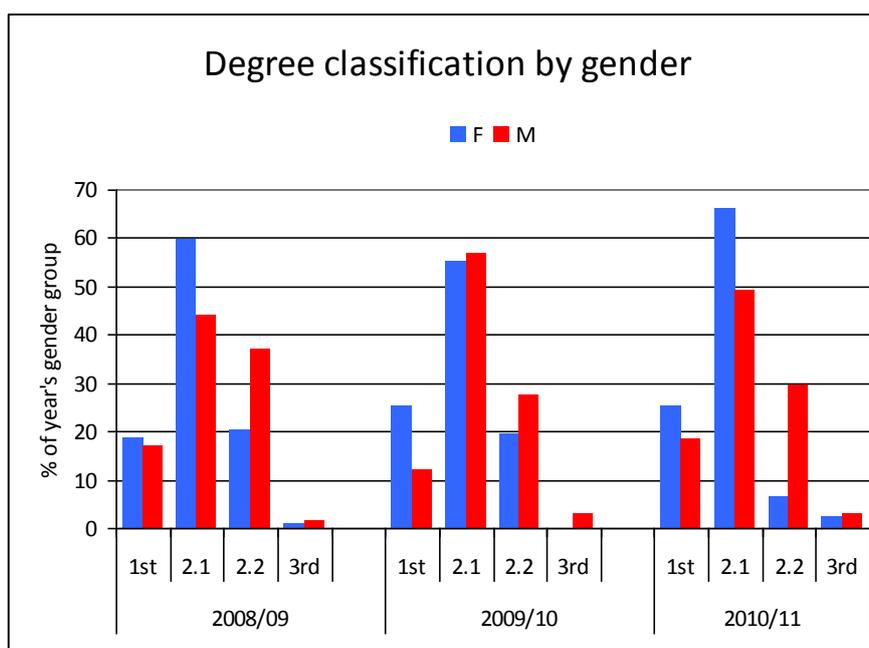


The proportion of female PhD applicants has remained slightly over 50%. Women were already more successful than men by 2010/11, when we revised our admissions process, including an on-line application system (applicants do not have to approach supervisors), transparent selection criteria and selection panels with at least one female and one male PI (**Action 3.2a**). The likelihood of a female applicant receiving an offer dropped slightly in 2011/12, as did the proportion of women accepting offers, though women remained more successful than men and we still admitted more women than men. This might be a transient dip, rather than the start of a trend, so we will monitor PhD recruitment closely (**Action 2.1a**). In consultation with current students, we will also re-examine the selection criteria (which score academic record, practical experience, references etc) and modify them if they might disadvantage women applicants (**Action 3.2a**).

To investigate why women appear less likely to apply for a higher degree (a phenomenon that is seen UK-wide) we surveyed 180 undergraduates at the end of their first month of university (**Action 2.1b**). We found that a research career appeals to 78% of first-years and that women are no different in their aspirations to men. We will survey final-year undergraduates in spring 2013 to examine whether views change with experience. We will also consult current PhD students about their decisions to apply for a PhD and to accept an offer here (**Action 2.1b**). If we identify a need for additional support or career information specifically for women undergraduates (e.g., discussions with women PhD students or staff), we will work with BTO and BioDocSoc to provide them (**Action 2.1b**).

In the meantime, we have incorporated into PhD recruitment the changes that were effective at MSc level (**Action 3.2b**). We will continue to amend both in the light of consultation with current MSc, PhD and undergraduate students (**Actions 3.1, 3.2b**).

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



A woman is more likely to graduate with a First or 2i than her male colleague. Because this trend is seen nationally and is consistent with greater average ability of our female entrants (3biv), we have not identified undergraduate attainment as a priority, but will continue to monitor it (**Action 2.1a**).

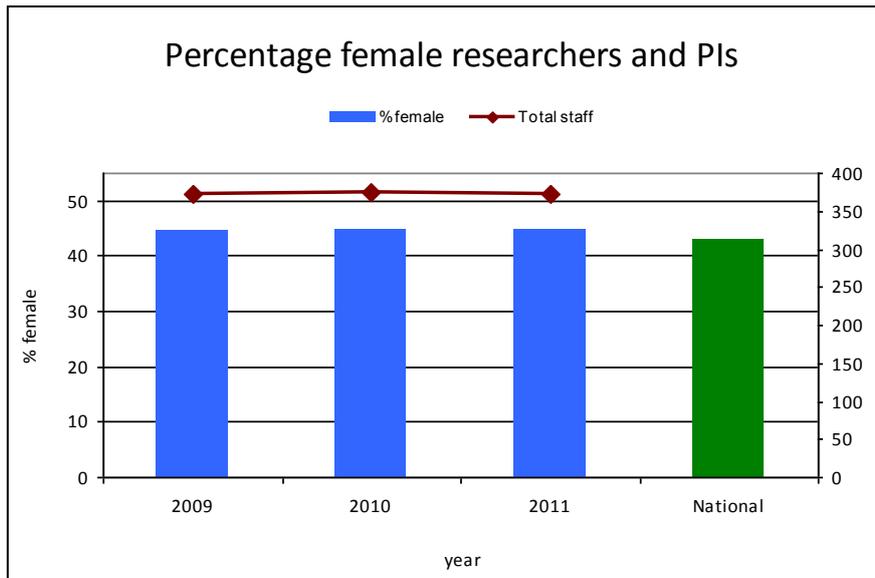
Completion rates for MSc and PhD students are not significantly different for women and men. Over the last four years, 97% of women and 96% of men were awarded an MSc and 94% of women and 98% of men completed PhDs.

Staff data

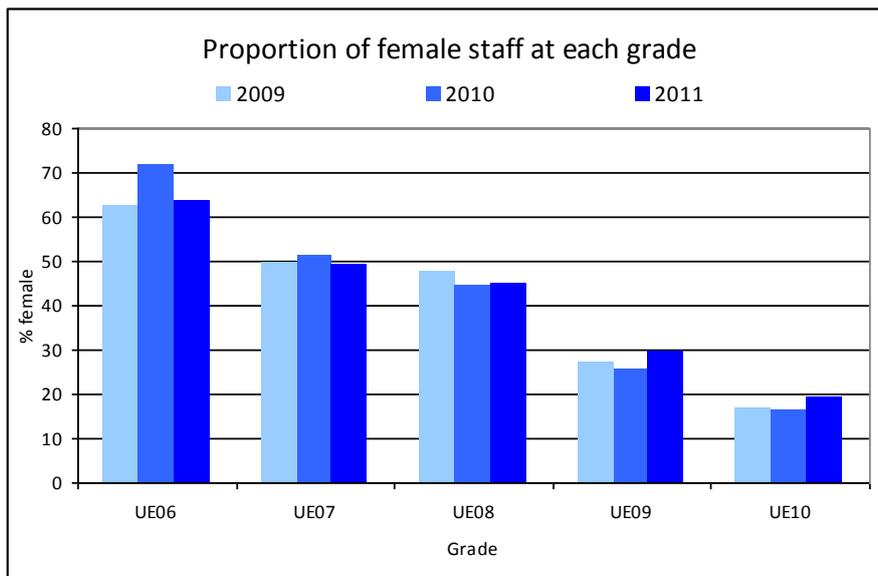
- (vi) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

We refer to staff grades according to university-wide scale:

Grade	Equivalent job description	Collectively
UE06	graduate research associate	Researchers
UE07	postdoctoral research associate	
UE08	lecturer or independent research fellow	Principal Investigators (PIs)
UE09	senior lecturer, reader or senior independent research fellow	
UE10	professor or professorial research fellow	



The percentage of female researchers and PIs has remained at around 45% - higher than the national average of 43%.



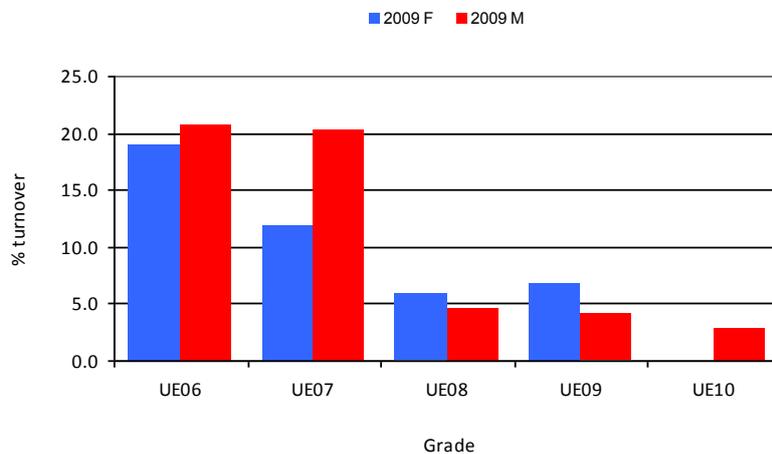
Female representation is highest (64%) at UE06 and falls with increasing grade. The rate of attrition is higher from UE06-07 and UE08-09.

Women have become better represented at senior grades over time. Currently 24% of UE09-10 postholders are women, compared to 22% in 2009, and the percentage of female professors has increased from 17% to 19%. The national average is only 12%. A further three women have been nominated for promotion to UE10 this year. If successful (as is usual – see 4aii), this will increase the proportion of female professors to 24% (double the national average).

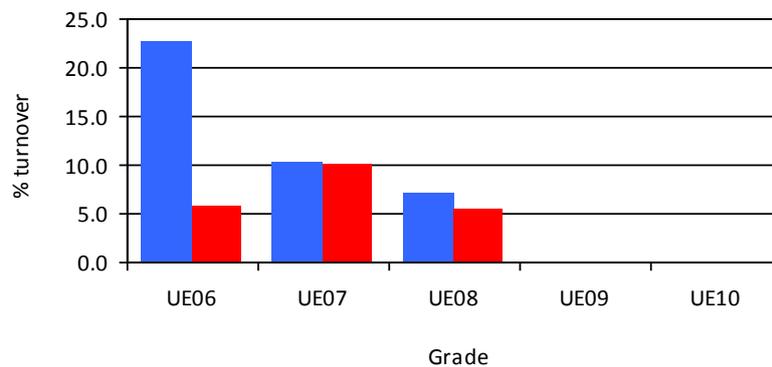
Nevertheless, gender imbalance in academic staff remains a major issue. We address it in the context of promotion, appointment and turnover, below.

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

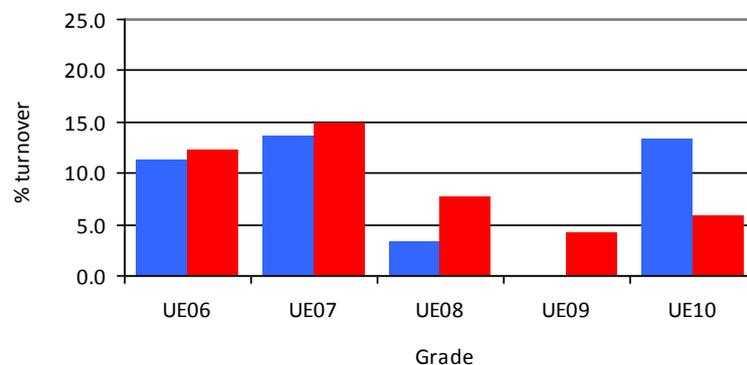
Staff turnover by gender and grade 2009



Staff turnover by gender and grade 2010



Staff turnover by gender and grade 2011



The turnover of PIs is low and shows no trend or gender bias. Ten female and 12 male PIs left between 2009-11, half retiring and half relocating. Most of the relocating staff (4 women and 4 men) were at UE08 the remainder (1 woman and 2

men) were professors taking chairs abroad. The School has a commitment to supporting career development for all researchers. If this makes them more attractive to other employers, their turnover can be seen as a positive.

Turnover at UE06-7 is higher than for PIs, because the majority of posts are grant funded. However, the trend has been downwards. In 2007-8, 35% of women and 26% of men at UE06 left the School as did 22% of male and female postdocs. In late 2010 a procedure was introduced to increase retention of researchers. Staff enter their details in the online Talent Register¹ and a recruiter is obliged to offer a post to any researcher who meets the essential criteria before advertising it. By the end of 2011 departures were down overall and similar for women and men – ~13% across both grades. The procedure therefore seems to have reduced turnover of both male and female researchers, but to have benefitted women in particular (i.e., a decrease from 35% to 13% in annual turnover of women at UE06 and from 22% to 13% at UE07).

Turnover does not appear to be abnormally high, to affect women disproportionately or to contribute directly to female under-representation. However, we will continue to monitor it annually (**Action 2.1a**).

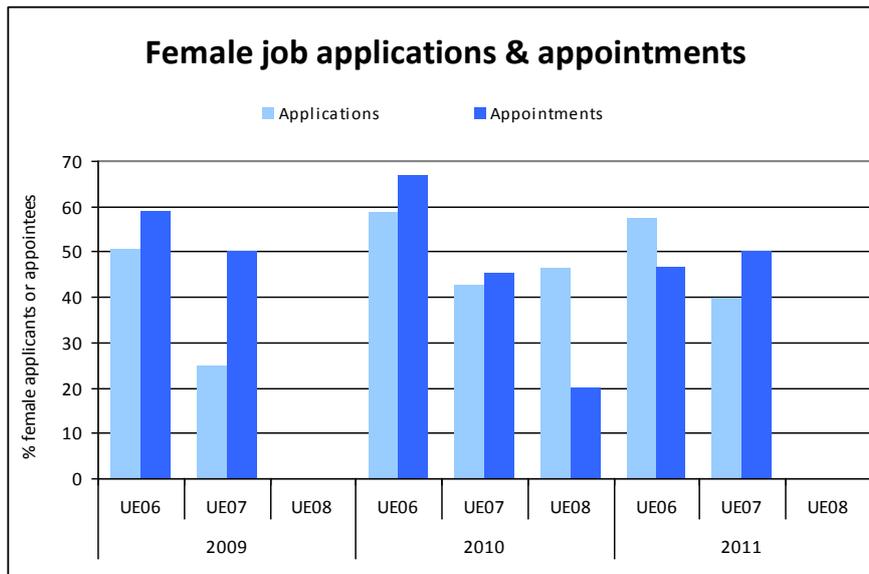
(1936 words)

Supporting and advancing women's careers – maximum 5000 words

4. Key career transition points

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

¹ <http://www.ed.ac.uk/schools-departments/human-resources/recruitment/register>



[please note that no UE08 posts were advertised in 2009 or 2011]

The data show no obvious trend over time. Slightly more women than men applied for UE06 positions (53% of all applicants) and women were more successful than men (58% of appointments, 13% success rate for women, 11% for men). At UE07 only 40% of applicants were women, but women were again more successful (48% of appointments, female success rate 44%, male 27%). Only one of the UE08 posts (a senior postdoc position) was advertised - 6 women and 7 men applied and a man was appointed. The other UE08 appointments represent staff transferring into the school (1 woman, 3 men).

These data provide no information for recruitment to PI positions, where female under-representation is highest. To get a more accurate picture, we therefore tracked all applicants for 11 independent research fellowships at UE08-9 and a UE08 lectureship in 2012 and all professorial posts in 2006-8. Only 26% of fellowship applications were made by women, but women applicants were more successful (38% of short-listed candidates and 42% of appointments; female success rate 9%, male 4%). Twenty-two men and 8 women applied for the lectureship, and a woman was appointed (female success rate 13%, male 0). Only two of the 37 applicants for five professorial posts were women but one was appointed (female success rate 50%, male 9%). Therefore selection does not appear to be biased against women at any grade, but the School clearly needs to attract a higher proportion of applications from women, particularly for more senior posts. We are addressing this in several complementary ways (**Actions 4.2a-e**), that are described in more detail in Section 4bi.

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

The table gives the numbers of PIs who were nominated for promotion and promoted. The last row shows the values for all three years as percentages of the women or men at the lower grade, to allow comparison of success rates between genders.

	UE08-UE09				UE09-UE10			
	Nominated		Promoted		Nominated		Promoted	
Year	F	M	F	M	F	M	F	M
2009	1	3	1	2	3	0	3	0
2010	2	1	2	1	1	3	1	3
2011	2	3	2	3	1	2	1	1
TOTAL	5	7	5	6	5	5	5	4
% success			100	86			100	80
as % of M or F	6	6	6	5	17	7	17	6

Staff are nominated for promotion by the School, in the process described below, and their cases are then considered by the College and University promotions committees. Women were as likely to be nominated for promotion to UE09 as their male colleagues (6% of both male and female UE08s per year). Women were more than twice as likely to be nominated for promotion to professor (17% of UE09 women and 7% of men). Having been nominated, women were more likely to be promoted (100% female success rate, 83% male). This tendency is maintained in the current promotion round in which 3 women and 2 men have been nominated for promotion to UE10 (33% of UE09 women and 9% of men). We also looked at promotion from Senior Lecturer to Reader within UE09. Three women and four men were nominated and all were successful. A woman was more likely than a man to be promoted from UE08 directly to a Readership (80% of women promoted to UE09 became Readers compared to 67% of men).

We therefore find no evidence for bias against women in promotions. However, these data give snapshots in time and do not reveal whether women's careers tend to progress more slowly and whether periods of leave or part-time working affect progress. Collecting and analysing this information is part of our action plan (**Action 2.1c**).

Nominees for promotion are identified in an annual review of *all* PIs carried out by SEC. Each PI's CV and contributions are presented to the SEC by their Head of Institute and one independent SEC member and are compared to the University's criteria for promotion (5ai), in a process similar to assessment of a research grant application. All staff receive feedback, so that staff who have not been nominated have a clear view of how to strengthen a future case.

Alternatively, any staff member can apply for promotion directly to the College. This option was not taken in the review period, suggesting that staff trust the annual all-staff review. However, our survey found that only 59% of female and 79% of male PIs claimed to understand the promotion system, and that only 28% of women and 48% of men agreed that all contributions were valued. We therefore need to increase awareness of the promotions criteria and process, particularly among women (**Actions 5.1e, 5.4**).

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

We have identified a key issue in the need to encourage a higher proportion of women applicants, particularly for more senior posts.

All academic posts are advertised on the University website¹ and jobs.ac.uk and usually more widely. The School’s adverts did not previously contain explicit encouragement for women to apply, but were not worded in a way that would obviously discourage women applicants. With advice from SRC, we included information about equality and family-friendly policies in adverts and the University’s Athena Bronze logo is now prominent (**Actions 4.2a,b**). We also modified guidance for writing job descriptions, prompting recruiters specifically to consider part-time working or job-sharing; to avoid criteria that might discriminate unconsciously against those who have worked part-time or are returning to work; and to include a balance of “masculine” and “feminine” character traits (**Action 4.2c**).

We will place information about relevant School and University policies (e.g., flexible working, parental leave, childcare vouchers) on the School website so that it is visible to potential applicants (**Action 4.2d**). It is currently accessible only via the staff intranet.

These changes appear to have had an impact on current recruitment to a professorship, for which 3 of the 12 applicants (25%) are women - significantly more than for previous UE10 posts. The Head of School also urged a search committee specifically to seek potential female candidates and has appointed School representatives to the selection panel so that four out its eight members are women. This concerted approach will be maintained for all PI appointments (**Action 4.2e**).

Recruitment panels must have at least one member trained in selection, including recognising unconscious bias, and at least one woman and one man. Professorial appointment panels are chaired by the Principal (Sir Tim O’Shea) or Head of College (Prof. Lesley Yellowlees), who both have clear and robust views on the importance of gender equality. The University’s policies are followed rigorously in appointing PIs, where appointment committees are chaired by the Head of School. However, we found from focus groups that they were less likely to be observed by PIs when appointing researchers. We have therefore made E&D training a requirement for all

¹ www.jobs.ed.ac.uk

PIs and are promoting recruitment training strongly. We will enforce the University's policy for all selection committees and monitor it through records held by School HR (**Actions 4.1a-c**).

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

A direct transition from UE06 to UE07 is not common because it usually involves obtaining a PhD. However, the School encourages UE06 staff to study part-time for PhDs and the University provides full scholarships for staff¹. Nine staff are currently registered for part-time PhDs of whom seven (78%) are women. This is higher than the proportion of women represented at UE07 (64%), so we will not encourage female participation specifically. Increasing the number of women applying for UE07 posts and being appointed will have a bigger impact on reducing attrition at UE06-7.

The transition from postdoc to PI (UE07 to UE08) is a relatively minor point of attrition within the School (49%-45%) and we have above the national average proportion of women lecturers. We believe that this reflects a number of initiatives that we have put in place to address this step, at both UE08 recruitment and career development for postdoctoral researchers. These are described below.

The School is committed to providing UE07 postdocs with the skills, knowledge and confidence to make the step to a PI position. The Institute for Academic Development (IAD²) provides training programmes for all researchers, though some are intended for women specifically - e.g., *Ingenious women: a programme to boost enterprise, creativity and resilience in women researchers*. With IAD, the School has developed training tailored for new and aspiring PIs in Biological Sciences that considers many different aspects of becoming and succeeding as an independent researcher. So far 11 women and 9 men have participated in this annual 4-day course. The School also encourages postdocs to gain experience of teaching and student supervision and provides relevant training.

The University's commitment to career development for research staff has been recognised this year by reaching the shortlist for a *Times Higher Education Award* for Outstanding Support for Early Career Researchers³.

The School appointed its own Research Staff Officer, Dr Caroline Proctor, in 2008. As part of her remit, Caroline enabled researchers and PhD students to form a peer-organised society, resulting in BioDocSoc⁴. This is run by its members and provides regular career development and networking events focused on their needs. The

¹ <http://www.ed.ac.uk/schools-departments/student-funding/staff/scheme>

² www.iad.ed.ac.uk

³ www.the-awards.co.uk/the2012/shortlist

⁴ www.biodocsoc.bio.ed.ac.uk

majority of its members are women and several of its recent events have been particularly relevant to women, including a discussion with two women professors on the academic work-life balance and workshops on practical networking skills and dealing with criticism and difficult behaviour (both with women leaders from outside the University). BioDocSoc also set up BioSkills, an online directory of expertise that provides a network of colleagues who can teach new skills. BioDocSoc has also been an important point of contact with the Athena team (e.g., in providing a forum for discussing the project) and will be a key partner in promoting the School's ongoing Athena SWAN activities and evaluating their impact.

The School provides two different kinds of mentoring for postdocs - "buddies" to provide day-to-day help, and career mentors. Mentoring is offered as part of staff induction. We will publicise it more widely among existing postdocs via BioDocSoc (**Action 5.3c**), using female case studies to promote take-up among women.

The School has a policy intended to provide career security to independent research fellows (IRFs) that could contribute to the relatively high representation of women at UE08. Since 2004 an open-ended academic contract has been made available to IRFs who have held fellowships for eight years, giving them the option of taking an equivalent core-funded post at any time. This has become the main route for recruitment of core-funded PIs (5 women and 5 men to date). The School currently has 39 IRFs (44% women), of which 8 women and 8 men are already eligible for open-ended contracts.

To further promote career stability for IRFs, the same promotion procedure is applied to all PIs, whether IRF or core-funded, and the School meets any increase in a promoted IRF's salary that is not covered by the fellowship funder. Five female and two male IRFs have already been promoted to UE09 or UE10.

The UE08-9 transition is a more significant point of attrition (45%-30%) in the School, though apparently better than the national average for biosciences and improving. The School has a number of initiatives that help staff progress towards this transition and might particularly benefit women.

We introduced a revised mentoring system in 2011. A newly appointed PI's mentoring and development needs are discussed at induction and matched with a senior member of staff, usually from a different Institute. Women have the option of a female mentor. Over the last year, three new PIs (one woman and two men) have opted for mentoring. The School will extend the programme to early-career PIs appointed before 2010 and we will monitor the effects on career progression (**Actions 2ci 5.3a-c, 5.4**).

Edinburgh is a research-intensive University, and establishing a sustainable research programme is one of several criteria for promotion to UE09. Therefore the School introduced a formal policy in 2011 of allowing newly appointed lecturers to concentrate initially on research, with teaching and other responsibilities being phased in over three years. This is monitored through the Workload Model (6bii).

Staff returning from a significant absence, e.g., maternity leave, also make a reduced contribution to teaching, pastoral care and administration for one year.

Criteria for promotion to higher grades place greater emphasis on leadership roles, therefore the School promotes this aspect of professional development for all PIs. It has funded 20 PIs (10 women) to take the University's Senior Leadership Programme in the last four years, and the Head of School has specifically encouraged women to participate. The School also encourages practical experience of leadership (e.g., heading initiatives and chairing committees in the School or externally), and acknowledge them in its Workload Model. Following consultation with women staff, we piloted a half-day committee chairing workshop led by a professional trainer. We reasoned that a more inclusive style of chairing could encourage wider participation in decision making and that the workshop might give more PIs the confidence to take on chairing roles. Five women and five men took part. Feedback was positive and the School will provide a revised version every two years (**Action 5.5**).

5. Career development

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

Performance and Development Review (P&DR or “appraisal”)

The School sees P&DR as a key component of career development and necessary to ensure that no staff under-rate their achievements or potential. It is also important for promotion planning – line managers are obliged to discuss promotion and their P&DR training considers gender issues, including the greater likelihood that a woman will under-estimate her eligibility for promotion.

Recorded appraisal rates within the last year are 75% for PIs, but lower for researchers, though the same for women and men in both cases. To encourage higher rates of P&DR, simplified online guidance and forms were introduced in 2010 along with a policy of not considering PIs for promotion until they had completed P&DR with all their staff (**Action 5.1a**). Recorded rates subsequently increased from 49% to 63%. These recorded values are very likely under-estimates because interviewing a sample of PIs revealed that many keep their own records. The School will therefore introduce a staff database in early 2013 which will allow completion of P&DR to be recorded online (**Action 5.1b**). Nevertheless, low P&DR completion remains a concern.

It is being addressed in several complementary ways. The School's policy is that all line managers are trained in P&DR. Training is now being enforced by Heads of

Institute for existing PIs and is part of the induction for new staff (**Action 5.1d**). The School's new staff database will automatically remind staff members and their line managers by email when P&DR is due (**Action 5.1c**). The self-assessment team will work with BioDocSoc to provide a P&DR workshop for researchers – to make P&DR more effective and less daunting for new researchers and to encourage all researchers to prompt their line managers for regular appraisals (**Action 5.1e**).

Our target is that all staff who have been in post for at least 12 months will have completed P&DR in the previous year.

Promotion criteria

The University's criteria for promotion of academic staff are transparent and published online¹. They take into account teaching, research, outreach, commercialisation, administration and mentoring (including student support), external recognition and roles outside the University. Strengths in two of these areas are normally required, though the contribution of staff whose primary focus is on teaching is acknowledged through a career progression leading to a Chair in Student Learning. Increasing emphasis is placed on innovation and leadership for more senior promotions. Because assessment against all criteria is partly subjective, feedback from the School's annual staff review and P&DR, and the advice of experienced colleagues and mentors are important.

To minimise the effects of leave or part-time working, quality, rather than quantity, is the key consideration for all criteria.

Though criteria and procedures for promotion are transparent, we found that only 47% of female staff and 55% of men understand them (Section 8). Similarly, only 44% of women and 55% of men believed that a full range of skills and experience is valued in promotions. We find no gender bias against women in promotions (4a ii), but we clearly need to increase awareness of the promotion process. This will involve providing more accessible information on the School web pages, increased take-up of P&DR training for PIs and researchers and discussion with staff (**Actions 1.1a-b, 5.1d**).

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

The School introduced a revised induction process for all new staff in 2011. At its core is a simple online checklist, tailored to each job description, with a timetable of tasks, key contact details and links to further information. Tasks for newly appointed PIs include discussing mentoring needs and networking and training opportunities with the Researcher Development Officer, and meeting a member of the School's HR

¹ <http://www.ed.ac.uk/schools-departments/human-resources/pay-reward/promotions-grading/academic-staff/procedures-criteria>

team, who will explain flexible working, parental leave, P&DR and E&D. Tasks for the next two months include registering for P&DR training and completing the University's online E&D training¹. The new arrival's line manager monitors induction and staff are asked to suggest how the induction process might be improved.

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

All taught students are assigned a Personal Tutor (PT), to provide one-to-one mentoring. Women undergraduates are not automatically assigned a female PT (this would involve female staff disproportionately in pastoral care), but students are told when they enrol they have the option of a female tutor and the right to change tutor at any time.

In 1995, the School was the first to break with the University's tradition of assigning a large number of students to a limited number of tutors. Now all teaching staff are PTs and pastoral care is shared more evenly. The role of PT is credited in the Workload Model, ensuring that pastoral care does not fall disproportionately on women (6bii).

Undergraduates also have access to academic support through BTO. Optional weekly tutorials are associated with courses in years 1 and 2 and a drop-in service operates for all undergraduates. Academic tutors are recruited specifically to their roles, rather than being drawn from the School's PIs. There are two senior academic tutors (one female); the remainder are employed casually – many are PhD students and 66% are women.

Both formal and informal support is provided for women PhD students. All PG students attend induction events and are made aware of the School's Postgrad wiki, which provides information about support, training and networking opportunities. PhD students chose a second supervisor as a mentor and can discuss any issue in confidence with a member of the Graduate School of Biology (50% women). BioDocSoc has a regular programme of career development activities, many particularly relevant to women (4bii) and provides opportunities for female PhD students to network with female peers and postdocs. It also runs a practical workshop in networking skills. Impartial advice is provided by the Student's Association Advice Place and the University has a Women's Club which provides social support for female PhD students, English language lessons and a crèche. Students are told about these opportunities when they enrol and the information is also on the Postgrad wiki.

6. Organisation and culture

¹ <http://www.ed.ac.uk/schools-departments/equality-diversity/training-resources/e-diversity-training>

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

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

The School has four main decision-making committees, of which the SEC has the greatest responsibilities.

Committee	Remit	Members
School Executive Committee (SEC)	Policy, strategy, budgets, promotions.	Head of School (chair), 6 Heads of Institute, Directors of Teaching, Research, Graduate School and Professional Services.
Learning & Teaching Committee (LTC)	Devolved responsibility for all aspects of UG and MSc teaching, assessment and QA.	Director of Teaching (chair), Academic Administrator, 6 representatives of subject areas, 2 student representatives.
Graduate School of Biology (GSB)	Devolved responsibility for PhD recruitment, training, assessment, QA and funding.	Director of Graduate School, 6 Institute representatives.
Research Committee (RC)	Strategic research initiatives, monitoring research activity (including REF).	Director of Teaching (chair). Transient members with relevant research expertise and research support staff.

The composition of the committees is shown in the next table.

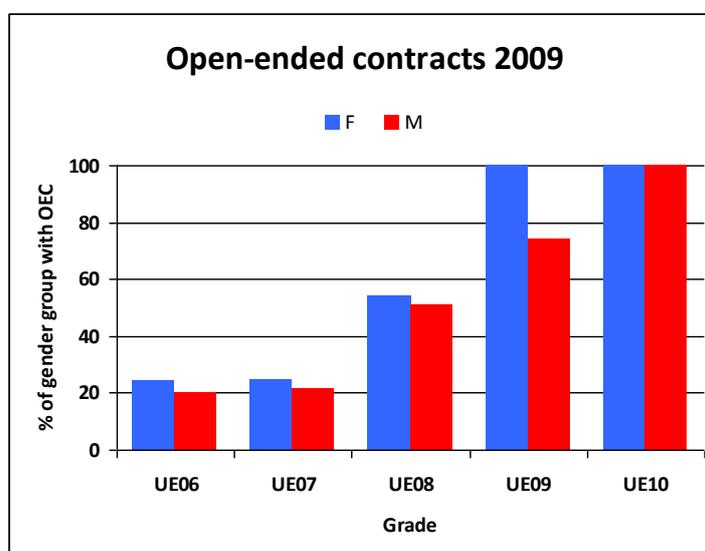
Year	School Executive Committee			Learning & Teaching Committee			Research Committee			Graduate School of Biology		
	F	M	Chair	F	M	Chair	F	M	Chair	F	M	Chair
2006/07	1	9	M	n/a			n/a			n/a		
2007/08	2	8	M	4	5	M	n/a			n/a		
2008/09	2	8	M	4	6	M	n/a			2	3	M
2009/10	2	9	M	5	5	M	1	8	M	2	6	M
2010/11	3	8	M	5	5	M	3	7	F	3	5	F
2011/12	4	7	M	3	7	M	4	6	F	3	5	F
female	36%			33%			40%			38%		

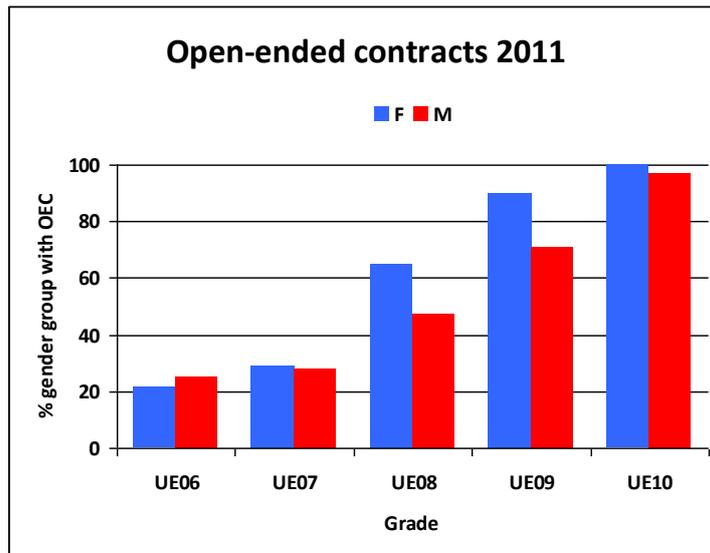
Female representation on the SEC has risen from 10% in 2006/7 to 36% in 2011/12 and women make up 36% of the members of all four committees. These values exceed the proportion of women PIs in the School (33%). There is no significant difference in representation between committees (i.e., no evidence for gender segregation by role).

Committee members are appointed in the following ways:

Post	Term	Advertised	Appointed by
Head of School	5 yrs	Internally	Panel chaired by Head of College.
Head of Institute	5 yrs	Internally	By Head of School in consultation with all members of the relevant Institute.
Director of Teaching	5 yrs	Internally	Panel chaired by Head of School.
Director of Research	5 yrs	Internally	Panel chaired by Head of School.
Director of Professional Services	open-ended	Externally	Panel chaired by Head of School.
LTC members	flexible	Internally	Subject representatives are appointed by Head of School and Director of Teaching. Student members are volunteers from among elected class reps.
GSB members	flexible	Internally	Head of School and Director of Graduate School of Biology.
RC members	flexible	Internally	Head of School and Director of Research.

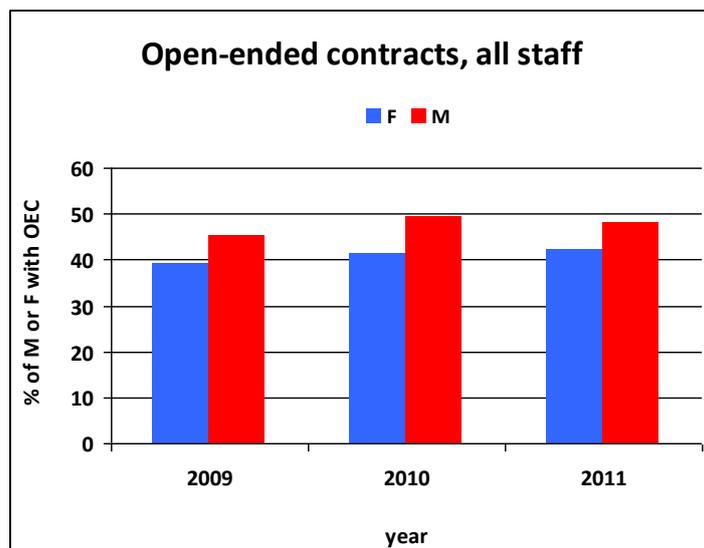
- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.





At each grade from UE07-UE10, a woman is more likely than a man to have an open-ended contract. At UE06, women with open-ended contract fell slightly below men since 2009, though this involved only three posts and cannot be considered a trend.

If all grades are considered together (graph below), a woman is less likely than a man to have an open-ended contract. This reflects a relatively higher proportion of women at UE06 and UE07, where open-ended contracts are less common. Therefore the issue is not one of disparity between women and men in contractual arrangements but in female representation at higher grades. Even so, the overall percentage of women with open-ended contracts rose from 39% in 2009 to 42% in 2011.



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

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

The Head of School has encouraged women to consider senior management roles on the School’s committees. The composition of these committees (6ai) indicates that women are now represented proportionately. The number of women PIs in the School will allow this representation to be maintained without “committee overload” and with members selected on merit. Female committee representation will increase as the proportion of women PIs increases. The School actively encourages all PIs to gain experience of committee membership – within the School and more widely - and credits these contributions through its Workload Model (6bii).

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

The School introduced its Workload Model in 2011. The model aims to ensure equality between staff in their contributions to teaching, administration and student support, while taking leadership roles and external activities into account. For instance, it credits the contributions of the Athena team. Key features of the model are that it records only “service time” and not research activities (except training and mentoring of research students and researchers) and that it quantifies inputs, in terms of time spent, rather than outputs. The time credited for each activity is transparent and staff contributions are visible to all PIs. Because senior female staff are usually very active in committees nationally and internationally, the model credits these roles and balances them against internal contributions.

The model acts as a guide, not a mechanism to assign tasks automatically. In practice its transparency helps PIs distribute activities amicably. It has also been important in ensuring that PIs returning from significant periods of leave have reduced service contributions for 12 months, that PIs working part-time have proportionately lower contributions, and that newly-appointed PIs are able to focus on establishing sustainable research programmes.

The model shows that pastoral and teaching activities are not loaded disproportionately onto female teaching staff. For instance, a woman is responsible, on average, for the pastoral care of 11 students and a man for 14, while a woman contributes around 40% less to teaching than a man. Our survey indicated that 87% of women and 94% of men believed that work was allocated fairly irrespective of gender (Section 8). We will continue to monitor male and female contributions (**Action 2.1d**).

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

Almost all meetings and seminar are held 10AM-4PM. However, two Institutes hold weekly 4 PM research seminars. One tried an earlier time, but found that no new people attended – although this could mean that staff were already making inconvenient arrangements for later seminars. Our culture survey did not help resolve the issue – it asked only whether meetings were held in core hours, not whether they should be. We are therefore consulting staff from the two Institutes concerned. The School will move all meeting to core hours, if a need is identified (**Action 6.1**).

All Institutes organise family-friendly social events. These include early evening or weekend barbecues and daytime Christmas parties. In our culture survey, 87% of all women staff and 94% of men thought that all social events were welcoming to both women and men (Section 8).

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

The University has clear views on a culture of equality that are summarised in its Dignity & Respect Policy¹. The School’s senior staff reinforce this by example. Our survey showed a large majority saw the School’s culture as female-friendly (see Section 8 for data). However it also showed room for improvement in some aspects – e.g., a quarter of female staff thought that unacceptable behaviour or language were tolerated. We will highlight the importance of an inclusive culture through **Actions 1.1a-g**.

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

The School has a wide range of outreach activities. For example, volunteer staff and PhD students provide CPD training for school teachers, contribute to major engagement programmes (e.g., the award-winning video, *A Stem Cell Story*²), TV and radio broadcasting and four PhD students (2 women) produce a quarterly podcast,

¹ http://www.docs.csg.ed.ac.uk/HumanResources/Dignity_Respect.pdf

² <http://www.eurostemcell.org/films/a-stem-cell-story/English>

*Biopod*¹. More locally staff and students contribute to events at the Edinburgh International Science Festival (>75,000 visitors) and Royal Highland Agricultural Show (>150,000 visitors). We open to the public as part of the annual Edinburgh Open Doors Day².

There is a very positive attitude towards outreach among both staff and students. It is voluntary and co-ordinated by a full-time seconded Associate Director of Teaching (currently female). Outreach activity is explicitly recognised by the University as a criterion for promotion. We have not detected any gender bias in outreach activities, but will examine this further in **Action 2.1d**.

7. Flexibility and managing career breaks

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

Only two out of the 46 women taking maternity leave between 2007-11 did not return (96% return rate) - one moved back to her home country, the other had twins. Fourteen returning mothers (30% of the total) changed their working hours.

Arrangements for maternity cover are discussed in Section 7bii.

¹ <http://www.ed.ac.uk/schools-departments/biology/news-events/biopod>

² <http://www.nas.gov.uk/documents/doorsOpenDay2012Brochure.pdf>

	Grade	Leaves	Returns	% return	Ave. length (months)	Decreasing hours	Increasing hours
2007	UE06	2	2	100	5	1	0
	UE07	6	6	100	8	2	0
	UE08	2	2	100	9	1	1
	TOTAL	10	10	100	8	4	1
2008	UE06	2	2	100	12	2	0
	UE07	3	3	100	7	1	0
	UE08	3	3	100	7	1	0
	TOTAL	8	8	100	8	4	0
2009	UE06	1	1	100	6	0	0
	UE07	5	4	80	8	0	0
	UE08	3	3	100	9	0	0
	TOTAL	9	8	89	8	0	0
2010	UE06	2	2	100	12	1	0
	UE07	7	6	86	8	1	0
	UE08	3	3	100	8	1	0
	TOTAL	12	11	92	9	3	0
2011	UE06	2	2	100	8	1	0
	UE07	5	5	100	6	1	0
	TOTAL	7	7	100	7	2	0
OVERALL		46	44	96	8	13	1

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

Year	Paternity leave	Grades	Adoption leave	Grade
2007	1	UE07	0	
2008	1	UE06	0	
2009	3	UE07, 8, 10	1 (F)	UE10
2010	4	UE06, 7, 7, 8	0	
2011	3	UE07, 7, 8	0	

Only one adoption leave was taken. Recorded uptake of paternity leave has increased steadily from 2007. The University's policy is that paternity leave (2 weeks) is requested in advance and reported by self-certification. However, focus groups suggested that it is often approved without being reported. We found that only 38% of men understood their entitlement to parental leave. We will raise awareness of leave and the need for reporting in **Action 5.2a**.

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

The University’s standard contract for PIs and researchers does not specify fixed times of work and therefore assumes a flexible working pattern. Requests are therefore not recorded.

The University’s policy is that a request for changed working hours (e.g., to part-time) is approved. The only exception can be for a “business requirement”, e.g., providing a service within core hours. The procedure for changing hours is given to newly-appointed staff and is available on the School’s intranet. Staff are able to consult the School’s HR team to discuss their options in confidence. Because changing hours is usually automatic, requests made to a line manager are not recorded. The table shows that a higher proportion of women work part time (16% of women and 3% of men). This includes 14 women who either increased or decreased their hours on returning from maternity leave (7ai). All requests from PIs for part-time working have been approved. However, two requests from support staff were unsuccessful (see 7bi).

Year	Grade	Female			Male		
		FT	PT	%PT	FT	PT	%PT
2008	UE06	20	6	23	12	0	0
	UE07	67	9	12	74	3	4
	UE08	20	8	29	35	1	3
	UE09	11	3	21	21	1	5
	UE10	4	0	0	37	1	3
	Total	143	28	16	203	6	3
2009	UE06	17	5	23	12	1	8
	UE07	68	12	15	77	3	4
	UE08	21	7	25	36	0	0
	UE09	8	2	20	23	2	8
	UE10	5	2	29	33	2	6
	Total	134	30	18	197	8	4
2010	UE06	21	5	19	11	0	0
	UE07	81	9	10	81	3	4
	UE08	22	6	21	37	0	0
	UE09	6	3	33	24	1	4
	UE10	5	2	29	33	3	8
	Total	141	26	16	193	7	4
2011	UE06	22	2	8	16	0	0
	UE07	73	12	14	84	5	6
	UE08	24	7	23	40	0	0
	UE09	7	3	30	24	0	0
	UE10	6	2	25	33	1	3
	Total	139	27	16	199	6	3

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

The School's policy is that a request for altered hours is made initially to the line-manager. If the line manager feels that a business requirement is involved, the request is referred to the Director of Professional Services or Head of School and considered in discussion with the applicant, line manager and HR.

In two cases in the last five years, business requirements were invoked to turn down requests for part-time working by from support staff returning from maternity leave. Both subsequently resigned. These cases are a major concern, not least because of their effects on the staff involved. They also affected perception of the School's culture – the least satisfied respondents to the culture survey cited them in their comments.

One application was considered only by the line manager and was not referred. This breached School policy and was addressed when it came to light. The member of staff was subsequently re-employed part-time elsewhere in the School. In the second case, a valid business case was identified though, in retrospect, a more flexible solution could have been found.

The School is therefore taking two steps to ensure that this situation does not recur. Firstly, it is making all staff aware of the policies and procedures for requesting altered working hours, so that staff have a clear understanding of their rights and line managers of their obligations (**Action 5.2c**). Secondly, it will make all reasonable attempts to accommodate a request for part-time working, by redeploying existing staff or making a new part-time appointment as cover for any business requirement, or offering redeployment to suitable part-time post if practicable (**Action 5.2c**).

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

School HR (four women) can provide advice for staff considering parental or adoption leave. The University has clear policies for adjustments to working practices for expectant and new mothers that are available to all staff on the School intranet and can be discussed with the School's Health & Safety advisor.

It is the responsibility of a PI's Head of Institute to arrange maternity cover, after discussion with the PI. Colleagues with similar expertise usually take over guidance of research staff and supervision of PhD students, because most PIs prefer to hand over their specialist research programme to a trusted colleague. For PIs who also contribute to teaching and pastoral care, the School employs teaching fellows as cover (**Action 4.3a**) Our focus groups suggested that all staff need to be more aware of these procedures, so there is no uncertainty about expected arrangements (**Actions 5.2a,b**).

All staff meet with their line manager to plan their return to work (e.g., the option of a phased return). On returning a PI is entitled to a reduced service contribution for one year. This is monitored through the Workload Model.

The University allows 10 unpaid Keeping-in-Touch (KIT) days. Because voluntary, their take-up has not been recorded. The School will promote KIT days more actively and Athena team will lobby the University to change its policy to one of paid KIT days through the Athena and E&D networks (**Action 4.3b**).

For grant-funded researchers, most funding bodies pay the difference between Statutory and University Maternity Pay, thus enabling a cover appointment. The School, and not the employee, is responsible for making these funding arrangements. Where external funding is not available, the cost is met by the School. In almost all cases, the additional money has been used to extend the researcher's contract, rather than to appoint cover, allowing researchers full credit for the impact of their work (e.g., through publication) and slightly longer-term career security.

Ten women PhD students have taken maternity leave within the last three years. Most sponsors allow six-months paid leave, otherwise it is paid by the School. The School takes a flexible approach - e.g., students have taken up to 18 months leave before returning to full-time or part-time study. Three students took paternity leave.

The School has been active in the creation of a children's nursery at the King's Buildings Campus, which will open in 2013, and the University has a childcare voucher (salary sacrifice) scheme. The School also provides facilities for mothers to express milk within each Institute.

The School supports the aims of the Daphne Jackson Trust and provides 50% of the funding for Daphne Jackson Fellowships that allow a return to science after a career break. There are currently two Daphne Jackson Fellows (both women) in the School.

(4998 words)

8. Any other comments – maximum 500 words

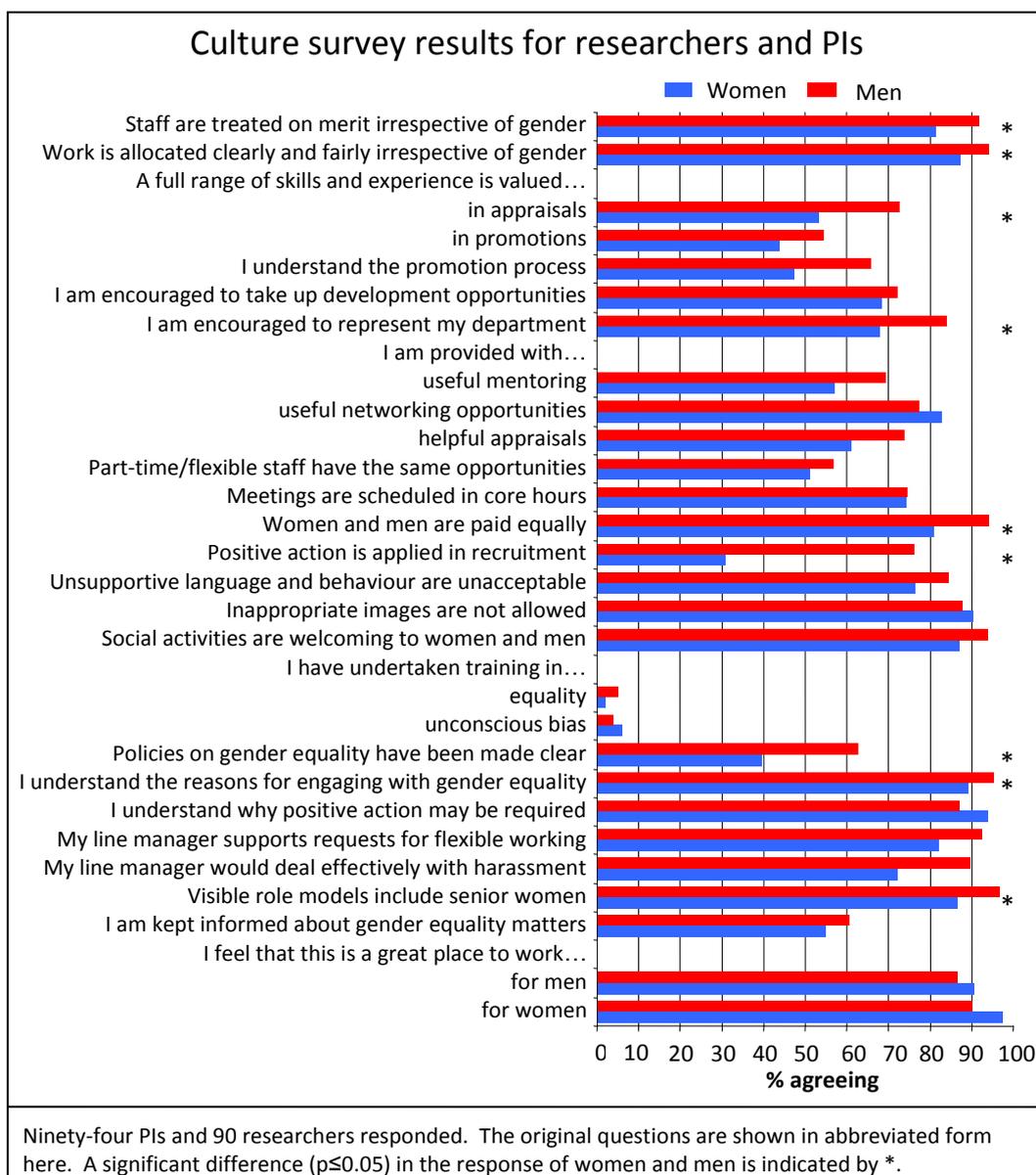
Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys),

provide a commentary on it and indicate how it is planned to address any gender disparities identified.

The self-assessment team has been involved in a number of SET-specific activities or activities intended principally for women. These have included a discussion with PhD students and researchers on the challenges of an academic work-life balance, providing a workshop on effective committee chairing and discussing gender equality with undergraduate and postgraduate students, researchers, PIs and support staff.

The School also participated in the University's first WISE (Women in Science & Engineering) even in April 2012 in which two of the speakers were biologists (one was Karen Halliday, a member of the self-assessment team). The event included an afternoon of discussion and networking. Feedback was both positive and useful. The School and Athena team will continue to participate annually (**Action 1.1c**)

The following table summarises the results of the QuickCAT survey for staff.



Nearly all women (97%) thought that the School was a great place for women to work. However, the survey highlighted several important issues. The most obvious, for both sexes, was that communication and engagement need to be improved. Our self-assessment suggests that the School's new policies and procedures are having a positive effect on gender equality, but the School now need to make its policies and procedures clear to all staff (**Actions 5.2a-c**). The Athena team also has a role to play a role in further raising awareness of gender equality and the progress that is being made (**Actions 1.1a-f, 5.4**). Achieving our aims is not simply a matter of formal policies and procedures – it requires engagement of all the School's members for these to be effective.

The survey also shows that take-up of training in equality and unconscious bias needs to increase (**Actions 4.1b,c, 5.4**), as does the completion and effectiveness of appraisals (**Actions 5.1a-e**).

(288 words)

9. Action plan

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

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

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

For Silver Department awards only

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

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

Removed for confidentiality of the case study individuals.

Section 9 Action Plan, School of Biological Sciences, University of Edinburgh.

No	Description of Action	Actions taken/planned	By	Timescale	Evaluation	Section
1	Self Assessment and sharing of good practice					
1.1	Continue to promote the School's ongoing Athena activities, review progress and share good practice	a) Discuss actions and report progress to School Executive Committee (SEC), Staff meetings of each Institute, BioDocSoc and Undergraduate students.	AS Convenor	Three discussions held with SEC during the self-assessment process. Annual report to SEC, from March 2013 (plus discussion <i>ad hoc</i> as required). Attend Institute staff meetings, BioDocSoc and undergraduate meetings Regularly, from Oct. 2012.	Assess impact through focus groups 2013 and repeat culture survey, 2014. Target – increased awareness of equality (including gender equality) and increased perception of a culture of respect, including a female-friendly ethos, throughout the School. This will be evidenced in 2014 by a minimum of 85% of both female and male staff agreeing to every perception question in the QuickCAT survey, or an increase where at least 85% already agree.	2b, 2c, 3a, 5ai, 8.
		b) Place Athena pages on externally-facing School website	AS Project Officer	By end December 2012		
		c) Participate in annual Women in Science & Engineering (WISE) Event, promote this in the School and analyse feedback.	AS Team members and others	Annually, from April 2012		
		d) Continue to organise SET events within the School and collect feedback.	AS Team members	Ongoing from 2011 (detailed in Section 8)		
		e) AS Team to act as School's E&D Committee.	AS Team	Ongoing: Meets quarterly, from June 2012		2c, 3a, 6biv, 8.
		f) Remaining AS Team members and SEC members to complete E&D training, to enable better support of colleagues	AS Team members, SEC members	by February 2013.		
		g) Further contribute to the University Athena and College E&D Networks, including informing University strategy.	AS Team	Quarterly from September 2011.		

Section 9 Action Plan, School of Biological Sciences, University of Edinburgh.

2 Baseline Data and Supporting Evidence						
2.1	Collect and monitor relevant staff and student data.	a) Continue to monitor all staff & student data categories presented in the Athena Silver application.	AS Team, supported by School and University HR and Student Records staff.	Annually, as data become available.	Target – all relevant data to be available for review within 2 months. An analysis of the data will be included in the annual report to SEC, with recommendations for further action. (Targets for change in these metrics are detailed below).	3bi, iv, vii.
		b) Consult first- and final-year undergraduates on perceptions of a scientific career and their career support needs. Hold focus group with PhD students to understand why they chose postgrad research here.	AS Convenor and AS Project Officer.	1 st year: Oct 2012 (done), 4 th year: May 2013, PhDs: March 2013	Implement findings from consultations by revising promotional material and selection criteria or increasing the provision of career advice (with Biology Teaching Organisation) if necessary.	3biv.
		c) Collect and analyse more detailed data on career progression for male and female PIs.	DoPS, AS Convenor.	Jan-Aug 2013	Identify any effects of gender, parental leave, part-time working or mentoring. If found, investigate ways of providing additional support for women and adjust the Workload Model to compensate.	4aii, 4bii.
		d) Compare contributions of male and female PIs to different types of role in the School, especially outreach activity, pastoral care, and external roles.	DoPS, AS Convenor	Jan-Aug 2013	Ensure a more balanced distribution, if necessary - e.g., by modifying the Workload Model.	6bii, v.

Section 9 Action Plan, School of Biological Sciences, University of Edinburgh.

3 UG and PG Students						
3.1	Increase the proportion of MSc places taken by women.	a) Change promotional material, to present a more positive image of women in the School, and modify the recruitment process to including online visits etc.	Director of Teaching/Biology Teaching Organisation marketing and recruitment officers.	from Nov 2012	PGT female representation equivalent to UG achieved Sept 2012. Target – to maintain this level in line with UG representation.	3bii.
		b) Focus groups with MSc students to identify which aspects of the new MSc recruitment process were effective.	AS Convenor.	March 2012	Use this information to improve MSc recruitment (Action 3.1a) and PhD recruitment (Action 3.2b).	
3.2	Maintain the proportion of PhD places taken by women.	a) Implement online application, transparent admission criteria and selection panels with at least one female and one male PI.	Director of Graduate School. AS Team to monitor.	Implemented Dec 2010	Continue to monitor admissions. Review selection criteria. Target, ≥60% PhD applications from women and continued female representation equivalent to UG level.	3bii-iv.
		b) Change promotional material and recruitment process (as for MSc students, 3.1).	Director of Graduate School, Postgraduate Officer, AS Convenor.	from Dec 2012		
4 Key Career Transition Points, Appointments and Promotions						
4.1	Ensure good practice in appointment procedure applies to all recruitment.	a) Monitor composition of all selection panels.	DoPS and School HR team to collect data. AS Team to monitor.	from Sept 2012	Target – all panels to include at least one woman and one man and one member of staff trained in recruitment and equality.	4bi, 8.
		b) Promote training in E&D and in unconscious bias among line managers.	Hols and DoPS.	from April 2012	Target – 95% of line managers to have completed training by December 2013 (95% assumes that 5% of line managers joined in the previous 6 months - our rolling target is for all arrivals to complete training within 6 months.)	
		c) Include E&D, recruitment and P&DR training in induction of new line managers.	Hols and DoPS. AS Team to monitor.	from Sept 2012		

Section 9 Action Plan, School of Biological Sciences, University of Edinburgh.

4.2	Increase the proportion of job applications from women, particularly for more senior posts.	a) Highlight University and School policies that are female/family-friendly in job adverts.	DoPS. AS Team to monitor.	Implemented July 2012, with advice from SRC.	Proportion of job applications from women at each grade from UE07-10 to have increased by at least 20% by the end of 2014. AS Team to monitor effects for all posts annually and for PI posts as they are filled. Female PIs and researchers to have increased by <i>at least</i> 5% by the end 2015.	4ai, 4bi.
		b) Include Athena Silver logo in job adverts, if this application is successful.	DoPS	2013		
		c) Issue revised guidelines to line-managers for writing job descriptions.	DoPS, AS Convenor	Nov. 2012, with advice from SRC		
		d) Make School's policies on flexible and part-time working, maternity leave, child-care etc visible externally on School website.	AS Project Officer	By end Dec 2012.		
		e) Ensure search committees for PI posts include a high proportion of woman members and actively seek to identify potential female candidates.	HoS, Hols	Implemented from October 2012.		
4.3	Improve the situation for staff taking maternity or adoption leave.	a) Ensure appropriate maternity cover for all staff taking leave. Ensure that this does not impinge on colleagues' workloads, employing direct replacements when necessary.	HoS. DoPS to report on annual maternity arrangements, AS Team to monitor implementation and satisfaction of returners.	From April 2013.	Target - All staff taking maternity or adoption leave report a high level of satisfaction with the arrangements made.	7bii.
		b) Lobby the University for paid KIT days.	AS Convenor, via College E&D and University Athena Networks.	From December 2012.		

Section 9 Action Plan, School of Biological Sciences, University of Edinburgh.

5 Career Development						
5.1	Universal completion of appraisal (P&DR)	a) Simplify guidance and paperwork, introduce incentives for line managers.	HoS, Hols	Completed July 2010	All staff who have been in post for more than 12 months to have had an appraisal within the last year (target to be met by end 2014). AS Team to monitor progress twice yearly.	4aii, 5ai, 8.
		b) Introduce a simple system for recording completion of P&DR online.	DoPS and School HR Team. AS Team to monitor	March 2013		
		c) Staff database to generate automatic reminders for P&DR.	DoPS and School Administration Manager. AS Team to monitor	March 2013		
		d) Enforce P&DR training for line-managers.	Hols (and HoS).	In progress from Sept 2011		
		e) P&DR workshop with BioDocSoc.	AS Team	Spring 2013.		
5.2	Increase awareness of the School's policies and procedures among all staff, via School Staff Development webpages, staff meetings, staff induction and BioDocSoc.	a) Ensure awareness of entitlement to parental and adoption leave and the procedure for reporting leave.	DoPS and School HR; Hols for PI workload adjustments. AS Team to monitor implementation	Implement awareness raising from December 2012	>85% awareness among staff assessed in focus groups in 2013 and >95% awareness in culture survey 2014.	3a, 7aii, 7bii, 8.
		b) Ensure awareness of entitlement of PIs returning from a significant period of leave to a reduced "service" contribution for 12 months.		Implement awareness raising from December 2012		3a, 7bii, 8.
		c) Ensure awareness of University & School policies and procedures for requesting a change to working hours and the School's policy for accommodating them.		Implement awareness raising from December 2012		All requests for flexible working are granted or priority consideration given to redeployment, if a business need is confirmed by DoPS/HoS. AS Team to monitor applications and outcomes. Impact on culture assessed in 2013 focus groups and 2014 QuickCAT. 3a, 7bi, 8.

Section 9 Action Plan, School of Biological Sciences, University of Edinburgh.

5.3	Make effective mentoring accessible to all staff.	a) Establish mentoring scheme for new early career PIs.	SRDO support from Hols. AS Team to monitor	Implemented, July 2010.	Assess impact through 2013 focus groups and 2014 culture survey. Target – by the end of 2013 all staff will have considered their mentoring requirements and have a mentor, if required.	4bii.
		b) Promote mentoring to existing early-career PIs.		Implemented, Sept 2012.		
		c) Make researchers more aware of existing mentoring opportunities.		Ongoing from 2010.		
5.4	Increase awareness of career development and networking opportunities.	Provide Career Development web pages to consolidate information on all training, mentoring and networking opportunities, E&D and the criteria and process for promotions in a single place.	DoPs and SRDO, advised by AS Team.	On intranet Aug 2012. Migrate to School website Jan-Feb 2013.	Assess impact through 2013 focus groups and 2014 culture survey.	4aii, 4bii, 8.
5.5	Increase participation in decision making.	Provide Effective Chairing workshop and monitor feedback	AS Project Officer.	Piloted June 2012. Repeat 2014.	Maintain proportionate representation of women on School's committees.	4bii.
6	Organisation and Culture					
6.1	Timing of seminars.	Consult staff in the two Institutes that have research seminars outside core hours.	Institute reps from AS Team, HoS to implement outcome.	December 2012	Resolve the question of whether staff would appreciate seminars only within core hours. Implement this as policy, if a need is identified.	6biii.

Key to abbreviations:

AS Team: Athena SWAN self-assessment team
 HoS: Head of School
 Hol: Head of Institute
 SRDO: School Researcher Development Office.

DoPS: Director of Professional Services
 HR: Human Resources staff
 SEC: School Executive Committee