

Athena SWAN Silver Department award renewal application



Name of institution: University of Edinburgh

Date of application: April 2016

Department: School of Biological Sciences

Contact for application: Dr Meriem El Karoui/Mrs Claire Conlon

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

Date of previous award: November 2012 Silver (awarded in 2013)

Date of university Bronze and/or Silver SWAN award: Silver April 2015

Level of award applied for: Silver

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

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. Where the department unit that made the original application has changed, it is up to the new unit for submission to decide whether a renewal application is appropriate or whether a new award application should be made. If in doubt, contact the Athena SWAN Charter Coordinator well in advance to check eligibility.

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

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

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

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

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

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

Word count for section 1: 499



THE UNIVERSITY of EDINBURGH
School of Biological Sciences

28 April 2016

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Dear Sarah,

As Head of the School of Biological Sciences I am fully committed to the goals of the Athena SWAN initiative. Until 2014, I was a member of the Athena Swan self-assessment team and I am proud of the progress that we have made so far towards full equality. My own experience has sensitised me to many of the equality issues that women and other under-represented groups may face in academia. My wife is a clinical academic, juggling patient care and research, so our equal commitment to the care for our three children has been a prime consideration in managing our two careers. It is a commitment that highlights the importance of implementing family-friendly policies to the benefit of all staff.

Our Athena SWAN Silver award in 2013 has been of great value in helping us to raise awareness of the importance of strong policies and a culture of inclusiveness to ensure no group of staff or students is disadvantaged. I am proud of the School's record in promoting the careers of women. More than 25% of our professors are female, which is unusually high amongst biology departments and which has risen since 2013. The career coaching scheme which we piloted in 2015 has been of particular value. We will embed this provision to make it available to all staff who can benefit from it.

One area where we need to do more is in encouraging women to apply for academic jobs at lecturer level and above. Over the past 3 years, 27% of appointments to academic positions have been of women. Women are at least as successful as men once they have applied to our School, but the number of applications remains a low proportion of the whole (25% of the applicants were women). In our Action Plan we set out initiatives to address this and attract more women to apply.

Equality is not only about gender. We have implemented unconscious bias training across the School; this has helped us to challenge assumptions about 'how we do things' and to raise awareness of the risk that bias can creep into decisions if robust processes are not followed. We are also initiating a campaign across the School to raise awareness of harassment and to encourage all staff to challenge inappropriate behaviour that may be directed at any minority group.



To support the School's continued excellence and our ambitions for growth, we have a clear strategic aim to recruit and retain the very best staff and students from an international pool of talent. The Athena SWAN Charter provides a strong framework within which we can measure and steer our progress towards this. Our most recent staff survey shows an overall improvement in perception of the School, with more than 88% of staff considering it a great place to work. Our aim, to which I am personally completely committed, is to make the School a great place to work for all staff and students, and a beacon of good practice.

Yours sincerely

A handwritten signature in black ink, appearing to read 'David Gray', with a large, stylized flourish at the end.

Professor David Gray, FRSE, FRSB
Head of School

cc: File

Abbreviations

AP-2016: Action Plan point

AP-2013: update of previous Action Plan

BTO: Biology Teaching Organisation

E&D: Equality and Diversity

DoPS: Director of Professional Services

HoS: Head of School

Hol: Head of Institute

HR: Human resources

P&DR: Performance and Development Review

PGR: Postgraduate Research

PGT: Postgraduate Taught

SBS: School of Biological Sciences

SEC: School Executive Committee

UoE: University of Edinburgh

WISE: Women in Science and Engineering

2. The self-assessment process – maximum 1000 words

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

Since our Silver award in 2013, the self-assessment team at the School of Biological Sciences (SBS) has grown into the committee for Equality and Diversity, which addresses SWAN charter issues alongside a broader remit.

Meriem El Karoui is the chair of the Equality and Diversity (E&D) committee since 2014. Meriem is a Chancellor's Fellow and Reader. She came to Edinburgh in 2013, having worked in France, the UK and the USA. She has four children (aged 14, 12, 8 and 4) and her partner works most of the time in France.

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. She has two adult sons.

Louise Bishop is the Institute Secretary for three of the SBS's Institutes and provides administrative support to the E&D committee. Louise has two young children and works flexibly.

Sinead Collins is a Royal Society Research Fellow. She came to Edinburgh in 2007, having worked in Germany and in Canada. She is involved in the School's WISE mentoring programme.

Claire Conlon is the School's Projects Officer and executive officer for the E&D committee. She works 0.75 FTE flexibly and has a 6 year-old daughter.

Ann Haley is the Academic Administrator in the Biology Teaching Organisation (BTO). The BTO team is responsible for the recruitment and administration of all SBS taught programmes. Ann has two adult sons.

Karen Halliday is a Professor of Plant Systems Physiology. She moved from a Lectureship at the University of Bristol to come to Edinburgh in 2005. Karen is a member of the Postgraduate Committee and acts a mentor for new PIs. She has two children.

Andrew Hudson is Professor of Plant Genetics. He is an institute head and formerly the School's Equality and Diversity co-ordinator. Andrew is in a dual-career marriage and has teenage daughters.

Tilo Kunath is a Parkinson's UK Fellow and Lecturer. He joined the University in 2003, having trained in Toronto. He and his scientist wife have three children.

Brendan McGrory is the Teaching Technical Support Manager for the BTO. Brendan has two sons and two grandchildren.

Amy Munro-Faure is a PhD Student studying the evolution of cooperative behaviour in people. Outside her research she also runs Sci:Art workshops and is interested in equality in academia.

Diane Morrow joined the University in September 2013 as a Senior HR Advisor and her responsibilities include providing professional HR guidance to managers and staff in the College. Diane has one adult son.

Faridah Mohammad Faiz, brings her experience as an international undergraduate student. She is now in her Honours year, studying Molecular Genetics.

Alex Rowe is Professor of Molecular Medicine. Alex works part-time while teaching and running an active research group. She has a twelve year-old daughter and an academic husband who likes travelling.

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

The E&D committee meets quarterly: we review progress against the current AS action plan, monitor statistics, and discuss specific subjects (such as development of policies or information sessions). The work of the E&D committee is supported by Claire Conlon who provides dedicated data analysis and project management. The Chair and Claire meet every week to make sure actions are implemented. During the preparation for this application a sub-group of the E&D committee met monthly to focus on data analysis and the preparation of the new action plan. Their work was reported at two full E&D committee meetings. We discuss our plans and progress at least twice a year with the Head of School (David Gray was a member of the previous self-assessment team and he is strongly supportive of the process) and have a formal presentation of E&D data and issues once a year at the School Executive Committee (SEC, Figure 1). One E&D committee member is always present at the monthly SEC meetings for regular updates. All our proposals have been supported and our new action plan was formally approved in April 2016.

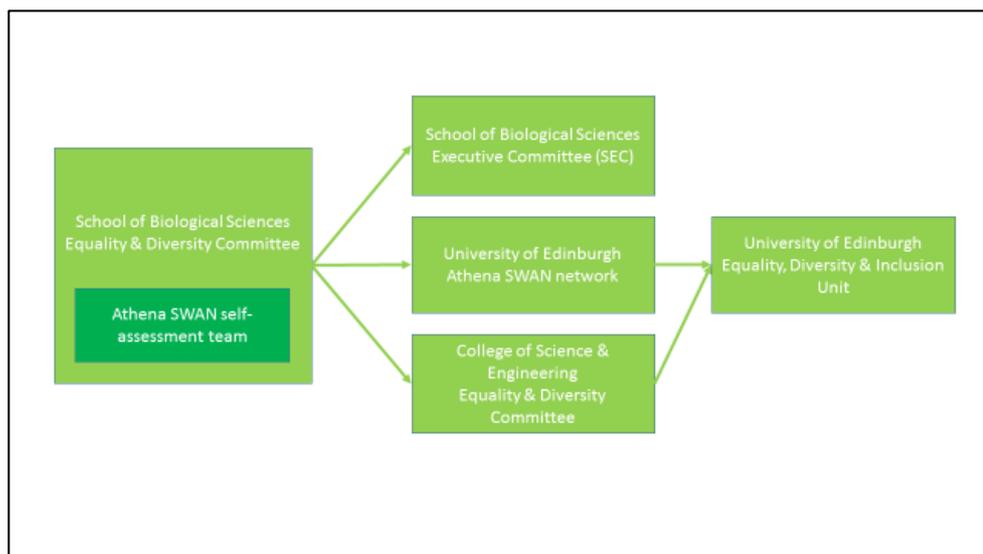


Figure 1: Reporting structure of SBS E&D committee

Over the past three years we have used a variety of means to ensure engagement within SBS and to gather feedback from staff and students, including presentation at Institute staff meetings (Figure 2), email, items in the School newsletter, focus groups and a new dedicated E&D website. To measure our progress, we carried out an extensive survey in early 2016, which has informed our action plan. E&D committee members are also regularly consulted by their colleagues on equality matters. We plan to continue to improve School-wide engagement and will now present an update on equality matters at one of the biannual all-staff School meetings (AP2016 1.1).

Our self-assessment has been widely informed by external inputs, and our actions have also influenced others. The Chair of E&D is a member of the College's E&D Committee and the University's Athena Network, which both meet quarterly. We have benefited from in-depth discussions with our colleagues of the Roslin Institute and the School of Physics. The University's senior HR partner for E&D, Dr Wallace also provides advice and support. We have contributed ideas and good practice examples to the University AS Silver application (awarded in 2015) and some of the initiatives that we have developed are now adopted by other Schools. We benefit from advice from Equate Scotland and have attended their "preparing AS Silver" workshop. As well as reviewing current literature on gender equality in science, we have gained insight through discussions with social scientist Dr. Schyfter whose research focuses on gender in science.

- 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.

We have found that the combination of a large Committee meeting quarterly, with sub-groups working on specific matters, works well and we will continue this organisation. Membership to the committee will now rotate on a 3-year basis to ensure we regularly include new members and bring fresh ideas. A co-Chair from the SBS professional services team will ensure our actions are relevant to all staff members. We will continue to use focus groups and a periodic all-staff survey, which have proven valuable in understanding the issues and the impacts of our actions (AP2016 1.1).

Word count: 1015

3. A picture of the department – maximum 2000 words

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

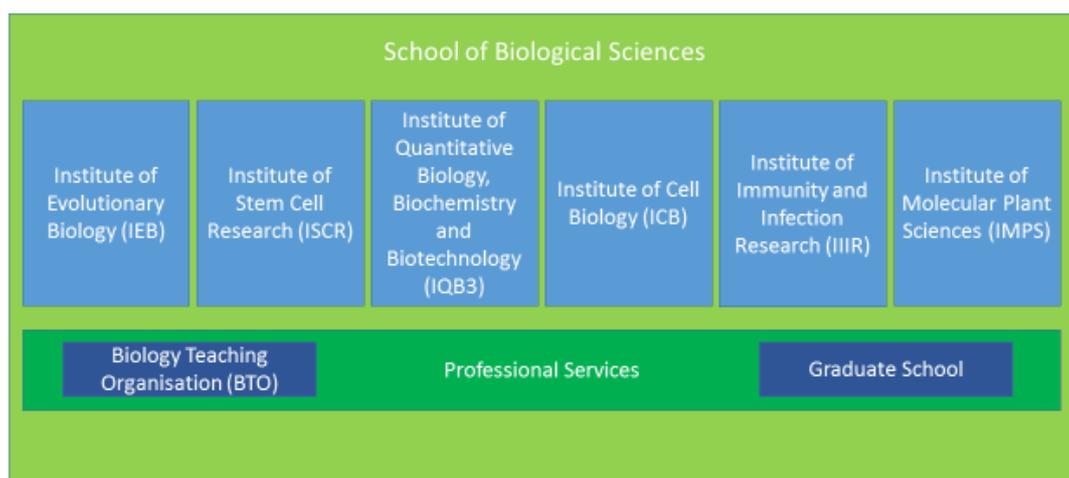


Figure 2. The School of Biological Sciences.

SBS is one of the largest of the University's 22 academic Schools, forming part of the College of Science & Engineering. It is also among the UK's largest biology departments, with 129 Principal Investigators (PIs, 30% female) heading research groups and ~600 staff in total. Since our application in 2012 SBS has recruited a number of new PIs in particular through the Chancellor's Fellows scheme, which supports academic staff at the start of their career. SBS holds 22 of these prestigious Fellowships, 8 of whom are women.

We have a correspondingly large number of students, with 300 PhD students (51% female), over 140 taught postgraduates (65% female) and 970 undergraduates (65% female). The Biology Teaching Organisation is responsible for undergraduate teaching and taught MSc courses and the Graduate School oversees all research students. We aim to provide teaching

of the highest quality in a supportive learning environment. The latest National Student Survey showed 97% overall satisfaction amongst our undergraduate students.

SBS comprises six Institutes built around core research interests (Figure 2). 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 SBS is large, its Institutes provide a sense of community on a more human scale. Administrative and technical support staff form the School's Professional Services team. The six Heads of Institute and the Director of Professional Services make up the majority of the School Executive Committee (SEC) and report directly to the Head of School. Each unit has a regular staff meeting. One downside to the strong identity of Institutes is that awareness of School-wide initiatives can be patchy. In 2015, a School Forum comprising PI, postdoc, technical, administrative and student representatives was established to help communication across SBS. We also have had School-wide newsletter since 2014 to improve communication, which frequently features items pertaining to equality issues.

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

We have used HESA data from Heidi ('Biosciences for staff and Biology for students) 2012/13 for benchmarking our data. Data are represented as FTE and/or headcounts. Staff data are snapshots at 31st December. Student data are per academic year.

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

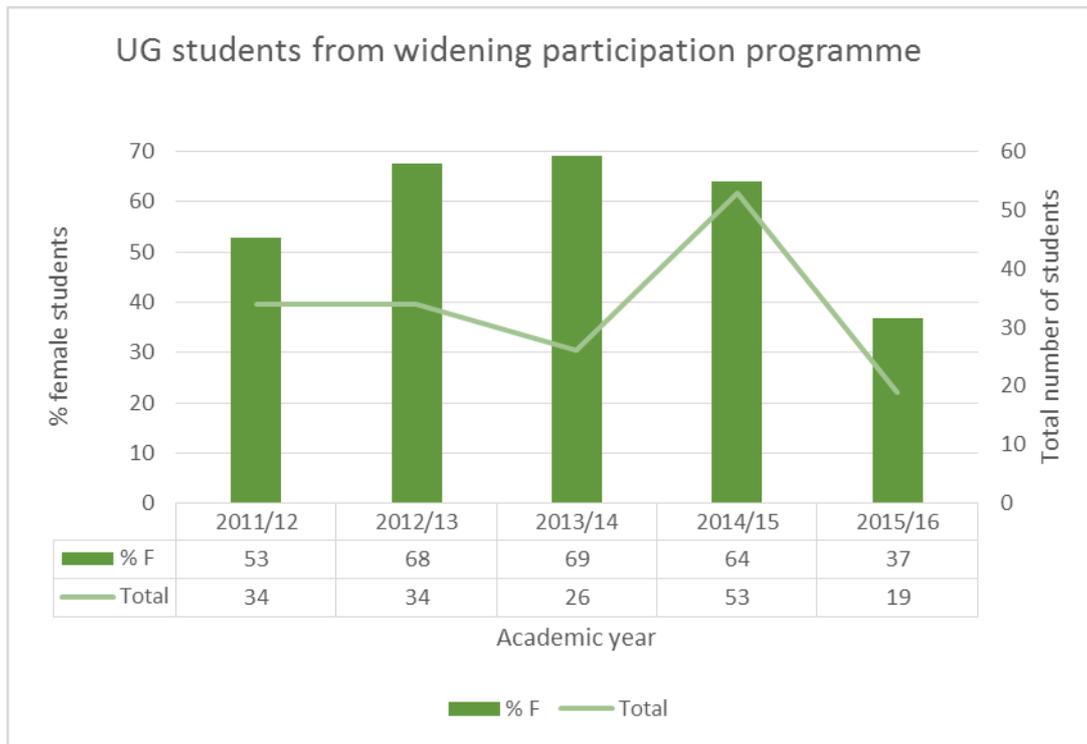


Figure 3: Students from widening participation programme admitted to BSc. Green bars show the proportion of female students admitted to a BSc through widening participation programmes over the past 5 years. Green line indicates the total number of students.

SBS participates in two widening access programmes. In the last 4 years the proportion of women admitted to our BSc programme through these courses was similar to our undergraduate representation. In 2015/2016 the University implemented a new policy for widening participation through contextual admissions. A large number of offers were made using this approach. This did not convert to students choosing the University and a lower proportion of women accepted offers. We will monitor this trend in the next 3 years. SBS does not provide foundation courses.

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

All our undergraduate (UG) degrees are full time, although students may request an interruption of study. We have currently almost a thousand UG students with approximately 250 enrolling each year. The representation of women has consistently increased for the last five years and has been higher than the national average since 2010/2011 (58.3%).

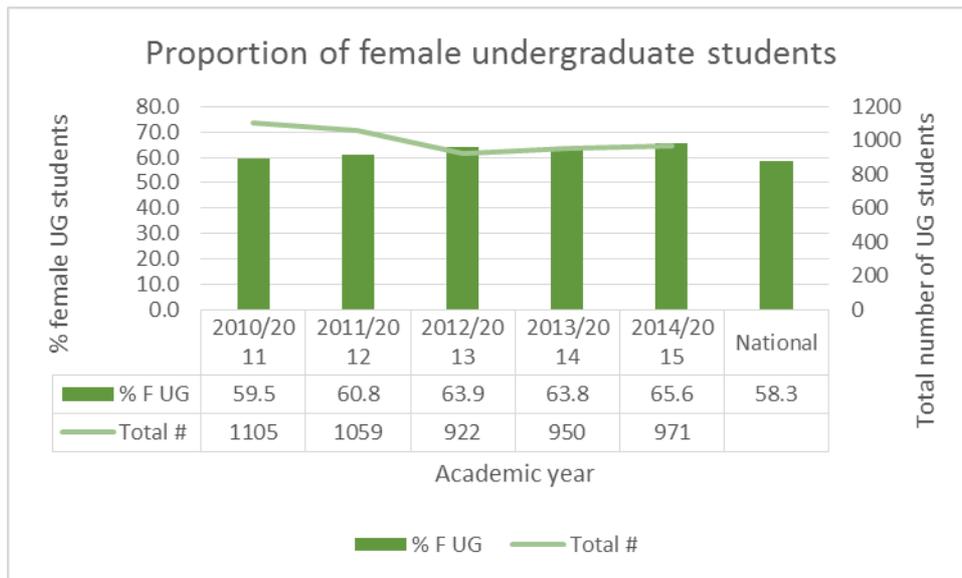
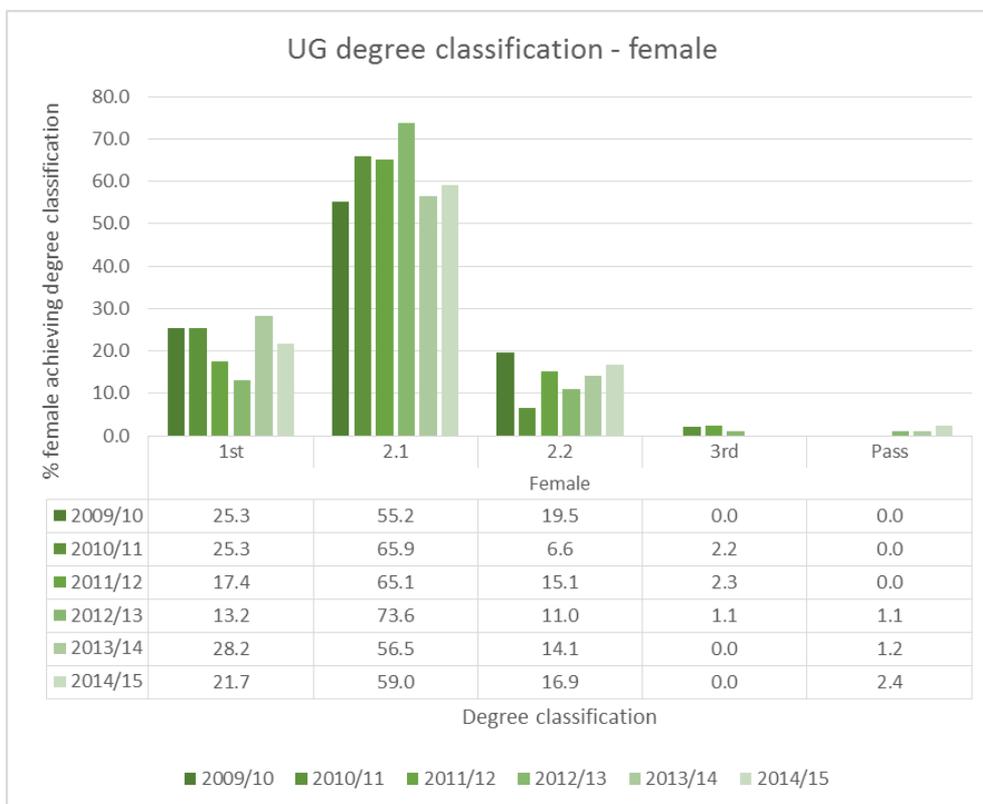


Figure 4: The proportion of female undergraduate students is higher than the national average. Bars indicate the % female undergraduate students, line indicates the total number of students.

We have analysed the degree classification by gender and our data indicate that women have tended to outperform men: a higher proportion of women achieve a 2.1 or a first except in 2013/14 and 2014/15 where achievement of a higher class of degree is more even.



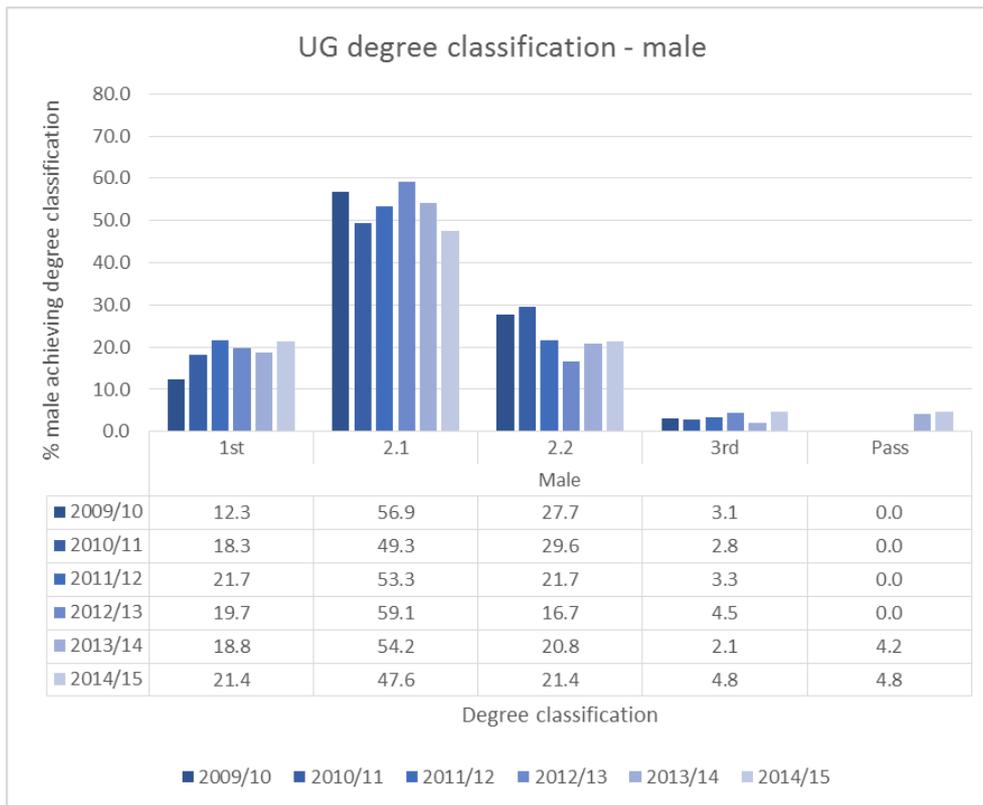


Figure 5. Degree classification by gender indicates that women tend to outperform men. Green bars indicate the % of female students in each degree classification (top) and blue bars indicate the % male students (bottom) over the last five years.

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

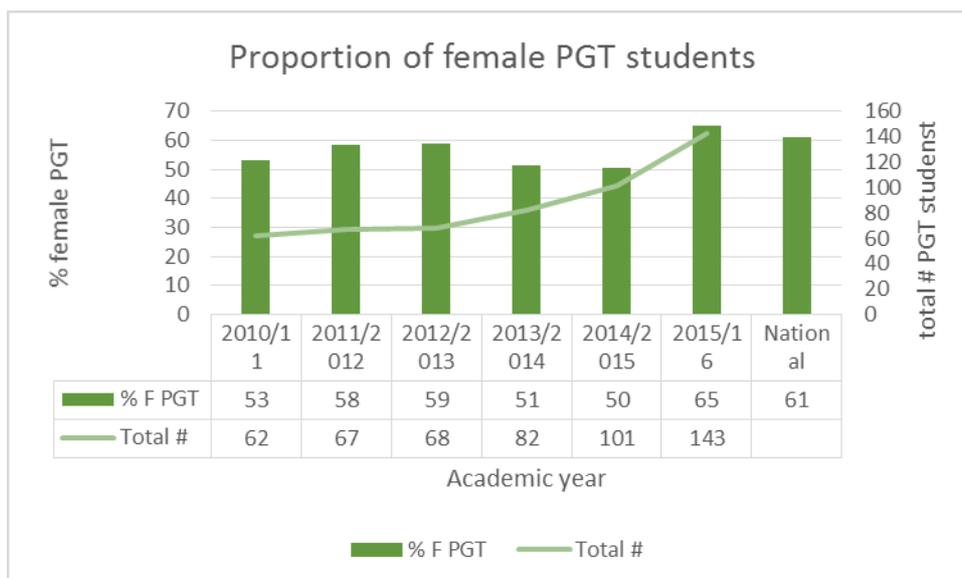


Figure 6: The proportion of female PGT students is consistently above 50%. Bars indicate % female of PGT students and the line indicates total number of PGT students.

All taught postgraduate (PGT) students take a one-year MSc degree. These programmes do not run on a part-time basis. In the last five years, we have almost doubled the number of PGT students (140 in 2015/16) as part of a strategy to develop new MSc programmes. The proportion of women has remained consistently at or above 50%. In 2015/16, with our largest ever intake, it reached 65%, higher than the national average (61%).

In our previous application, we had noticed a decrease the proportion of female PGT students from 71% in in 2008/09 to 55% in 2010/11, which was due to a reducing proportion of women applying. We believe that this initial decline and then relatively constant level at slightly lower than UK average reflects the biotechnological/bioinformatics focus of many of our more recently-introduced programmes; these subfields tend to attract students with backgrounds in mathematics, physics, engineering and computer science where women graduates are less represented.

To address the previous decline, we had revised the application process (AP2013 3.1), using a more interactive approach including virtual visits where students have the opportunity to meet teachers online and can chat with current students using social media. We are very pleased that since this new process has been in place, we have maintained and increased the proportion of women applicants (see 3v). We will continue monitoring these data, to see if the increase in the proportion of female PGT students observed this year remains consistent over time and will continue to review our application procedures (AP2016 3.1).

PGT completion rates are very high and we do not observe any significant difference between completion rates for women and men.

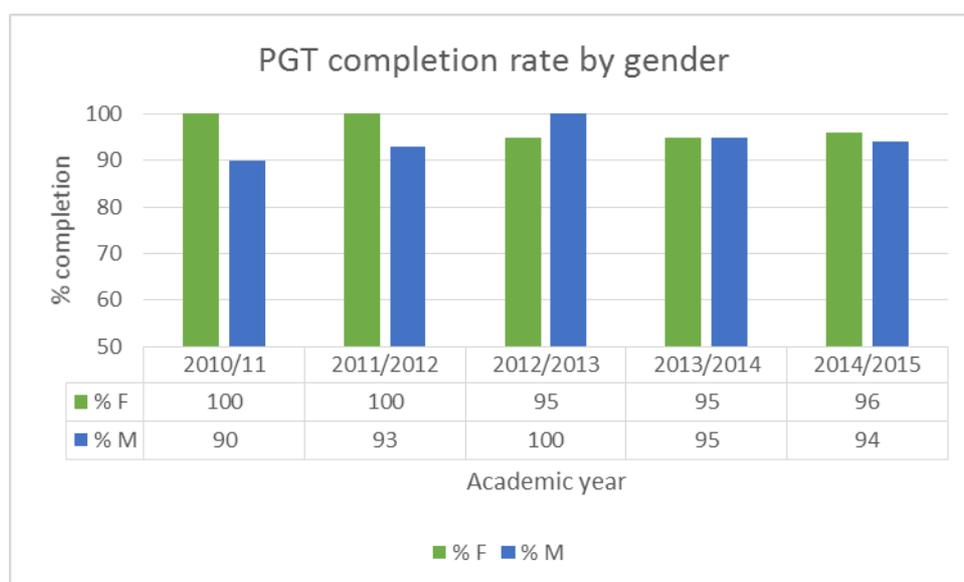


Figure 7. PGT completion rates are high and similar for men and women. Green bars indicate completion rates for female students and blue bars for male students.

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

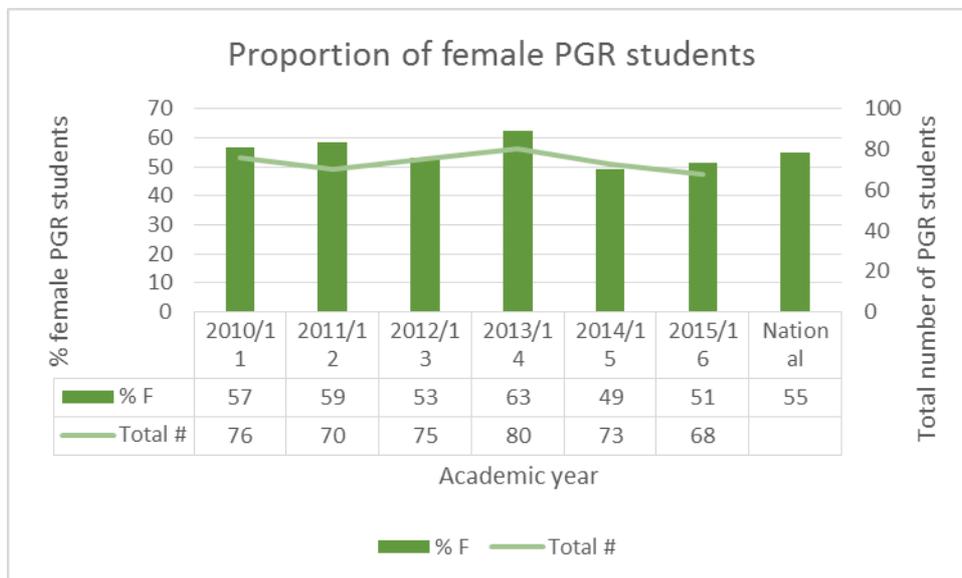


Figure 8: Proportion of female PhD students joining the School. Bars indicate % female PhD students, line indicates total number of students joining by year.

Currently we have 300 PhD registered students. Between 70 and 80 enrol each year. The proportion of women admitted is consistently around 55%, consistent with the national average; approximately 8% less than the proportion of women in our undergraduate programmes. It has decreased slightly over the last two years to 49% and 51%, below the national average of 55%. We do not know whether this is part of normal fluctuations or the beginning of a trend and will continue to monitor these results very closely.

These data will be specifically presented every year at a meeting of the Graduate School. We will also review our PGR recruitment procedure and will continue to promote positive images of women scientists both through our recruitment material and in actions targeting our undergraduate students (see 3v & AP2016 3.3). In the last 5 years SBS has supported six staff members to study part-time for a PhD.

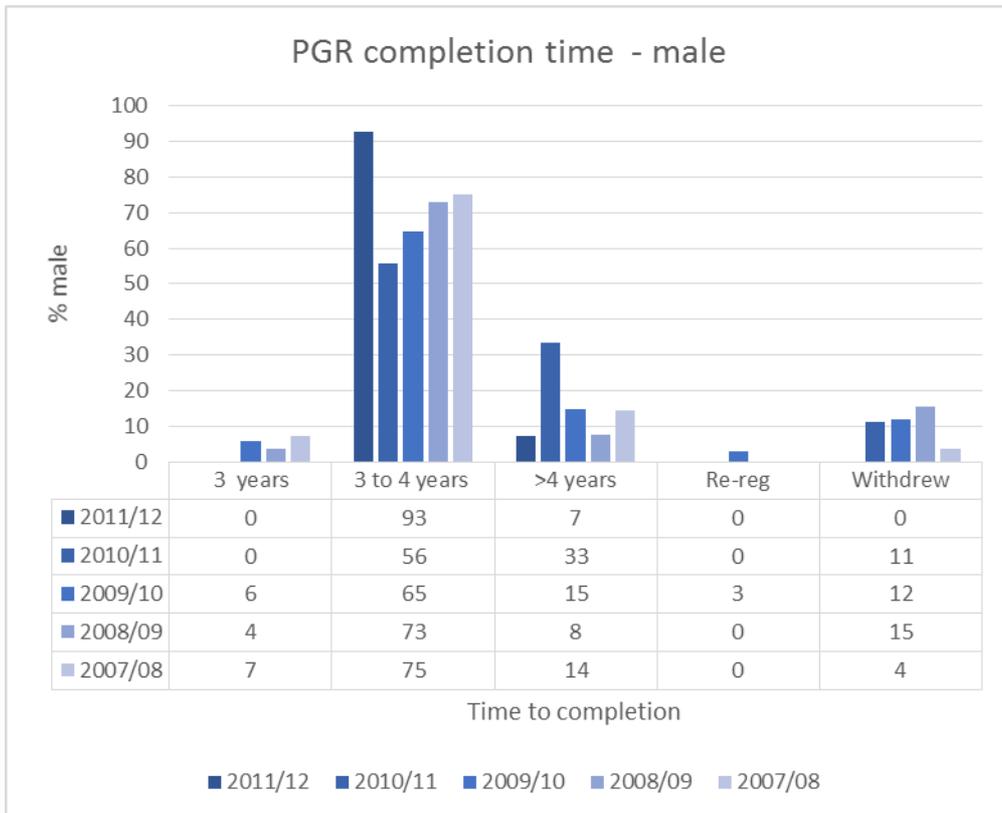
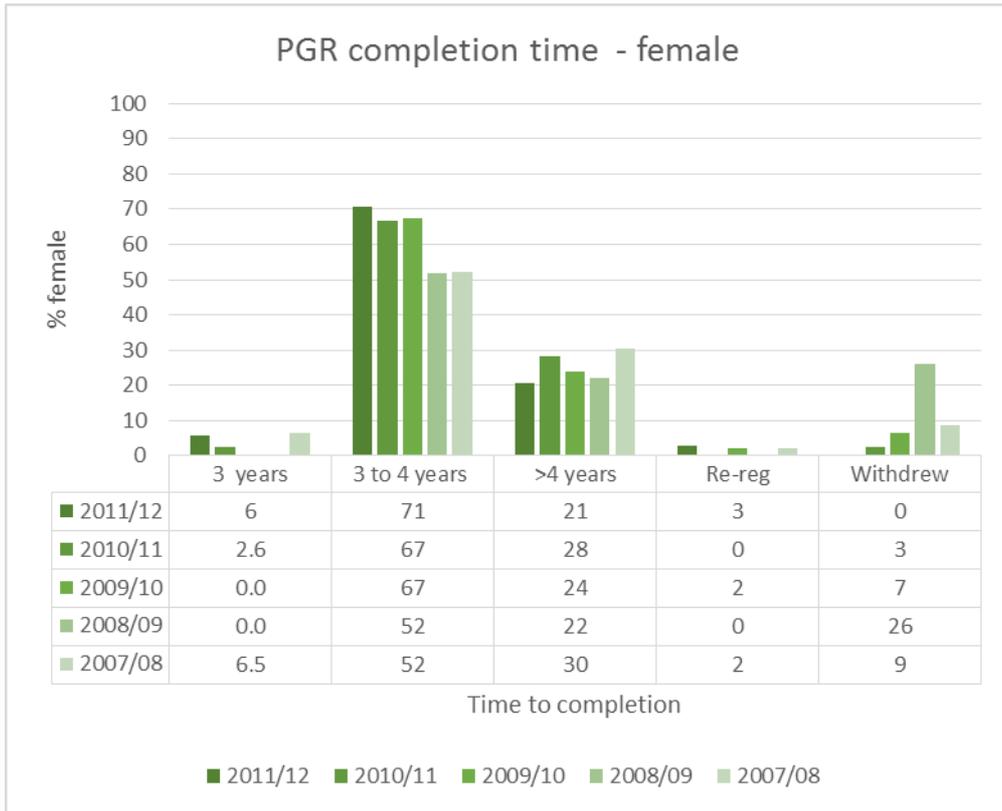


Figure 9: PhD completion times by gender. Bars represent the % students completing within a particular time frame for PhD (green women, blue men). The academic year is the starting date of the PhD.

Most PhD students complete within 4 years. Of those taking longer than 4 years, 25% were female and 16% male. The difference largely reflects maternity leave. In the last five years 12 students took maternity leave and when these are left out the proportion of women taking longer than four years drops to 19%. We will continue monitoring completion rates (with and without parental leave) to make sure they remain similar for men and women.

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

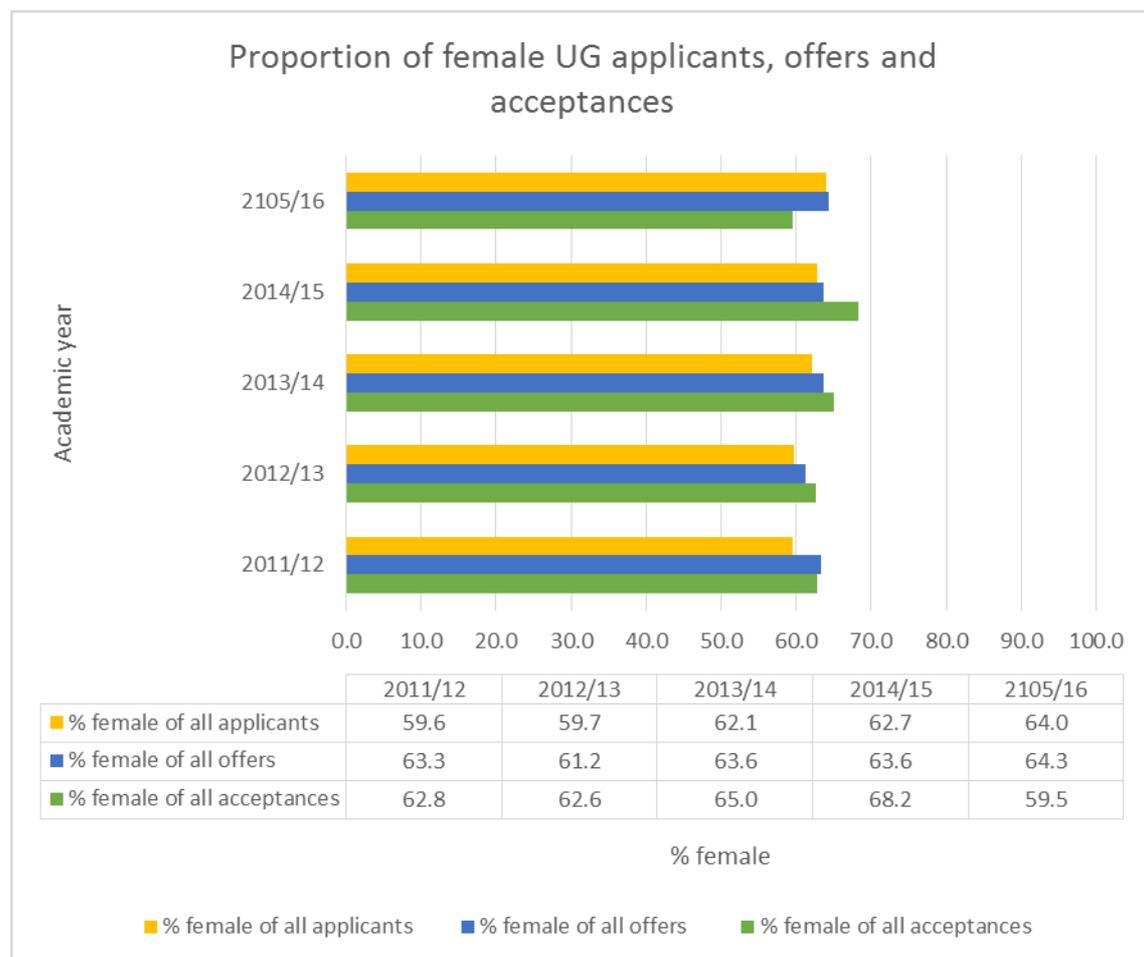


Figure 9: Women represent the majority of applications, offers and acceptances at undergraduate level. Bars show proportion of total applications (yellow), total offers (blue) and total acceptances (green) by female UG students.

Since 2011, we have seen a steady increase in the total number of UG applicants from less than 2000 to approximately 2300. We attract on average eight applications for each place. In the last five years, women have consistently applied more than men and the proportion of women applicants is increasing (60% in 2011/12, 64% in 2015). Over the same period, women have been as likely or more likely than men to receive offers and more likely

to accept offers, except in 2015/16 where 64% of offers were made to women but only 60% of acceptances were by women. We will continue to monitor these data annually and feedback to the admissions process (which is conducted independently at College level), (AP2016 2.1a)

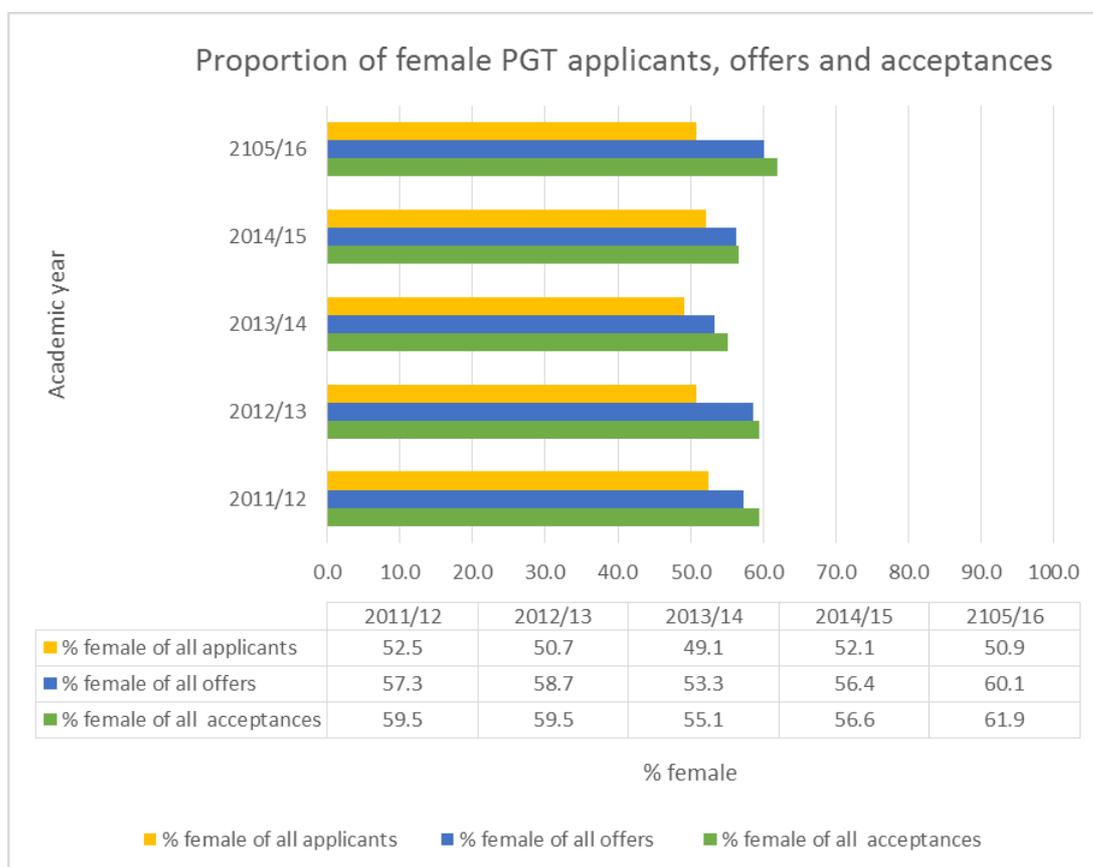


Figure 10. Women represent half of the applications to PGT course and are more likely to receive offers than men. Bars show % of applications (yellow), offers (blue) and acceptance (green) by female PGT students.

The number of PGT applicants has increased from 451 in 2011/12 to 879 in 2015/16, in line with the development of new MSc programmes. The proportion of female applicants has remained consistently around 50% in the last five years and women are more likely than men to be made an offer and to accept it¹. We see this result as a success of our previous actions (AP2013 3.1) and will continue monitor the recruitment process.

¹ Note that the proportion of women acceptances is slightly different to the proportion of female students. This is because students can accept offers from multiple universities and so acceptances do not correlate with the number of students arriving to study.

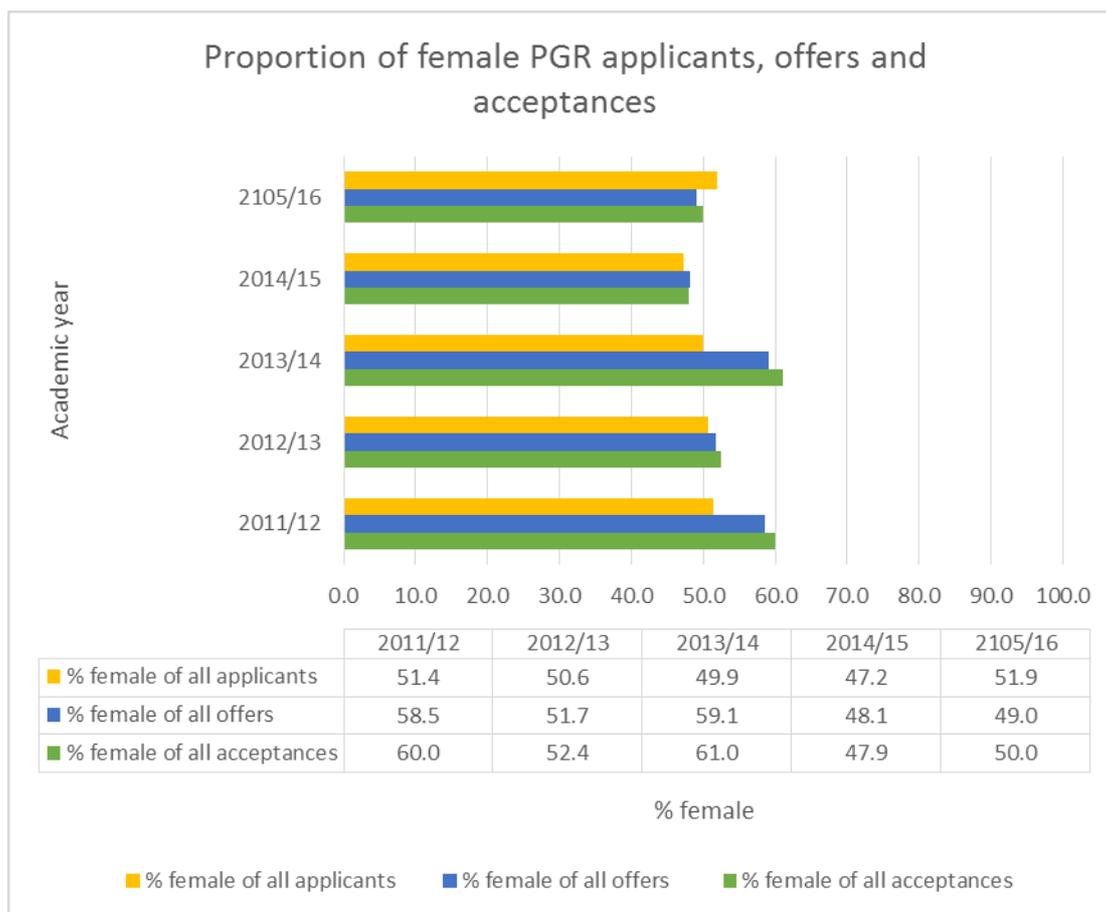


Figure 11. The proportion of female PhD applicants remains close to 50%. Bars show % of applications (yellow), offers (blue) and acceptance (green) by female PGR students.

The total number of applications has increased (370 in 2011/12, 474 in 2015/16) and the proportion of female PhD applicants has remained close to 50% in the last 5 years. Women tend to do as well as or better than men in the applications process, although we cannot distinguish a particular trend. We have had an online application system, transparent selection criteria and selection panels with at least one woman and one man since 2010/11.

Overall, the proportion of women applying for a postgraduate degree is lower than the proportion of UG women, a pattern which is seen UK-wide. To investigate local causes for this phenomenon, we surveyed our 4th year UG students in 2013. We had 41 respondents – 66% women (representative of the proportion female students in the cohort). Females were more likely than men to have chosen an MSc (19% vs 14% of all respondents) or PhD (44% vs 21%) and more likely to consider a research career (63% vs 38%). This indicates that women who take our UG degrees are more likely to seek to continue in research training than men, contrary to the UK-wide trend. This result gives us a degree of confidence that our own UG education does not discourage women from continuing in academia. The 4th year student survey also indicated that 67% of women and 43% of men thought that there was not enough career information on research degrees. We have taken this on

board, and will introduce guest lectures to undergraduate courses where female researchers will present their research as well as their career paths (AP2013 2.1b).

Staff data

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

Grade	Equivalent job description	Collectively
UE06	Graduate research associate (RA)	Researchers
UE07	Postdoctoral research associate (PDRA)	
UE08	Senior postdoctoral research associate (Snr PDRA)	
UE08	Lecturer or independent research fellow (L)	Principal Investigators (PIs)
UE09	Senior lecturer (SL), reader or senior independent research fellow	
UE10	Professor or professorial research fellow	

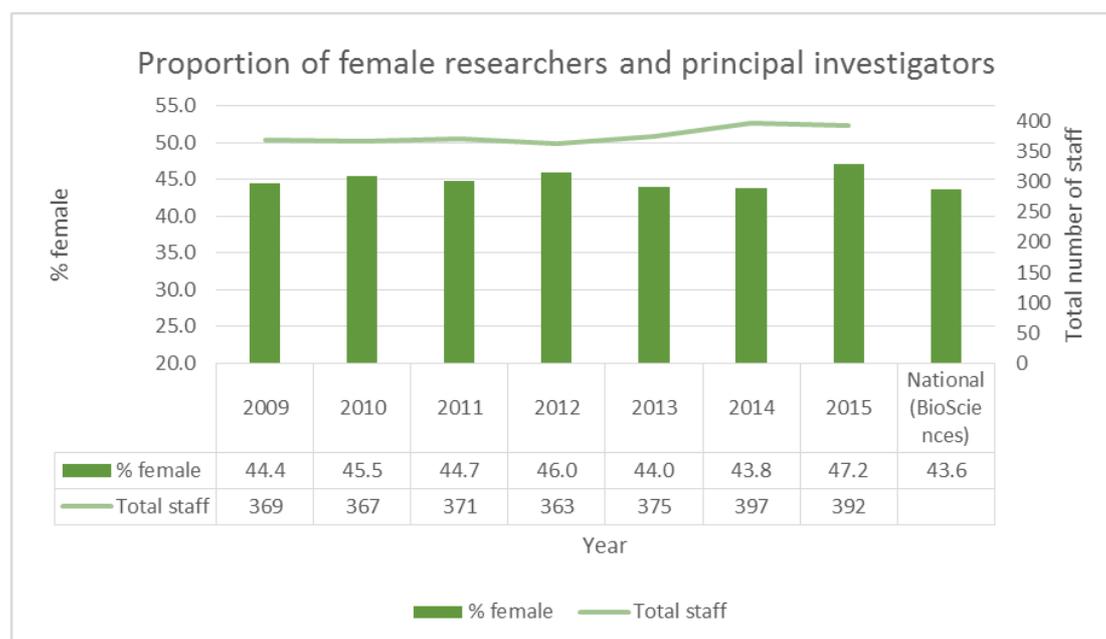


Figure 12. The proportion of female academics is higher than the national average. Bars indicate the total proportion of women researcher and PIs.

Since 2009 the proportion of female academics (researchers and PIs, 47.2% in 2015) has consistently been above the national average (Figure 12). Female representation is highest at RA (75%) and PDRA (51%) levels and falls with increasing grades as is common in biology departments across the UK (Figure 13).

We are particularly pleased to record a steady increase in the number of female Senior lecturers/Readers and Professors in the last five years which is due to a combination of external recruitment and promotion. The proportion of female professors in the School is now 25.5% (16.7% in 2009, 19% in 2011) well above the national average (16%, HESA 2012/13) and the proportion of women at grade UE09 is 31.6%. We conclude that this is evidence of the success of the actions introduced during our Silver award, which we will continue to expand on and improve.

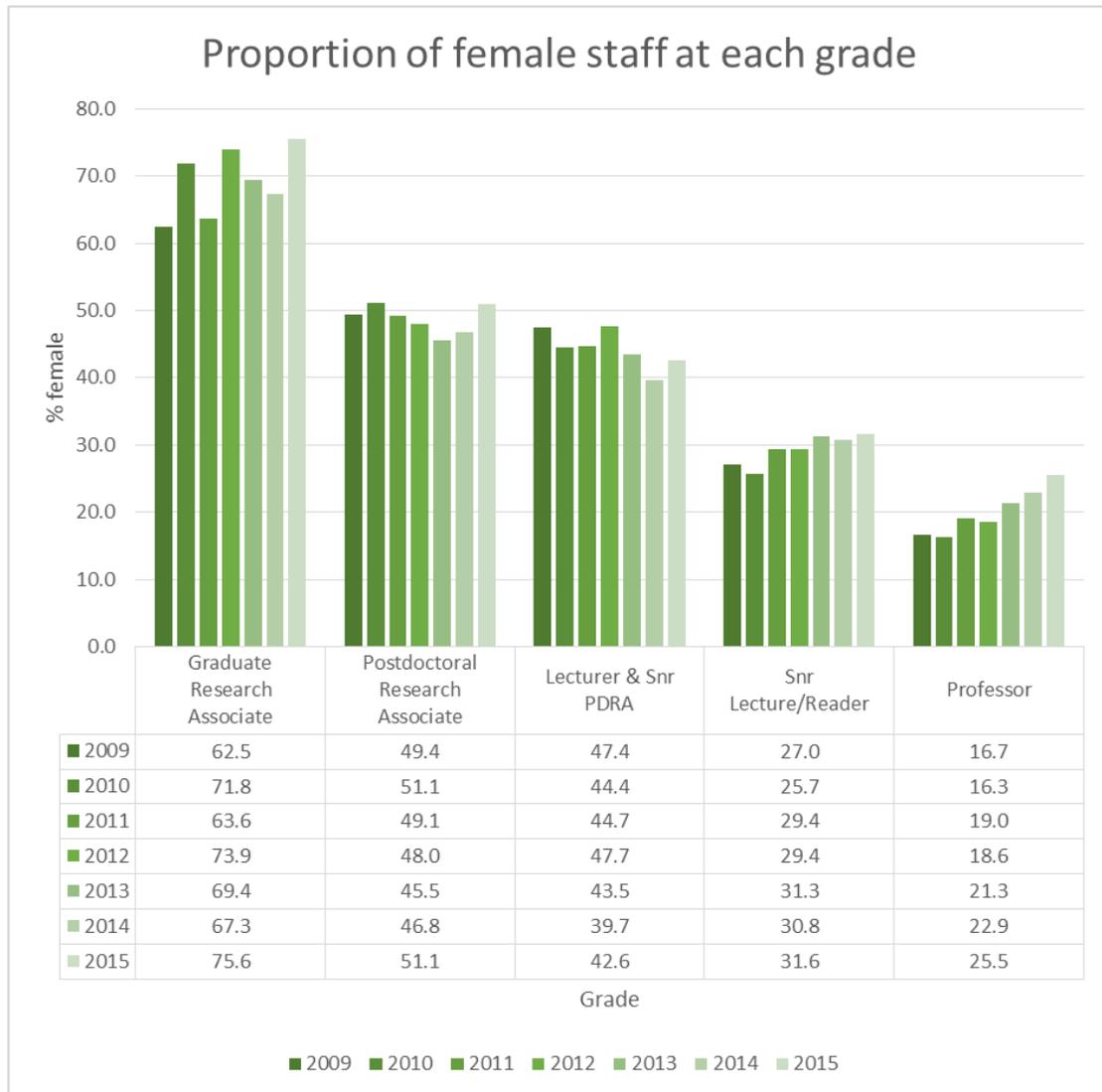


Figure 13. The proportion of women at higher grades has increased over the period but overall there is a decrease with increasing grades. Bars indicate the proportion of women at each grade. Each colour corresponds to a different year.

We analysed the population of staff members at grade UE08 in more detail. In SBS, this is a diverse population comprising senior PDRAs, and PIs (either Research Fellows or Lecturers). While the proportion of women is high at that grade (42%), it is un-evenly distributed with senior PDRAs being in majority women (60% female) while PIs are in majority men (35.6% female, Figure 14). This indicates that SBS has good results in recognising contribution and promoting PDRAs to more senior posts (i.e. staff who chose to follow a career as an RA rather than a PI are able to progress up the grade scale). However, a major attrition point for women remains at the transition from PDRA to independent PI.

We had started addressing these issues as part of our previous action plan (AP2013 4.1, 4.2, 5.1, 5.3, 5.4) and are developing further initiatives such as individual career coaching (see below, AP2016 5.6). We also need to ensure that we continue to attract female scientists for PI positions at UE08 level (see 4iii, AP2016 4.2, 4.3).

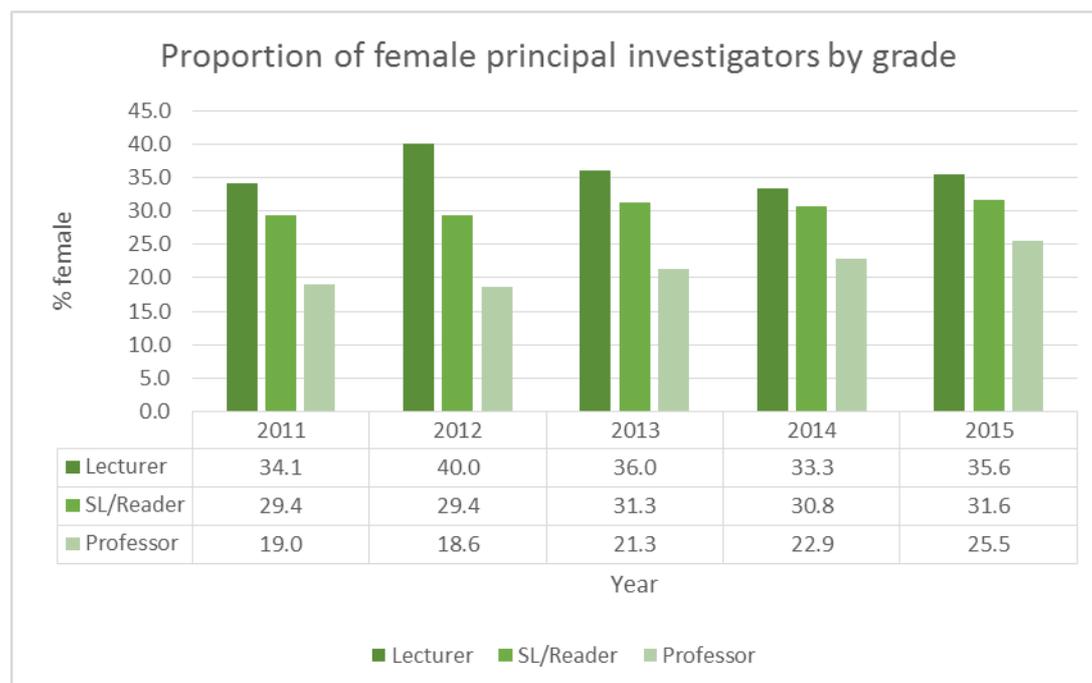


Figure 14. The proportion of female PIs has increased at senior levels and remained stable at lecturer level. Bars indicate the proportion of women amongst lecturers/research fellows (dark green), senior lecturers/readers (mid-green) and professors (pale green).

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



Figure 15. Staff turnover is low, particularly at PI level. Bars indicate the proportion of staff turnover for each grade level (green women, blue men). The high percentage in 2012 is explained by the very low number of individuals on open-ended contracts at grade UE06 and UE07 in that year.

The University turnover records do not include staff leaving due to the end of a fixed-term contract.

The turnover of PIs is low and shows no particular trend or gender bias. From 2012 – 2015 ten PIs have left the department (9 male and 1 female). Three male lecturers left, 1 started his own business and 2 relocated within the UK. Two male Readers relocated (one to the USA with his family and one within the UK). One male senior lecturer retired. One female Professor relocated to Australia with family, 2 male professors relocated within the UK and one male professor sadly passed away.

Turnover at grade UE06 and UE07 is higher than for PIs but the trend shows a downward tendency likely as a result of widespread use of the Talent Register. This system aims at retaining staff within the University.

Turnover does not seem to affect women disproportionately or to contribute to female under-representation.

Word count: 1973

Supporting and advancing women's careers – maximum 5000 words

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

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

4. Key career transition points

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

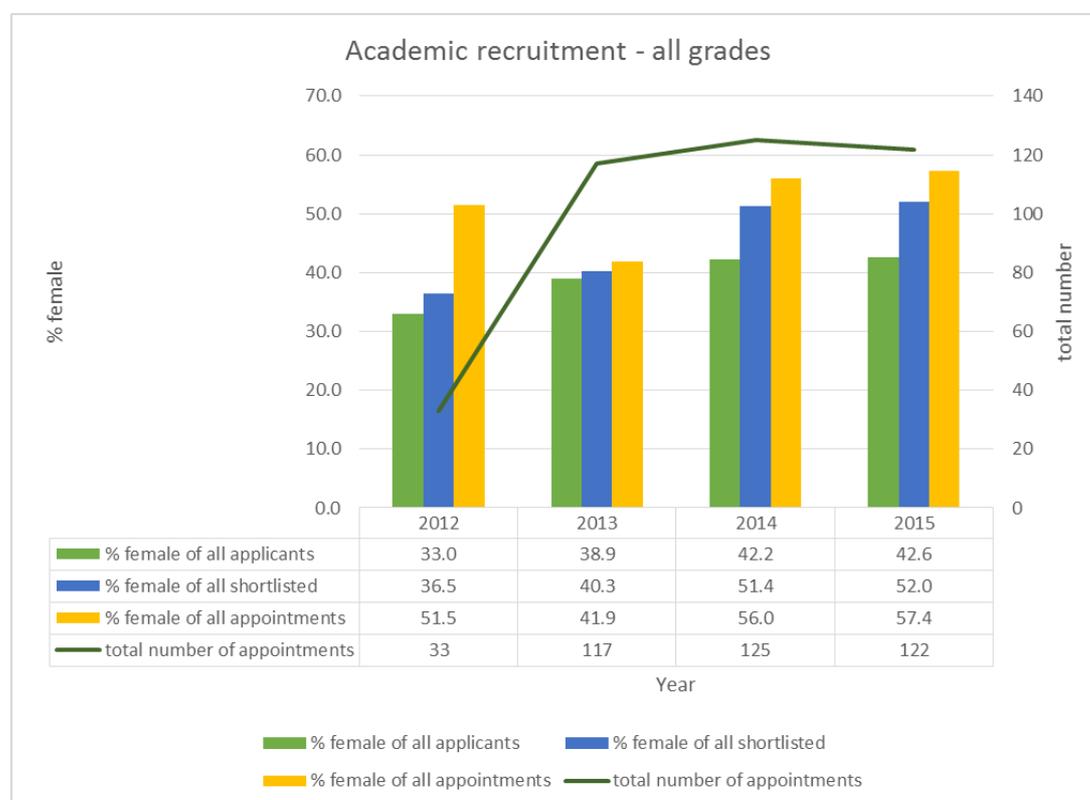


Figure 16. The proportion of women applying to SBS for academic positions has increased in the last three years. Bar indicate the proportion of women among applicants (green), those shortlisted (blue) and those appointed (yellow). Line indicates total number of applications.

In our Silver award application in 2012, we identified that selection was not biased against women at any grade. This remains the case. However, SBS needed to attract a higher proportion of applications from women particularly for more senior positions². As seen in Figure 16, we have seen an increase in the proportion of applications from women across all researcher and academic positions grades UE6-10 (from 33% in 2012 to 42% in 2015) indicating that our previous actions have been successful overall (AP2013 4.1, 4.2). The success rate for female applicants remains slightly higher than for male applicants, and we are slightly above parity in the total number of research and academic staff appointed.

The proportion of applications from women for positions at UE08 and above (snr PDRA/PI) varies from 18% to 31% during the period in which robust data

² Our previous analysis (up to 2012) was limited by the lack of consistent data collection. This issue was raised by the University AS network and the University has implemented, starting in 2012, a new system called e-recruitment, which permits robust data collection (only 3 months of 2012 data are available as e-recruitment was launched in September 2012).

have been available (since late 2012) (Figure 17). This has not changed significantly since the 2011-12 recruitment analysis reported in our Silver application. Female success rates in these grades are also variable and do not show a particular trend.

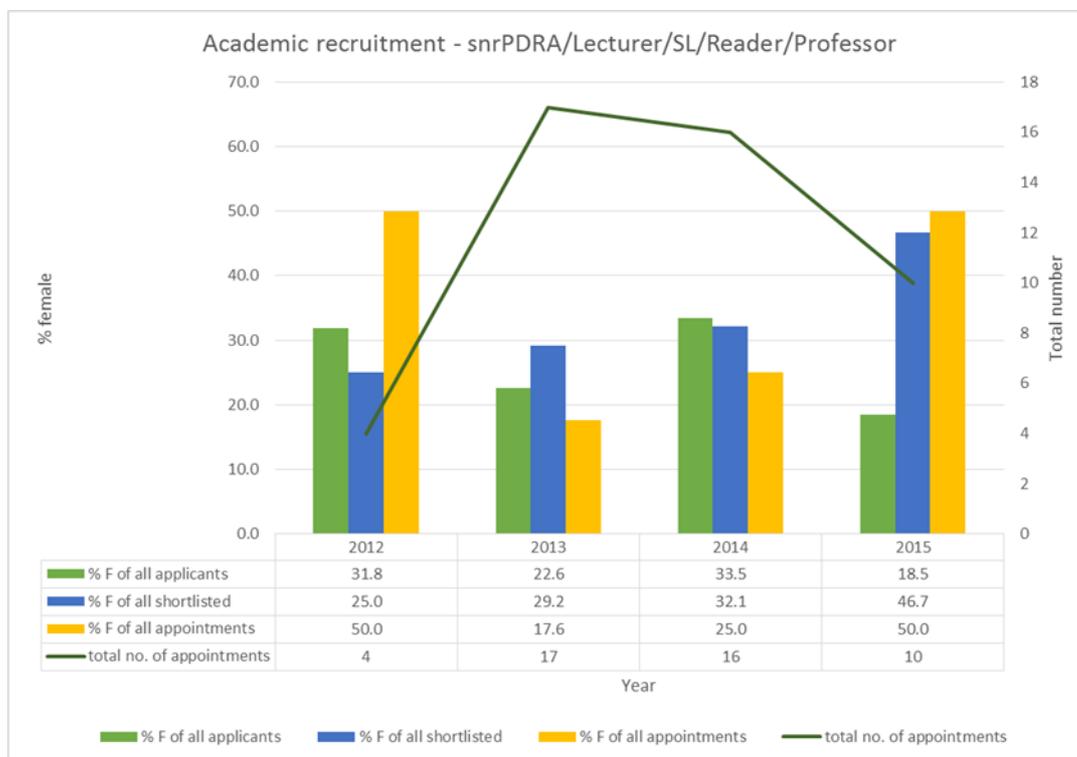


Figure 17. The proportion of women applying for PI positions fluctuates between 18% and 33%. Bars indicate the proportion of women amongst applicants (green), shortlisted (blue), and appointments (yellow)

• W

e specifically analysed data of applications to the second and third rounds of our prestigious Chancellor’s Fellowship (CF) positions (UE08 or UE09) that were advertised in 2013 and 2014. CF positions are 5 years tenure track positions focussing initially mostly on research and expected to transition to an open-ended Lectureship or Readership. Of a total of 311 applicants, 31% were women, an increase compared to the first round of CFs appointments in 2012 where 26.6% applicants were women. SBS appointed 4 women from a total of 15 CFs (26.6%) indicating that for these applications women had a slightly lower success rates than men (4.1% for women versus 5% for men). This is in contrast with the first round where women had a higher success rate than men (9% versus 4%). We will monitor this trend for the next round of CF applications, which is due in May 2016. (AP2016 2.1)

- 4 lecturers were appointed. Of a total of 102 candidates, 19% were women (two of these lectureships were in bioinformatics with a particularly low proportion of women applicants). Three men and one woman were appointed indicating a slightly higher success rate for women (5% versus 3.6%)

- Three professors were appointed (2 men and one woman). Of a total of 19 candidates, 5 were women (26%, a marked increase compared to the 5% women applicants for professorial positions reported in our previous application) and the success rate was similar for women and men.

We do not detect any bias against selection for women. Our actions to increase the proportion of women applicants have been successful overall, but we need to continue to identify better ways of attracting female applicants for PI positions.

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

The table below shows the number of PIs who were nominated for promotion and those promoted. Staff are nominated for promotion by SBS and their cases are then considered by the College and University promotions committees. Nominees for promotion are identified in an annual review of *all* PIs carried out by SEC. Each PI's CV and contributions are presented and are compared to the University's criteria for promotion.

Our 2012 Silver application showed success in promoting women through this process and we are pleased to see that this continues, with the School actively seeking to identify and nominate women for promotion. The proportion of the eligible population of women compared to men being promoted to grades 9 and 10 has risen since our previous application. In the last three years, women were more likely than men to be nominated (13% of female UE08 and 10% of male UE08 for promotion to UE09, 25% of female UE09 and 7.7% of male UE09 for promotion to grade UE10 in 2015). The success rates of men and women nominated are similar.

	Promotion: L/IRF to SL/Reader/Snr IRF					
	Nominations for promotion		% nominated from L/IRF pool		Promotions	
	F	M	F	M	F	M
Year						
2011	2	3			2	3
2012	1	3	6.7	10.3	1	3
2013	2	3	12.5	12.5	1	2
2014	3	4	16.7	12.5	3	4
2015	2	3	13.3	10	2	3
Total	10	16			9	15
% success					90	93.8

Promotion: SL/Reader/SRF to Professor						
Year	Nominations for promotion		% nominated from SL/R/SRF pool		Promotions	
	F	M	F	M	F	M
2011	1	2	10.0	8.3	1	1
2012	0	2	0.0	8.3	0	2
2013	3	2	30.0	9.1	2	2
2014	2	0	16.7	0.0	2	0
2015	3	2	25.0	7.7	3	2
Total	9	8			8	7
% success					88.9	87.5

To ensure women and men can equally advocate their own career success, it is necessary that promotion processes are well understood. In 2012 our staff survey had found that there was a need to improve the understanding of the promotion process (49% understood the promotion process). We therefore implemented actions to increase awareness of the promotions criteria. In particular the P&DR process now includes a discussion of career development goals (AP2013 5.1). Our 2016 survey shows that understanding of the promotion process has increased (53% academic staff now indicate that they understand the process) but that there is still room for improvement. We are developing new actions including “Understanding Promotion” information sessions to improve awareness (AP2016 5.4a).

- (iii) Impact of activities to support the **recruitment of staff** – how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies.

Data in section 4(i) we identified as a key issue the need to attract a higher proportion of female applicants for PI positions. We have implemented a number of actions to achieve this:

-Our recruitment adverts include information about equality, flexible working, and family friendly policies. Since 2014 the job specification for all PI positions explicitly mentions collegiality as an important requirement. This does not disadvantage male applicants but may encourage applications from women and more collegial-spirited men³. In addition to our normal advertisement all PI positions are circulated to the WISE campaign website⁴ and from 2016 we will also use the WILS⁵ database (AP2016 4.2e). For positions where we have

³ See for example <https://www.sussex.ac.uk/webteam/gateway/file.php?name=gendered-wording-in-job-adverts.pdf&site=7>

⁴ <https://www.wisecampaign.org.uk/jobs>

⁵ Women in Life Sciences, <http://www.embo.org/science-policy/women-in-science/wils-database-of-women-in-life-sciences>

a search committee (usually professorial level), the remit includes a requirement to actively seek women candidates (AP2016 4.2c).

-All our recruitment panels include at least one man and one woman. They already have a requirement of having at least one member trained in recruitment (including recognising unconscious bias). We monitor this through recording by HR systems. A set of core questions is agreed beforehand by members of the interview panel and we will now include questions that offer candidates the chance to demonstrate an aptitude for collaborative and collegial work (AP2016 4.2b).

In addition to these already implemented actions we will:

-Prepare a “factsheet” sheet summarizing gender data in SBS as well as our commitment to gender equality. This will be available on our website, so that applicants can have the information without having to request it. It will contain relevant information for applicants on family friendly policies, the University LGBT network, specific support for disabled staff etc. (AP2016 4.3a).

-Update our website to showcase more female role models using pictures and text that we prepared for the “Potential Difference” exhibition which we organised in April 2015 (AP2013 1.1d, AP2016 1.1e)



Figure 18. Biosketch of two of our female role models from the “Potential Difference” exhibition.

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

A key career transition point for women is from PDRA (51.1% women) to PI (35.6% women). Focus groups with PDRAs and junior PIs indicated that women at this career stage particularly struggle with multiple issues such as career security, work-life balance and self-confidence. To address this we have implemented a number of actions.

Career coaching: SBS invested £7,800 in 2015 in piloting a career coaching scheme in partnership with Equate Scotland. Equate Scotland has been set up by the Scottish government to help address the difficulties facing women in SET⁶. The scheme was launched by the Head of School in May 2015, at an event where career coaching was explained and two (female) coaches described how they work. We then invited all women at UE07 to UE09 grades in the School to apply for individual career coaching. We received 21 applications and Equate Scotland selected 12 women (we gave guidance to Equate to prioritise grades UE07 and UE08) who each received 5 individual career coaching sessions. Feedback from the coachees has been excellent with 90% indicating that they feel more confident about their skills and qualities, 80% indicating that they are more confident about their career and 60% who have already engaged in future career development activities. While the content of the coaching sessions are confidential, Equate Scotland has recently provided a report pointing out things that work well within SBS as well as things that we could improve. It highlights for example that the quality of the P&DR (performance and development review) meetings could be improved, a finding which is also reflected in our staff survey (only 54% of staff considers that the full range of skills is valued during performance appraisals and free-text comments highlighted the need for more meaningful feedback). The report will be presented to senior management of SBS by a member of Equate Scotland at an upcoming meeting of SEC. Given the success of the coaching program, SBS has already agreed to continue providing individual career coaching in the next few years (at least 6 places per year which will now be open to both men and women, annual cost £3,000). (AP2016 5.6a)

Mentoring: since 2010, SBS systematically offers a mentor to all newly appointed PIs which is arranged through their Head of Institute. The mentor is usually from another institute and women have the option to request a female mentor. Additionally, the School has a peer-mentoring scheme where we have so far formed 10 mentoring partnerships (mostly for already appointed junior PIs, 2 women). To expand mentoring beyond the School, we also participate in “mentoring connections”⁷ the university-wide mentoring program (9 successful matches, mostly PDRAs and junior PIs, 6 women). Focus groups indicate that PDRAs are not always aware of mentoring opportunities. We will continue to promote the various mentoring possibilities within SBS and appoint a PDRA as a “mentoring champion” to help promote these opportunities (AP2016 5.3a & b)

⁶ See <http://www.equatescotland.org.uk>

⁷ <http://www.ed.ac.uk/human-resources/learning-development/dev-opportunities/mentoring-connections>

Leadership skills: Since 2012, the School has developed in partnership with IAD (the University Institute for Academic Development⁸) a 4-day annual course for junior PIs and post-docs aspiring to become PIs which explores the different aspects of leading a research group. All new PIs are strongly encouraged to participate in the course to assist in a successful transition to an independent career. The School has also pioneered a new course for junior PIs (the Biology Early Stage Teaching Accreditation) to support academic staff new to a teaching role. This course is also open to senior post-docs interested in teaching.

PIs at higher grade (UE9 and UE10) are targeted to attend the University Senior Leadership Programme (20 PIs have attended; 8 women). Since 2013, the School also supports the Aurora programme, a women-only leadership programme organised by the Leadership Foundation for Higher Education. Places are highly competitive and strictly limited to one nomination per year; three women have been nominated, two were accepted in the program (one had to decline because of other commitments but will likely take the program next year). Aurora alumni have formed a peer-led network within the University, which is supported by Prof Jane Norman (Vice-Principal, People and Culture). Senior members of the School also act as mentors within the Aurora programme.

The Aurora program provided a wonderful community of women with which to share experiences. I happened to go on this program right when I came back from maternity leave and it provided a much needed boost in terms of community and confidence in my ability to act as a strong leader. PI, female

Specific actions for PDRAs: The School supports BioDocSoc, a peer-organised society for PhD students and researchers. BiodocSoc organises social and career development events with support from Dr. C. Proctor, the School Research Staff Officer. SBS has also recently organised a Tutor training course specifically designed for PDRAs interested in developing teaching skills as part of their career planning to aid transition to a PI position.

5. Career development

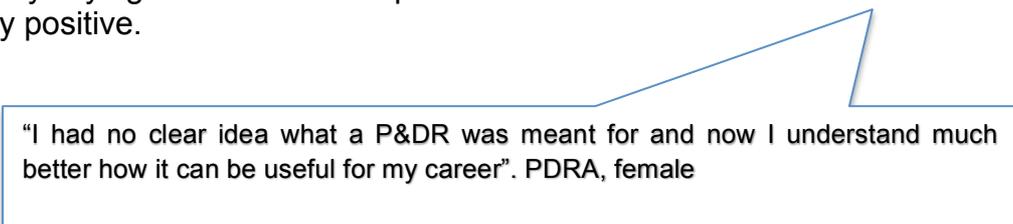
- (i) Impact of activities to support **promotion and career development** – appraisal, career development process, promotion criteria.

SBS provides an annual Performance and Development Review (P&DR) to all staff. The purpose of this meeting is to review progress and look ahead to future work objectives and career ambitions. Whilst the rate of completion was

⁸ <http://www.ed.ac.uk/institute-academic-development>

initially low it increased substantially after simplified guidance and forms were introduced in 2010 (completion rates 2011-2012 49%, 2012-2013 63%, 2013-2014, 80%, 2014-2015, 83%, data for 2015-2016 not yet available). However, this increase has slowed down and we have not yet reached our goal of 100% completion.

We have introduced a School staff database (launched in 2015), which will provide reports on P&DR completion and prompt reminders to the staff members and their line managers. P&DR training is now part of induction for new staff and SBS has a policy that PIs cannot be promoted if they have not completed the P&DR for their group members. BioDocSoc has also run a “demystifying P&DR” workshop for PDRAs. Feedback from attendants was very positive.



“I had no clear idea what a P&DR was meant for and now I understand much better how it can be useful for my career”. PDRA, female

Analysis of the staff survey comments as well as feedback from the career coaching program report suggests that an important goal for us is to improve the quality of the P&DR, which will most likely also lead to improvement in the completion rates. To reach this goal we will revise the P&DR process to make sure it includes self-reflection on *all* set of activities (research, teaching, knowledge transfer including outreach and administration) and that career development discussions include specific consideration of promotion. (AP2016 5.1 & 5.2)

The University of Edinburgh promotion criteria for academic staff are published online and take into account a wide range of activities. While these criteria are transparent, assessment across all of the criteria is partially subjective making feedback and advice from more senior colleagues particularly important.

Our staff survey indicates that while we have made progress regarding awareness of promotion criteria, we still need to improve (53% staff understand the process but there is a difference between women (45%) and men (60%). We have therefore scheduled three lunch-time information sessions in June 2016 about promotion: one will target specifically academic promotion, the second promotion and rewards for researchers and the third promotion and reward for professional services. The Head of School will participate in all three sessions, which will be co-delivered with a senior member of the College HR team. We will collect feedback from these sessions and plan to hold them every other year starting from 2016 (AP2016 5.4a).

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

Since 2011, all new staff members are provided with a simple online induction checklist with a timetable and key contact details. From 2012, newly appointed PIs and their line managers (Heads of Institute) jointly review a schedule of important information, essential training and meetings with key contacts. This includes meeting the School Research Development Officer to discuss mentoring and networking needs. Part of the induction tasks for PIs include online P&DR, Equality & Diversity & Recruitment and unconscious bias training to be performed within the first month, to ensure that they are fair and effective in recruiting and managing staff.

For established staff, we have sought to raise awareness and provide training to combat conscious and unconscious bias. Multiple talks were given in 2014-2015 by the chair of the E&D committee on gender balance in science (at all 6 Institute staff meetings as well as at SEC, professional services staff meetings and scientific seminar slots). A presentation by invited speaker Prof Marlene Zuk (U. Minnesota) in 2014, additionally raised awareness on gender bias in science. Senior managers in SBS participated in a half-day unconscious bias training session in May 2015. We have also promoted unconscious bias training for all through the University online training tool⁹. We will continue to provide training opportunities, and have identified the need to provide wider practical training on how to change actions to overcome bias as a priority (AP2016 4.1b).

- (iii) Impact of activities that **support female students** – support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor.

All taught students are assigned a Personal Tutor (PT) who provides one-to-one mentoring. Students are informed that they can change tutor at any time and have the option of a female tutor. The role of PT is credited in the workload model ensuring that pastoral care does not fall disproportionately on women.

For PhD students both formal and informal support is available. All students have a PhD committee composed of their supervisor, a second supervisor who acts as a mentor and at least one more PI. They can also discuss in confidence any issue with a member of the Graduate School Committee (currently 66% female).

Biodocsoc involves both PhD students and PDRAs and as previously mentioned holds both social and career development events. A student led association, Artio, organised a specific event in 2013, describing support for maternity leave at the University: they researched the different scenarios for researchers, PIs, and PhD students and prepared a presentation, which was given alongside presentations from two female PIs on their personal experience. Feedback from our survey indicates that we still need to make progress in informing PhD students about family friendly policies that apply to

⁹ <http://www.ed.ac.uk/equality-diversity/help-advice/training-resources/unconscious-bias>

them. We are therefore planning an annual information session specifically dedicated to PhD students (AP2016 3.3a).

We recognise that multiple forms of support are the best way to reach to our large and diverse population of students. With that in mind, in 2013 we started a WISE (women in science and engineering) mentoring group open to PhD students and PDRAs. We reasoned that group mentoring allows for diverse inputs (from both peers and more senior members) in trying to identify and solve problems and is particularly suited to a situation where we have large number of students/PDRAs and fewer female PIs¹⁰. The group is facilitated by three female PIs from SBS and meets once a month. On average 6-8 students/PDRAs attend each meeting but the composition of the group has evolved over time so we estimate that approximately 40 women have been involved in total (the group is also open to men interested in WISE issues, so far one man has attended). Topics discussed range from networking strategies, work-life balance, conceiving and leading a research project and scientific writing. After two years running the group at School level, we have opened it to the College of Science and Engineering so that students and PDRAs can share experience across disciplines. We will continue monthly WISE mentoring groups in the future. (AP2016 3.3b)

6. Organisation and culture

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

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, Internationalisation 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.
Research Committee (RC)	Strategic research initiatives, monitoring research activity (including REF).	Director of Research (chair). Members representing relevant research area and research support staff.
Graduate School of Biology (GSB)	Devolved responsibility for PhD recruitment, training, assessment, QA and funding.	Director of Graduate School, 6 Institute representatives.

¹⁰ for more information on mentoring circles see <http://mass-awis.org/mentoring-circles/> from which we took inspiration.

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
2010/11	3	8	M	5	5	M	3	7	F	3	5	F
2011/12	4	8	M	3	7	M	4	6	F	3	5	F
2012/13	4	8	M	4	10	M	4	7	F	6	4	F
2013/14	4	8	M	4	7	M	5	7	F	7	4	F
2014/15	4	8	M	4	5	M	5	8	F	7	4	F
2015/16	3	9	M	5	7	M	5	9	M	8	4	F
2015/16 % F	25			41.7			35.7			66.7		

The total representation of women on the 4 main decision making committees is currently 43% (36% in 2011/2012 when we submitted our previous AS application). While this ensures that we have a good level of representation of women, we now have reached a point where we exceed the proportion of women PIs (30%), which could cause over-burdening of individual women. However membership to all these committees is already associated with recognition in the workload model to avoid this problem. We will continue monitoring committee composition annually (AP2016 6.6).

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

For all grades from UE07 (PDRAs) to UE10 (Professor) women are more likely to hold an open-ended ('permanent') contract than men. This is particularly true at grade UE08 where we have a large proportion of men on fixed-term contracts such as Chancellors Fellowships and externally funded fellowships. At grade 6 the position is reversed but the difference is not large. When pooling all staff from grade UE06 to Grade UE10, women are less likely than men to hold an open-ended contract. This reflects the high proportion of women at grade UE06 (75.6%) where the majority of contracts are grant-funded and therefore fixed-term.

The School has a policy intended to support career development and security for externally-funded research Fellows. Fellows with more than 5 years of external funding are eligible for 'retention review', leading to a School commitment to a long-term open-ended academic post once fellowship funding has ended. This supports both sexes but may be particularly useful to women at this career stage, who may be particularly interested in seeking career stability.

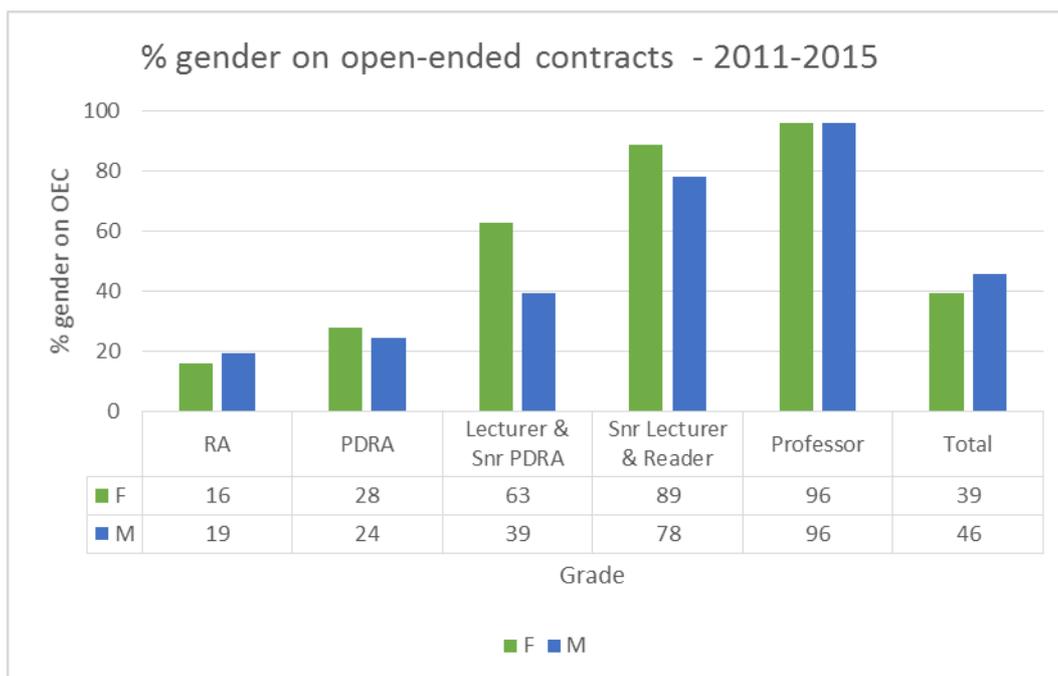


Figure 19. Proportion of men and women on an open-ended contract by grade. Bars indicate the average proportion of women (green) and men (blue) who were employed on an open-ended contract from 2011 until 2015.

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

The position of Head of School is advertised within the School and a selection panel is chaired by the Head of College. All SEC roles are advertised within the School and the selection process is chaired by the Head of School. The previous and current Head of School have actively encouraged women to take senior management roles, which is reflected in the composition of this committee (10% women in 2006, between 25% to 36% since 2010). Members of the other three committees are appointed by the HoS and the Director of Teaching, Director of Research and Director of Graduate School respectively. Representation of women and junior PIs is actively sought to provide opportunities to learn about decision-making processes in the School.

- (iv) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.

The School introduced a workload model in 2011, which was revised in 2013. The model aims to record contributions of all academic staff to teaching, pastoral care, administration and leadership roles. External activities such as membership to national or international committees is taken into account (our senior female academics are very active externally). The workload model also takes into account student supervision and research activity (workload expectations are adjusted depending on the size of the research group).

The model acts as a guide, but not a mechanism to allocate tasks automatically. Staff returning from maternity leave have 50% reduction of workload expectation for a year (see 7v). Newly appointed PIs also have reduced service contribution so that they can focus on establishing a sustainable research program.

Our data indicate the proportion of activities is similar for men and women except for teaching where men tend to have a higher proportion. This is possibly due to the fact that almost half of our externally funded fellowship holders (at all grade levels), who do proportionally less teaching, are female. We will analyse the workload allocation in more details and continue monitor it annually (AP2016 2.1d).

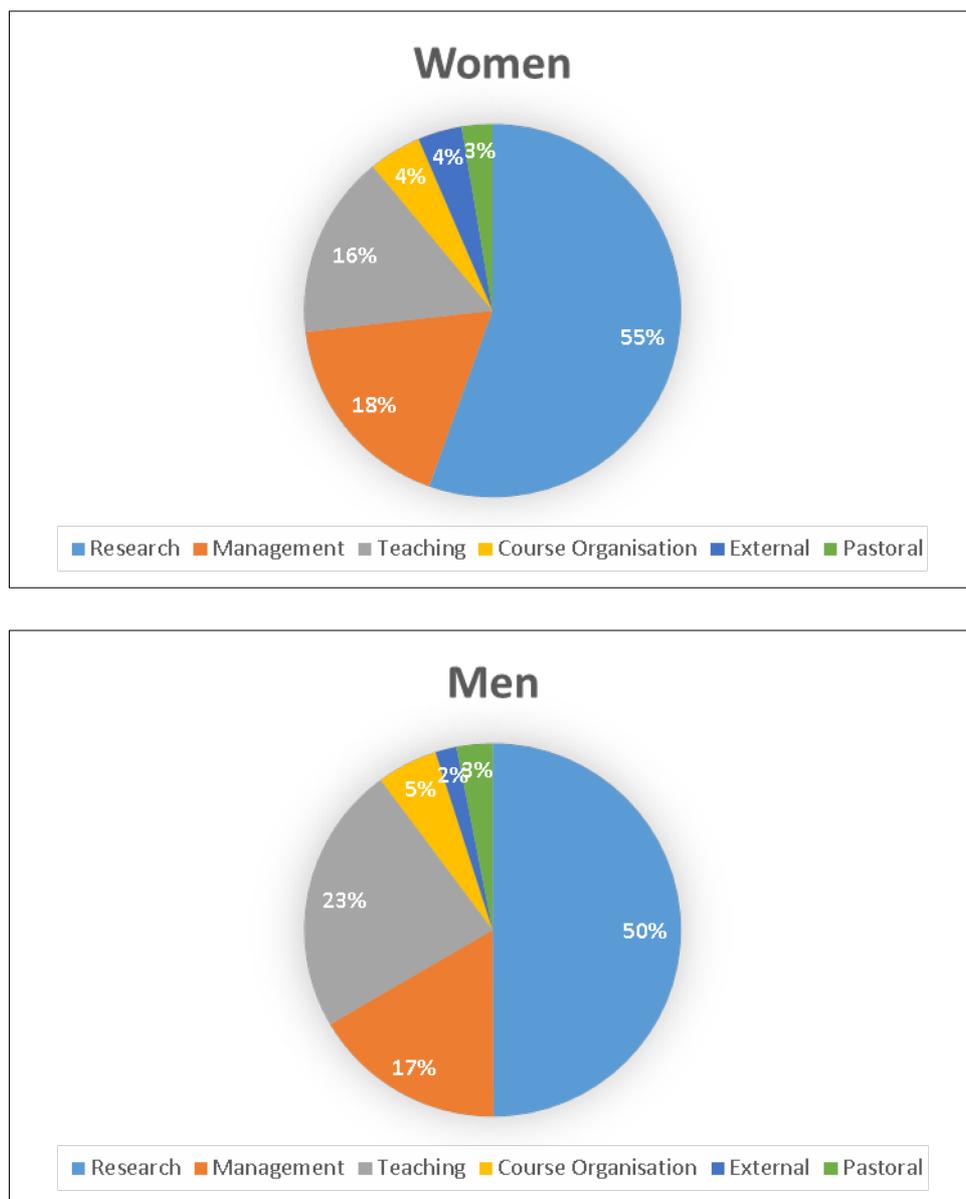


Figure 20. Workload allocation of tasks for men and women in SBS showing relative time spent in 2015/16.

Responsibility for work on women and science is recognised in the workload model as the Chair of E&D committee is allocated 12 points (i.e.120 hours). The workload model allows allocation of points for specific projects ensuring the work of members of the E&D committee that participate in a substantial project can be recognised.

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

SBS has a core-hour policy and almost all meetings and seminars are held between 10 am and 4pm (all seminars as well as staff meetings are at lunch time but some meetings start at 9:30am). In our survey in 2016, 83% of all staff indicated that meetings were held in hours compatible with those with caring responsibilities (significant progress compared to 51% in 2012).

Social gatherings are planned at various times so that everybody should find it possible to attend at least some. They vary amongst Institutes (examples include happy hours at 4 or 5pm usually on a Friday, coffee morning at 10 a.m.). All institutes also organise family friendly social events such as early evening or day time barbecues and week-end Christmas parties.



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

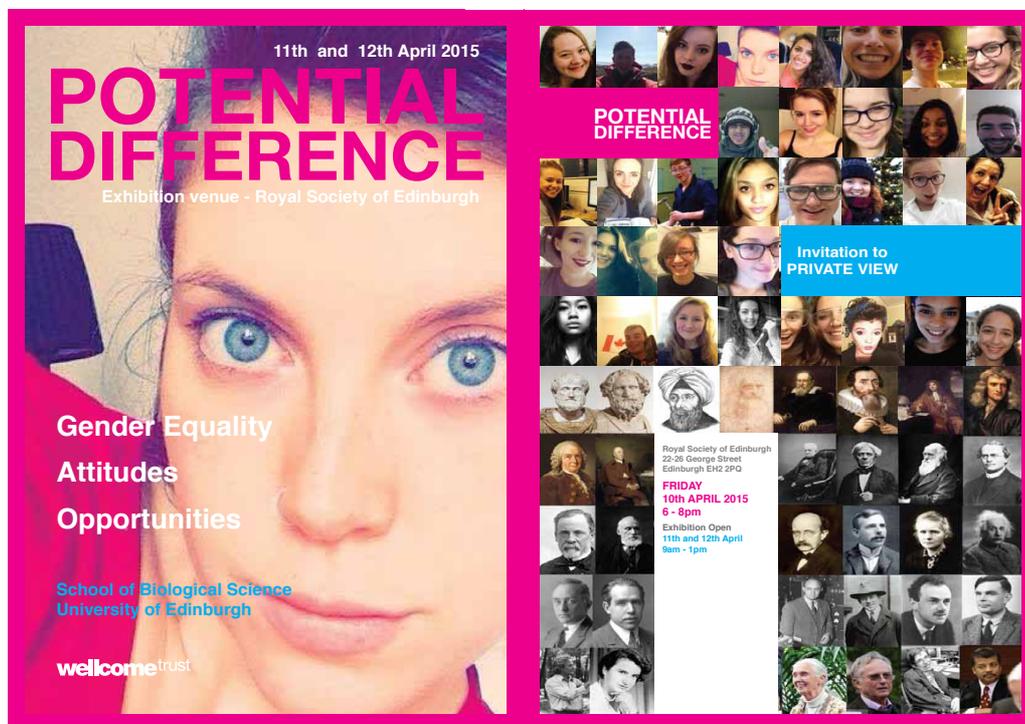


Figure 21. Flyer advertising the “Potential Difference” exhibition

To promote the role of women at SBS we organised The “Potential Difference” exhibition in 2015. It was presented at the Royal Society of Edinburgh in April 2015 during the Edinburgh Science festival. The exhibition was launched by Prof Alice Brown, Chair of the Scottish Funding Council. This exhibition was prepared through collaboration between female students and post-docs from SBS, the artist Hamer Dodds (Melting Snow), and the film maker and photographer Heshani Sothiraj Eddleston. It used various media (photographic images, scripts, sculpture) to showcase women scientists from SBS (AP2013 1.1d).

We did not systematically monitor the gender balance of external speakers to seminars but have analysed data of two seminar series for 2015-2016. Analysis of data from the Institute of Cell Biology showed good gender balance (40% women) but women were only 16% of seminar speakers at the Centre for Synthetic and Systems Biology seminar series. While this is partially a reflection of the pool of speakers (Systems & Synthetic biology is a relatively male dominated field) we will now formally monitor gender balance in all seminars organised in the School (on a 6 monthly basis) so that we can highlight and rectify any imbalance (AP2016 6.2a).

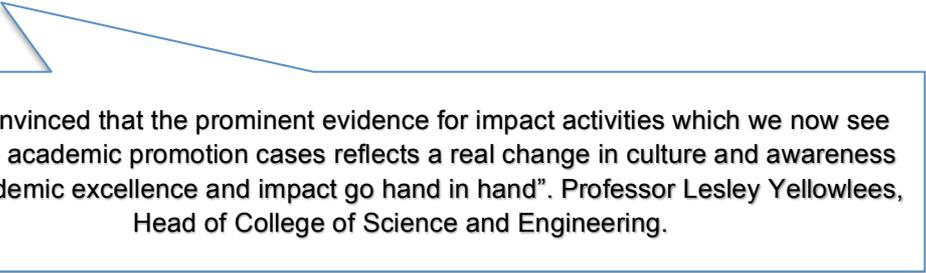
In 2014 the Darwin Trust and the SBS created, in recognition of the exceptional scientific contribution of Profs Kenneth and Noreen Murray, the prestigious 'Annual Murray Lecture'. The speakers for the first three years were three men but all the potential speakers for year 4 are women ensuring that will reach at 25% representation over 4 years.

Our staff survey shows that a large majority think that SBS is a great place to work (88%, no difference between men and women). However, despite our efforts we still have a quarter of female staff who thought that unacceptable behaviour or language were tolerated (similar than 3 years ago). We will therefore launch in 2016-17 a campaign to raise awareness of harassment and encourage staff to challenge inappropriate behaviour (AP2016 6.5a).

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

Our School has a variety of outreach activities with a strong presence at the Edinburgh Science Festival (>75,000 visitors) and at the more recent Midlothian Science festival. The PIs who are in charge of large knowledge transfer projects such as our outreach programme on Stem Cells see their contribution recognised in the workload model.

Of the 11 successful academic promotion cases in 2014-15, 10 showed explicit mention of impact and outreach activities (e.g. influencing health policy or public engagement). This is a strong increase compared to a comparable set of cases made in 2011-12 where only in two cases impact activities were considered as an important component. This qualitatively indicates that the recognition of the importance of these activities for promotion has noticeably increased in the last five years.



I am convinced that the prominent evidence for impact activities which we now see in many academic promotion cases reflects a real change in culture and awareness that academic excellence and impact go hand in hand". Professor Lesley Yellowlees, Head of College of Science and Engineering.

7. Flexibility and managing career breaks

(i) Maternity return rate

	Principal Investigator				Researchers			
	# maternity leaves	# returning	% return rate	Changed hours of work within 6 months of return	# maternity leaves	# returning	% return rate	Changed hours of work within 6 months of return
2011	0	0	n/a	n/a	4	4	100	1
2012	2	2	100	0	4	4	100	0
2013	3	3	100	0	7	7	100	5
2014	1	1	100	0	7	7	100	2
2015	2	2	100	0	5	5	100	1

Our maternity return rate is 100%. We are expecting 4 PIs and 2 researchers to take maternity leave starting in 2016.

During the 5 years period January 2011 – Dec 2015, 5 female research staff did not return to work because the funding for their contract ended whilst they were on maternity leave. Four of the women received their enhanced University Maternity pay despite the end of their contract and the one who did not was not eligible.

(ii) Paternity, adoption and parental leave uptake

Paternity Leave

	PIs	Researchers
2011	1	0
2012	0	1
2013	0	0
2014	1	2
2015	2	2
Total	4	5

From 2011 to 2015 we have had 18 men take formal paternity leave and no-one taking adoption leave. The University policy is that paternity leave is 2-weeks one full pay and one at statutory pay. Focus groups and informal discussions indicate that informal (and therefore un-recorded) paternity leave is common.

In 2015, one of our PIs took unpaid Additional Parental Leave of 5 weeks. In 2016 one researcher took shared parental leave for a 2-month period. Two of our PIs have also expressed an interest in taking shared parental leave later in 2016. We anticipate that as shared parental leave may become more common, uptake of paternity leave might decrease in the upcoming years.

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

The standard contract for PIs and researchers does not specify fixed hours of work and we therefore assume a flexible working pattern. From 2012 to 2016 we have had 3 requests for formal flexible working from academics and these were all accepted. Because changing hours is usually automatic, requests made to a line manager are not recorded. However, the increase in the proportion of male and female staff working part-time (see 7iv) indicates that this is increasingly part of a 'normal' working pattern.

The University policy is that a request for flexible working will be approved unless there is a business requirement preventing this (e. g. providing a service during core hours). In our previous application, we had highlighted two requests from non-academic staff returning from maternity leave that had not been granted. We introduced a requirement that if a line manager considers refusing the request, this should be discussed with either the HoS or the Director of Professional Services to identify potential solutions within the School (AP2013 5.2c). Out of 11 requests, 9 were approved. The DoPS was consulted on the two cases (both men) that were not approved.

(iv) **Flexible working** –numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

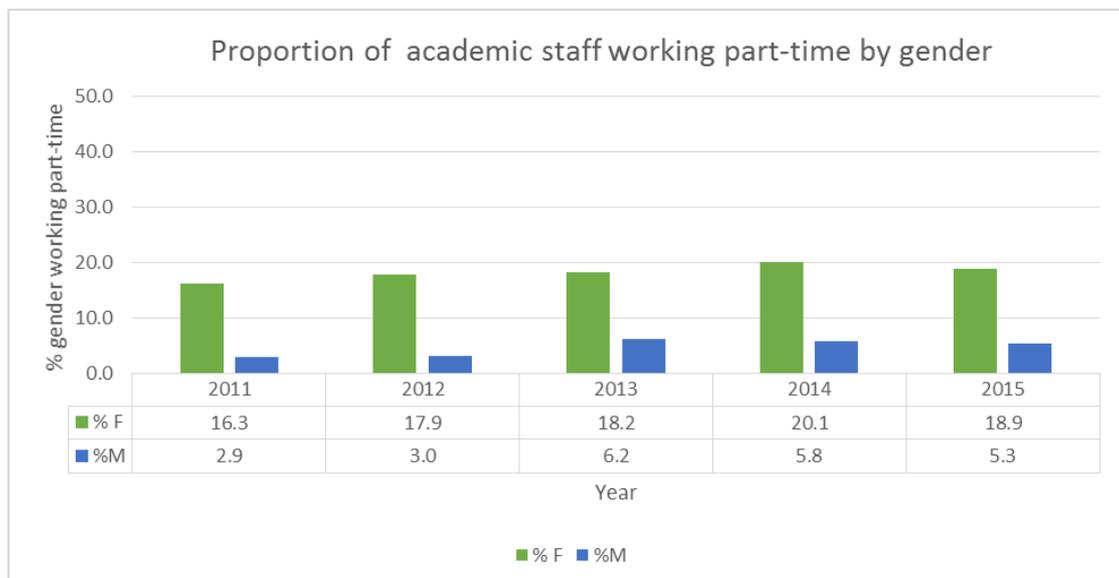


Figure 22. The proportion of staff working part-time has increased over the last five years. Bars indicate the proportion of women (green) and men (blue) working part-time.

In the last five years the proportion of women working part-time slightly increased (16.3% in 2011, 18.9% in 2015). This is in large part due to an increased proportion of women at grade UE06 working part-time (7.1% in 2011, 23.5% in 2015). The proportion of women at all the other grades has remained approximately constant. We have seen a marked increase in the proportion of men working part-time (2.9% in 2001, 5.3% in 2015) also driven by a strong increase in part-time posts at grade UE06, although part-time working has also increased at higher grades including UE09 and UE10.

This indicates that the actions we have taken to increase awareness have been successful. However, our survey indicates that only 31% of academic staff considers that that staff who work part-time are offered the same career development as those who work full-time. We will analyse training, progression and promotion data to assess this and will hold focus groups to better understand the needs/challenges of staff working part-time and generate new initiatives (AP2016 2.1e).

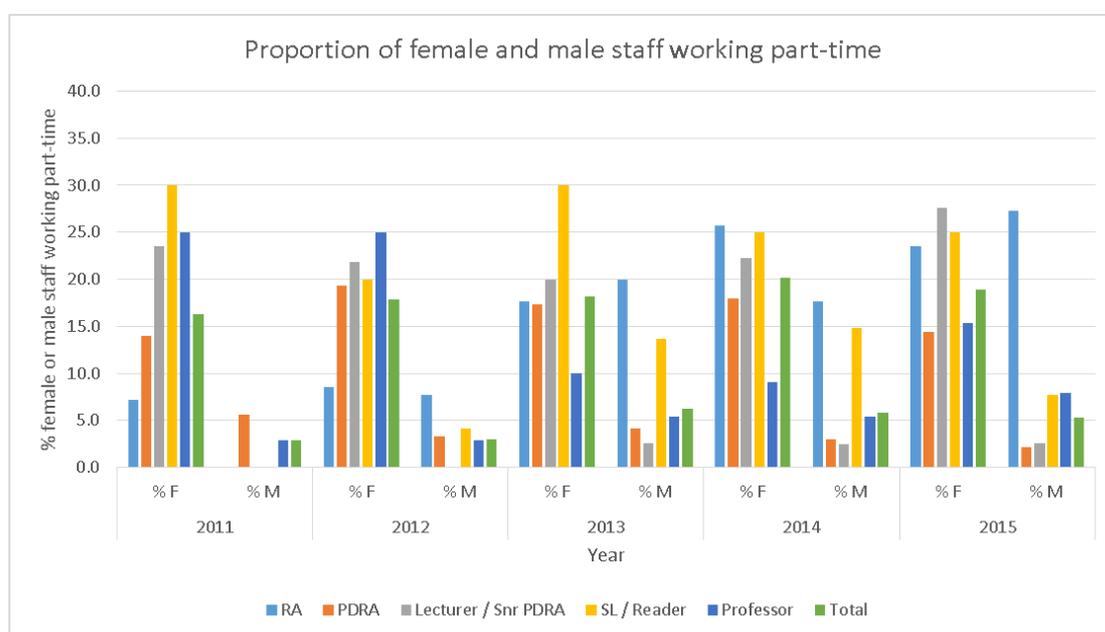


Figure 23. Proportion of academic staff working part-time at each grade level. Bars indicate the proportion of female (left) or male (right) for each grade (denoted by colour).

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

Our previous AS application had identified that the provisions SBS had put in place for maternity cover were not always well known. We have therefore developed a document summarising the “SBS Family Support Policies”. The document is available at the School E&D website¹¹. These policies were also

¹¹ <http://www.ed.ac.uk/biology/equality-and-diversity/fam-friendly-policies>

presented at two lunch-time information sessions (2015 and 2016), which also introduced our newly implemented Family Support Fund (see below) as well as the University policies regarding maternity leave and shared parental leave. We will hold these sessions annually (AP2016 7.1a).

-Parental leave cover

SBS's policy is to provide cover for substantial periods of maternity/adoption leave (periods of 8 weeks or more) by employing a replacement position to cover the work of the person on leave. This is to ensure that maternity absence does not result in significant workloads being distributed amongst other existing staff.

For an academic teaching member of staff, a maternity cover post will normally be expected to cover teaching responsibilities and may in addition take on research management duties (e.g. supervision of a research team). For an academic research fellow, a maternity cover position will be employed if teaching or other responsibilities are sufficient to justify a cover appointment. For a grant-funded researcher or technician, most funding bodies will pay the costs of maternity cover. For those funding bodies which do not meet these costs, SBS will consider funding maternity cover on a case by case basis.

-Returning from parental leave

On returning from maternity leave, new mothers are given a reduced service workload expectation for 12 months. The service expectation reduction is 50%, pro-rata to % full-time hours worked for staff who return on a part-time basis.

-Family Support Fund

SBS wishes to ensure that staff and PhD students with caring responsibilities are not disadvantaged in their ability to attend conferences or other career development opportunities. We have introduced as of 2016, a small fund to which people (men and women) can apply for support to assist with childcare/dependent care costs (up to £350) incurred on such occasions. We have already funded 3 requests (all from women, 2 PIs one PDRA), (AP2016 5.5a).

-We provide private rooms with fridge and washing facilities for nursing.

Word count: 4967

8. Any other comments – maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest implemented since the original application that have not been covered in the previous sections.

-We have worked with our colleagues from the University AS network and the College E&D committee to lobby on issues that are University wide. We have already been met with success: The University now grants TOIL on return to work for every KIT day taken during maternity leave (AP2013 4.3b); the University has removed the requirement for a period of qualifying service to access the enhanced University Occupational Maternity Pay and has introduced an Enhanced Shared Parental Pay¹² in January 2016. We are currently lobbying for better childcare facilities as well as the provision of a scheme for emergency childcare.

-We are committed to widely promoting gender equality and have participated, at the invitation of the Wellcome Trust, and together with the departments of biology at University of York and Queen's University Belfast, in a film about the AS scheme – “Athena SWAN - Tips for success”¹³ (AP2016 1.2d)

-An important part of academic work is to gain funding to sustain research projects. We have analysed the proportion of grant proposals submitted by women in SBS (33%) and found that it is slightly higher than the proportion of female PIs (30%). This is contrast with the lower proportion of grant proposal submitted by women than the proportion of women in the pool of applicants observed by BBSRC and MRC¹⁴ and suggests that good practices in SBS ensure that women have enough time for this important activity. However, women's success rates for grants >£100K are lower than male success rates in keeping with national trends. We have participated in focus groups with BBSRC to share good practice and identify potential causes of lower success rates. We will liaise with the SBS research committee to develop initiatives to provide better support for grant preparation (AP2016 5.7).

-Nominations to prizes and Learned Societies is an important part of academic recognition and members of SBS are often asked to nominate colleagues. To make sure we have a robust nomination process that considers all eligible staff fairly, SBS will create a Nomination and Award committee in 2016. Part of the remit of the committee will be to report on gender balance of nominations (AP2016 6.4a).

Word count: 357

¹² <http://www.ed.ac.uk/human-resources/policies-guidance/leave-absence/shared-parental-leave>

¹³ https://www.youtube.com/watch?v=_fL0LleQhgA

¹⁴ <http://www.rcuk.ac.uk/documents/skills/rcukdiversitynarrativesanddata-pdf/>