

## BRONZE ACTION PLAN, NOVEMBER 2013

### Edinburgh Clinical Medical School (Schools of Clinical Sciences and Molecular, Genetic, and Population Health Sciences)

([1]-[7], See notes at the end. A list of acronyms is also provided at the end)

*\*updated from bronze action plan in November 2015 (shaded columns)*

	Objective	Action	Responsibility	Timescale/ Progress*	Success Measure	Progress against success measure*
<b>Organisational Culture</b>						
1.1	Embed a culture of respect, awareness of equality and diversity through management responsibilities and training	<p>Introduce training for anyone who will manage people, to include:</p> <ul style="list-style-type: none"> <li>- Equality and Diversity (E&amp;D)/unconscious bias</li> <li>- Recruitment procedures and interviewing</li> <li>- Conducting appraisals</li> <li>- Career development for early career researchers</li> <li>- Managing parental/carer leave of staff</li> <li>- Flexible working; rights and opportunities</li> </ul> <p>(with refresher training every 5y).</p> <p>Add a statement of core values to the School websites to emphasise dignity and respect, equality and diversity.</p> <p>Resurvey all staff in SCS and SMGPHS on a biennial basis (next in December 2014) to monitor progress on this and other objectives.</p>	<p>Development by IAD, in close collaboration with SAT, co-opted PIs from Schools and HoS</p> <p>Delivery by IAD, HR,<sup>[1]</sup> ERI, senior academics</p> <p>To be strongly and regularly endorsed and promoted to staff by HoS</p> <p>SCS and SMGPHS Administrators</p> <p>SAT, Head of SMGPHS</p>	<p><i>Development complete by Feb2014. Pilot, Mar2014, phased in from Jun2014. Mandatory from 2015.</i></p> <p><i>Complete April 2014</i></p> <p><i>Survey carried out Dec2014/ Jan2015</i></p>	<p>We aim to train all newly appointed PIs and 50% existing PIs within 3y. This training will be mandatory for all PIs who will manage people and must be completed before researchers can be employed on newly awarded grants. Evidence of comparable training elsewhere will be accepted following scrutiny and approval by the College E&amp;D committee.</p> <p>Increase participation in our next staff/student survey by 10% (currently ~50% of staff and research students). An increase in staff satisfaction and understanding of E&amp;D monitored through our survey (and see AP below); reduction in gender disparity of responses to survey questions.<sup>[2]</sup></p>	<p><b>ACHIEVED (to date)</b> PI training fully established; 13 events Mar2014-Nov2015 with 178 attendees. This training is now mandatory for all PIs who manage people and must be completed before researchers can be employed on newly awarded grants. Attendance is monitored by IAD, in close collaboration with the School Administrators and HR. Continuing with <b>SAP1.1</b></p> <p><b>ACHIEVED</b> An <b>increase of 16% in participation</b> by academic staff (349 participants in 2014/5). <b>E&amp;D training up from 13% in 2013 to 33% in 2015; UB up from 8% to 36%.</b> Continuing with <b>SAP1.1</b></p>
1.2	Foster an equal opportunities culture within the College and scrutinise progress in key E&D	Reinstate the College (CMVM) E&D committee. The committee will monitor equality data, receive reports on AS activities, assess and approve cross-disciplinary comparability of relevant training (eg NHS/ University/ other	Head of HR and AS leads from SCS, Roslin Institute to establish and lead Committee.	<i>Achieved, Nov2013</i>	The committee will report to the College Strategy Group. This will ensure that AS/E&D agenda is considered in strategic, financial and administrative decisions at	<b>ACHIEVED</b> Additionally, online E&D and UB training now promoted across all areas of the College. Continuing with <b>SAP1.2</b>

	indicators (through equality outcomes data).	institutions) and share best practice across all regions of the College.	Four local E&D groups (corresponding to geographical areas within the College) will feed into the CMVM E&D committee with all members of the groups acting as E&D ambassadors in their area, to disseminate information, promote good practice and feed-forward ideas to the committee.		College level.  We aim to improve awareness and perceptions of gender equality issues in our survey to >90% and increase awareness and understanding of gender equality policies to >50% by December 2014.	<b>ACHIEVED</b> Awareness and understanding of gender equality policies now <b>78%</b> of survey respondents. Continuing with <b>SAP1.2</b>
1.3	Engage CMVM management in AS ethos.	Athena SWAN activities to continue to be a standing item at School Planning and Resources Committee meetings.  Complete analysis of anonymised free text comments collected from the Survey (~700 respondents), to inform future plans and provide detailed feedback to Section Heads <sup>[3]</sup> (where appropriate and without compromising confidentiality).  Communicate detailed feedback from the Survey to the College Strategy Group and Section Heads (including analysis of free-text comments) and provide a data summary from the survey on our AS website.  Request that Sections Heads provide details of how each Centre/Institute/Division will support the action plan locally and provide advice and support for them to make changes.  Request an annual report (a template will be provided) from Section Heads	HoS, SAT Chairs  AS Support Officer, Head of SMGPHS  HoS, SAT Chairs  HoS, SAT Chairs, SAT  HoS via School Administrators, SAT	<i>Continuing</i>  <i>Complete, Aug2014.</i> Survey results & free text comments were fed back to Section Heads by Heads of School and main findings to CSG. Summary of survey findings posted on website.  <i>Complete, Dec2014</i>  <i>Continuing.</i> Letter sent	We aim to increase agreement with the survey question: "Overall, I think senior managers understand the need to engage with gender equality" from the current 71% female and 82% male, to >85% for both genders in our survey in December 2014.  We also aim to increase agreement to the question "Overall, from the gender equality point of view, I think that this is a great place to work" from the current 81% female and 87% male, to 90% or more for both genders by December 2014.	<b>PARTLY ACHIEVED</b> This now stands at 68%F and 81%M agreeing (80%F, 92%M at higher grades <sup>7</sup> ), but the number of females disagreeing has decreased from 19% in 2013 to 11% in 2015. This suggests greater awareness across all grades.  81% (76%F, 87%M) of academic staff agreed that "from a gender equality point of view, this is a "great place to work". Disagreement was highest in CVS (only 57%F agreed; 26%F disagreed). In all other centres, agreement was >80%F.  Where the survey highlights issues, we need to explore the underlying

		with data on female representation on committees, in Centre seminars and outreach activities as well as a comment on workload models/ workload distribution in their section (see also 2.4). Feedback on progress in staff and other data from their section will be provided to Section Heads.  Athena SWAN champions to promote College/School/Centre wide-agendas within their Sections	Chairs, SAT  HoS, SAT, AS champions	Feb2015 (with proforma), replies received Mar/Apr2015  <i>Continuing</i>		issues and work with the Section Head to improve the situation. We also need to do more to communicate to lower grades and pockets of our Schools that remain hard to reach.  <b>SAP1.3, 1.5 &amp; 1.6</b>
1.4	Ensure large meetings within Schools are held within core hours (10-4) and are inclusive to all and that small meetings, wherever possible, are timed to accommodate staff with particular caring responsibilities	Communicate policy to Section Heads and Section Administrators.  Lobby CMVM to add text to all repeat room bookings (ie same time of day and week) to state: "The University encourages meetings to be held during core hours (10am-4pm) and on varied days to accommodate part-time staff and those with commitments on fixed days per week. Please consider holding meetings on different days and during core hours".  Ask Section Heads if they have reviewed the day and time of week at which seminars and other regular meetings are held, in consultation with staff, to establish whether this accommodates staff needs and wishes.	HoS, Section Heads  School Administrators with room booking administrator and IS  School Administrators, SAT Chairs	<i>Complete,</i> As part of 1.3, above.  <i>Complete,</i> Mar2015  <i>Annually,</i> with request for data (see 1.4, above)	This largely happens, but we aim to increase agreement to >90% in our survey by December 2014.	<b>MORE TO DO</b> Agreement with the statement "overall, meetings, seminars and other events are held within core hours" remains unchanged at 77%. However, we did achieve the addition of text to repeat room bookings in 2014, and this may have additional impact from now on. Addressed in <b>SAP1.7</b>
1.5	Maintain or increase female representation on School and other high-level decision-making committees	Representation is, to a large extent, determined at CMVM level. We shall monitor School committee representation and lobby for increased female representation, especially at Section Head level, through the HoS and/or CMVM E&D committee.  Propose to CSG that a statement be included in adverts for internal CMVM senior management positions to invite	HoS, CMVM E&D committee, SAT  Head of HR, CMVM	<i>Continuing,</i> From Nov2013  Implemented, early 2014	An increase in the proportion of women on School and other high-level decision-making committees with at least one additional female in a senior management position	<b>ACHIEVED</b> 3 female Section Heads appointed since bronze award. Now CSG, the highest decision making committee in the College is 44%F. Continuing with <b>SAP1.4</b>

		suitably qualified female applicants.				
<b>Career development and Promotion</b>						
2.1	Ensure fairness in the promotions process	Propose to College Strategy Group that all College promotions panel members complete E&D and unconscious bias training.  Collect data on the age at which women and men achieve promotion to senior grades (UE09/10 and AC3/4).	Head of HR, CMVM  HR, SAT	<i>Complete.</i> Proposed, Nov2013. Implemented 2014  <i>Implemented.</i> We also analysed the number of men and women at the top of their pay grade scale.	Implement a policy College-wide so that all College promotions panel members have completed E&D and unconscious bias training by November 2015  These data will be used to inform a future Action Plan.	<b>ACHIEVED.</b> All have completed E&D and UB (UoE introduced on-line UB training in Sept2014). Continuing with <b>SAP2.1</b>  <b>ACHIEVED</b> , but data too few to allow meaningful conclusions as yet and/or require further investigation. Continuing in <b>SAP2.1</b>
2.2	Promote awareness of career development responsibilities/opportunities and promotion processes	Add a flow diagram to CMVM HR website to clearly explain promotion processes  Implement/extend a series of lunchtime fora at the Little France, <sup>[4]</sup> Western General Hospital <sup>[5]</sup> and Central area <sup>[6]</sup> campuses, to cover topics including: Understanding the promotion process, Managing maternity/paternity and parental leave, Performance and Development reviews (P&DR; appraisals), Obtaining research funding, Commercialising research, Mentoring, Workload models, Flexible working, Data management, etc.  Act on the recommendations of the working group on support for non-clinical researchers (which reported in 2014; and see 2.5, below).	HR  HR, ERI, senior academics, as appropriate  HoS	<i>Complete.</i> The presentation from our lunchtime briefing is now on the CMVM HR website and can be reached from our AS website.  <i>Implemented.</i> Regular fora held: promotions, flexible working, PandDR, pre-award finances, etc, on all campuses.  <i>Continuing.</i> From Jan2014 (recommendations incorporated into <b>SAP2.4-2.6</b>	Increase understanding of and satisfaction with the promotions process (monitored by survey) by December 2014          Increase the proportion of females applying for promotion	<b>PARTLY ACHIEVED</b> At higher grades <sup>7</sup> , understanding increased from 77% to 83%, both M+F. No change in understanding for lower grades: <b>SAP2.3</b>  <b>MORE TO DO</b> The proportion of academic staff agreeing that “a full range of skills and experience ... is taken into account..” in promotions decreased from 56% to 51% (“don’t knows” increased from 25 to 30%): Addressed in <b>SAP2.7, 2.8</b> . However, at higher grades <sup>7</sup> , 67% agreed (up from 60% in the previous survey), with an increase from 41%F to 57%F in agreement (46 respondents).  <b>ACHIEVED.</b> Applications for promotion increased

					to grades 8-10 and clinical grades 3/4 by 10% above current levels in 3 years.	from 10F in 2012 to 16F in 2014. Continued/extended in <b>SAP2.2, 2.5, 2.7, 2.11</b>
2.3	Ensure management of performance and development needs of staff	<p>Promote understanding and value of the annual P&amp;DR to staff, through training of line managers (PIs) and increasing participation.</p> <p>Investigate the experience (and quality) of annual reviews through analysis of the free text responses to our survey.</p> <p>Modify the standard P&amp;DR form and accompanying guidelines to prompt the discussion of promotion prospects and/or career development of academic staff.</p> <p>Collect data on the female/male uptake of Continuing Professional Development undertaken through IAD.</p>	<p>See 1.1, above; HoS, Section Heads</p> <p>AS Support Officer, SAT</p> <p>HR</p> <p>IAD, AS Support Officer, SAT</p>	<p><i>Continuing.</i> See 1.1, above</p> <p><i>Complete,</i> Nov2013</p> <p><i>Complete,</i> Jan2014</p> <p><i>Implemented.</i> These data allow us to feed information back to Section Heads</p>	<p>Increase survey results from 78% males and 62% females finding the annual P&amp;DR helpful to &gt;80% for both sexes within 3 years.</p> <p>These data will inform a future Action Plan.</p>	<p><b>PARTLY ACHIEVED, BUT MORE TO DO.</b> In the 2015 survey, 83% academic staff replied they had a PandDR (92% at higher grades<sup>7</sup>) of whom 75% found it helpful (71%F, 81%M, but 80%F, 88%M at higher grades). NB. School data indicate &gt;90% staff had a PandDR and we shall adjust the term "appraisal" in our survey to "PandDR" to avoid confusion in the future. Actions continuing in <b>SAP1.1, 1.3, 2.12</b></p>
2.4	Introduce and embed the use of workload models	<p>Introduce a workload model form for non-clinical academic staff, to be reviewed as part of the annual P&amp;DR. Workload models have not been used previously, so we shall monitor the usage of workload models in P&amp;DRs. We will also monitor the number of applications for promotion to see if we can detect an impact on this, as well as monitoring satisfaction with workload (via our survey). In the future, if a gender disparity in satisfaction with workload persists, we shall investigate whether there are qualitative and quantitative differences in the workload of female and male academic staff.</p> <p>Section Heads will be asked to comment in their annual report (on the use of workload models in their Section and</p>	<p>HoS and School Administrators, Section Heads, HR</p> <p>HoS via School Administrators</p>	<p><i>Introduced,</i> Mar2015 though has met with some resistance in some areas. Will be effectively a pilot in those areas where it has been implemented.</p> <p><i>From end of 2015 then annually</i></p>	<p>In our survey, overall, 83% of men and women agreed their workload was fair compared to their peers but there was a gender disparity in agreement at Sen Lect (81%M, 60%F) and Prof (83%M, 76%F). We aim to get agreement to &gt;80% for both genders at these grades within 4y (this will take time to embed, but we expect to see some progress by the time of our next survey in December 2014 and more by end of 2016).</p>	<p><b>WORKLOAD MODEL DEVELOPED</b> We also achieved our aim of improving agreement that workload is fair compared to peers: across the higher grades<sup>7</sup>, agreement now stands at 84%F, 83%M (49F, 75M respondents).  The overall figure remains the same.  WLM will be taken forward under <b>SAP2.7</b></p>

		how work is distributed in their Centre/Division/Institute.				
2.5	Investigate the reasons for the major "leak" in the non-clinical "pipeline" between UE06/07 and UE08	<p>The report from the working group established by the HoS to report into non-clinical career development and support should provide vital information on this and will make recommendations to the HoS at the end of 2013.</p> <p>Devise and implement an exit questionnaire with option for interview for all staff that leave, with findings presented to the HoS and relevant themes reported to the SAT on a 6-monthly basis.</p> <p>We shall utilise our Survey data (especially free text comments) to provide further insight. These data will be assessed by the SAT and used (with both of the above) to formulate and/or modify School and CMVM policies to further help support and progress female postdoctoral staff.</p>	<p>Chair of the working group; HoS.</p> <p>HR, SAT</p> <p>AS Support Officer, SAT. Policies to be implemented by HoS.</p>	<p><i>Continuing</i>, Following report in early 2014</p> <p><i>Complete</i>, Jan2014</p> <p><i>Continuing</i> Survey data and verbal feedback used to formulate new (eg "caring for carers") and promote existing policies.</p>	Decrease the attrition rate of females between UE07 and UE08 from the current 3-fold to 2.5-fold in 3 years.	<p><b>MORE TO DO.</b> This has come down from 3.1-fold in 2012, to 2.7-fold in 2014, but we still need to improve.</p> <p>Measures to address the UE07 to UE08 transition are outlined in <b>SAP2.1</b></p> <p>In <b>SAP2.9</b> we shall identify the obstacles to women in the transition from UE06/07 to UE08.</p> <p>Other measures to reach and support UE06/07 and UE08 staff in promotion and career development are outlined in <b>SAP2.3, 2.8, 2.11, 2.12</b></p>
2.6	Investigate the reasons for the leak in the pipeline of female clinical academics at AC2 to AC3 and poor promotion to AC4.	<p>We shall monitor this closely. We shall use data from our Survey, especially free text data, to gain insight and will carry out an exit survey with all females leaving AC2/AC3 posts to discover their career destination (if they are not continuing in academia, then we need to discover why) and whether more could have been done to support them.</p> <p>We shall carry out focus group work with AC2 and AC3 staff (facilitated by the Scottish Resource Centre for Women in SET) to investigate the underlying reasons and identify issues</p>	<p>To preserve confidentiality, free text data will be analysed by the AS Support Officer. Using information gained from exit surveys, HR will develop specific follow-up research to explore the various reasons why female clinical academics leave.</p> <p>HoS, SAT</p>	<p><i>Continuing</i>. Exit surveys implemented by HR early 2014.</p> <p><i>Complete</i>. The task group led by Lorna Marson was set up in Apr2014 and</p>	Collection of data to use to identify specific measures that can be put in place to promote the transition of females from AC2 to AC3. We shall use these data to develop our future Action Plan.	<p><b>ACHIEVED</b> Taken forward in <b>SAP2.6, 5.1</b></p>

		<p>that are specific to Edinburgh clinical academics that we can address in the future.</p> <p>We shall lobby through relevant organisations (Academy of Medical Sciences, Society of Endocrinology, Society of Biology, Biochemical Society, Pharmacological Society etc) to investigate the national (eg clinical training) issues that hinder the recruitment, retention and promotion of female clinical academics.</p>		<p>reported in Oct2014. Report also taken to CSG.</p> <p><i>Continuing.</i> Eg. Clinical SAT members spoke at Mentoring event in Edinburgh co-organised with the Academy of Medical Sciences.</p>		
2.7	Reduce the decline in the proportion of women between UE07 and UE10 and between AC2 and AC4	<p>Monitor promotion rates to establish that these retain parity or improve against male rates of promotion. If parity rates fall, we shall investigate the reasons why.</p> <p>During the annual promotion round, HoS to ask Section Heads (via a pro forma report) whether promotion has been discussed for all UE08/09 and clinical academic staff at equivalent grades during their annual P&amp;DR. If not, then establish why not.</p>	<p>SAT, with HoS to lead investigation into any failure to maintain equal or greater promotion rates for females.</p> <p>HoS, School Administrators, Section Heads</p>	<p><i>Continuing.</i> On an annual basis following the promotions round, capturing any out-of cycle promotions.</p> <p><i>Continuing.</i> Replies received, Mar/Apr2015.</p>	<p>Increase the female proportion of staff at UE08-10 and AC3/4 by 10% or more in 3 years</p> <p>Increase the proportion of females applying for promotion to UE08-10 and clinical grades 3/4 by 10% above current levels in 3 years.</p>	<p><b>MORE TO DO</b> In 2y, UE08 increased by 9%. However, UE10 declined by 2% and UE09 by 2.4%; AC3 declined by 10% but AC4 increased by 17%. Actions to specifically address this in <b>SAP2.5 and 6.1</b></p> <p><b>PROMOTION RATES ACHIEVED.</b> See 2.2, above</p>
<b>UG and PG students</b>						
3.1	Increase the proportion of female medical UG choosing a clinical academic career.	<p>Engage the student-led UG Atrium group in discussions to explore ways of promoting an academic career to UG students.</p> <p>Hold an "Inspiring women conference" timed to coincide with UG graduations as well as the end of the intercalated honours year for UG medical students.</p>	<p>SAT, President/vice-president of Atrium</p> <p>AS Officer/SAT</p>	<p><i>Proposed from</i> Feb2014 but dropped in favour of more inclusive actions (Atrium is an elite group).</p> <p><i>Complete.</i> June 2014</p>	<p>We are aiming for a year-on-year increase of 10% in the proportion of clinically qualified women entering PG by 2017 (data on clinically qualified women will be obtained retrospectively by informal mechanisms and will be formally captured in the future; 3.4, below).</p>	<p><b>ONGOING</b> Some actions achieved. Data on clinically qualified women entering PG are now being collected (to 2017).</p> <p>Other actions modified or dropped in favour of a more holistic and engaged approach. <b>SAP3.1</b></p>

		<p>Promote a research career to female UG students by leafleting at the inspiring women conference, the annual Atrium conference held for medical UG in February each year and the annual careers fair.</p> <p>Include a link to our Athena SWAN website on the careers page of EEMeC (the Edinburgh Electronic Medical Curriculum, used by all medical students on a daily basis).</p>	<p>AS Officer, SAT, President/vice-president of Atrium, CMVM Dean of Students</p> <p>MBChB Personal Professional Development theme Head, SAT</p>	<p><i>Proposed</i> annually. <i>Instead</i>, research career promoted at annual careers day and Personal Tutors informed about AS in annual training day by SAT members.</p> <p><i>Complete</i>, Feb2014 Our AS website is linked from the Academic Careers section of EEMeC</p>		
3.2	Investigate the career choices of female medical UG students	<p>Obtain data on the career destinations of medical UG from the Deanery.</p> <p>Request data from the Scotland PG Deanery (a regional academic foundation programme for all clinical trainees interested in an academic career) to discover the proportion of males and females from Edinburgh and elsewhere registered on the programme.</p> <p>Obtain funding (we are currently investigating possible sources, including the Academy of Medical Science) to carry out a research study to investigate the <u>reasons</u> for the career choices of UG medical students.</p>	<p>AS Officer, SAT</p> <p>AS Officer, Clinical members of the SAT</p> <p>SAT Chairs</p>	<p><i>Proposed</i>, annually, in September</p> <p><i>Proposed</i>, annually, in September</p> <p><i>Proposed</i> to submit application in Autumn 2014 to research the cohort graduating in 2015</p>	<p>These data and data generated by the research study will be used to inform a future application for an AS silver award.</p> <p>We shall also provide our data and research in response to national calls for evidence relating to female clinical academic careers.</p>	<p><b>OBJECTIVE MODIFIED AND EXPANDED</b> It became clear in the course of our work that a more holistic approach was needed, with a gender impact assessment of the entire MBChB curriculum. A paper will be proposed to CSG for a part-time researcher to carry out this work as part of a Student Engagement Group, under the guidance of a Student Engagement Officer (a new SAT role). <b>SAP3.1</b></p>
3.3	Maintain the high level of applications from and offers made to females for UG medicine.	We will closely monitor the numbers of applications from females to UG medicine and the proportion made offers. E&D guidance is provided to UG selectors and most will have undergone training, though it is not mandatory. If we discover a gap opening up between applications and offers, we shall assess measures that can be put in place to address this, including mandatory E&D	SAT	<i>Continuing</i> Yearly, in the analysis of data	Maintenance of female UG applications, offers and acceptances at current or greater levels.	<b>ACHIEVED</b> Currently all at >60%F (all >56% 2y ago).

		and unconscious bias training of selectors.				
3.4	Investigate whether there is a gender imbalance in clinical PGR students.	Identify and quantify clinically qualified PGR students.	PG Manager, CMVM	<i>Complete</i> Jul2015	Obtain data to inform a future plan.	<b>ACHIEVED</b> Tab now added to EUCLID to allow input and reporting of clinical qualifications
3.5	Investigate the reason for the low F:M ratio of PGT students on on-line courses and establish whether this underlies the low female proportion of applications, offers and acceptances on PGT programmes.	We shall engage with the CMVM PG Manager, the CMVM marketing Officer, the CMVM PGT Director (a clinical academic) and Deputy Director (a specialist in on-line courses in R(D)VS) and with Programme Directors to discover their insights into the gender disparity in students enrolled on online PGT courses. If attractiveness of promotional materials is a factor, we will work with course organisers to adjust these to ensure online PGT courses present a positive image of women and are attractive to women, regardless of nationality.	CMVM PG Manager, SAT Chairs, CMVM PG Marketing Officer, CMVM Director and Deputy Director PGT, School PGT Directors, Programme Directors	<i>Complete</i> As part of the Annual QA review cycle (from Dec2013)	An increase in the proportion of female students enrolled on online PGT courses by 2015. The overall figure will depend on the nature of the specific PGT programme.	<b>ONGOING</b> Our extremely successful surgical ChM and MSc programs (accounting for a large proportion of our online students) remain heavily male dominated, reflecting the gender balance of the specialty from which applicants are drawn. Continued in <b>SAP4.2</b>
3.6	Ensure there is provision for a female member of thesis committees for PG research students.	Almost all PG thesis committees for female students already have at least one female member. Where this is not the case, the reason will be investigated with the Supervisor, the wishes of the student sought and a female committee member invited if the student would prefer this. Female UE08-UE10 staff in the area may already be heavily committed. Fixed-contract UE07 staff can act as assistant supervisors and, if appropriate, a female UE07 staff member will be invited to sit on a thesis committee to ensure a female presence.	CMVM Director of PG research, School and Centre PG Directors.	<i>Continuing</i> Implemented from Sep2014 (start of academic session).	Satisfaction with the gender composition of thesis committees will be monitored through the School staff-PG student liaison committees.	<b>PARTLY ACHIEVED</b> Whilst there has been no dissatisfaction voiced (including through SSLCs), we have identified some all male thesis committees for female students. We shall therefore mandate that both genders be represented on committees for all PhD students. <b>SAP4.5</b>
<b>Work-life balance</b>						
4.1	Raise awareness of flexible working and other family friendly policies.	College inductions to be held for new staff which will specifically highlight a range of policies including family friendly policies	HR members of SAT	<i>Implemented</i> From Nov2013. However, poor attendance has led us to modify induction	Increase awareness of flexible working and other family friendly policies from the current 47% of males and 35% of females to >70% both genders (monitored through	<b>ACHIEVED</b> Amongst academic staff, 74%F and 83%M agree that they have been given clear information (or know where to find it) about

		<p>CMVM contracts to be sent out with red wrap around sheet highlighting where to find information about family friendly policies and College HR contacts.</p> <p>Regular sessions on flexible working and other family friendly policies will be held across the College, including in our lunchtime career development fora.</p>	<p>HR</p> <p>HR</p>	<p>procedures (see <b>SAP2.8, 1.5</b>)</p> <p><i>Implemented</i> From Nov2013</p> <p><i>Implemented.</i> ?? events held to Jun2015, ?? attendees</p>	<p>our survey) by December 2014.</p>	<p>policies relevant to gender equality, including flexible working; this rises to 100%F at higher grades<sup>7</sup> (49 respondents) and 95%M.</p> <p>45%F &amp; 58%M academics agree they are kept up to date with changes in legislation/policy relevant to gender equality, rising to &gt;70% both genders at higher grades<sup>7</sup>. When non-academic staff are included, agreement is lower at 69%F/M and 39%F/M for both questions, respectively. Continued/new actions in <b>SAP1.1, 5.4, 5.7.</b></p>
4.2	Develop and implement a policy on children in the workplace across the College	To address the high variability in local policies across CMVM regarding access of children to the workplace on an occasional basis (eg at weekends to allow their parent to attend to a piece of work), we shall develop a CMVM policy on children regarding safe access to the workplace that covers both Schools and all sites and addresses the needs of working parents.	SAT, CMVM Health and Safety Manager, Buildings Manager	<i>Complete</i> Policy developed, agreed with Buildings managers and Health & Safety and implemented May2015	Implementation of a consistent policy on children in the workplace across the College.	<b>ACHIEVED</b> Policy implemented May2015, communicated in our AS newsletter July2015.
<b>Support</b>						
5.1	Carry out qualitative research to investigate the problems that face women in a clinical academic career, in particular from PG to tenure track position.	Establish a task group of current clinical academics and those who are now in full-time clinical work to identify the reasons for women declining to choose clinical academic careers. The task group will also be informed by work under 2.6 and 2.7, above.	SAT Chairs, SAT members, co-opted clinically qualified staff	<i>Complete</i> Group established, Apr2014	Group to report with recommendations in September 2015. The recommendations will be used to inform future actions, including a future application for an Athena SWAN silver award.	<b>ACHIEVED</b> Task group led by SAT member Lorna Marson reported in Oct2014. Report also presented to CSG. Recommendations taken forward in <b>SAP2.5, 5.1</b>
5.2	Implement further support for maternity leave.	Develop and trial a template for a "maternity leave agreement" with line manager, to specify staff members	HR, SAT Chairs, HoS	<i>Developed</i> June 2014	Maintain the current proportion of women returning from maternity leave.	<b>PARTLY ACHIEVED</b> A template was drafted, but implementation was

		<p>preferences regarding inclusion and involvement with work during maternity leave.</p> <p>Develop and institute a “buddy scheme” for women on maternity leave and 6 months following return to work. This will be offered on first notification to HR of intention to take maternity leave. Buddies will normally be volunteer female staff at the same or higher grade, who have taken maternity leave within the last 5 years.</p> <p>We shall evaluate both schemes by questionnaire, following return to work.</p>	<p>HR to investigate options for developing and instituting a formal "buddy system"</p>	<p><i>Currently being rolled out</i></p>	<p>We shall evaluate the agreement and buddy schemes with a qualitative analysis (aiming to find out what has worked/not worked with the schemes) rather than a quantitative analysis, as numbers will be quite small and % may therefore be misleading.</p>	<p>delayed as UoE was revising maternity provision. This will now be implemented under <b>SAP5.3</b></p> <p>It is too early to assess the impact of these measures, so they will be taken forward as part of future work in <b>SAP5.3</b></p>
5.3	Increase awareness and acceptance of flexible working	<p>Regular sessions on flexible working and other family friendly policies will be held across the College, including in our lunchtime career development fora (see 2.2, above for details).</p> <p>The P&amp;DR form and guidelines will be amended to encourage managers and staff to discuss options for flexible working where this is appropriate.</p>	<p>HR</p> <p>HR</p>	<p><i>Implemented From Mar2014</i></p> <p><i>Implemented Mar2014</i></p>	<p>Promote greater awareness and acceptance of flexible working opportunities by December 2014 (assessed by several questions on our survey).</p>	<p><b>PARTLY ACHIEVED.</b> See 4.1, above. Also, 79% academic staff agreed their line manager is supportive of requests for flexible working, but at higher grades<sup>7</sup>, this was 81% (up from 71% in 2013, with M&amp;F similar %). 90%F at higher grades (42 respondents) agreed their line manager was supportive of <i>ad hoc</i> flexible working. This was 82% across all academic grades (79% across all staff and PGR students). More to do: <b>SAP1.1, 5.2, 5.4, 5.7</b></p>
5.4	Increase networking opportunities and peer-support amongst female academics	<p>Hold Athena SWAN networking "pot-luck" lunches for staff every 3 months, rotating between sites. Networking lunches aimed at women will alternate with themed lunches (carers; part-timers) for all staff, to encourage peer support more generally. We shall also include a themed lunch aimed at the issues men encounter around flexible-</p>	<p>SAT, organisational culture sub-committee</p>	<p><i>Action changed.</i> Early in 2014 we decided to combine “brown bag” lunches with the lunchtime fora, a move which has promoted networking after the</p>	<p>Increase the proportion of female staff who agree with the statement that “my workplace provides me with useful networking opportunities” (currently 79%) to be equivalent to male staff (currently 86%) by December 2014.</p>	<p><b>ACHIEVED</b> Amongst academic staff, 85%F and 90%M now agree (96%F, 91%M at higher grades<sup>7</sup>). Amongst all staff and PGR students, this now stands at 81%F, 85%. Continuing with <b>SAP2.3, 5.1, 5.4, 5.5</b></p>

		working.		sessions.		
5.5	Embed mentoring throughout Schools	<p>Champion mentoring through the central HR Mentoring Connections scheme by raising awareness through the Schools (emails, posters, lunchtime fora) and IAD.</p> <p>Review feedback of the Mentoring Connections scheme collected by central HR at the end of the current cycle. Forward recommendations to the steering group.</p> <p>Monitor the uptake of mentoring by females across the Schools.</p>	<p>SAT Chairs, Heads of School, IAD</p> <p>SAT, SAT Chairs, Mentoring Connections steering group</p> <p>Mentoring Connections steering group</p>	<p><i>Implemented</i> From Nov2013</p> <p><i>Complete</i> Recommendations made.</p> <p><i>Continuing</i> A total of 44 mentees now matched in our Schools (up from 27 in 2013)</p>	Increase the proportion of staff who agree with the statement that "my workplace provides me with useful opportunities for mentoring" from 76% male and 72% females to at least 90% of both genders by November 2015	<p><b>PARTLY ACHIEVED</b> Disappointingly, across all staff and PGR students, the % is exactly the same as in 2013, despite widespread advertising of Mentoring Connections. However, amongst academic staff, there is a 4% increase in F and 3% in M agreeing. <b>At higher grades<sup>7</sup>, 76%F, 85%M now agree (up from 47%F, 75%M in 2013).</b></p> <p>More to do at lower grades. <b>SAP5.5</b></p>
5.6	Increase leadership capabilities of female academic staff at UE08 and above	<p>Recommendation to Section Heads that they nominate their UE08 (and above) female staff for Leadership training through the IAD. Section Heads to indicate on pro forma (see 2.7, above) whether the staff member has been offered leadership training during or following their annual appraisal.</p> <p>Monitor through IAD</p>	SAT Chairs, HoS	<p><i>Continuing</i> Replies from Section Heads received, Mar/Apr2015.</p>	An increase in the take-up of leadership training by 20% or more within 3 years.	<p><b>ACHIEVED</b> One clinical academic (AC3) and one non-clinical (Reader) undertaken Aurora training, as well as the SCS School Administrator - a key member of our AS SAT steering group (no-one had undertaken this training prior to 2013). Nine undertaken IAD training (none previous to Bronze award). Taken forward in <b>SAP1.3, 2.2, 5.6</b></p>
<b>Recruitment</b>						
6.1	Increase the number of female applicants for substantial academic positions	Inclusion of a statement in advertisements for all senior clinical and non-clinical substantive academic posts welcoming applications from women and other under-represented groups. If awarded, we shall include the Athena SWAN bronze logo in recruitment	HR	<p><i>Implemented</i> From Nov2013</p>	Increase the proportion of female applicants for posts at grades 8-10 and all clinical grades by ≥10% above current levels in 3 years.	<p><b>ONGOING</b> In 2y, the proportion of female applicants for clinical grades has increased from 40% to 46%, but for UE08-UE10 has decreased from 50%</p>

	material.  Add a question to the agenda for search committees to ask if they have identified suitably qualified female candidates and sought advice on how to increase female applications, e.g., through the use of networks).  Investigate the reasons for the low number of applicants for AC3 and AC4 positions	School Administrators  HoS, School Administrators	Search committees no longer exist, so this action has been replaced by actions in <b>SAP6.1</b>  Carried out		to 45%. We shall make further efforts under <b>SAP6.1</b>  The reasons are complex and varied. Steps to provide greater clarity and transparency outlined in <b>SAP6.1</b>
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### Notes:

- [1] HR in this Action plan refers to HR in the College of Medicine and Veterinary Medicine. University of Edinburgh HR is referred to as "Central HR".
- [2] Progress against objectives will be measured by analysis of annual staff and student data as well as by biennial survey (next, December 2014) and collection of *ad hoc* data. Annual data will be collated by HR staff and reviewed by the SAT at their Feb/March meeting.
- [3] Section Heads include Heads of Centres, Heads of Divisions and Heads of Institutes.
- [4] The Little France campus houses most of the School of Clinical Sciences, including the QMRI, Chancellor's Building, the Royal Infirmary of Edinburgh and the Scottish Centre for Regenerative Medicine
- [5] The Western General Hospital is a major site of the School of Molecular, Genetic and Population Health Sciences, and includes the IGMM and most of the Division of Pathology
- [6] The Central area includes parts of the School of Clinical Sciences, including the Dental Institute as well as the Centre for Population Health Sciences, part of the School of Molecular, Genetic and Population Health Sciences
- [7] Higher grades: Senior Lecturer, Reader, Professor

### Acronyms

**AS**, Athena SWAN

**CMVM**, College of Medicine and Veterinary Medicine

**CSG**, College Strategy Group, the highest decision making body in CMVM

**E&D**, Equality and Diversity

**ERI**, Edinburgh Research and Innovation (College management of grant applications, sign-off)

**HR**, Human Resources

**HoS**, Heads of the Schools of Clinical Sciences and Molecular, Genetic and Population Health Sciences

**IAD**, Institute for Academic Development

**IGMM**, Institute of Genetics and Molecular Medicine

**IS**, information services

**P&DR**, performance and development review (appraisal)

**PG**, post-graduate

**PI**, Principal Investigator

**PTES**, Postgraduate taught students experience survey (national)

**QMRI**, Queen's Medical Research Institute

**SAT**, Athena SWAN self-assessment team

**SCS**, School of Clinical Sciences

**SMGPHS**, School of Molecular, Genetic and Population Health Sciences

**SRC**, Scottish Resource Centre (for Women in SET)

**UG**, undergraduate