Athena SWAN Silver university award application

Name of university: University of Edinburgh

Date of application: April 2015

Date of university Bronze award: 2006, renewal 2009 and November 2012

Contact for application: Professor Jane Norman, Vice Principal People and Culture

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Applications at Silver university level should demonstrate a significant record of activity and achievement by the university in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze university award application, how the university has built on the achievements of award-winning STEMM departments, and what the university is doing to help individual STEMM departments apply for Athena SWAN awards.

Abbreviations	
AS	Athena SWAN
BME	Black and Minority Ethnic
CHSS	College of Humanities and Social Science
CMVM	College of Medicine and Veterinary Medicine
CSE	College of Science and Engineering
E&D	Equality and Diversity
EqIA	Equality Impact Assessment
GEM	Gender Equality Mark
HESA	Higher Education Statistics Agency
HR	Human Resources
IAD	Institute for Academic Development
R(D)SVS	Royal (Dick) School of Veterinary Studies
SAT	Self-assessment team
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UB	Unconscious Bias
VP P&C	Vice-Principal People & Culture
WiSTEMM	Women in STEMM

In this submission references to actions in our Silver action plan are in bold.

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

1. Letter of endorsement from vice-chancellor	500 words

The Principal, along with the University's Central Management Group, considered this application at the CMG meeting on 14 April 2015. The Principal and Vice-Chancellor, Professor Sir Timothy O'Shea, sent his letter of endorsement on 16 April and a copy is included with this application.

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16th April 2015

Sarah Dickinson
Athena Swan Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Sarah,

It is a pleasure to be able to endorse this application.

Equality in general, and gender equality in particular, is an issue that is crucially important to me as an individual and to Edinburgh as an institution. Under my leadership, the importance of gender equality is signalled to our own staff and students and to our external partners by the inclusion of the following targets in the University's 2012-2016 Strategic Plan:

- Increase the proportion of female academic staff appointed and promoted to Lecturer, Senior Lecturer, Reader and Professor levels, and reduce the gender pay gap for University staff
- Achieve the institutional Athena SWAN Silver award.

In order to achieve these targets, one of six strategic themes in the plan is devoted to equality and widening participation. I appointed a senior member of University staff to lead this theme by creating the post of Vice Principal for Equality and Diversity in 2006, the first such appointment in Higher Education in Scotland.

Edinburgh has been an enthusiastic supporter of the Athena SWAN scheme since its inception, being a proud holder of a University Bronze Award since 2006. For the last two years, I have held an annual event to celebrate and thank those involved in gender equality work and in getting (and keeping) Athena SWAN departmental awards. It is pleasing to see the enthusiasm for gender equality activity increasing year on year, and a real embedding of the principles throughout the institution. Indeed, I note that several non-academic departments (Information Services and Corporate Services) are taking an 'Athena SWAN' approach to review their own departmental practice.

Of great disappointment to me personally, is the widening pay gap at UE10 over the last two years. Parity of pay has been achieved at all other grades, and in the University as a whole, but the pay gap at UE10 remains. The Remuneration Committee have set up a

Gender Pay Gap task group to analyse the reasons for this, and to suggest effective strategies, and both I and the University Court will keep this issue under close review.

It is pleasing that commitment of staff to gender equality has been matched by a progressive improvement in the representation of women at senior levels in Edinburgh. Gender balance has now been achieved on the University court. Two out of our three Heads of College are female. We have also seen a progressive increase in the proportion of women at UE10 (Professorial) and UE9 (Senior Lecturer/Reader) levels, although there is still much further to go. It comes as no surprise that the increased representation of women is associated with a rising position in league tables (e.g. our Times Higher Education World Reputation Ranking has risen from 46 to 29).

I am very grateful to all the staff, male and female, who have worked so hard firstly to put strategies in place to support gender equality, and secondly to prepare this submission. Our Action Plan, which I enthusiastically endorse, demonstrates how we will address the gender inequalities which remain.

Yours sincerely,

THE QUEEN'S
ANNIVERSARY PRIZES
FOR HIGHER AND FURTHER EDUCATION
2013

2. The self-assessment process   885 words excluding table

    a) A description of the self-assessment team: members' roles (within the university, within the department, and as part of the self-assessment team) and their experiences of work-life balance.

The self-assessment of the University of Edinburgh's Athena SWAN (AS) Bronze submission in 2012 was undertaken by our **AS Network**, a vibrant group consisting of all academic Convenors of AS teams in all Schools/Departments, HR representatives and the AS Project Support Officers from each of the Colleges, the University AS contact and the Vice-Principal People and Culture[1] (VP P&C). The AS Network, established in 2010, is a valuable forum for the sharing of good practice, ideas and resources amongst the School-level teams, as well as providing a simple route for communication, consultation and identification of additional support requirements.

Since our last submission, our self-assessment structures have evolved to reflect the wider reach and impact of the AS ethos and relevant activities across the entirety of the institution. In January 2014 we established the **Advancing Gender Equality Working Group [AGEWG]** to:

- act as the self-assessment team (SAT) for the University's AS Silver submission.
- review the University's performance and progress in promoting gender equality, with particular regard to the career progression of female academic staff.
- support the University in meeting the gender-related targets in its Strategic Plan.
- evaluate the impact and promote the sharing of University-wide (and School) good practice initiatives in gender equality and develop a plan of priorities for further action.

The lines of communication between AGEWG and the AS Network are strong, with reciprocal membership for both Chairs. Several AGEWG members are also members of the Network. The Groups share information and meeting minutes via an established wiki.

The membership of **AGEWG** is detailed in Table 1. The Group is comprised of academic and non-academic representatives from our three academic Colleges, and from Governance & Strategic Planning, Institute for Academic Development, Edinburgh University Students Association, Corporate Services, and Human Resources. The membership also includes an individual from the University Court as testament of the interest taken in, and the value placed upon our AS work by the highest authority in the University. All members act as Champions of the AS principles in their work areas.

Table 1. Members of AGEWG. Individuals shaded in red are also members of the AS Network.	
Name	Role and Experience
Chair: Professor Jane Norman Vice-Principal People & Culture (VP P&C), Professor of Maternal and Fetal Health	Responsibility for leading the implementation of the University's E&D Strategy in relation to both staff and students. In dual career marriage with two teenage children.

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[1] Formerly titled Vice-Principal Equality & Diversity until April 1st 2015.

Dr Katherine Brookfield Research Fellow	Project manager and researcher on a 3 year study employed on a full time fixed term contract.
Dr Simon Clark Head of School of Economics and Chair of AS Network	Directly responsible for E&D issues in Economics, Convenor of the School's AS SAT and Chairs the University AS Network. Experience of work-life balance is that it takes understanding and compromise by all concerned.
Doreen Davidson University General Council Court Assessor	Senior Director of HR for a global organisation, and member of important university groups including Policy & Resources Committee, People Committee and Annual Review Working Group. In dual-career relationship.
Gavin Douglas University Deputy Secretary - Student Experience	Responsibility for leading a broad range of student support services across the University. Experiences of work-life balance: managing senior management role at work while being "squeezed at both ends" outside work (daughter plus elderly parents)
Hugh Edmiston Director of Corporate Services	Responsible for risk and safety management at the University and Director of Corporate Services Group with 2000 professional and operational staff. In dual career marriage with two teenage children and a significant commute to work.
Dr Catherine Elliott College Registrar, College of Medicine and Veterinary Medicine (CMVM)	Responsibility for College budget and operational support for research, education and innovation. Full-time working mother of a teenager.
Rhona Feist AS Project Support Officer, College of Humanities and Social Science (CHSS)	Supports CHSS Schools through the AS/GEM application process and promotes 'best practice' across the College. A former Research Assistant, familiar with the challenges faced by early-career researchers.
Professor Bob Fisher Professor of Computer Vision and Head of Graduate School in School of Informatics	Responsibility for the training and well-being of ~300 PhD students. Former Dean of Research in College of Science and Engineering (CSE) and member of the University's REF2014 E&D panel. In dual career marriage with three children.
Anna Girling Equality and People Data Officer, CMVM	Supports the CMVM AS teams and E&D Committee. Combines part-time working with PhD studies. Is also PGR member of the GEM SAT in School of Literatures, Languages and Cultures.
Dr Gillian Gray Reader in Cardiovascular Pharmacology	Former Chair of the British Pharmacological Society 'Women in Pharmacology' committee. In dual career marriage with a child under 10.
Theresia Handayani Mina PhD student	International student ambassador for CMVM, science communication and public engagement enthusiast.

Dr Erika Hanna Chancellor's Fellow in History	Research-focused academic with recent experience of recruitment and induction. Caring responsibilities for elderly parents.
Professor Jane Hillston Professor of Quantitative Modelling	Led School of Informatics successful Silver AS application in 2013. In a dual academic career marriage. Combines career with looking after elderly relative and two teenage daughters. Worked part-time when children were younger.
Dr Lisa Lee Research Fellow	Recently led a successful pilot programme to support researchers returning after a career break. Benefits from flexible working arrangements, has three children aged 4, 7 and 9 and in dual career marriage.
Zoe Lewandowski Director of Human Resources, University HR Services	Responsibility for delivering and shaping the University's people strategies and policies and providing leadership to the HR function on a University-wide basis. In dual career marriage.
Eve Livingston Vice-President, Edinburgh University Students Association	Responsibility for student welfare and equality and diversity work. Brings the student perspective and voice to the Group's discussions and planning.
Dr Elise Malavasi Postdoctoral Research Fellow	Postdoc representative on both the Institute of Genetics and Molecular Medicine and CMVM E&D committees.
Professor Lesley McAra Professor of Penology	Former Head of Edinburgh Law School, the first woman to hold that position, and former member of the School's AS SAT. Married with two grown-up children and one grandchild, and caring responsibilities for two elderly relatives.
Dr Stephen Moggach Lecturer in Inorganic Chemistry	Convenor of the School of Chemistry's AS SAT and led the School's Gold submission in 2012. In dual career marriage with young family.
Professor Alan Murray Dean of Students in CSE, and Head of the Institute for Bioengineering	Responsible for undergraduate and postgraduate student support and academic guidance in CSE. Married with adult son and daughter and one grand-daughter.
Peter Phillips Deputy Director of Planning, Governance & Strategic Planning Unit	Responsible for coordinating the University's planning process and producing equal opportunities data for monitoring and scrutiny. In dual career relationship, has one adult son and shared caring responsibilities for elderly relative.
Dr Sara Tilley Research Associate	Researcher on two studies - each on a part-time, fixed-term contract.
Dr Jon Turner Director of Institute for Academic Development (IAD)	Responsible for University-level support for staff and students around learning, teaching and researcher development. Married to partner who also works at the University.

Dr Caroline Wallace[2] Senior Partner, Equality & Diversity, University HR Services	University-level AS coordinator and responsible for supporting projects and programmes to advance diversity, equality and inclusion. Has two young children (ages 1 and 5 years) and benefits from a flexible working arrangement.
Val White Campus Operating Officer, Easter Bush Campus	Responsibility for leading the Campus Operational Services, including the Strategic HR capability for R(D)SVS and Roslin Institute. In dual career relationship with two young children, and supports a dependent family member.
Professor Lesley Yellowlees Vice-Principal and Head of CSE, Immediate Past President of Royal Society of Chemistry (RSC) - first woman to hold both positions.	Chairs CSE E&D Committee and RSC's Inclusion and Diversity Committee and is a Trustee of the Daphne Jackson Trust. Championed all Schools in CSE to gain AS recognition. In dual career marriage with two adult children.

b) An account of the self-assessment process: details of the self-assessment team meetings, including any consultation processes that were undertaken with STEMM departments that hold and/or are working towards Athena SWAN awards, and how these have fed into the submission

As described previously, the assessment of the University's Bronze submission in 2012 was undertaken by our **AS Network** (see Section 2a). The Network continued to act as the self-assessment team until January 2014, assessing progress and impact of activities arising from the Bronze action plan, and identifying additional actions that were taken in the earlier stages of our journey from Bronze to this Silver submission. The Network meets 3-4 times per year.

The **AGEWG** has met 7 times since its inception in January 2014 (every 2-3 months) to review the wider University's performance and progress in promoting gender equality and to develop a plan of priorities for further action. The enthusiasm for this work amongst the membership is evidenced by the average proportion of members attending, which stands at over 80%. The work of the Group is supported by Dr Caroline Wallace (Senior HR Partner Equality & Diversity) who is the University-level AS coordinator and non-academic/administrative lead on our Silver submission. In addition subgroups addressing 'Talent Management', 'Workload Modelling', 'Values' and 'Part-time working and Maternity Leave' met as required to develop recommendations to the Working Group.

Consultations across the University and externally have informed the development of the Silver submission and action plan:

- Consultation with the University's AS Network in the development of the Silver action plan, identifying areas/issues where a University-wide approach could be taken, and providing invaluable evidence of impact of the University's AS ethos and actions on Schools/Departments and on individuals.

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[2] Helen New was employed as maternity cover for Caroline Wallace and was a member of AGEWG May - December 2014.

- Since our previous submission over 80% of our STEMM staff have been consulted via AS culture surveys to inform School/Departmental action plans. Emerging themes from these surveys have informed our Institutional Silver action plan.

- Regular meetings between University AS coordinator, VP P&C and AS Support Officers in the Colleges to discuss support needs and common themes in School/Department level action planning.

- Feedback from annual WiSTEMM conferences since 2012, hosted by School of Chemistry, School of Informatics and the School of Physics & Astronomy respectively; and the Women in Medicine and Medical Sciences conference hosted by the Clinical Medical Schools in 2014.

- Consultation with recently recruited Chancellors' Fellows[3] on perspectives on gender equality.

- A meeting of Senate on Embedding Equality held in February 2014 provided a forum for consultation on progress and impact of our mainstreaming work.

- Presentations from Dr Vivien Hodges, AS lead for the University of Cambridge and Prof Alison Rodgers, AS lead for the University of Warwick.

- Discussions and feedback through the Scottish Athena SWAN Network (established by University of Edinburgh) and the Russell Group Equality Forum.

- Informal discussions prompted by our events highlighting the achievements and the specific needs of women, including International Women's Day annual lecture series and the 'Inspiring Women' portrait exhibition.

c) Plans for the future of the self-assessment team, such as how often the team will continue to meet and any reporting mechanisms.

AGEWG will continue to meet 3-4 times per year to review progress and impact of the University AS action plan, and develop further actions as required. Membership will be reviewed every 3 years to ensure that the Group is inclusive and continues to benefit from new ideas (**Action 3.1(i)**). The Chair of the AS Network will continue to have formal membership of AGEWG to maintain the bilateral flow of information between AGEWG and the Schools/Departments. AGEWG formally reports to the Equality Management Committee which, under new structures, provides annual reports directly to Court.

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[3] Chancellor's Fellowships are prestigious 5-year awards to support outstanding researchers at the start of their independent academic career.

3. A picture of the university	1539 words

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

Established by Royal Charter in 1582, the University of Edinburgh is a large and diverse research-intensive university ranked fourth in the UK and first in Scotland in the 2014 Research Excellence Framework. The University is home to some 33,000 students - comprising 21,700 undergraduates and 11,300 postgraduates - and over 12,000 staff of whom around half are academic.

The University's academic activity is organised into three Colleges, each headed by a Vice-Principal: the College of Humanities and Social Science (CHSS), the College of Medicine and Veterinary Medicine (CMVM) and the College of Science and Engineering (CSE).

Colleges are divided into 22 Schools which are the core units for teaching and research. Colleges and Schools have significant devolved powers to develop local best practice, operating within overarching policies and structures set down at University level. All Colleges and Schools work towards the overall University Strategic Plan.

Women were only allowed to graduate from the University following measures put in place by the Universities (Scotland) Act, 1889. The first female undergraduates were admitted in 1892 and eight graduated in 1893. By 1914 a thousand women had degrees from Edinburgh University.

Pictured: Fifty years on, three of the 1893 female graduates joined Principal Sir Thomas Holland on the platform for the graduation ceremony in the McEwan Hall.

(i) Structure of SET departments/faculties:

The College/School structure is described in Table 2. In the majority of cases individual STEMM Schools are the units of submission for AS awards. Where other STEMM units have been submitted for AS awards, these are highlighted below.

Table 2. Colleges and their Schools	
Colleges:	**Schools within Colleges:**
College of Science and Engineering (CSE) All Schools in this College are eligible for, and hold AS Departmental Awards.	• School of Biological Sciences • School of Chemistry • School of Engineering • School of Geosciences • School of Informatics • School of Mathematics • School of Physics and Astronomy
College of Medicine and Veterinary Medicine (CMVM) The School of Biomedical Sciences holds an AS Departmental Award. Together the School of Clinical Sciences and the School of Molecular, Genetic and Population Health Sciences form the University of Edinburgh's Clinical Medical School and hold a joint AS Departmental Award. The Royal (Dick) School of Veterinary Studies and the Roslin Institute hold separate AS Departmental Awards.	• Royal (Dick) School of Veterinary Studies (incorporating the Roslin Institute) • School of Biomedical Sciences • School of Clinical Sciences • School of Molecular, Genetic and Population Health Sciences
College of Humanities and Social Science The School of Health in Social Science is a STEMM School and holds an AS Departmental Award. The Edinburgh School of Architecture and Landscape Architecture and the Department of Psychology are both STEMM 'units' within larger Schools. Both are eligible for, and hold AS Departmental Awards.	• Business School • Edinburgh College of Art (incorporating Edinburgh School of Architecture and Landscape Architecture) • School of Divinity • School of Economics • School of Health in Social Science • School of History, Classics and Archaeology • Edinburgh Law School • School of Literatures, Languages and Cultures • School of Philosophy, Psychology and Language Sciences (incorporating the Department of Psychology) • School of Social and Political Science • Moray House School of Education

(ii) List of SET departments with valid Bronze, Silver or Gold awards. Give dates of each application, the year successful, and the date of renewal:

The University has been a member of the AS Charter since 2005 and has held an institutional Bronze AS award since 2006.

Table 3 details the University of Edinburgh's record of achievement of School/Departmental AS awards since joining the Charter. All 14 STEMM Schools/Departments now hold AS awards. The School of Chemistry is submitting for Gold renewal in the current round alongside the University's Silver submission.

The University also participated in the Gender Equality Mark (GEM) pilot in 2014 with two Schools/Departments in CHSS taking part and both achieving awards (Table 4). All remaining non-STEMM Schools in CHSS are working towards submissions for AS/GEM awards in 2015.

Table 3. University of Edinburgh AS awards held by Schools/Departments since 2005. All awards obtained since April 2012 are currently held.		
Award round date	School/Departmental Unit	Level of Award
April 2006 April 2009 (renewal)	School of Chemistry	Silver
7% STEMM Schools/Departments covering 4% STEMM staff		
April 2011	School of Biomedical Sciences	Silver
13% STEMM Schools/Departments covering 10% STEMM staff		
November 2011	The Roslin Institute	Bronze
20% STEMM Schools/Departments covering 18% STEMM staff		
April 2012	School of Chemistry	Gold
20% STEMM Schools/Departments covering 18% STEMM staff		
November 2012	School of Biological Sciences	Silver
November 2012	Royal (Dick) School of Veterinary Studies	Bronze
33% STEMM Schools/Departments covering 35% STEMM staff		
April 2013	School of Informatics	Silver
April 2013	School of Engineering	Bronze
April 2013	School of Maths	Bronze
April 2013	School of GeoSciences	Bronze
60% STEMM Schools/Departments covering 60% STEMM staff		
November 2013	Clinical Medical Schools (comprising School of Clinical Sciences and School of Molecular, Genetic and Population Health Sciences)	Bronze
November 2013	School of Architecture and Landscape Architecture	Bronze
November 2013	School of Health in Social Science	Bronze
November 2013	Department of Psychology	Bronze
93% STEMM Schools/Departments covering 94% STEMM staff		
April 2014	The Roslin Institute	Silver
April 2014 (renewal)	School of Biomedical Sciences	Silver
April 2014 (conversion from Juno Champion)	School of Physics & Astronomy	Silver
100% STEMM Schools/Departments covering 100% STEMM staff		

Table 4. University of Edinburgh GEM awards held. GEM awards will become AS awards following expansion of the scheme in April 2015		
Award round date	School/Departmental Unit	Level of Award
April 2014	School of Divinity	Bronze
April 2014	Institute for Sport, Physical Education and Health Sciences	Bronze

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues. Data should be provided for SET departments that hold Athena SWAN awards in comparison with SET departments that do not hold awards, and in context of the university as a whole.

Student data

(i) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance or negative trends and the impact to date. Comment upon any plans for the future.

Numbers

The vast majority of our undergraduate (UG) provision is full-time. A typical Scottish honours degree is of four years duration, with some degrees such as Medicine and Integrated Masters programmes lasting for five years.

Full-time
In the University as a whole, there has been an increase in both the absolute numbers (from 10,367 to 10,865) and the proportion of students who are female (from 57.0% to 59.0 %) from 2011/12 to 2013/14. This increase in representation has been mirrored in STEMM departments (absolute numbers from 4,335 to 4,418 and proportions from 50.1% in 2011/12 to 51.7% in 2013/14) (Figure 1 and Table 5).

Although the percentage of students who are female in STEMM departments is still somewhat lower than the University as a whole (51.7% compared with 59.0%), the proportion of female STEMM UG at Edinburgh is above the Russell group average of 47.4 %.

(Note: all our STEMM departments have an AS Award, so there are no data to present in STEMM departments without award).
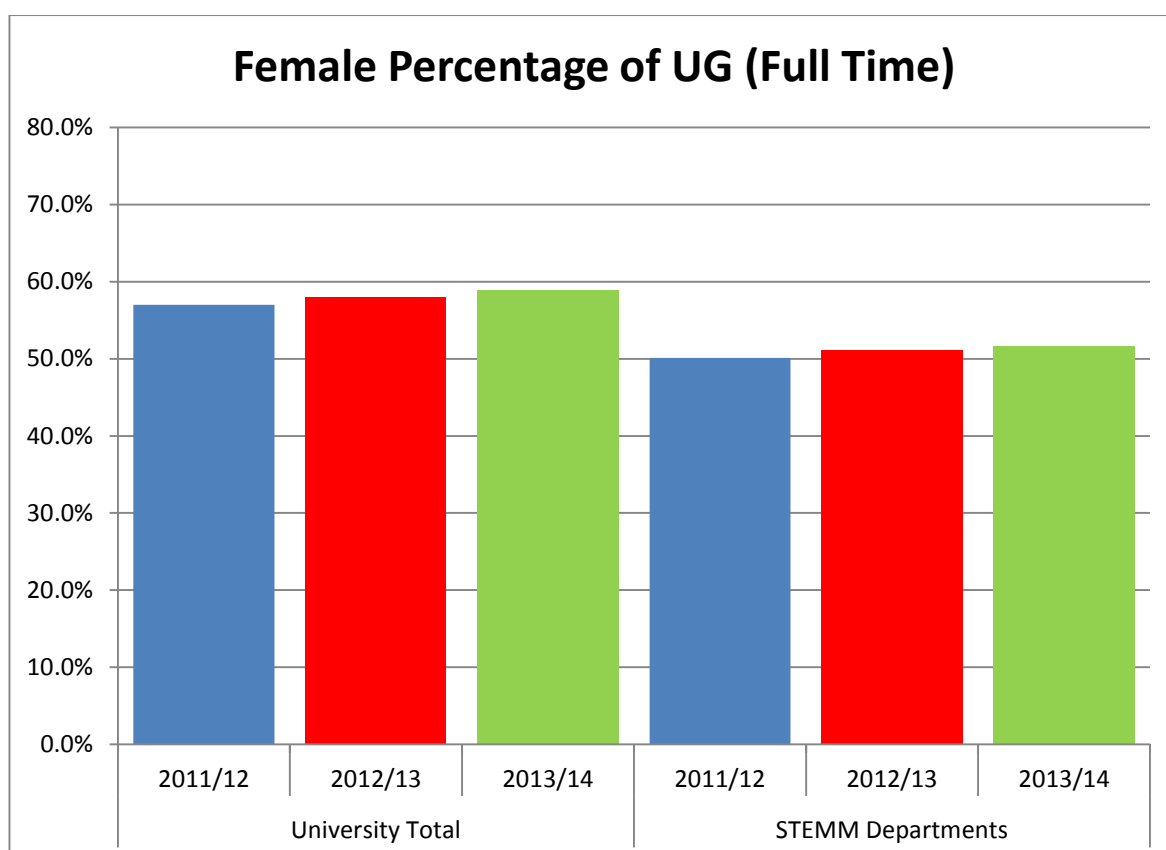
Figure 1. Proportion of female full-time undergraduate students.

Table 5. Headcount of full-time undergraduate (UG) students.				
UG FT	Year	Female	Male	Female %
University Total	2011/12	10,367	7,820	57.0%
	2012/13	10,690	7,739	58.0%
	2013/14	10,865	7,565	59.0%
STEMM Departments	2011/12	4,335	4,312	50.1%
	2012/13	4,381	4,194	51.1%
	2013/14	4,418	4,132	51.7%

Part-time
The number of undergraduates engaged in part-time study has nearly doubled since 2009/10, with 60.8% of these students being female in 2013/14. Within STEMM departments the figure has remained virtually static, with 40.0% of part-time students being female. However, the proportion of our undergraduate provision (by headcount) that is part-time is only 4.3% for the institution as a whole and 1.8% for STEMM subjects.

Attainment

The proportions of males and females receiving an exit qualification are similar, but female students are more likely than male students to graduate with a 1st Class Honours or a 2.1 Honours degree both overall (78.0% v 69.5%) (Figure 2) and in STEMM departments (83.4% v 75.7%). This

good performance in STEMM subjects reflects work conducted on identifying and addressing gender issues where they exist. For example, as part of its AS work the School of Physics and Astronomy is investigating the influence of gender on academic achievement in physics to develop teaching methodologies that support effective learning for all students[4].
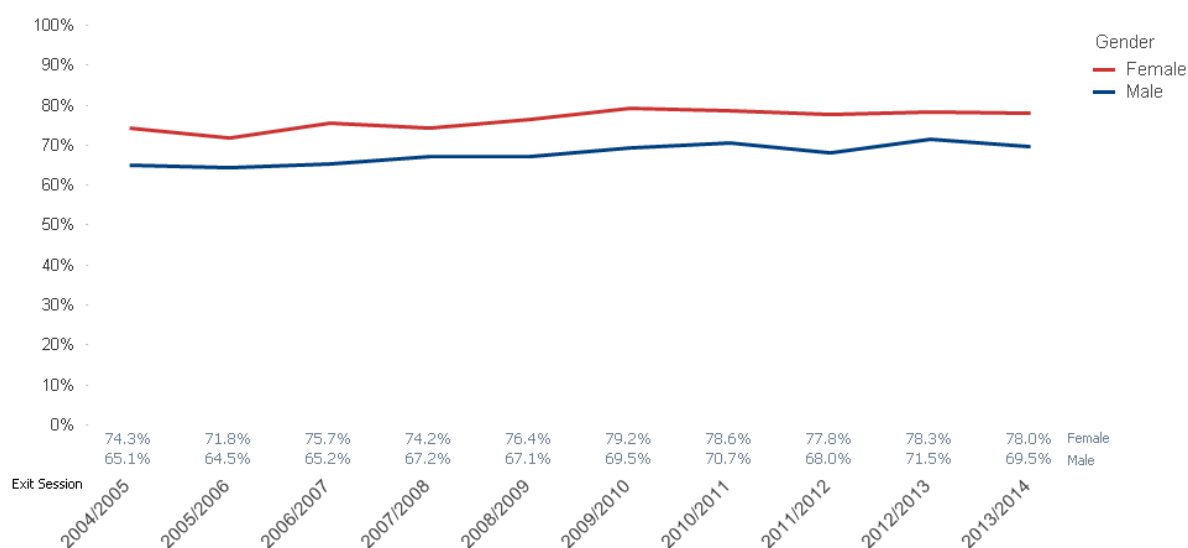

Figure 2. Proportion of male and female students achieving 1st or 2.1 Honours degrees.

Student environment

Responses to student AS surveys conducted in several schools reflect a supportive and enabling environment that promotes fairness and provides equality of opportunity for all students. For example 98% of students responded that their School is a great place to study for both males and females, and 95% agree that they are given equal opportunities to contribute or take the lead in various learning settings. 98% report that that they are treated with respect by staff and 97% by fellow students. However, the surveys revealed a general lack of awareness of relevant institutional policies such as the Dignity & Respect Policy. We are also aware that pockets of 'lad culture' that exist on UK university campuses often go unreported[5]. Actions to address this are described below in 'Initiatives and plans for the future'.

Progress since AS Bronze:

The overall picture is positive and we believe this reflects progress under our Bronze Action plan (AS 2012) and in School-level plans.

For example actions 15 and 16 in AS 2012 aimed to **attract young women into STEMM**, with two out of the most recent three International Women's Day (IWD) Lectures (open to the public) having been high profile female STEMM academics: Lesley Yellowlees (Professor of Chemistry, and Head of CSE) in 2013, and Anneila Sargent (Professor of Astronomy and Chair of NASA's Space

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[4] http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/staff/news/funding/previous-projects/january-2011/gender-in-physics
[5] *'That's what she said: Women students' experiences of lad culture in higher education'*. NUS, 2013.

Science Advisory Committee) in 2015. We have also celebrated female attainment in STEMM and non-STEMM subjects through our Inspiring Women Exhibition and App (described in Section 4(i)), and events such as screenings of the '*A Chemical Imbalance*'[6] documentary film celebrating female scientists. The University has run events with the Edinburgh International Science Festival for over 20 years and many of our Schools engage with initiatives to increase participation of women, such as Equate Scotland's Careerwise placement scheme.

Equality Impact Assessments (EqIAs) are carried out by Student Recruitment & Admissions on all student recruitment, admissions and widening participation policies and processes and are reviewed on an annual basis. These have been commended by the ECU as an example of good practice.

Since our previous submission the University has been revitalising its academic and pastoral support framework for students. Since 2013 every undergraduate and postgraduate taught student has had a dedicated personal tutor and peer support schemes are in place in each school.

Initiatives and plans for the future:

There is considerable variation in the proportions of female undergraduates between schools, from 18% in Informatics to 94% in Health in Social Science. To improve monitoring of equality and diversity and better support Schools to identify and address areas of concern, School-level UG student data benchmarked against national data will be provided annually to Heads of Schools **(Action 3.2(i))**.

To address issues emerging from School AS student surveys, and to ensure that the broader university environment allows female students to continue to flourish we will:

- Improve awareness and understanding of E&D in the student population, and pro-actively address 'lad culture' through a programme of work which provides Dignity and Respect training and information for students at induction and enhanced training for front-line staff **(Action 5.1)**.
- Pilot a peer mentoring scheme for female/BME first year students **(Action 5.2(ii))**.
- Examine the results of the Edinburgh Student Experience Survey by gender to identify areas for gender-related initiatives **(Action 5.2(i))**.

(ii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Female students form a majority in full-time and part-time PGT provision, both in the University as a whole and in STEMM subjects, with positive trends over time in three out of four of these categories. Our 2013/14 full-time proportion of females on STEMM subjects of 54.8% (Figure 3

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[6] http://chemicalimbalance.co.uk/. Funded through a Royal Society Rosalind Franklin Award to Professor Polly Arnold, School of Chemistry.

and Table 6) is higher than the Russell Group average of 49.6%. Although our part-time proportion of 53.4% females in STEMM subjects (Figure 4 and Table 7) is lower than the Russell Group average of 59.1%, this difference may be accounted for by profession-facing online distance learning courses such as our MSc in Surgical Sciences. Removal of the data for this course increases the proportion of females to 58%, closer to the Russell Group average. Again, these proportions will be monitored and published on an annual basis with School-level data provided to Heads of School (**Action 3.2(i)**).
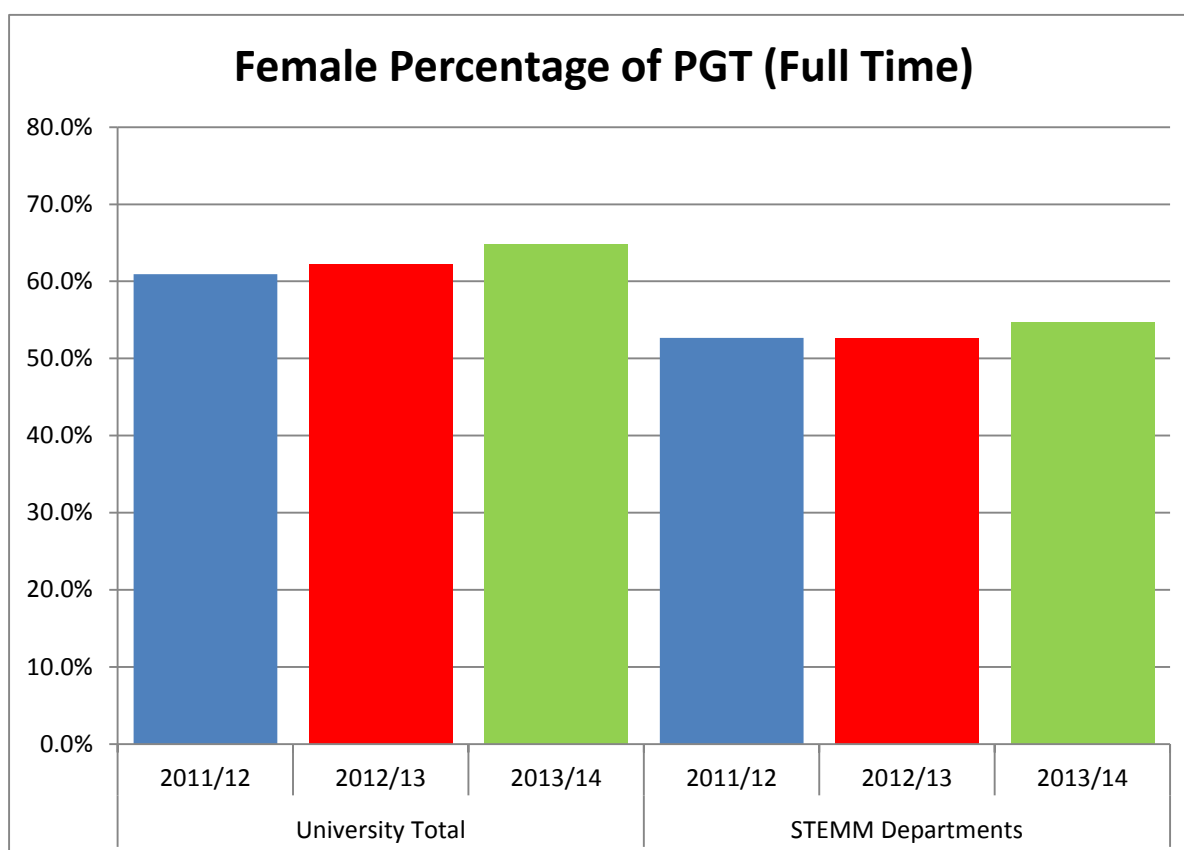

Figure 3. Proportion of full-time female taught postgraduate students

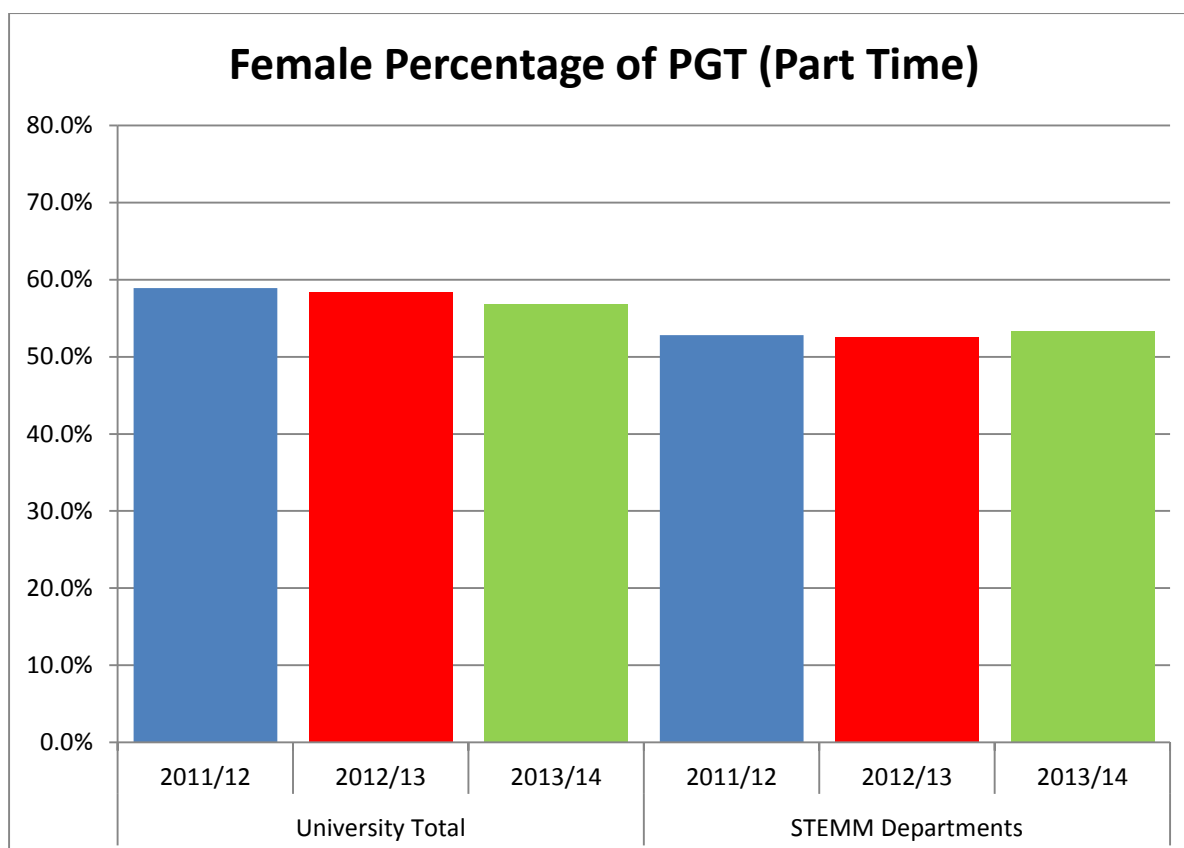| Table 6. Headcount of full-time taught postgraduate students.				
PGT FT	Year	Female	Male	Female%
University Total	2011/12	2,498	1,603	60.9%
	2012/13	2,606	1,580	62.3%
	2013/14	2,549	1,385	64.8%
STEMM Departments	2011/12	685	616	52.7%
	2012/13	692	622	52.7%
	2013/14	662	547	54.8%

Figure 4. Proportion of female part-time taught postgraduate students

Table 7. Headcount of part-time taught postgraduate students.				
PGT PT	Year	Female	Male	Female%
University Total	2011/12	1,362	950	58.9%
	2012/13	1,455	1,039	58.3%
	2013/14	1,552	1,181	56.8%
STEMM Departments	2011/12	625	558	52.8%
	2012/13	745	671	52.6%
	2013/14	866	757	53.4%

(iii) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

The proportion of female full-time and part-time PGR students in STEMM subjects and overall are 45-50%, with little variation over time (Figures 5 & 6 and Tables 8 & 9). Our 2013/14 full-time proportion of females in STEMM subjects of 45.1% is slightly higher than the Russell Group average of 42.3% whereas our part time proportion of 47.6% is slightly lower than the Russell Group average of 48.9%.

Figure 5. Proportion of female full-time research postgraduate students.

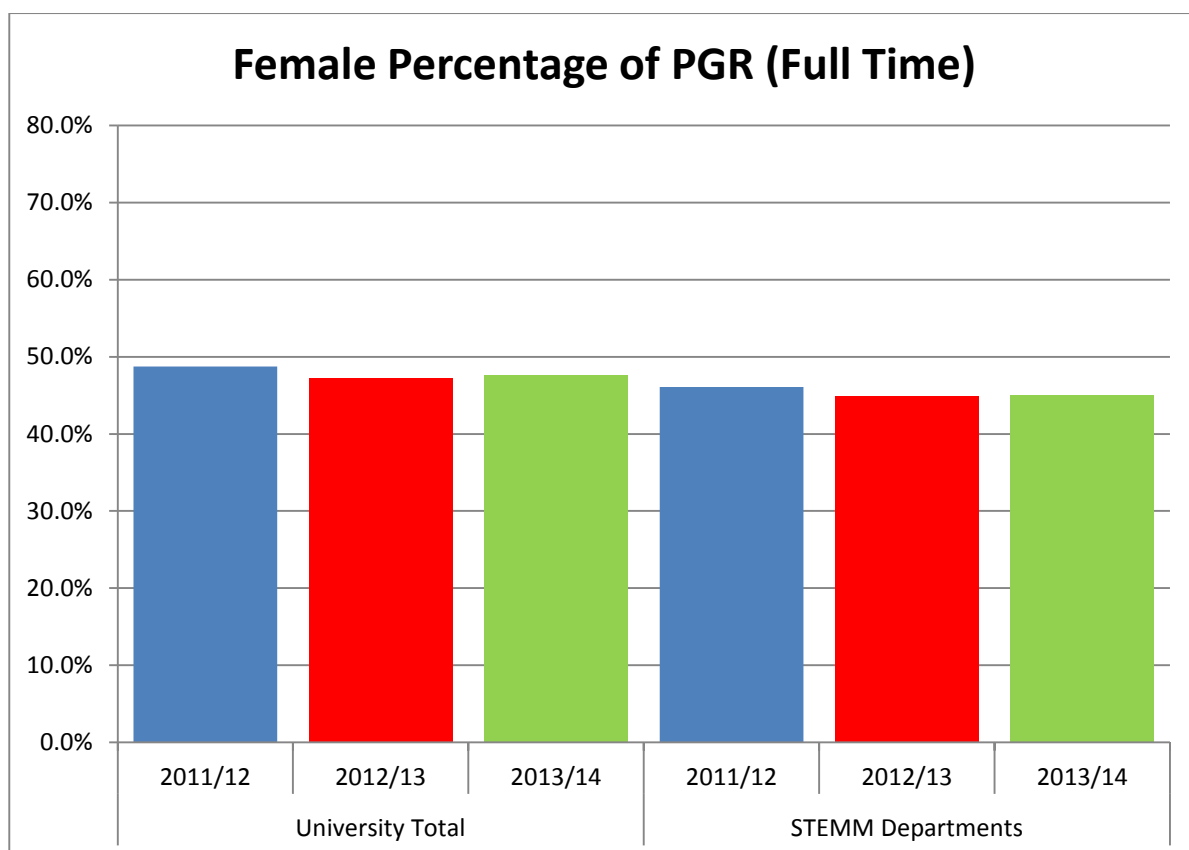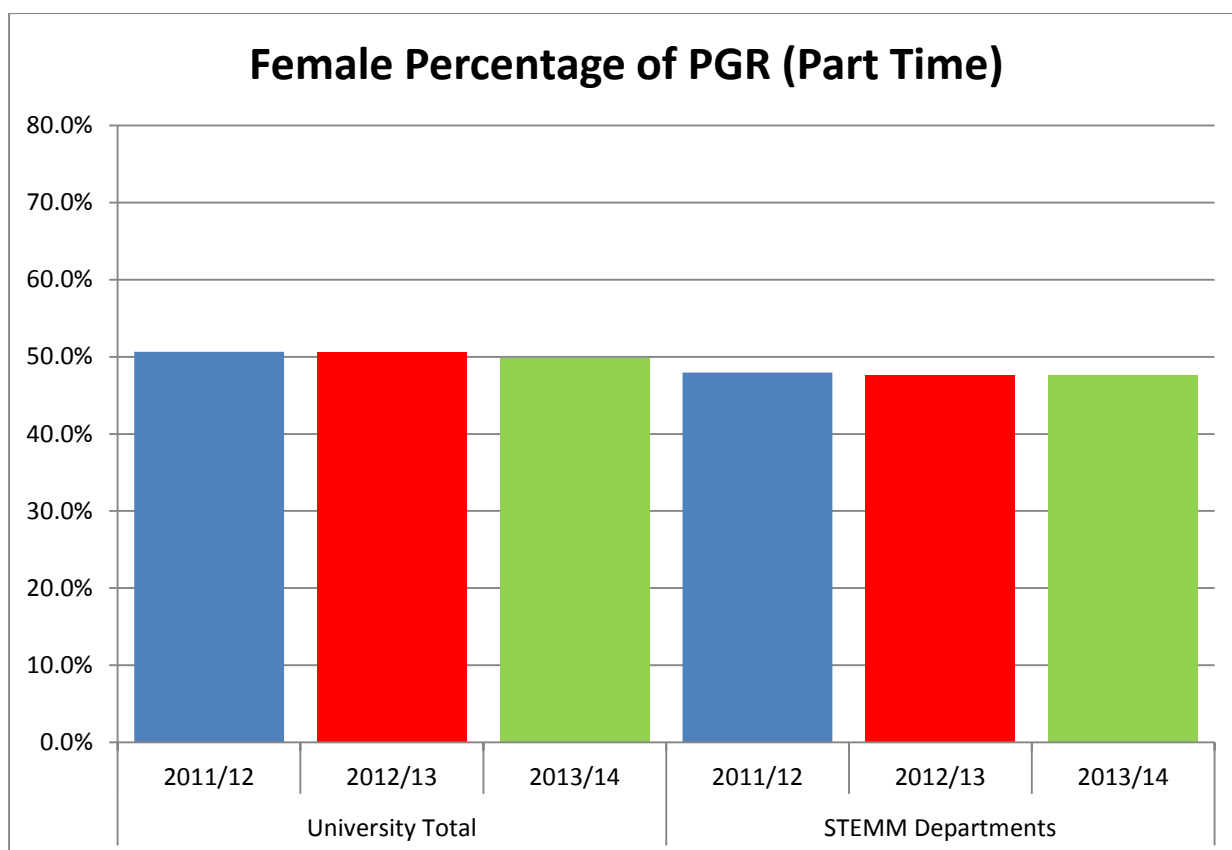| Table 8. Headcount of full-time research postgraduate students.				
PGR FT	Year	Female	Male	Female%
University Total	2011/12	1,280	1,346	48.7%
	2012/13	1,220	1,364	47.2%
	2013/14	1,246	1,369	47.6%
STEMM Departments	2011/12	763	893	46.1%
	2012/13	745	917	44.8%
	2013/14	765	931	45.1%

Figure 6. Proportion of female part-time research postgraduate students.

Table 9. Headcount of part-time research postgraduate students.				
PGR PT	Year	Female	Male	Female%
University Total	2011/12	916	893	50.6%
	2012/13	991	967	50.6%
	2013/14	1,037	1,042	49.9%
STEMM Departments	2011/12	482	523	48.0%
	2012/13	541	595	47.6%
	2013/14	574	631	47.6%

We recognise that the proportion of female PGR students is below parity in STEMM subjects and we will more closely monitor this data to better support School-level initiatives and to identify areas where University-wide actions are needed. In the immediate term we will review the training programme for PGR recruiters and include E&D training within this **(Action 1.1)**.

We have also developed actions to improve support for female PGR students as follows:

- Enhance mentoring opportunities for PGR students through the provision of a research mentor who is not their supervisors **(Action 1.3)**.
- Improve support for PGR students taking maternity leave **(Action 1.4)**.
- Support the progression of female PhD students into academic careers by addressing the gap in provision immediately post-PhD, a known contributor to the leaky pipeline **(Action 1.2)**.

Staff data

(iv) **Number of male and female staff (academic and research) at each grade** – comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

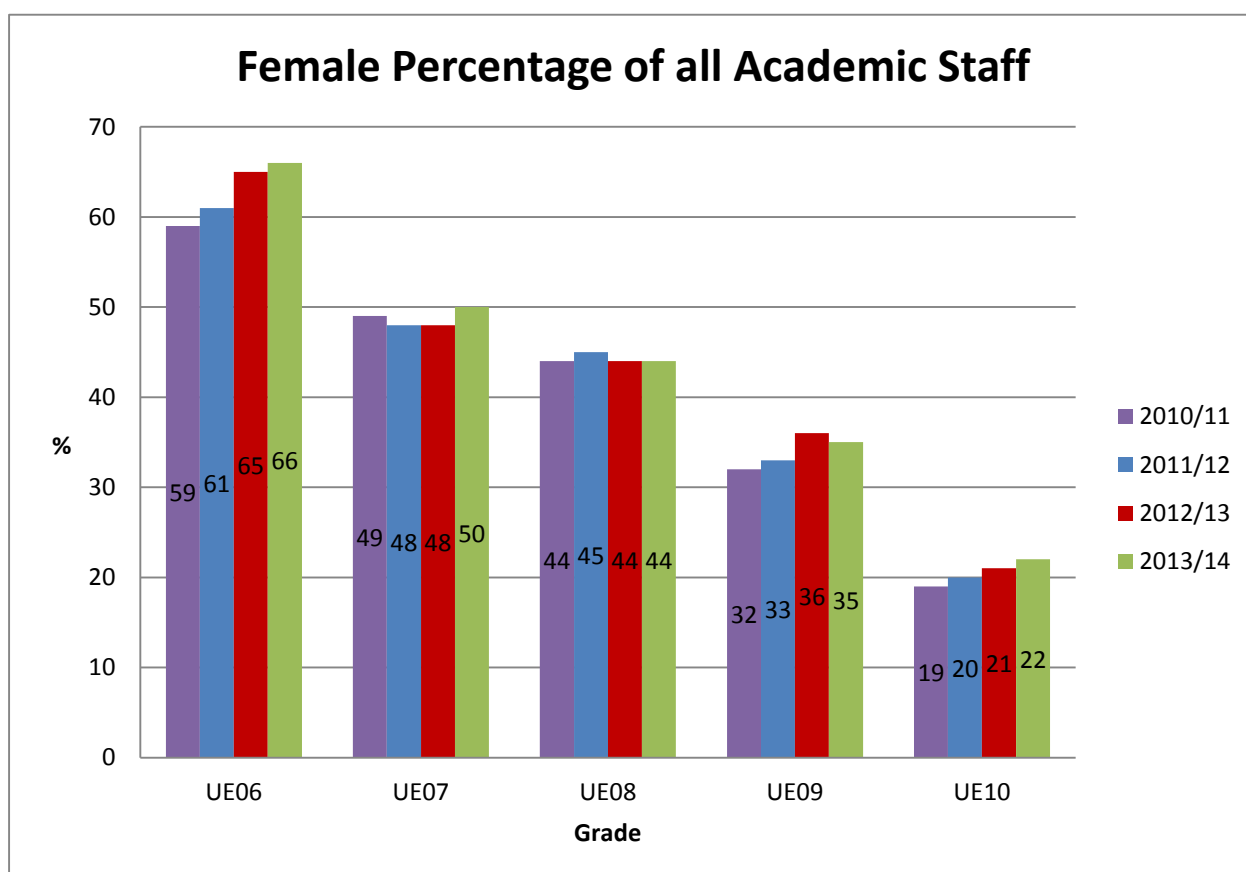| UoE Academic Grade description	
Grade	**Equivalent Job Description**
UE06	Research Assistant/Associate
UE07	Postdoctoral Research Fellow
UE08	Lecturer/Research Fellow or equivalent
UE09	Senior lecturer/Reader or equivalent
UE10	Professor or equivalent

Female Percentage of all Academic Staff

Figure 7. Proportion of female academic staff in the University as a whole.
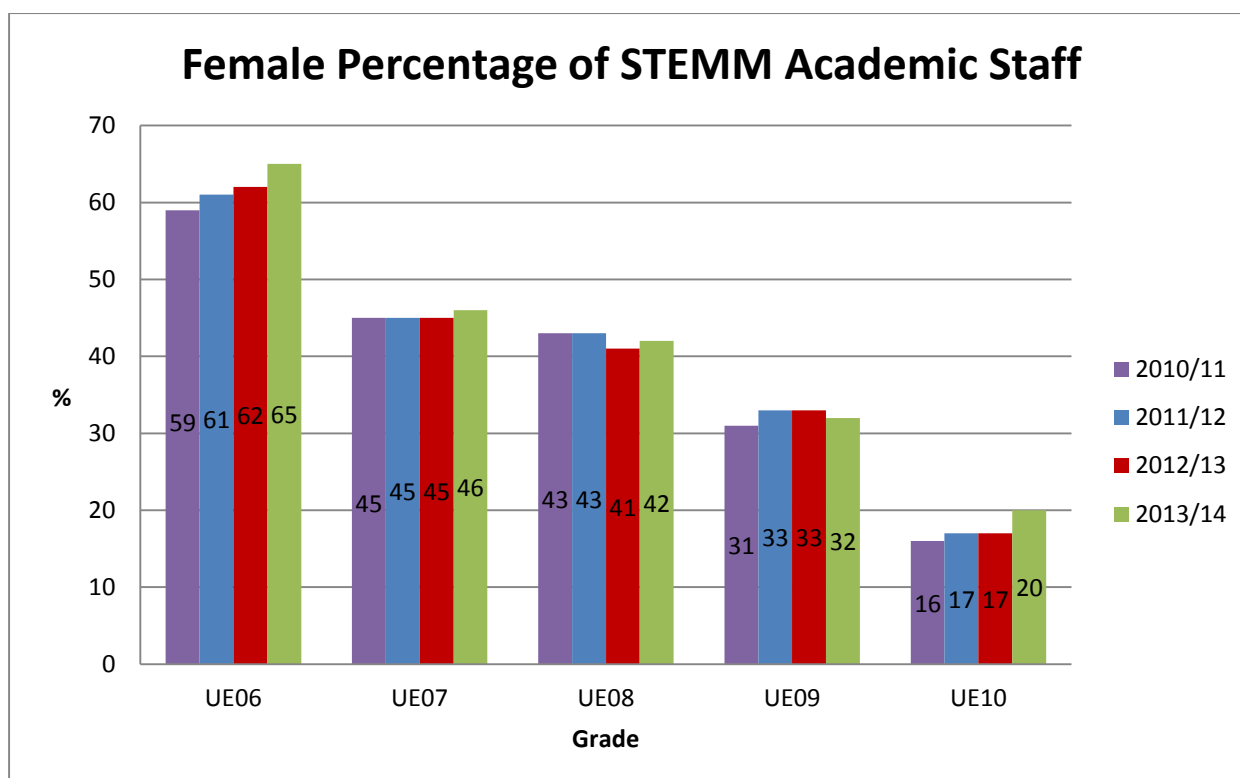
Figure 8. Proportion of female academic staff in STEMM subjects.

Table 10. Headcount of academic staff													
Academic Staff	Grade	2010/11			2011/12			2012/13			2013/14		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
University Total	UE06	176	121	59%	156	98	61%	141	77	65%	128	65	66%
	UE07	472	499	49%	486	531	48%	533	587	48%	596	600	50%
	UE08	381	480	44%	429	526	45%	474	609	44%	502	629	44%
	UE09	207	442	32%	224	446	33%	242	436	36%	256	470	35%
	UE10	100	419	19%	105	431	20%	125	479	21%	141	488	22%
	Total	1336	1961	41%	1399	2032	41%	1515	2188	41%	1623	2252	42%
STEMM Departments	UE06	104	71	59%	100	64	61%	109	68	62%	104	56	65%
	UE07	365	445	45%	381	459	45%	417	520	45%	463	537	46%
	UE08	252	338	43%	269	363	43%	274	399	41%	287	401	42%
	UE09	133	292	31%	147	300	33%	142	290	33%	153	323	32%
	UE10	59	301	16%	67	334	17%	72	352	17%	84	337	20%
	Total	913	1447	39%	964	1520	39%	1014	1629	38%	1091	1654	40%

Academic staff are employed from grades 6 to 10. For the University as a whole, the underrepresentation of women begins at grade 8, and is most noticeable at grades 9 and 10. Significant progress has been seen over the last four years, with a progressive increase in the number and proportion of female academic staff at grades 9 and 10 from 32% and 19% respectively in 2010/11 to 35% and 22% in 2013/14 (Figure 7 and Table 10).

The underrepresentation of women starts earlier in STEMM, being apparent from grade 7. Progress has again been seen in all grades in STEMM with a marked increase in the proportion of female academic staff at grade 10 from 16% in 2010/11 to 20% in 2013/14 (Figure 8).

The progress we have made reflects the impact of actions undertaken as part of our 2012 Bronze AS action plan (AS 2012) and other activities in the University. These activities are described in section 4 below.

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4. Evidence of the impact of university and department good practice
2052 words

Provide evidence below on the evaluation and impact of university and department good practice initiatives on the following:

a) The university as a whole, its ethos and working environment

High visibility of the importance of gender equality to the University
The University has a major commitment to gender equality, evidenced in the 2012-2016 Strategic Plan with specific targets for improved gender equality that include an increase in the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, and a reduction in the gender pay gap. This ensures that equality, and particularly gender equality is a key aim and metric in all that we do. Gender equality has been the specific remit of a member of the University Senior Management Team (VP P&C) since 2007 and the Principal himself is a visible champion for gender equality. Examples of his visible support include hosting annual receptions to congratulate and thank those involved in AS Awards, participation in Unconscious Bias Training for the Senior Management Team, and his membership of the 30% club, only the second senior University leader to do so.

Cultural change
The University has reflected on Unconscious Bias (UB) as a major contributor to women's under representation at higher levels of academia. Over the last three years, the University has made major efforts to increase staff understanding of UB, and the adverse impact this can have on decision-making. Senior management of the University have had two three-hour sessions with external facilitators, firstly with Simon Fanshawe for initial exploration of the issues, and then with Pearn Kandola for a more in-depth analysis. An independent evaluation of the impact of the training assessed pre-post differences in E&D-related perceptions, attitudes, and motivations. 62% of those who had undertaken the training participated in the pre and post evaluation. The success of these interventions was evidenced by significant improvements in: explicit gender stereotyping; sexism; perceptions of the organisation's diversity climate; knowledge regarding unconscious bias and E&D; and efficacy to perform pro-equality and diversity behaviours.

Positive culture change is being further achieved by:
- An E&D presentation by the VP P&C at group induction sessions for new staff.
- Compulsory E&D training during induction and promotion of training to existing staff through dedicated sessions at school wide meetings **(Action 4.2)**.

- Completion of face-to-face or on line E&D training including UB training is now mandatory for those on appointment and promotion panels. Panels will be audited **(Action 2.3(i))**.
- Promotion of the Dignity and Respect Policy in a University-wide campaign **(Action 4.1(i))**.
- Development of indicators of 'citizenship' to better recognise and value the different ways people contribute to the success of the University **(Action 4.1(ii))**.

Recruitment

Online recruitment and selection training, which incorporates relevant E&D aspects has been introduced and promoted for all staff involved in recruitment (AS 2012 Action 8). Over 2000 staff members have participated in online or face to face E&D training. As of 2014, this training was made mandatory for all staff involved in recruitment and promotions.

Additionally, our actions in raising the profile of women (AS 2012 Actions 15 & 16), and improving key career transition points and career development (AS 2012 Actions 7-14) have also helped us recruit more talented women.

The positive impact that these recruitment strategies have had is evidenced by:
- A progressive increase in the proportion of female staff at the University (from 51.4% in 2008/9 to 52.3% in 2013/14).
- An increase in the representation of women in the academic staff group (42% in 2013/14 compared with 39% in 2008/9).
- Progressive increase in the proportion of women appointed in our flagship 'Chancellor's Fellows' scheme from 2012 -2014 (AS 2012 Action 9) (Table 11) in response to strategies to attract more female applicants. We will conduct a gender audit of all future large recruitment campaigns to inform improvements **(Action 2.3(iv))**.

Table 11. Chancellor Fellows recruitment data						
	2012		2013		2014	
	F	M	F	M	F	M
APPLICATIONS	1218	2409	919	1792	957	1671
Distribution of Applications	33%	65%	34%	66%	36%	64%
SHORTLISTED	104	224	89	199	75	143
Shortlist Success Rate	9%	9%	10%	11%	8%	9%
Distribution of Shortlisted	31%	67%	31%	69%	34%	66%
APPOINTMENTS	30	60	25	51	21	29
Appointment Success Rate	29%	27%	28%	26%	28%	20%
Distribution of Appointments	**33%**	**66%**	**33%**	**67%**	**42%**	**58%**

Staff leaving
Exit surveys have been instituted across the University to understand why staff (particularly female staff) leave (AS 2012 Action 6). Initial analysis suggests these reasons are largely positive with senior female staff in high demand for even more senior posts elsewhere, suggesting that the culture in Edinburgh allows women to flourish and develop. We will continue to monitor these to inform our action planning **(Action 2.8)**.

Analysis of academic staff redundancies by gender shows no gender differences in the risk of redundancy for men and women, and that redeployment strategies have reduced the number of redundancies overall (AS 2012 Action 5).

Career development
Addressing the leaky pipeline has been a major target of our activity under AS 2012.

Significant work has been undertaken on career development for women, including specific leadership development schemes aimed at women such as Aurora (largely for those at Grade 7 and 8), with 22 participants in 2014/15 compared with 12 supported previously. In 2015 we have enhanced participation in this scheme with social events and networking with previous delegates, and a peer-led Aurora Alumni Network has been established **(Action 2.4(ii))**.

We offer two career development courses specifically for female early career researchers: 'Ingenious Women' (shortlisted for THE award 2013) and its sister course 'Enterprising Women'. The impact from these courses in evident in the establishments of several professional networks and successful applications to the Researcher Led Fund **(Action 2.4(iii))**.

In AS 2012, we described a Research Leader Training programme which aims to support individuals aspiring to the role of Principal Investigator (PI) (AS 2012 Action 13). This programme has been a great success, with 48% female participation in 2014/15, (up from 39% in the previous two years), and greater than the proportion of females in the target population (predominantly Grades 7 and 8).

The Research Leader Training programme is complemented by a new one-day *Principal Investigator briefing course* for established PIs, to ensure that all have appropriate training in best practice in people management. This pilot briefing has been so well received that it is currently compulsory in two Schools in CMVM and will be rolled out across the University **(Action 4.4)**.

Much work has been carried out to increase the proportion of staff who have an annual review. The proportion of staff having an annual review has increased from 72% in 2012/13 to 93% in 2013/14, with equal participation by men and women throughout the University. Over the next year, we will ensure that the annual review process is more effective and valuable for career development **(Action 2.5)**.

In AS 2012 we described provision of two mentoring programmes, one targeted at female academic staff (AS 2012 Action 10) and one for postdoctoral fellows (AS 2012 Action 12). These schemes have both been highly successful and have now been merged into a single scheme open to all staff which is being expanded **(Action 2.5)**.

Promotion

Analysis of School-level AS surveys (AS 2012 Action 2) showed widespread misunderstanding about promotion, and our previous data showed that women were less likely to put themselves forward for promotion. We have addressed this through improved information about promotion for all staff **(Action 2.3(iii))**, exemplars of excellence in student education to better recognise excellence in teaching and learning in academic promotions **(Action 2.3(ii))**, and focussed career development and guidance for women who are not promoted over a three-year period **(Action 2.5)**. These actions have resulted in significant career progression for women (AS 2012 Action 7).

The positive impact that these strategies have had is evidenced by:
- Parity of success for individual men or women applying for academic promotion (76% of both men and women applying in 2013/14 were successful) (Table 12).
- The proportion of successful promotions who were female (to grades 7-10) in STEMM subjects increased from 35% in 2012/13 to 44% in 2013/14 (Table 12).

Notably, the proportions of women amongst those promoted to academic grade 10 overall, and the proportion of women amongst all those promoted to grades 8-10 in STEMM departments are greater than the proportion of women currently at each of those grades, suggesting that our promotion strategies will reduce the underrepresentation of women in those grades.

Table 12. Academic promotions by gender 2013/14	University Total		STEMM subjects		
Number of applications to grade	F	M	F	M	
UE10	18	28	11	12	
UE09	28	50	18	28	
UE08	20	10	8	7	
UE07	4	2	3	2	
Total	70	90	40	49	
Number successfully promoted to grade:	F	M	F	M	
UE10	13	18	9	11	
UE09	20	39	13	22	
UE08	16	9	7	6	
UE07	4	2	3	2	
Total	53	68	32	41	
Proportion of applicants who were successful:	F	M	F	M	
UE10	72%	64%	82%	92%	*
UE09	71%	78%	72%	79%	
UE08	80%	90%	88%	86%	
UE07	100%	100%	100%	100%	
Total	76%	76%	80%	84%	
Proportion of promotions to grade:	F	M	F	M	
UE10	42%	58%	45%	55%	
UE09	34%	66%	37%	63%	
UE08	64%	36%	54%	46%	
UE07	66%	33%	60%	40%	
Total	44%	56%	44%	56%	

*Note: Although there appears to be a disparity in success rates for males and females in STEMM at Grade 10, we note that the total numbers are small - 2/11 women were unsuccessful compared with 1/12 men. In 2012/13 the proportions of applicants successfully promoted to Grade 10 in STEMM were 91% for females and 86% for males.

Reward

Edinburgh has a long-standing commitment to reducing the gender pay gap, a key aim in our strategic plan. Embedded biennial pay audits (AS 2012 Action 3) has measured progress in this regard with positive impact as shown by:

- Pay gap reviews demonstrate a progressive reduction in the gender pay gap amongst employees on Grade 1 to Grade 9 scales (from 17.8% in 2007 through 15.4% in 2010 to 12.75% in 2013).
- Within each of these grades, there is no gender pay gap.

Despite these positive trends, the pay gap has widened at Grade 10, from 13.7% in 2013 to 15.2% in 2014. The reasons for this are not clear, but likely include increasing numbers of newly promoted women to grade 10, and a cadre of senior external recruits in 2012/13 (in which men were over represented) to support the 2014 REF submission. A Gender Pay Gap task group has been established to review the causes of the gap and to advise the Remuneration Committee on action that could be taken to close the gap **(Action 2.6)**.

Progress towards gender balance in leadership roles and decision making groups

Women are increasingly represented in the key decision making groups in the University. For example, as of April 2015, 7/19 (37%) Vice-Principals and Senior Management are female, the University Court (the senior governing body) is chaired by a woman (Ann Richards) and 10/21 (48%) of its members are female. In academic leadership, the proportion of women who are Heads of School has increased from 3/22 (14%) in 2008/9 to 6/22 (27%) in 2011/12 and 7/22 (32%) in 2013/14. Women are also well represented in the senior professional roles in the University - 2 out of 3 College Registrars are female, compared with 1 out of 3 in 2011/12, and the University Secretary is also female.

Visible celebration of women's success

The University takes every opportunity to celebrate women's success, both within the University, and externally. For the last three years the annual International Women's Day Lecture has celebrated the achievements of Edinburgh's women. The lectures draw a large audience and are also available to view online and via podcast. The lectures have received over 11,500 views online and the podcast has reached over 2,000.

The 'Inspiring Women' portrait exhibition in 2014 celebrated the work of many women working throughout the University including, for example, staff in student residences and estate management, Heads of Schools and Institutes, Vice-Principals, the University Chaplain and the University Secretary. The exhibition toured widely across the University and then across the city, with significant press coverage and positive internal comment. The portraits are exhibited online and via an app launched in March 2015 **(Action 4.3)**.

We have held WiSTEMM events annually since 2012 to provide inspirational role models and to facilitate networking between female staff and students. For example, the hugely successful "Inspiring Women in Medicine & Medical Sciences" event run in CMVM in June 2014 had talks from Dame Sally Davies (Chief Medical Officer) and Professor Nancy Hopkins from MIT. We will continue to hold this type of event and expand to include women from non-STEMM disciplines **(Action 2.4(i))**.

Other celebrations include:
- EUSA, together with the student, university and local community, regularly hosts a programme of events celebrating women.
- A naming ceremony of the Christina Miller Building was celebrated at our King's Buildings [KB] Campus, October 2014. The Mary Brück Building is currently under development.
- Two roads at KB campus have been named after pioneering female scientists, both alumni of the University.

Pictured: A 'Women in Science and Scottish History' editathon was organised by Information Services during Innovative Learning Week to engage staff and students in updating Wikipedia articles about notable women in the university's history. The project focused on the Edinburgh Seven – the first women to study Medicine in Edinburgh.

Promoting the support provided for women on maternity leave
We have refreshed a range of family leave policies and practices, including maternity leave, to ensure that women going on maternity leave are supported throughout their leave and on return, and that leave for partners is also facilitated. Our maternity provision is amongst the most 'generous' in the sector: enhanced maternity pay is provided at 16 weeks full pay, or 8 weeks full pay and 16 weeks half pay (plus SMP) and there is no qualifying period. Similar provision is available for adoption and/or surrogacy leave. Consideration is being given to enhancing paternity leave, which we hope will benefit mothers as well as fathers **(Action 2.7)**.

Although our maternity and family leave policies and practices have been in place for some time, it is clear that not all staff are well-informed. Hence we are instituting a major communication strategy and refreshing the maternity and family leave website to be more user-friendly and to bring together all the relevant information on maternity leave on one page. It includes short videos including parents talking about their experience to allow women to benefit from the previous experience of others.

We have instituted several new strategies to improve the experience of women taking maternity leave, and their ability to return to academic or professional work confidently and effectively. These include:

- A maternity coaching programme, comprising group and individual coaching, to support women in the transition back to work and in meeting the challenges it can create **(Action 2.1(i))**.
- Provision of funding to allow women returning from maternity leave either to focus on key areas of their activity and 'buy out' some of their other roles temporarily, or to fund maintenance of key areas of their activity whilst on leave or to be used flexibly, for example to fund a relative/friend to travel with them to a conference to provide childcare. Ad hoc arrangements have been available for some time, but all three Heads of College have committed to expanding and enhancing this provision **(Action 2.1(i))**.
- Daphne Jackson fellowships (or equivalent) for those who have taken time out for childcare, but who wish to return to the workplace. CSE has supported many women in this way; from 2015 this facility will be available in CMVM and CHSS **(Action 2.2)**.
- Provision of dedicated breastfeeding and baby changing facilities throughout the University estate and expand our offering of discounted childcare to include emergency childcare **(Action 2.1(ii))**.

b) SET departments management and culture

The high visibility of AS within the University and championing by Heads of Colleges, Heads of Schools and SAT members has firmly embedded AS principles in the management and culture of STEMM Schools/Departments (Table 13). In addition, the consultation with over 80% of our STEMM staff in AS culture surveys has been successful in engaging a wider number of staff with the AS process and initiatives.

Table 13. Practices/initiatives shared and implemented across STEMM Schools/Departments
• Athena SWAN is a standing item on the agendas of Senior Management Teams. • Formal recognition of AS activities in workload models. • Promotion discussed at all annual reviews. • Adoption of a core hours policy for key School meetings. • Dedicated sessions on AS at school-wide meetings. • Strategies to increase the representation of women on decision-making committees. • Improved induction processes incorporating E & D training. • Provision of mentoring and coaching programmes for female staff. For example, the R(D)SVS coaching programme supports 12 women per year with demonstrable impact (see Section 4c). • Engagement with Equate Scotland's Interconnect and Careerwise schemes to attract women into STEMM careers. • 'Managing your Research Group' training for PIs was developed and piloted in CMVM. The pilot was so successful that the training is now compulsory in two Schools and will shortly be rolled out across all Schools (Action 4.4). • AS Champions in all Centres and Institutes within Schools

c) Individual staff working in SET

The impact of good practice on individual staff in STEMM Schools/Departments is illustrated by quotations in Figure 9.

The **coaching** programme provided by my School gave me the confidence to apply for **promotion** to a tenure-track post and I am delighted to say that I was successful.
Female Lecturer, R(D)SVS

My School supported my attendance at an international conference and a European project meeting by covering the costs for my child to travel with me, enabling me to **combine my career development with my family commitments**.
Female Research Fellow, Informatics

I received the valuable support of a technician to keep my research going while I was on **maternity leave** and to help me regain my research momentum upon my **return**.
Female Research Fellow, Clinical Sciences

With young children and a partner who works shifts, my School has supported my need for **flexible working** and ensures that my teaching commitments are scheduled to allow me to do the school run.
Male Lecturer, Chemistry

Figure 9. Evidence of the impact on individuals working in supportive working environments.

5. **Embedding Athena SWAN**	1488 words

Explain how AS has been embedded within the university, with particular reference to all SET departments, including:

a) Describe the steps taken to encourage all SET departments, including those less advanced, to apply for AS department awards?

The University has held an institutional AS award since 2006 when the School of Chemistry also achieved the first UK departmental AS Silver award. The renewal of these awards in 2009 received considerable internal and external publicity and generated interest and enthusiasm amongst other Schools. This led to the establishment of the AS Network in 2010 and two further departmental AS awards in 2011.

Since then, AS principles and specific objectives have been embedded in the University's strategic priorities and planning through the overarching University Strategic Plan 2012-2016, the E&D Strategy, and the 2014-2017 Outcome Agreement with the Scottish Funding Council. By embedding AS principles into the strategic objectives of the University we have extended the

reach of these principles beyond STEMM and into the institution as a whole. Gender equality issues are regularly discussed at the University Court and Senate.

The University's strategic priorities related to AS have been communicated at a senior level through the Principal's Strategy Group and the Central Management Group and reinforced by the VP P&C together with the Heads of Colleges.

Since 2012, all STEMM Schools/Departments have been supported towards achieving AS awards by the siting of AS Project Support Officers (AS Officers) in each of the three Colleges. The AS Officers have encouraged participation in a variety of ways including College-level briefings with presentations from internal and external AS award-holders, meetings with individual Heads of Schools/Departments, and promotion of AS engagement at events such as the WiSTEMM conferences and School-level meetings.

The AS Network members are visible champions for AS within their Schools and Colleges, and across the University promoting awareness of, and involvement in gender equality initiatives amongst staff and students **(Action 3.1(ii))**.

b) What resources, skills and support does the university offer to assist SET departments with their submissions?

As detailed above, all STEMM Schools/Departments have been supported towards achieving AS awards by AS Officers. This College-level support has created closer links between Schools with similar challenges and a greater commonality of approach to these. From initial meetings with Heads of Schools and support in establishing the self-assessment team through to data interpretation and action planning, the AS Officers provide support throughout the entire process of self-assessment and submission and continue to support Schools/departments in delivering their action plans.

Support for the AS Officers and additional support for Schools is provided centrally by Dr Caroline Wallace who leads on the planning and development of AS-related initiatives at University level, coordinates the provision of data and resources for self-assessment and advises on best practice. Dr Wallace is an experienced AS panellist and gender equality champion, having researched and produced the Royal Society of Edinburgh report 'Tapping all our talents. Women in STEM: a strategy for Scotland' published in 2012.

Several members of the AS network have experience as AS panellists and act as reviewers for other School/Departmental submissions. The University also provides access to a network of 'critical friends', including the Scottish AS Network, for an external perspective on submissions.

The impact of this support is evident in the achievement of AS awards by all 14 STEMM Schools/Departments from a position of 3 at the beginning of 2012. Additionally, 2 Schools in CHSS took part in the GEM pilot in 2014 and all achieved awards. All remaining non-STEMM Schools in CHSS are working towards submissions for AS/GEM awards in 2015.

c) Describe the framework in place within the university that provides access to tools and processes for the self-assessment process.

We have a dedicated wiki for the AS Network which contains guidance for the entire AS self-assessment and submission process, from setting up a self-assessment team, to data interpretation and benchmarking, through to action planning and final submission. The wiki also provides exemplars of good practice, links to useful publications, templates for the QuickCAT staff and student culture surveys, and contact details for provision of additional support if required.

We have streamlined the collection and production of centrally-held staff and student data so that it is readily available in an agreed format for AS submissions. Staff data is routinely provided to the School SATs at the end of each academic year and some additional data can be provided upon request **(Action 3.2(ii))**. Student data is accessed through the Student Management Information system (STUDMI) and standard templates are provided for AS data. The College AS Officers have been trained in the use of STUDMI and provide the relevant student data to all Schools in their College. They are also able to produce bespoke departmental reports where more detail is required.

In addition to this data provision, the University's Equality and Diversity Monitoring and Research Committee (EDMARC) produces comprehensive statistical annual reports of student and staff data by protected characteristics including gender. These reports are presented annually to Court and to the Central Management Group, and are publicly available on the University website. From 2015, School-level EDMARC reports will be provided annually to Heads of Schools and to School SATs (**Action 3.2(i)**).

d) How does the university recognise, reward and celebrate the success of women and SET initiatives and departmental submissions?

Since 2013, the Principal has hosted an annual reception to congratulate and celebrate the success of all Schools/Departments in the achievement of AS awards and their ongoing AS initiatives. School SAT members, Heads of Schools and senior managers are amongst those invited to attend. Celebration events are also held locally at both School and College level.

AS successes are communicated and celebrated across the University and beyond through items in staff news (via email and online), the E&D twitter feed, E&D webpages including AS webpage, and individual School webpages and newsletters. Edit, the University's alumni magazine featured the School of Chemistry's Gold award in a 'History Makers' article last year, and Bulletin, the University's staff magazine will feature our AS and wider E&D work in the Spring 2015 edition.

We will now recognise and reward individual contribution to gender equality initiatives by the introduction of a new category in the Principal's Medals award scheme **(Action 3.3)**.

Pictured: The Principal's 2014 annual reception to celebrate Athena SWAN success.

e) How does the university coordinate, report and monitor progress on action plans across SET departments?

Progress on University and School/Departmental AS action plans is coordinated, monitored and formally reported through our equality management structure (Figure 10).
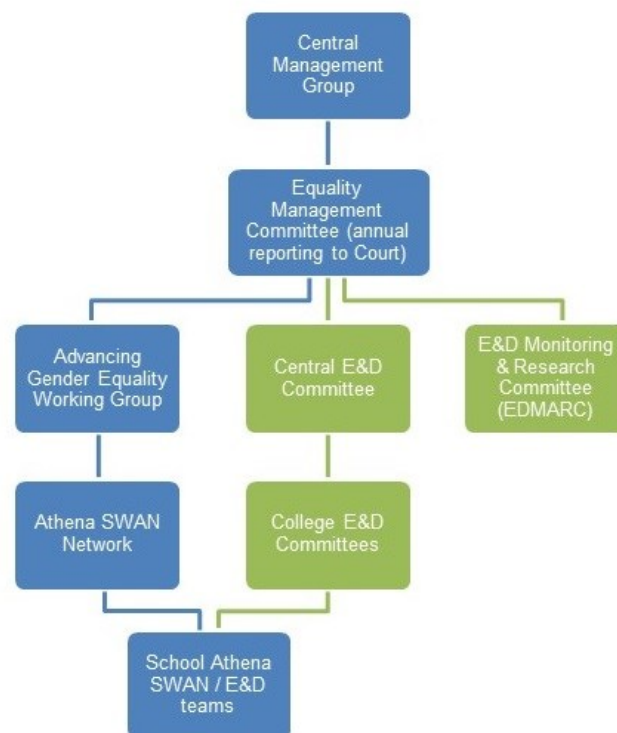

Figure 10. Equality Management Structure. Gender equality reporting and management is via the route in blue (dark shading).

As described preciously, the **AGEWG** is the key committee receiving regular reports on School/Departmental Athena SWAN progress from the **AS Network.** Both the Working group and the Network are supported by Dr Caroline Wallace, who maintains additional oversight of progress

and support needs through regular contact with AS Officers in the Colleges, and with Convenors of School AS teams.

The strong lines of communication between the Working Group and the AS Network enable the Working Group to review more broadly the University's performance and progress in promoting gender equality and to develop a plan of priorities for further action that is informed by the action planning of School/Departmental level AS teams.

The Working Group formally reports to the Equality Management Committee (EqMC), also chaired by the VP P&C, and through EqMC to the Central Management Group thereby integrating the AS action plan into the University's strategy, culture and business.

f) How does the university share good practice among SET departments and across the university?

The sharing of good practice and resources, and the identification of opportunities to collaborate on AS activities are central to the remit of the AS Network. Network meetings are lively and engaging with Schools/Departments taking turns to present on their experiences, challenges, initiatives and progress. Presentations and additional resources, including examples of good practice at other institutions, are shared on the Network wiki.

Within Schools progress reports on the implementation of AS action plans are communicated via School websites and newsletters and standing items on School Management Committee agendas. The AS Officers support the sharing of ideas and approaches between Schools with similar challenges. Events such as the annual WiSTEMM conferences and seminars delivered by internal and external AS award holders provide an additional route for the sharing of good practice.

The remit and membership of the AGEWG provides for the development of existing good practice into University-wide initiatives and approaches, and embedding these in the institutional culture. One example of this is the planned University-wide implementation of the PI training programme designed and piloted in CMVM to enhance PIs understanding of best practice in the recruitment, development and management of their teams (**Action 4.4**). Additionally, there is considerable interest amongst the University's Support Groups in adopting AS values and commitments to gender equality. Information Services has established a self-assessment team to reflect on their own position and practices and has already identified early actions.

The University is committed to being a national and international leader in supporting gender equality. Current Institutional and School/Departmental AS submissions are published on the AS webpages of the University website to enable internal and external scrutiny, to share good practice initiatives and to illustrate our commitments to furthering gender equality at all levels of the institution. All members of the AS Network and the Working Group together with the VP P&C act as champions for Athena SWAN, promoting good practice within their Schools and Colleges, across the University and externally.

The University of Edinburgh is well placed to champion AS nationally, having established the Scottish Athena SWAN Network and currently participating in the Scottish Government's National Equality Improvement Project. We plan to further demonstrate our commitment to gender

equality and share our good practice through the publication of a book 'BITE: recipes for supporting women in academia' (**Action 3.4**).

6. Any other comments	98 words

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

Other relevant initiatives include:

- The University Careers Service offer the Sprint development programme to female undergraduate students http://www.springboardconsultancy.com/courses/sprint/.
- The School of Informatics provided 'Equality, Diversity and Unconscious Bias' training for undergraduate and PGT students during Innovative Learning Week 2013.
- The School of Biological Sciences created the 'Potential Difference' exhibition to showcase leading biomedical and biological research produced by female scientists at the University of Edinburgh. This was displayed at the Royal Society of Edinburgh and the Scottish Parliament in April 2015.
- Development of the '4Women@Edinburgh' website to advertise seminars and events that may be of particular interest to women.

7. Action plan

Appendix 1. Silver action plan 2015-18

Appendix 2. Progress on Bronze action plan 2012-15

Appendix 1. University of Edinburgh Athena SWAN Silver Award Action Plan 2015-2018					
Action	Objective	Actions already taken	Planned Actions (2015 -2018)	Responsibility	Success Measure and Timeline
1. Support progression of female postgraduate research students					
1.1	Ensure gender parity in proportion of male and female PGR students.	The University publishes annual reports of student and staff data by protected characteristics including gender. Under Action 3.2(i) School-level data is being provided annually to HoS.	To more closely monitor PGR recruitment which happens throughout the year, we will provide quarterly reporting of PGR data by gender to HoC and HoS. E&D training (including Unconscious Bias) will be included in the training programme for PGR recruiters/supervisors.	GASP SRA/IAD	First quarterly report provided in June 2015. By July 2015. 80% of PGR recruiters have undertaken E&D training by 2017.
1.2	Support the progression of female PhD students into academic careers	The 'Principal's Career Development PhD Scholarship' supports 50 new PhD students per year through an innovative programme of integrated research, training, and career development.	We will conduct a gender audit of the 'Principal's Career Development PhD Scholarship' scheme and monitor annually and develop further actions if required We have proposed a scheme of 'Edinburgh Emerging Academic Fellowships (EAFs)' to address the gap in provision immediately post-PhD, a known contributor to the leaky pipeline. The scheme aims to support the development of early career academics to obtain a personal fellowship.	Scholarships and Student Funding Services Vice-Principal People & Culture	July 2015 and annually thereafter. Gender balance in applications and success in award for these prestigious scholarships. Subject to funding approval, Fellowships will be offered in AY 2016/17. Success measures: gender balance in cohorts; number of externally funded research fellowships and grants achieved, ultimate destination of EAFs at the end of their fellowship.
1.3	Provision of mentoring	Following a review of the Enhancing Student Support Project Phases 1	Central funding has been sought in the 2015 planning round to support the	REC/PREP	Subject to funding, the project will begin in summer 2015. Research mentors will be in

	opportunities for PGR students	and 2, and University-wide consultation, Senate's Researcher Experience Committee (REC) has developed a proposal for a Postgraduate Research Experience Project (PREP).	development and implementation of a number of mechanisms to enhance and support the PhD experience. This includes an initiative to support all PhD students with a research mentor (who is not their supervisor). Research Mentors will be a member of Early Career Research Staff, who will be supported through training. This will give research staff an opportunity to develop many of the skills required for formal research supervision opportunities.		place by the beginning of AY 2016/17. Success measures will include the number of students with mentors, positive feedback on the support provided and student satisfaction scores in PRES.
1.4	Improve support for postgraduate research students taking maternity leave	Consultation with PGR students through School-level AS surveys and breakout groups at annual WiSTEMM events revealed a need for improved support for PGR students taking maternity leave.	REC will consider how PGR students taking maternity leave can be better supported. This will include: review and revision of the existing policy and Code of Practice; improved access to study materials and facilities during interruption of studies; improvements to content of supervisor briefings and resources.	REC and IAD	REC will discuss at its April 2015 meeting. Revision of the PGR maternity policy, Code of Practice, and updates to content of supervisor briefings and resources will be complete by September 2015.
2. Support the recruitment, retention and promotion of staff, particularly female staff					
2.1	Improve support for those taking maternity/parental leave in their return to work	**(i)** We have developed a 'Returning Parents Scheme' to offer group and individual coaching sessions to staff returning to work after maternity/parental leave.	Promote the 'Returning Parents' coaching scheme and the Masson Fellowship to staff. Uptake will be monitored centrally and feedback evaluated.	HoS/Local HR/ UHRS E&D	The coaching scheme will be offered from May 2015. High uptake (>75%) and positive feedback, evaluated annually.

		We have also developed the 'Masson Returner's Fellowship' to provide funding to support academics returning from a period of parental leave to maintain momentum in their academic career progression.	CMVM has committed to providing up to £10k per individual to enhance existing provision in Schools. Other Colleges are providing similar support.		The Fellowship will be offered from June 2015. The impact of the scheme will be reviewed in Summer 2017 and resources adjusted accordingly.
		(ii) Facilities for breastfeeding and expression/storage of milk are provided locally.	We are reviewing and improving our provision of dedicated breastfeeding and baby changing facilities across the University estate to better support maternity returners.	Estates & Buildings	Dedicated facilities provided on each University site by July 2016.
		We offer discounted childcare through our Staff Discounts Scheme.	We will expand our offering to include discounted emergency childcare.	UHRS Reward & Systems	By Jan 2016.
2.2	Provide opportunities for return to research after a career break	Through its Researcher-led Initiative Fund, the IAD funded a 'Talent Returns' pilot to help researchers manage a career break effectively and to support their return to research. The pilot programme consisted of development of a website, a survey and a workshop.	IAD will hold an information sharing event with UHRS and others to explore the best way to take forward recommendations from this project.	IAD	Information sharing event will be held in June 2015. UHRS and IAD will then consider if there are implementable outcomes and recommendations in their October meeting.
		Schools have hosted a number of Daphne Jackson Fellowships since 2005.	HoCs have committed funds to support and encourage Schools to host Daphne Jackson Fellowships.	HoC/HoS	Ongoing. At least 2 women are supported to return to academia per year.

2.3	Ensure fair and transparent recruitment, promotion and policy-making processes.	**(i)** Equality and Diversity training was made mandatory for those involved in recruitment and promotion in 2014. (See also Action 4.2)	We will audit all promotion panels and recruitment panels for senior posts in the first instance, to ensure compliance.	HoC/HoS	The first audit will be undertaken in July 2016 and biennially thereafter. All members of promotion and recruitment panels have undertaken E&D training, including Unconscious Bias training.
		(ii) Exemplars of excellence in student education have been developed to encourage appropriate recognition of excellence in teaching and learning in academic promotions and recognition processes for staff in Grades 9&10.	Exemplars of excellence in student education to be reviewed and expanded to cover Grade 8 and wider range of areas of teaching and learning activity. Further exemplars for Knowledge Exchange/Impact and guidance on interdisciplinary activity to be developed to ensure appropriate recognition of all areas of academic role.	UHRS Systems & Reward	Completed by July 2015. In School-level AS surveys >75% staff agree that the full range of academic activities are recognised in promotions.
		(iii) 'Demystifying Promotions' briefings are now regularly provided to staff in all Colleges.	We will continue to provide briefings annually.	Local HR	>75% staff agree that they understand the promotions process in School-level AS surveys.
		(iv) We have conducted an annual gender audit of each cohort of Chancellor's Fellows since the scheme began in 2012 to inform improvements to advertising and recruitment to these posts.	We will conduct a gender audit of all future large recruitment campaigns to inform improvements. Some parts of the University include a statement welcoming applications from women and under-represented groups in job adverts for senior posts. We	UHRS Resourcing	Ongoing. All areas to include statement by August 2015. Increased applications from females for senior posts.

			will encourage all areas to include such a statement.		
2.4	Provide opportunities for career development and networking specifically for females	**(i)** We have held WiSTEMM events annually since 2012 to provide inspirational role models and to facilitate networking between female staff and students.	We will continue to hold this type of event and expand to include women from non-STEMM disciplines.	AS Network	Annually. The next WiSTEMM event will be held in June 2015. Feedback from participants show that these events are highly valued.
		(ii) We provide funding for female staff to participate in the Leadership Foundation's Aurora leadership programme.	We will continue to offer this training to female staff. In 2015 we have enhanced participation in this scheme with social events and networking with previous delegates. A peer-led Aurora Alumni Network has been established and we will provide support as required.	UHRS L&D	Annually in Dec. Evaluation is routinely conducted by the Leadership Foundation and by UHRS L&D and used to improve the programme. Women have access to quality leadership training and networking evidenced by School-level survey responses.
		(iii) We offer two career development courses specifically for female early career researchers: 'Ingenious Women' (shortlisted for THE award 2013) and its reduced sister course 'Enterprising Women'. The impact from these courses in evident in the establishments of several professional networks and	We will continue to run both Enterprising and Ingenious Women, in alternate years, for female only researchers. Provision will be expanded to include lecturers, aspiring PIs and those returning to work.	IAD	The next 'Enterprising Women' course will be offered in Summer 2015 and 'Ingenious Women' will run in Spring 2016. In August 2016, we will conduct a follow-up survey with a 3-year cohort to assess outcomes that can be attributed to participation. We expect this to include number of successful applications to the Researcher Led Fund or new Academic Networking Fund; spin out social enterprises, businesses or

		successful applications to the Researcher Led Fund.			alternative careers; and promotions or career development successes which participants attribute to the course.
2.5	To support the career development of female staff through mentoring, coaching and annual review	We have recently merged two successful mentoring schemes into a single University-wide mentoring programme, 'Mentoring Connections', open to all staff. We provide coaching sessions to participants on the Research Leaders course. Several Schools have partnered with Equate Scotland to offer individual career coaching to female staff.	We plan continuous growth to this scheme, supported by improvements to the matching process. We have mentoring Champions in 17 Schools/ Departments and aim to have Champions in all Schools. We are improving the effectiveness and value of annual review (AR) for career development by refreshing the guidance for the content and management of AR discussions. The systematic consideration of readiness for promotion for academic staff will form part of annual review discussion.	IAD/UHRS L&D UHRS Employee Relations / Reward & Systems	Ongoing Mentoring Connections programme with Champions in all Schools by Jan 2016. 50 new partnerships per year with >80% successful partnerships evaluated at 3 months and 12 months. Updated guidance documents in place by May 2015. From August 2015 academic staff at grade 8 for 3 years or more or Grade 9 for 5 years or more will have a discussion on promotion readiness as part of their annual review. Evidence that discussions have taken place is captured centrally. Increased proportion of females applying for promotion. >75% of female staff agree that they are provided with mentoring opportunities and a valuable annual review, measured in School AS surveys.
2.6	Demonstrate commitment to	Equal Pay Audits by gender are carried out and published biennially.	Gender Pay Gap Task Group has been established to review the causes of the pay gap at	UHRS Reward & Systems /	The Task Group will report to the University's Remuneration Committee in August 2015.

	reducing the gender pay gap		Grade UE10 and to make recommendations for action to the Remuneration Committee.	Remuneration Committee	Reduction in the Grade UE10 gender pay gap to <10% by 2018.
2.7	Enhancement of family-friendly policies and improved communication of these	We have refreshed our webpages relating to maternity/parental leave to better inform and guide employees and managers. These pages now include a 'toolkit' of key processes and information, and video interviews to share experiences and good practice on managing maternity/parental leave. We have also improved support for those taking maternity/parental leave in their return to work (See Action 2.1).	We have implemented the policy and process to ensure compliance with statutory Shared Parental Leave (SPL) and are now considering options for enhancement to best support our staff, either by enhancing SPL or enhancing our paternity leave provision.	UHRS Employee Relations	Enhancements introduced in August 2015. Policies and processes are clearly communicated and accessible to staff.
2.8	Improve understanding of reasons for female staff leaving	Exit surveys have been instituted across the University.	We will undertake regular review of survey data to inform further action planning.	UHRS E&D/Heads of HR	Annually in July and reported to EqMC for action as required.
3. Ensure engagement with gender equality initiatives across the University					
3.1	Inclusivity of governance and participation in Athena SWAN (AS) and related gender equality initiatives	**(i)** Advancing Gender Equality Working Group (AGEWG) established in January 2014 to review the University's performance and progress in promoting gender equality and develop a plan of priorities for further action.	Membership will be reviewed every 3 years to ensure that the Group is inclusive and continues to benefit from new ideas. The Chair of the AS Network will continue to have formal membership of AGEWG to maintain the bilateral flow of information between the	Vice-Principal People & Culture	AGEWG membership represents academic and non-academic staff and students from across our three Colleges and Support Groups. First review of membership November 2016.

			Group and Schools/ Departments.		
		(ii) AS Network established in 2010 to support Schools/Departments towards achieving AS awards. The remit was refreshed in 2014 to reflect changes to the gender equality management and reporting structure.	The Chair of the Network will rotate annually to ensure inclusivity in agenda setting. Network members will continue to act as champions for AS within their Schools and Colleges to promote awareness of, and involvement in gender equality initiatives amongst staff and students.	Vice-Principal People & Culture/ AS Network	AS Network members consider it to be a valuable forum for the sharing of good practice, ideas and resources. AS School-level staff surveys show > 75% awareness of AS and related gender equality initiatives.
3.2	Provision of data to support progression of gender equality	**(i)** The University's Equality and Diversity Monitoring and Research Committee (EDMARC) publishes comprehensive statistical annual reports of student and staff data by protected characteristics including gender. EDMARC reports are scrutinised by the Equality Management Committee (EqMC).	EqMC will continue to monitor EDMARC data annually and identify actions where required. School-level EDMARC reports benchmarked against national data will be provided annually to Heads of Schools and School Administrators to improve monitoring of equality and diversity, and to AS teams to support School/departmental AS submissions and renewals.	GASP / EqMC	University-level reports are published annually in March. The first School-level reports will be provided in May 2015 and annually thereafter. Feedback from Schools shows that the reports are valued. Schools are supported to maintain or achieve higher AS awards.
		(ii) EDMARC data is supplemented with additional staff data (such as recruitment and promotions) by UHRS and provided to AS teams on an annual basis.	Continue to provide additional staff data annually. Offer regular data surgeries and support for data interpretation where required.	UHRS E&D	Supplemental data is provided in August each year. Feedback from AS Network shows that data provision is fit for purpose and support for interpretation/analysis is valued. Schools are supported to

					maintain or achieve higher AS awards.
3.3	Recognition and reward of individual contribution to gender equality initiatives	The Principal holds an annual reception to celebrate the success of Schools/Departments in obtaining AS awards. At School-level, AS activities are recognised in staff workload models.	The Principal's Medal awards scheme recognises staff or students who have made outstanding contributions to both the University and wider communities. A category for outstanding contribution to equality initiatives will be introduced in the next awards round and widely advertised.	Principal's Office	The Principal's reception will continue as an annual event. The first Principal's Medals for equality will be awarded in 2016. Staff contributions to gender equality initiatives are recognised and rewarded.
3.4	To be a national and international leader in supporting staff, particularly women	UoE led the establishment of the Scottish Athena SWAN Network in 2012 and chaired the group 2012-2014. We are participants in the Scottish Government's National Equality Improvement Project. We influence European policy through our membership of LERU and active participation in its Gender Working Group.	We will share good practice across the university and wider academic community through the publication of a book 'BITE: recipes for supporting women in academia' with contributions from individuals and AS teams at Edinburgh. A Working Group has been established to progress this.	AGEWG	Content production workshops and editing during 2015/16. Publication of book by end 2016. Success measures will include range and number of colleagues involved in content production, number of downloads of publication, and use of content for workshops and briefing events.
4. Promoting a positive culture					
4.1	Ensuring a supportive and enabling working environment	**(i)** The University's Dignity and Respect Policy has been in place since 2010. There are currently 10 staff and 6 Student Dignity and Respect Advisors	We plan to refresh the Dignity and Respect Policy, review both the adequacy of provision of DRAs and the effectiveness of support given to DRAs, and	UHRS E&D	The policy refresh and review of provision will be completed during by April 2016. The promotional campaign will be launched by July 2016.

		(DRAs) to provide information and advice. Regular training sessions are provided to DRAs to support them in their role.	promote through a University-wide marketing campaign.		Enhanced staff training developed and rolled out to front line staff by Dec 2016.
		(ii) The Chaplaincy has held a series of events on 'What's the University for?' since 2012. A session in 2014 explored the core values that identify the UoE and our graduates such as collegiality, integrity, and dignity and respect.	We plan to develop a set of indicators of 'citizenship' to better define, recognise and value the different ways people contribute to the success of the University.	Chaplaincy/People Committee	Development of values AY 2015/16. In School-level AS surveys >75% staff agree that the full range of skills and experience including pastoral work, outreach work, teaching and administration is valued and rewarded in annual review and promotion.
4.2	Providing quality training in Equality & Diversity	We provide various online and face-to-face training in E&D and Equality Impact Assessment.	Compulsory E&D training during induction.	HoS and Local HR teams	From October 2015 all new staff will have undertaken E&D training.
		Senior managers have undertaken face-to-face training in 'Unconscious Bias' and online training is available to all staff. The VP P&C gives a presentation on E&D at group induction sessions for new staff.	Training in Equality and Unconscious Bias will be further promoted to existing staff through dedicated sessions at school wide meetings, with reference to local data.	VP P&C/UHRS E&D	Significant increase in uptake of E&D training. All Schools have held E&D sessions by end AY 2016/17.
4.3	Celebration of successful women	We have held an International Women's Day (IWD) Lecture since 2010 to provide inspirational role models	We will continue to hold IWD Lectures as a forum to celebrate the success of women at Edinburgh.	IWD Steering Group	Events will be held annually in March. Lecture well-attended or viewed online with year on year increases in online view rates.

		to staff, students and the wider public. Lectures are available to watch online.

We mounted an 'Inspiring Women – Inspiring Change' portrait exhibition in locations around Edinburgh in March 2014. These portraits form part of a permanent online exhibition of women at Edinburgh past and present. | A new app showcasing the exhibition was launched in March 2015. The app and online exhibition will be expanded and will include a series of short films of women from broader aspects of equality. The films will be streamed on screens in building receptions across the University. | | Increased visibility of role models.

First phase of expansion during AY 2015/16. Impact measured by number of website views and app downloads. |
| 4.4 | Enhancing understanding of equality and diversity among research leaders | A 1-day Principal Investigator briefing 'Managing your Research Group' was developed and piloted in CMVM in 2014 to enhance PIs understanding of equality and diversity best practice in the recruitment, development and management of their teams. The briefing is currently compulsory in two Schools in CMVM.

Senior managers have undertaken face-to-face training in 'Unconscious Bias' (see Action 4.1). | We will roll out training to new and established PIs across all 3 Colleges in the University. Pending review in CMVM we will consider making this a compulsory programme. | IAD/College Deans of Research | A full review of the pilot in CMVM in Autumn 2015. Roll out of training during 2016. |

5. Student-focussed initiatives					
5.1	Improve awareness and understanding of equality and diversity in student population	EUSA report into Edinburgh students' experiences of lad culture (2014) EUSU 'One Edinburgh' campaign promoting inclusivity in sport.	Pro-actively address 'lad culture' through a programme of work (in collaboration with EUSA and EUSU) which provides Dignity and Respect training and information for students at induction as well as a sustained marketing campaign and enhanced training for front-line staff (see Action 4.1(i))	Student Experience Project and EUSA/EUSU	All new students are shown Dignity & Respect video as part of induction by Sept 2015. Marketing campaign promoting Dignity and Respect launched by July 2016. Enhanced staff training developed and rolled out to front line staff by Dec 2016.
5.2	Support for students, particularly female students	**(i)** Introduction of the Edinburgh Student Experience Survey (2013)	Examine the results of the student experience survey by gender and STEMM/non-STEMM course to identify any areas for gender related initiatives.	Student Experience Project	Analysis completed by June 2015 and presented to AGEWG for consideration of further action to be taken.
		(ii) Through the EUSA-run Peer Support project, we have peer support programmes in place in every school. EUSA and the University collaborated to deliver the 'All in' campaign, aimed at creating inclusive, diverse and accessible student groups. This included a leadership skills workshop aimed specifically at women, BME, LGBT+, and disabled students.	Pilot a mentoring scheme for first year students with mentoring provided by more senior students initially focused on female/BME students.	EUSA VPSA (Vice President Societies and Activities)	Opportunities for use of the peer mentoring scheme identified by July 2015. Pilot scheme established by September 2015, dependent on funding. Pilot scheme evaluated by June 2016 with further expansion thereafter dependent on evaluation and funding.

Abbreviations:

AS   Athena SWAN
AY   Academic Year
BME   Black and Minority Ethnic
CMVM   College of Medicine & Veterinary Medicine
EqMC   Equality Management Committee
EUSA   Edinburgh University Students Association
EUSU   Edinburgh University Sports Union
GASP   Governance and Strategic Planning
HoC   Heads of College
HoS   Heads of School
IAD   Institute for Academic Development
LERU   League of European Research Universities
PI   Principal Investigator
PREP   Postgraduate Research Experience Project
PRES   Postgraduate Research Experience Survey
REC   Researcher Experience Committee
SRA   Student Recruitment & Admissions
UHRS E&D   University HR Services Equality & Diversity
UHRS L&D   University HR Services Learning & Development
UoE   University of Edinburgh
WiSTEMM   Women in Science, Technology, Engineering, Mathematics and Medicine

	Action/Objective	Actions taken and plans at November 2012	Timeline	Lead Responsibility	Success Measure	Progress made since 2012 Bronze Award
Appendix 2. Progress on the University of Edinburgh Athena SWAN Bronze Award Action Plan 2012-2015						
1.	Strategic Plan Target: Achieve the institutional Athena SWAN Silver award.	Established University AS Network to share and promote good practice. 4 Schools have AS or equivalent award at Bronze, Silver or Gold levels. All STEMM Schools in CSE & CMVM are working towards AS awards. The University has achieved most of the objectives set out in its 2009 AS action plan. AS plans are now being established in relevant parts of the College of Humanities and Social Sciences (CHSS) and other action is set out in this new University-wide Action Plan.	By 2016	Vice-Principal E&D, Deputy Director of HR and Heads of STEMM Colleges and Schools.	Most STEMM Schools achieve AS Bronze or Silver awards by the end of 2014; University achieves Silver by July 2016.	**Excellent** Significant success has been achieved in gaining Athena SWAN awards. All STEMM Schools and eligible departments have achieved Athena SWAN awards: 1 Gold award 5 Silver awards 8 Bronze awards The University participated in the Gender Equality Mark (GEM) pilot and successfully achieved 2 Bronze Awards. All remaining Schools in CHSS are working towards submissions for AS/GEM awards in 2015. An institutional Silver application is being submitted in April 2015.
	Self-assessment and evidence base					
2.	Analyse the combined results of staff surveys carried out in STEMM Schools and identify priorities for action	All Schools in CSE are carrying out 'QuickCAT' surveys as part of their AS self-assessment process. The combined results will be used to identify priorities for action at College and/or University level. It has already been identified that improving understanding of the academic promotion processes is a priority.	Analysis by April 2013	University AS Network	Initially, identification of specific priority actions and timescales.	**Excellent** The results of this analysis have been used to review and develop the 2012 action plan, and inform our Silver 2015 action plan. Briefing sessions on academic promotions are now regularly held in the Colleges. PI training that includes equality and diversity training has been piloted in CMVM and will be rolled out across the University (AS 2015 Action 4.4).

3.	Embed biennial equal pay audits for all staff	Annual equal pay audits are carried out for professorial and equivalent staff. Two equal pay audits have been done for staff on grades 1-9, three years apart. From 2013, biennial audits will cover all staff.	First biennial equal pay audit by March 2013	Senior HR Partner – Reward and Management Systems	Publication of biennial equal pay audits.	**Excellent** The first biennial all staff equal pay audit was published in May 2013 and will be repeated in 2015. UoE also publishes a Grade 10 Pay review report annually. A Gender Pay Gap task group has been established to review the causes of the pay gap at Grade UE10 (AS 2015 Action 2.6).
4.	Develop systems to enable automated reporting on maternity and other parental leave	Most information on maternity, paternity and adoption leave is held by local HR teams, making reporting difficult. A project will be established to develop the HR system to enable central reporting on maternity and other leave.	Project in 2013/14 IS programme	Senior HR Partner – Reward and Management Systems	Establishment of improved reporting facility	**Delayed** Due to conflicting priorities for development of management systems, project start date delayed to July 2015. Implementation expected early 2016.
5.	Introduce regular, systematic monitoring of redundancies (including termination of fixed-term contracts) by gender	The Standing Consultative Committee on Redundancy Avoidance (SCCRA) monitors redundancy and redundancy avoidance figures. While this has periodically included gender analysis, this will be introduced as a standard practice.	By August 2013	HR Employee Relations Partner, SCCRA	Establishment of standard gender analysis reporting to SCCRA	**Excellent** Reported monthly to SCCRA and annually to Court and Central Management Group. Statistics show that that in 2013 6.3%F/4.7%M were made redundant (as a proportion of total academic F/M headcount respectively). 2014 figures showed a marked reduction in redundancies at 3.8%F/3.9%M. The majority of redundancies result from the completion of fixed-term-funded contracts at Grade UE07 (postdoctoral researchers and equivalent).
6.	Improve understanding of reasons for female staff leaving,	There is currently limited analysis of information about leavers and a low return rate for existing exit questionnaires. A	Produce project plan by	Deputy Director of HR	Initially, agreement on the project scope,	**Fair** All Colleges and Support Groups introduced exit surveys in summer 2014. Initial responses suggest that end of fixed-term-funded contracts is the

					objectives and milestones.	main reason that staff leave the University. Responses will be reviewed annually and used to inform further actions (AS 2015 Action 2.8).
	through exit surveys and turnover information, to identify priorities for action.	project will be established on this topic.	August 2013			
	Key career transition points					
7.	Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels. [Strategic Plan Target]	This remains a key commitment in the Strategic Plan 2012-16, having been part of the previous Plan. Figures are reported annually to the University Court and discussed by the Central Academic Promotions Committee. Action to achieve this target is embedded elsewhere in this action plan.	Annual report	Heads of College	An upward trend in the proportion of female academic staff at each level.	**Good** Significant progress has been seen over the last four years, with a progressive increase in the number and proportion of female academic staff at grades 9 and 10 from 32% and 19% respectively in 2010/11 to 35% and 22% in 2013/14. In STEMM subjects there has been a marked increase in the proportion of female academic staff at 10 from 16% in 2010/11 to 20% in 2013/14. We are improving the effectiveness and value of annual review (AR) for career development by refreshing the guidance for the content and management of AR discussions. The systematic consideration of readiness for promotion for academic staff will form part of annual review discussion, monitored centrally (AS 2015 Action 2.5).
8.	Introduce, promote and evaluate on-line Recruitment and Selection training, incorporating relevant E&D aspects	An online module was launched in 2012 available to all staff to undertake. This is evaluated and updated by the UHRS teams to ensure the information is relevant and the module continues to offer a high quality and comprehensive overview of the area.	Part of ongoing L&D programme	Senior HR/OD Partner – Learning and Development	Completion of the course by staff from all parts of UoE by July 2014 and positive evaluation of the course.	**Good** Understanding Recruitment, Selection and the Law e-learning module is available for all staff. There has been good participation from across all the Colleges and Support Groups. >75% of respondents identify as having a high or good level of ability in the topics covered after completing the e-learning. This training module now forms part of a suite of E&D-related training that will be further promoted

						as described under Action 19 of this Bronze progress report.
9.	Carry out equality impact assessment (EqIA) of the recruitment and induction of 100 Chancellor's Fellowships (CFs) during 2012 and put in place arrangements to monitor progress and share good practice and lessons learned.	Around 70 CFs have been recruited across the University and arrangements for induction have been developed. A programme of support and development is being developed, along with management guidance. A survey of those already in post has been carried out. It is intended to monitor this cohort of new academic staff, including from an equality perspective, with a view to learning from their experiences and extending effective practices to the recruitment and induction of all academic staff in future.	EqIA by March 2013; other milestones to be confirmed	CFs Steering Group	Actions identified from EqIA by March 2013	**Good** We have conducted an annual EqIA of each cohort of Chancellor's Fellows since the scheme began in 2012 to inform improvements to advertising and recruitment to these posts. There has been a progressive increase in the proportion of women appointed in our flagship "Chancellor's Fellows" scheme from 2012 to 2014 in response to strategies to make the advertisement more appealing to women, by using female role models and alternative media for advertisements. We will conduct a gender audit of all future large recruitment campaigns to inform improvements (AS 2015 Action 2.3(iv)).
	Career Development					
10.	Develop and implement a University mentoring framework and programme, open to all staff groups, but targeting particular groups including female academic staff.	Pilot completed 2013 and successfully evaluated. We are now onto the 3rd cohort and this is incorporated into business as usual and is part of the ongoing UHRS L&D programme.	Part of ongoing L&D programme	Senior HR/OD Partner – Learning and Development	A cohort of mentoring relationships is established in the pilot areas by December 2012; evaluation results are positive; and the scheme is extended to further areas by the end of 2013.	**Excellent** Initial pilot resulted in 20 matched pairs. 16 mentoring relationships were sustained at 6 months review with feedback from mentors and mentees demonstrating satisfaction and value. By December 2014 there were 67 active matched pairs in the programme from across all areas of the University. Evaluation from mentor and mentee perspective continues to be high with positive outcomes reported for both. The programme has now incorporated the Research Staff mentoring scheme into a single programme 'Mentoring Connections'. We plan continuous growth to this

						scheme with evaluation ongoing (AS 2015 Action 2.5).
11.	Explore the establishment of an Edinburgh association for women in STEMM	No formal association or network exists. This will be discussed by the University's Athena SWAN network initially, and taken forward from there.	Discussion by AS Network by April 2013	University Athena SWAN network	Initially, confirmation of whether to establish an association.	**Not progressed but kept under review** The University's Athena SWAN network felt that there was no immediate need for a formal Edinburgh association for women in STEMM as other networks and activities are already in place in the Schools and Colleges. However, this will be kept under review.
12.	Review the Research Staff Mentoring Programme	The Research Staff Mentoring Programme will be kept under review, in the light of item 10 above and the support in place for Chancellor's Fellowship holders.	Review and potential develop-ments by April 2014	Institute of Academic Development (IAD)	Interest in programme monitored and compared with number of partnerships established.	**Good** The Research Staff Mentoring Programme had 31 successful partnerships in 2013/14. The programme has been incorporated into a single University-wide mentoring programme, 'Mentoring Connections', open to all staff (described in Action 10 of this Bronze progress report).
13.	Support women taking on the role of PI	Schools will be encouraged to target the newly established 4-day Research Leader Programme for new and aspiring PIs at female academics.	Throughout 2013 and 2014	IAD with School and College Deans of Research	Gender balance of participants monitored, aiming for greater numbers of females attending compared to total population	**Excellent** This programme has been a great success, with 48% female participation in 2014/15, (up from 39% in the previous year), and greater than the proportion of females in the target population (predominantly Grades 7 and 8). The Research Leader Training programme is complemented by a new one-day *Principal Investigator briefing course* for established PIs, to ensure that all have appropriate training in best practice in people management, finance and governance. This pilot briefing has been so well received that it is currently compulsory in two Schools in CMVM and will be rolled out across the University (AS 2015 Action 4.4).

14.	Involve Research Staff Societies in showcasing successful female careers	Encourage Research Staff Societies to include an event in their programme of activities which focuses on women who have developed successful careers.	Throughout 2012/13 and 2013/14	IAD with Research Staff Societies	The inclusion of one or two of these events in society programmes	**Excellent** IAD provides societies with support for showcasing successful female careers. http://www.ed.ac.uk/schools-departments/institute-academic-development/research-roles/research-only-staff/networks/societies Several societies have held events of this type.
	Raising the profile of women					
15.	Inspire women to succeed through the Annual International Women's Day (IWD) lecture series.	Three successful annual lectures held since 2010, featuring internationally successful women: Harriet Lamb, Irene Khan and Philippa Gregory. The 2013 speaker has been booked: President of the Royal Society of Chemistry, Professor Lesley Yellowlees.	Annually on IWD in March.	VP for E&D with steering group	Well-attended annual lecture by internationally successful woman	**Excellent** Complete and ongoing (AS 2015 Action 4.3). The lectures take place annually on IWD in March to provide inspirational role models to staff, students and the wider public. Two of the three most recent lectures have been high profile female STEMM academics: Professor Lesley Yellowlees (Head of UoE College of Science & Engineering) in 2013, and Professor Anneila Sargent (Chair of NASA's Space Science Advisory Committee) in 2015. The lectures draw a large audience and are also available to view online and via podcast. The lectures have received over 11,500 views online and the podcast has reached over 2,000. http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/international-womens-day
16.	Mount an exhibition of portraits of University of Edinburgh women	Currently being planned. Portraits to be commissioned and exhibition mounted.	Exhibition during 2013/14	VP for E&D with steering group	Exhibition mounted, well publicised and well attended.	**Excellent** We mounted an 'Inspiring Women – Inspiring Change' portrait exhibition in locations around Edinburgh in March 2014. These portraits form part of a permanent online exhibition of women at Edinburgh past and present.

						A new app showcasing the exhibition was launched in March 2015. The app and online exhibition will be expanded and will include a series of short films of women from broader aspects of equality. The films will be streamed on screens in building receptions across the University (AS 2015 Action 4.3).
Organisation and culture:						
17.	Reduce the gender pay gap for University staff [Strategic Plan Target]	Achievement of this target is dependent on a number of factors, including improvement in the recruitment and career progression of female academic staff, so action is embedded elsewhere in this plan.	Reported annually	Heads of Colleges and Support Groups	A downward trend in in the University's gender pay gap figure.	**Progressing and Ongoing** The is no gender pay gap within grades UE01-UE09 however the pay gap has widened at Grade 10, from 13.7% in 2013 to 15.2% in 2014. The reasons for this are not clear, but likely include newly promoted women, and a cadre of senior external recruits in 2012/13 (in which men were over represented) to support the REF submission. A Gender Pay Gap task group has been established to review the causes of the gap and to advise the Remuneration Committee on action that could be taken to close the gap (AS 2015 Action 2.6).
18.	Revise and implement new E&D governance, management and consultation and committee structures	Participating in ECU 'Mainstreaming through governance and management' programme; drafted remit for Equality Management Board. Aim to arrange first Board meeting by April 2013.	By end 2013	Vice-Principal E&D	Establishment of senior level Board and clear structures for E&D governance, management and consultation in place across the University.	**Excellent** Equality Management Committee established late 2013 and meets 4 times a year. The Committee reports to the Central Management Group and annually to Court.
19.	Promote and monitor take up of E&D training	Online training in E&D and Equality Impact Assessment is available to all staff. In addition a number of E&D-related staff development opportunities are	Set specific milestones/ targets by April 2013; Review	Deputy Director of HR	Initially, specific milestones/target s set by April 2013.	**Good** Currently, over 2000 staff members have participated in on line or face to face E&D training. The VP P&C gives a presentation on E&D at group induction sessions for new staff.

| | | available, such as a workshop on 'Developing an understanding of Equality, Diversity and Internationalisation' and a module on the University's Post-Graduate Certificate in Academic Practice. It is intended to build on existing processes to improve the monitoring of uptake, to inform further promotion and targeting of training as required. | progress by April 2014 | | | Senior managers have undertaken face-to-face training in 'Unconscious Bias' and online training is available to all staff.

Uptake will significantly increase through the following actions in AS 2015 action plan:

- E&D training will form part of the induction for new staff and will be further promoted to existing staff through dedicated sessions at school wide meetings (AS 2015 Action 4.2).
- As of 2014, this training was made mandatory for all staff involved in recruitment and promotions (AS 2015 Action 2.3(i)).
- E&D training (including Unconscious Bias) will be included in the training programme for PGR recruiters/supervisors. (AS 2015 Action 1.1) |