Athena SWAN Bronze institute award application

Name of institute: James Hutton Institute

Name of Research Council that governs institute: Not Applicable

Date of application: 31 July 2013

Date of Institute membership to Athena SWAN: PILOT Site

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Institute website address: www.hutton.ac.uk

Athena SWAN **Bronze Institute** awards recognise that in addition to its own formal policies the institute is working to promote gender equality and to address challenges particular to the discipline.

Not all organisations use the term 'institute' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of an 'institute' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

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

Sections to be included

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

1. Letter of endorsement from the institute director or chief executive: maximum 500 words

An accompanying letter of endorsement from the institute director or chief executive should explain how the SWAN action plan and activities in the institute contribute to the overall institute strategy and academic mission.

The letter is an opportunity for the institute director or chief executive to show their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the institute's mission.

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The James Hutton Institute's (the Institute) CEO invited Stacey Scragg (HR Projects Co-ordinator) to coordinate the Institute's Athena SWAN award bid. Volunteers were sought to join the Athena SWAN working group comprised of staff and PhD students within the Institute representing a mixture of genders, different career stages and representatives from the Institute's Science, and Business and Enabling Services groups.

Members of the working group:

Professor Iain Gordon (Chair) completed a PhD in Zoology at the University of Cambridge. In 1988 he took up a position at the Macaulay Land Use Research Institute (MLURI), returning in 2010 as the Chief Executive and Director of the newly formed James Hutton Institute after seven years at CSIRO, Australia. Throughout his career Professor Gordon has championed the role of women in science; his first two postdoctoral researchers were women who went on to leadership positions in Scottish Natural Heritage and the MLURI. He has supervised 40 MSc and PhD students – 18 of whom were women.

Craig Baxter grew up in East-Central Scotland and completed his undergraduate and MSc degrees at the University of Dundee. After working for a year with Shetland Islands Council Craig returned to academia to pursue PhD studies. He is currently in the second year of his PhD and contributes his experience as a postgraduate student, active in the Institute's student community.

Dr Kirsty Blackstock gained her MA in Sociology with Gender Studies at the University of Edinburgh and then her PhD in Sociology from James Cook University, Australia. She joined the Macaulay Institute in 2003, researching participatory approaches. She gave birth to twins in November 2011 and returned to work part-time as a team leader in the Social, Economic and Geographical Sciences Group in September 2012. She is the co-chair of the Young Academy of Scotland working group on Tapping All Our Talents.

Dr Vivian Blok grew up in Canada and completed BSc and MSc degrees there, followed by a PhD at Cambridge University. In 1989 she joined the Virology Division at the Scottish Crop

Research Institute (SCRI). Following 2 post-doctoral positions Vivian joined the Nematology group and is now a PI in the Cell and Molecular Sciences Group. During her PhD and post-doctoral positions Vivian had 2 children and combined raising children with a dual research career family. Vivian is a founder of the Dundee Women in Science festival (www.WomeninScience.org.uk), an annual event celebrating and supporting women in STEM activities.

Dr Jorunn Boss grew up in the Netherlands where she completed her MSc degree. She moved to the USA to pursue a PhD degree at the Ohio State University, and moved to the UK in 2007 to start a post-doctoral position at the Sainsbury Laboratory, Norwich. Following a second post-doc position at the John Innes Centre, Jorunn was awarded a Royal Society of Edinburgh fellowship to start her own research group at the SCRI in October 2010. She leads a team of six researchers, including post-docs, PhD students and a technician in molecular plant–aphid interactions in the Cell and Molecular Sciences group. She is expecting her first baby in September 2013.

Malcolm Collie was born in Aberdeen, beginning work in forestry before purchasing and running a successful Newsagents business. He represented the retail sector of the Newstrade at national level with responsibilities in the development of European Laws on Child Employment and became the director of several industry related companies. After selling his business, he joined NERC in 2000 as an IT officer and trained to become a Welfare Officer, supporting staff, students and visitors in personal and work related matters. Now an Infrastructure Engineer he became involved in defining and rolling out Organisational Values and is now championing a Staff Welfare Service.

Leah Jackson-Blake grew up in the north of England. She completed her BA and MSc at the University of Cambridge in 2006, before relocating to the French Alps where she was employed as a remote-working, part-time research assistant by Cambridge University's Earth Sciences department. She took up a post in the Institute (then MLURI) in 2010, joining the biogeochemical team. In 2012 she began a part-time PhD, closely aligned to her research programme. She contributes to the committee both as a junior female staff member and as a female PhD student.

Stacey Scragg completed her MA (Hons) in Social Anthropology at The University of St Andrews and did her final year dissertation on the "Subordination of Women in the Workplace". She then went on to do her MSc in Human Resource Management at The Robert Gordon University, Aberdeen and gained her Chartered Institute of Personnel Development accreditation. In April 2012 Stacey became HR Projects Co-ordinator. This role has consisted of looking at streamlining current policies and procedures but also becoming involved in Institute-wide projects, with Athena Swan being one of these projects.

Dr Carol Ann Stannard is the Scientific Assistant to the Chief Executive of the James Hutton Institute. She returned to academic studies as a mature student, juggling her studies with a young family and attained her PhD award. Carol Ann contributes experience of balancing a family with postgraduate research commitments and understands the difficulties sometimes faced in aligning career pathway choices with family life.

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

The working group met four times between November 2012 and June 2013 by video link as the James Hutton Institute is based over two sites. A shared work folder was created on the Institute's intranet (accessible to Athena Swan Group members only) to facilitate the coordination of data collation and proposal writing. Sub-groups were formed that concentrated on specific areas within the application and they met between April and June 2013. The sub-groups concentrated on consulting with the Institute's Postgraduate School, the Director of Science Excellence and our Human Resources and Communications Departments.

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

The working group will continue to meet quarterly to review progress relating to the action plan. Actions from these quarterly meetings will communicated to the James Hutton Institute Senior Management Group for comment.

Word Count – max 1000

3. A picture of the institute: maximum 2000 words

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

The James Hutton Institute is one of the Scottish Government's main research providers in environmental, crop and food science and has a major role in the Scottish knowledge economy. The Institute also provides scientific evidence to underpin policy in the UK, Europe and world-wide and is one of the biggest research centres in the UK and the first of its type in Europe. The Institute is spread across two main sites: Invergowrie near Dundee and Craigiebuckler in Aberdeen. It has farms at Balruddery (Centre for Sustainable Cropping), Glensaugh (providing facilities for agricultural and land research since 1943) and Hartwood (mainly upland, devoted to stock rearing).

The James Hutton Institute has two wholly owned commercial subsidiaries: Macaulay Scientific Consulting (MSC) Ltd, which provides consultancy and analytical services for research and commercial purposes, as well as a range of specialist products, and Mylnefield Research Services (MRS) Ltd, whose business is technology translation: converting scientific knowledge through innovation and industrial partnerships into new and improved products and services. The Institute also hosts Biomathematics Statistics Scotland (BioSS) which comprises 29 staff who undertake research, consultancy and training in mathematics and statistics as applied to agriculture, the environment, food and health, and the Division

of Plant Sciences, University of Dundee which has a composite of 45 scientists and students.

The Institute delivers inter-disciplinary solutions to local and global science challenges through its seven research themes: Safeguarding Natural Capital, Enhancing Crop Productivity and Utilisation, Delivering Sustainable Production Systems, Controlling Weeds, Pests and Diseases, Managing Catchments and Coasts, Nurturing Vibrant and Low Carbon Communities and Realising Land's Potential, drawing on the broad range of disciplines from the Institute's five research groups: Ecological Sciences, Cell and Molecular Sciences, Environmental and Biochemical Sciences, Social, Economic and Geographical Sciences and Information and Computational Sciences (Fig. 1).

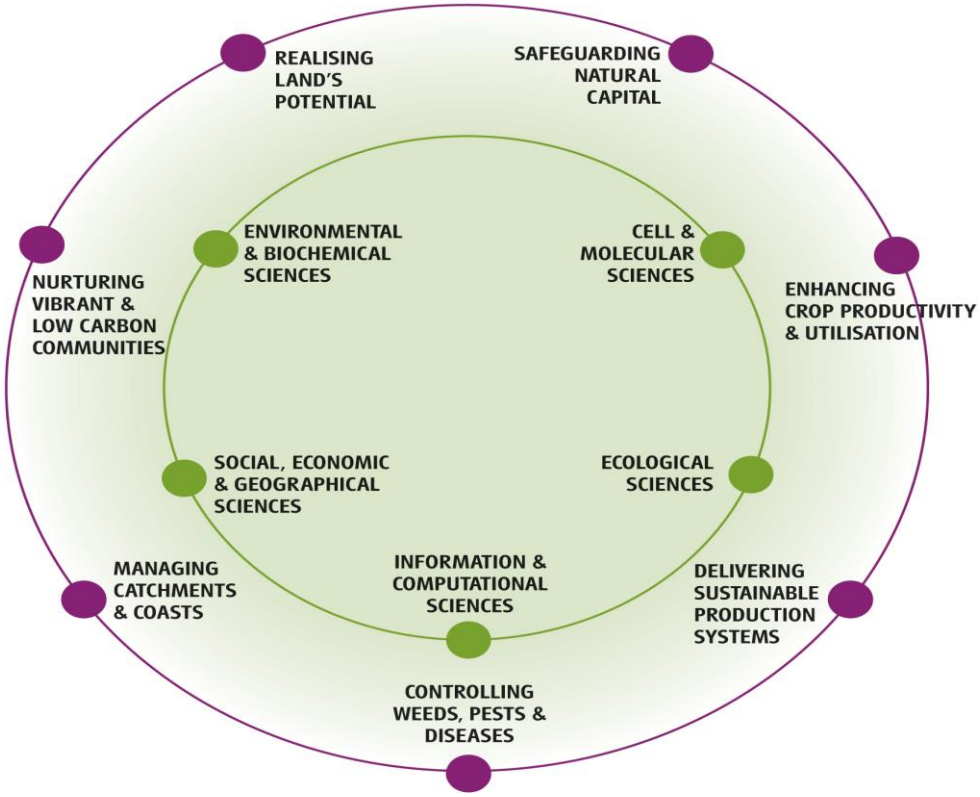

Figure 1: Science structure of the James Hutton Institute.

The Institute employs 400 science staff and also 147 business enabling support staff, which includes technicians, glasshouse and research farm support staff, and finance and administrative departments. There is a 50:50 split between men and women employees across both areas. At a senior management level, the Institute has two female Science Group Leaders (Cellular & Molecular Science group and Social, Economic and Geographical Science group) and one female Theme Leader (Safeguarding Natural Capital) and five of the

seven Business Enabling Support departments are led by women (Research Support, Communications, Finance, Human Resources and Health, Safety and Quality). The James Hutton Institute's Postgraduate School currently has 133 registered PhD students, 60% of which are female. Many of our scientists hold joint appointments at professorial and senior lecturer level with Universities including the Universities of Dundee, Aberdeen, St Andrews and Edinburgh.

The management structure of the Institute has Research Theme, Science Group and Business Enabling Services Department leads directly reporting to a Director (Fig. 2). The Director of Finance & Company Secretary and the interim Director of Corporate Services are both women.

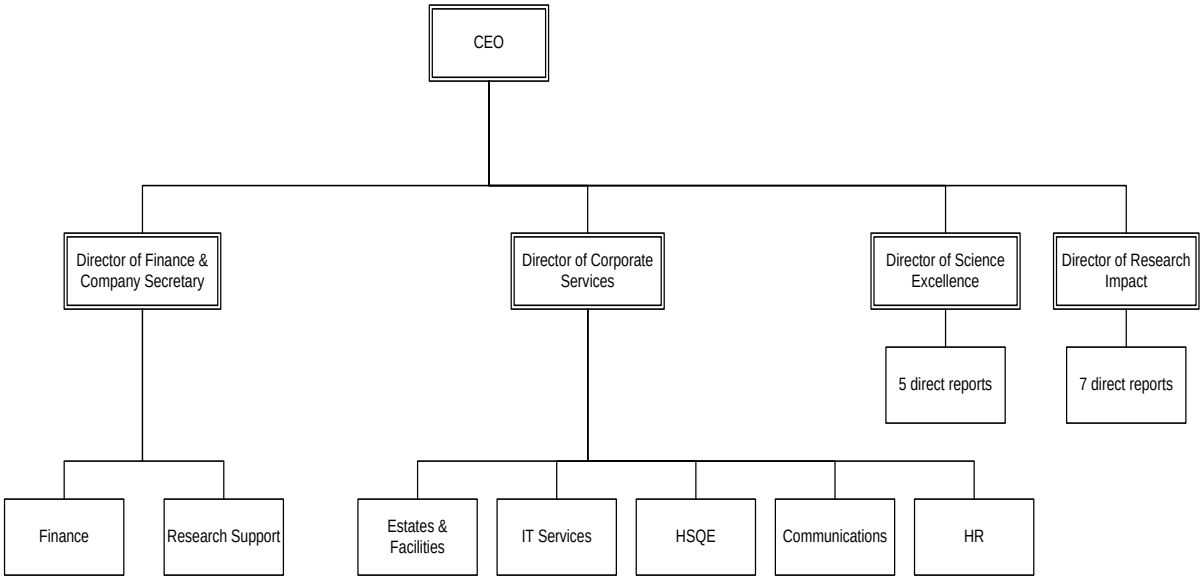

Figure 2: Governance structure of the James Hutton Institute.

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

Student data

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

The James Hutton Institute hosts PhD students with a variety of funding arrangements. There are joint-funded students supported by the Institute and an academic partner; project-funded; externally-funded; partially-funded and research-initiative (Centre for Environmental Change and Human Resilience-

CECHR) funded students. Figure 3 shows these funding arrangements by gender for the current and past 3 study years. The ratio of females to males accepted for PhD studentships has averaged 56% for the last three years (Fig. 4). This is comparable to the national picture for Biosciences at 62%.

Figure 5 indicates student numbers in research groups by gender. Female to male ratios are historically higher in the SEGS group (ratio 5:1) and lower in ICS (8.3), which also reflect national trends. In the EBS group, which encompasses the scientific disciplines of soil, water and isotope chemistry, the ratio of female PhD students to males in this group is 2:1. We will continue to monitor these trends and seek subject-area specific benchmarks to make better comparisons as sufficient data is accumulated.

We are increasing efforts to make Postgraduate students and the Postgraduate Student Committee (PGSC) aware of gender balance issues and how we can address them. We seek to maintain gender balance in the PGSC and in selection panels. Selection panel members are required to undertake diversity awareness and interview skills training. Student representatives sit on the PGSC.

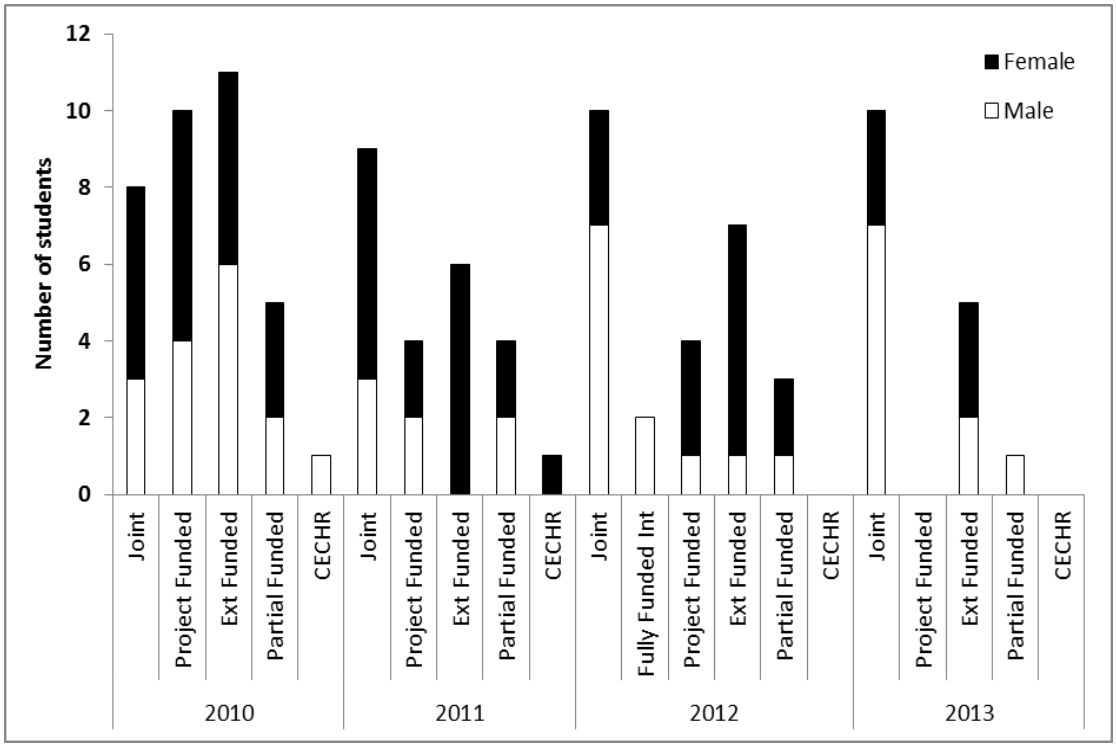

Figure 3: Funding arrangements of PhD students by study year and gender.

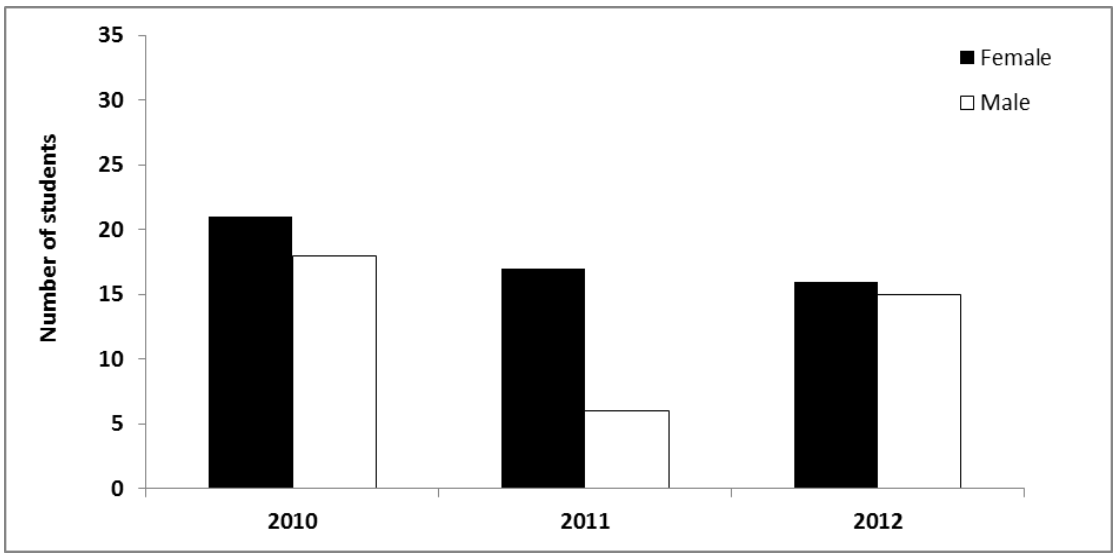

Figure 4: Number of students accepted for PhD studentships by study year and gender.

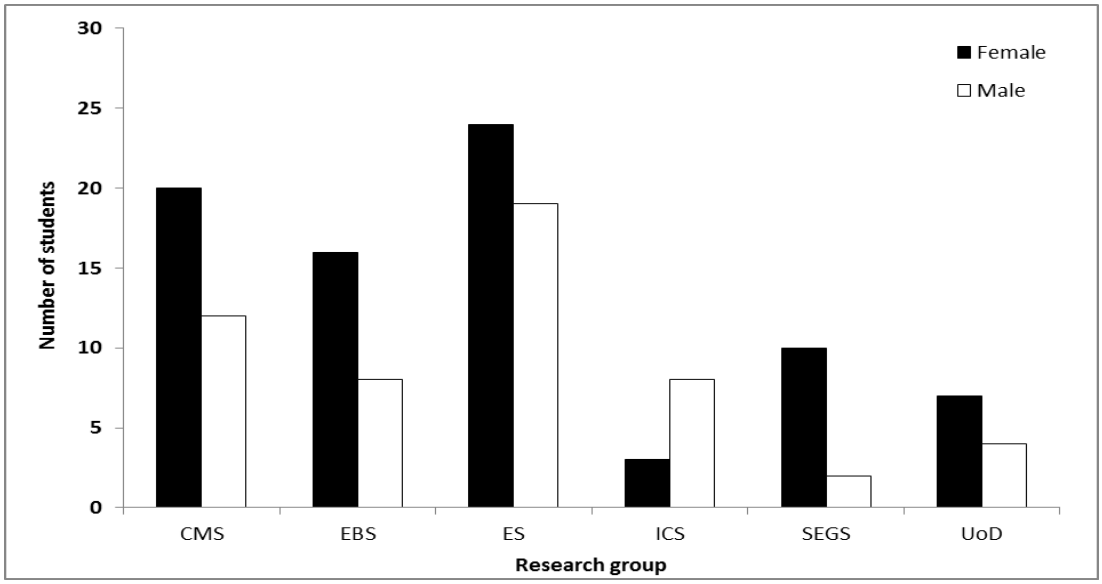

Figure 5: Number of current students in research groups by gender (CMS= Cell & Molecular Sciences; EBS= Environmental & Biological Sciences; ES= Ecological Sciences; ICS= Informational & Computational Sciences; SEGS= Social, Economic and Geographical Sciences; UoD= University of Dundee Life Sciences at the Institute).

(ii) **Visiting students more than 6 months: male and female numbers –** full and part-time – comment on the female:male ratio compared with the national picture for the discipline or topic area. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

We do not monitor this as the numbers of visiting students to the Institute are low (<5).

(iii) **Ratio of applications to offers and acceptances by gender for visiting students more than 6 months, and for postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

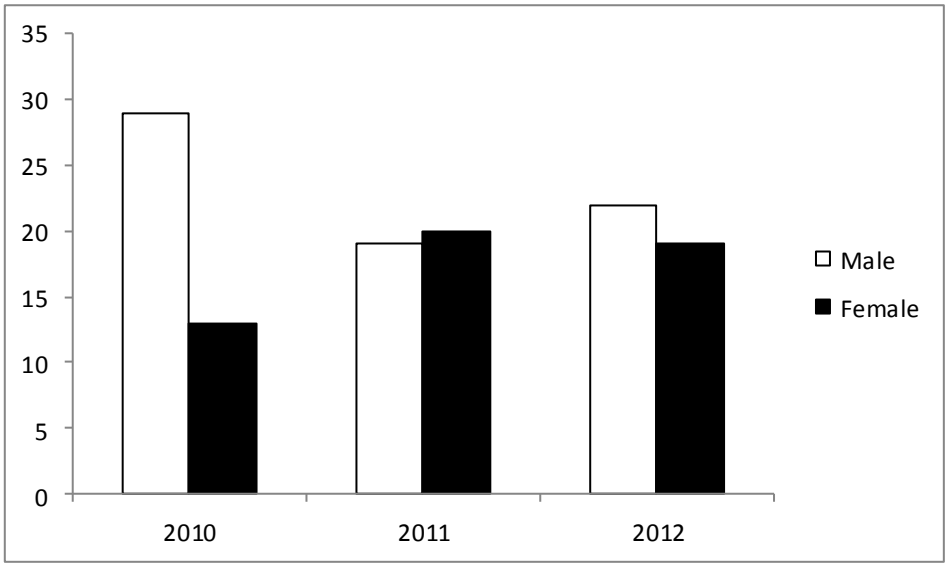

Figure 6: Number of applications for joint (James Hutton Institute/Partner University) funded PhD studentships.

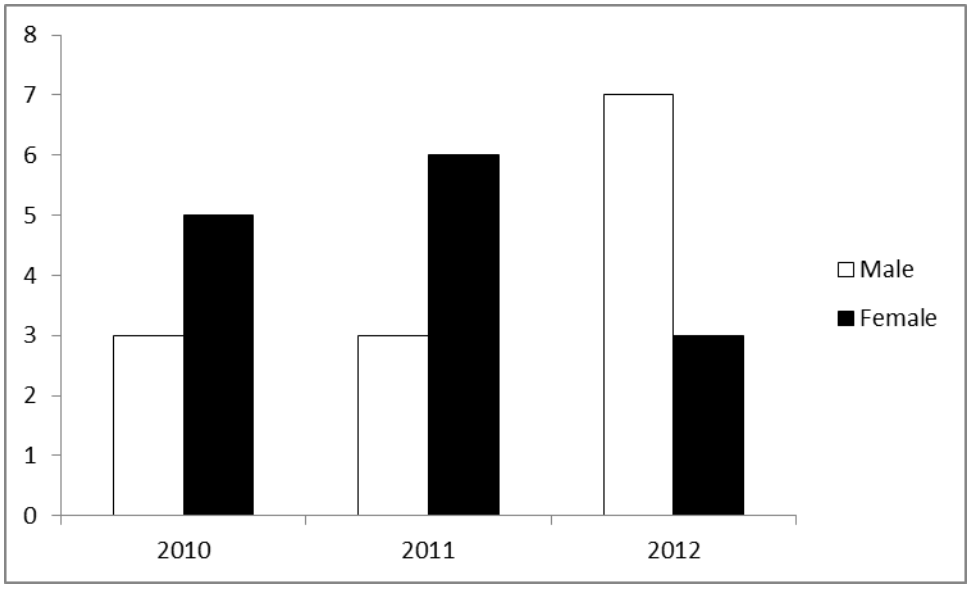

Figure 7: Number of offers for joint (James Hutton Institute/Partner University) funded PhD studentships.

The data displayed in Figures 6 and 7 relates only to the joint PhD studentship scheme run by the Institute. The number of applications received from male and female candidates has been relatively balanced since 2011. The joint PhD studentship scheme awards funding for ~10 PhDs a year and is highly competitive. PhD project supervisors are only permitted to submit one candidate for interview by the Postgraduate Studentship Committee to attain a joint PhD studentship award. Representatives from the Institute's Postgraduate Studentship Committee participate in all candidate interviews to ensure consistency and comparability in the assessment of the candidate's quality and suitability for the postgraduate research project offered. Interviewed candidates are ranked and PhD funding offers are made purely on the excellence of the candidate and the criteria for an award is reflected in the data shown in Figure 7.

The intake numbers for postgraduate studies at the Institute are not comparable with universities and while the Institute observes diversity and gender balance, the criteria for PhD funding offers remains the excellence of the PhD candidate and their suitability to the research project offered and it's alignment with the Institute's science vision.

A review of studentship procedures will be undertaken to ensure we are able to capture application numbers for students applying for externally funded PhDs at the Institute (see action point **1.1**).

(iv) **Research degree submission rates by gender** – comment on any differences in submission rates between males and females and describe what actions are being taken to address any imbalance.

We have, for the two years of existence of the James Hutton Institute, had 100% submission and successful completion so figures are same for above.

(v) **Time taken to complete research degree by gender** – comment on any differences in research degree completion time between males and females and whether any breaks were needed e.g. maternity/paternity leave, career break.

We have not monitored this previously and so far we have 100% completion so the time differences are likely to be small (months). The James Hutton Institute currently supports doctoral students with maternity/paternity leave in line with research council policy (e.g. BBSRC state "[a] student receiving a Research Council Training Grant is entitled to receive stipend support during periods of maternity leave in line with… statutory provision… from within the cash-limit of the training account" (http://www.bbsrc.ac.uk/web/FILES/Guidelines/training-grant-faqs.pdf). At the James Hutton Institute this is usually arranged between individual students, their Institute supervisors, and the university with which they are registered. The James Hutton Institute does not currently monitor rates of maternity/ paternity leave of doctoral students, but will do in future (see action point **1.2**).

Staff data

(vi) **Female:male ratio of all academic staff (including teaching academics) and research staff** – where suitable include post-doc, tenure track or fixed-term scientists and tenured scientists and different grades. Comment on any differences in numbers between males and females, benchmarked against national averages and say what action is being taken to address any under-representation at particular grades/levels.

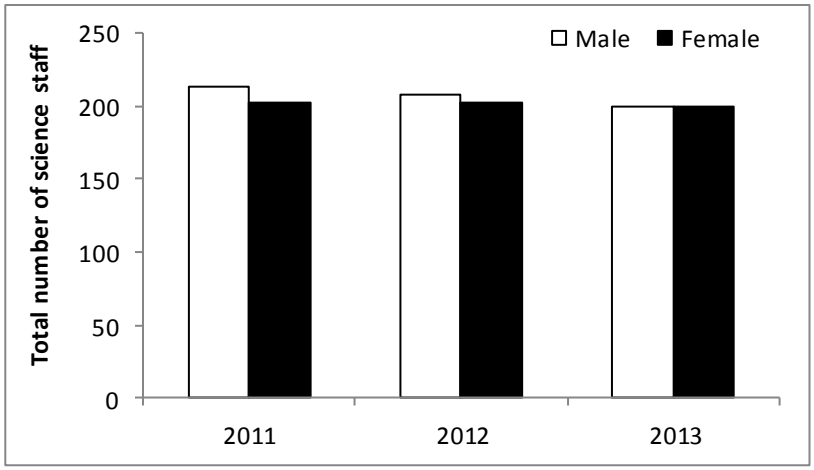

Figure 8: Total numbers of female and male research staff years 2011, 2012, and 2013.

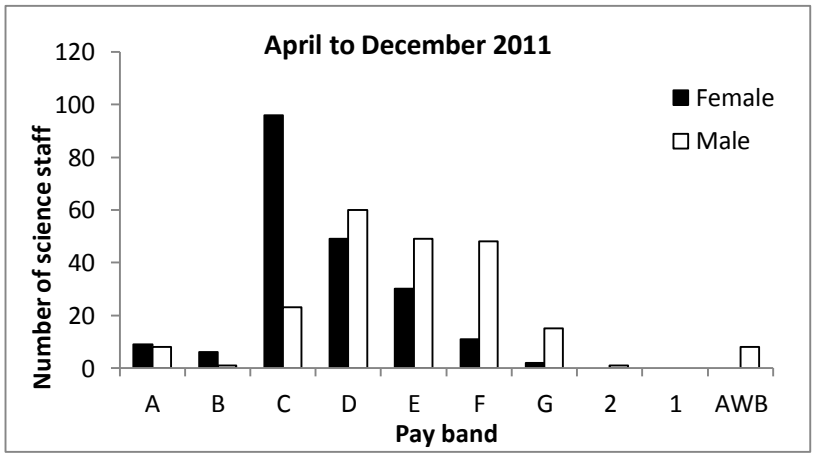

Figure 9: Numbers of female and male research staff in 2011 by Pay Band.

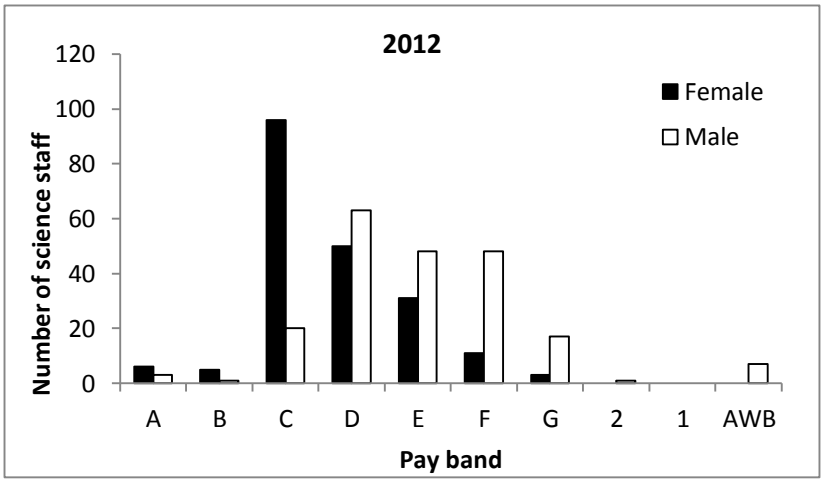

Figure 10: Numbers of female and male research staff in 2012 by Pay Band.

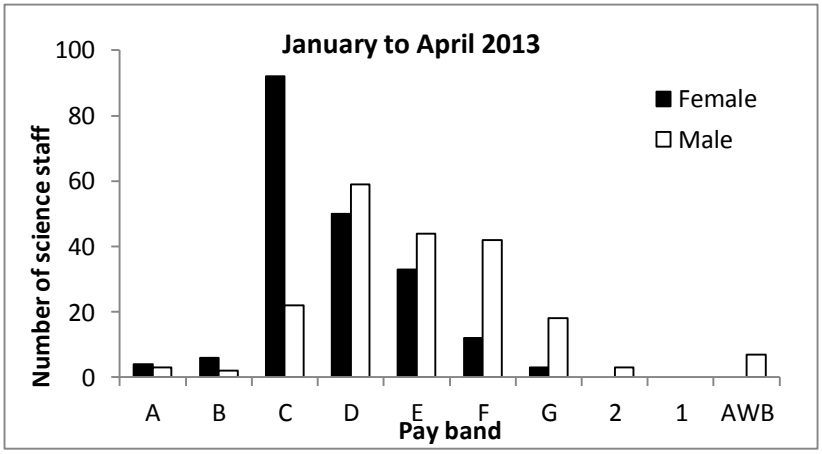

Figure 11: Numbers of female and male research staff in 2013 by Pay Band.

Staff Information – Grading Structure Applicable to all research staff

AWB: Staff who are on Agricultural Wages Board Terms and conditions, support staff
Band A & B: Manual/technical support
Band C: Research Assistant
Band D & E: Post Doc Level
Band F: Theme Leader
Band G: Research/Group Leaders
Band 2: Institute Executive Level
Band 1: Institute Executive Level

When looking at the ratio of total female:male research staff at the Institute, Figure 8 shows that there is a 50:50 split for 2011, 2012 and 2013 which is in line with a comparable Institute, the John Innes Centre, (over the past three years JIC has had

an average ratio of 49:51). However, across the pay bands (Figs. 9-11) the ratios are very different.

For example, the graphs show a much higher proportion of female:male staff at Band C for all three years, however, above band C there are generally more males than females and this is particularly apparent at pay bands F, G, 2 and 1. The Band C level is considered to be a relatively junior level of support worker whereas above this level, greater innovation and independence is expected. The 2013 graph (Fig. 11) shows that, currently, the highest graded research female within the Institute is at a Band G. When looking at the higher grades we currently only have one female who is at Theme Leader level and only two females who are at Group Leader level. This is also typical amongst similar research organisations such as John Innes Centre and Rothamsted Research and is commonly referred to as the "scissors effect". The failure of many females to progress beyond the Band D level, unlike their male counterparts, remains problematic if further female representation at higher pay bands is going to be achieved at the Institute. Further actions are required to address this to ensure more females within the Institute can aspire and reach the high end banding levels of G and above (see action point **2.1**).

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

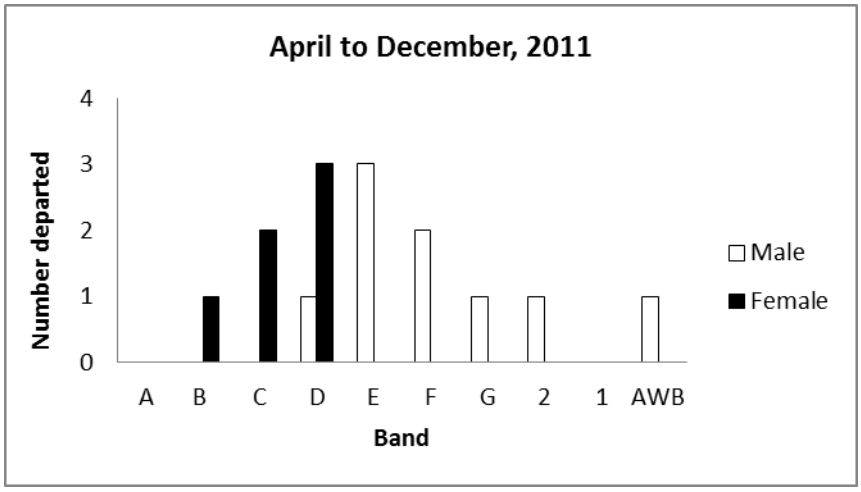

Figure 12: Research staff turnover in 2011 by gender and pay band.

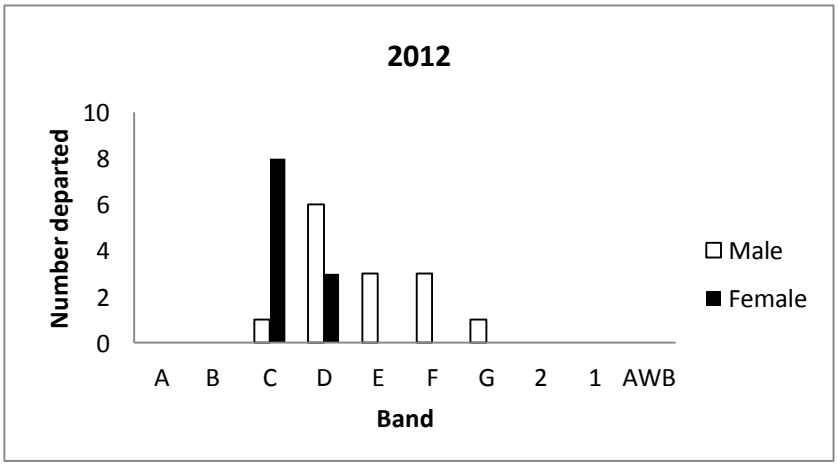

Figure 13: Research staff turnover in 2012 by gender and pay band.

Turnover figures for research staff in 2011 and 2012 show that the majority of science staff leaving the Institute were male (60% in 2011, 56% in 2012) (Figs. 12 & 13). However, the total turnover in 2011 and 2012 represents a very small proportion of total science staff (4.1 and 9.6% respectively). The distribution of science staff turnover with regards to pay bands, however, reflects the gender balance observed between pay bands for science staff. For example the highest turnover in 2012 was Band C female staff but Band C also has the highest numbers of female staff (Fig. 13).

The significant increase in turnover figures in 2012 reflects the impact of the Institute's voluntary exit scheme (funded by Scottish Government) which was offered to science staff in the early part of 2012 to enable the James Hutton Institute to begin to make changes to its science delivery. In the period from January to May 2013, only one person, a female (pay band C), left the Institute.

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

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

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

The Institute's HR system currently does not track the ratio of male:female candidates throughout the recruitment process i.e. the numbers who have applied, been interviewed and then appointed. The implementation of an improved HR information database system will enable the Institute to establish a recording process to gather this information (see action point **3.1**). Over the last two years we have recruited a total of 25 females and 20 males into indefinite posts.

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

Data on personal promotions are only available for 2011 and 2012 as the current promotion round is still underway (Tables 1 & 2). In total, 43 applications were made, of which 18 (42%) were from women. More male applications were successful than female applications. All unsuccessful applicants were given feedback about how to achieve promotion in the future. There were less female applicants at grades above E, but it is also notable that it was mainly female applicants who were unsuccessful at the D-E and E-F steps. Achieving action point **2.1** will ensure a strategy has been established by the Institute to assist female science staff to attain greater success in promotion application. The Institute will also examine whether the gender of Line Managers, in terms of their support for promotion has an impact on success rates (see action point **3.2**).

Nominations considered	Male			Female		
	Total	Successful	Unsuccessful	Total	Successful	Unsuccessful
C to D	0	-	-	2	0	2
D to E	4	4	0	5	5	0
E to F	2	2	0	1	1	0
F to G	3	3	0	0	-	-
All	9	9	0	8	6	2

Table 1: Promotion applications and outcomes for 2011.

Nominations considered	Male			Female		
	Total	Successful	Unsuccessful	Total	Successful	Unsuccessful
C to D	1	1	0	0	0	0
D to E	5	4	1	8	2	6
E to F	6	3	3	0	0	0
F to G	3	3	0	1	1	0
All	15	11	0	9	3	6

Table 2: Promotion applications and outcomes for 2012.

The personal promotion process is governed by BBSRC procedure. Calls for promotion are made annually but the potential for promotion should be addressed during the Personal Performance Development Review (PPDR) process in January, so that when the call for promotions is made in late Spring, candidates have already starting to collect evidence for their case. Staff fill in their applications with the support of their Line Manager and Science Group leader; and these applications are assessed by the Science Group leaders, who provide feedback regarding whether

candidates are suitable and how to improve the presentation of the case for those deemed to meet the criteria. Those deemed suitable by senior science staff are then forwarded by HR to the BBSRC Scottish Promotion Panel. Staff members can self-nominate if they disagree with their Line Manager and if their case is rejected by the Science Group leaders, although they will not have the supporting statements from their managers and the Institute. The criteria for promotion tries to take account of a variety of indicators of performance beyond publications and income generation, which may help staff who have had career breaks and/or are working part-time. However, it will take longer for a staff member who has been away from research or works fewer hours to generate performance indicators that allow them to make the transition to a higher grade based on personal merit.

Another route to promotion, which may be more suited to staff members working in technical support roles, is the Job Evaluation Grading System (JEGS) system. This looks at changes in the job role and responsibilities, rather than the individual. Thus, part-time staff can take on more responsibility and specialise in particular techniques within their part-time hours and be rewarded for this through having their post re-graded to a higher band. Again, this is dependent on the Line Manager and Science Group leader recognising that a case exists and working with HR to fill in the necessary paperwork. The JEGS process is again a standard BBSRC process, following set formulae to assess if the job should be paid at a higher band. JEGS cases also go through the HR committee for their oversight.

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

(i) **Recruitment of staff** – comment on how the institute's recruitment processes ensure that female candidates are attracted to apply, and how the institute ensures its short listing, selection processes and criteria comply with the institute's equal opportunities policies.

All recruitment material, including the job description, business case and recruitment criteria have to be signed off by the Research Management Group and the Human Resources committee before they can be advertised. This should ensure compliance with our policies as the criteria are checked by HR professionals. Posts are advertised internally on Institute notice boards, on our intranet, our webpage, via www.jobs.ac.uk and normally in an appropriate periodical, which varies depending on the discipline and topic area. Short-listing is done by the interview panel, which must include a gender balance and one member of staff from outwith the group recruiting the position. Efforts are made to involve research active women in recruitment, not just a token female, to provide a positive role model for female candidates. However, in some science groups, it can be the case that the panel consists of three women to one man. Short-listing is done based on the criteria for the post. Short-listed candidates are then invited to attend an interview in person or virtually if they are not based in the UK. All candidates are treated the same in terms of interview questions and information provided. In most cases, candidates attending in person are given a tour of the Institute and an opportunity

to talk to other members of the group or team they will be joining. This should allow candidates to judge the culture of the Institute, group and team, and how they might fit in, plus allows for informal discussion about schooling, childcare, housing costs and social clubs that may influence the attractiveness of the Institute to those bringing a family or a partner. Candidates who are interviewed by videoconference etc. are required to visit the Institute before a final offer is made to them so that they can also participate in these more informal discussions. Those chairing the interview panel must have completed training on selection and recruitment, and this covers aspects of ensuring gender equality and avoiding discrimination. We aim to have all panel members trained in recruitment and selection techniques but recognise that this is not always possible; however all our staff are required to attend a Diversity Awareness training course. Candidates have the right to request part-time working or job-share, and a business case has to be made if the request is refused. For example, in 2011, a successful female candidate applied for a full-time post and was appointed part-time at her request. Aberdeen and Dundee do have strong knowledge based economies and good schools so should be relatively attractive for professional families, given that many female scientists may have professional spouses.

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

The data from 2011 and 2012 show that most women leave the Institute from jobs at lower grades B-D, however, these grades also have the highest numbers of female employees (74% in 2011 and 75% in 2012). The HR department will examine the data to see if there are any trends in particular science groups (see action point **3.3**). All staff undergo a professional and personal development review annually, including mid-year reviews, during which their career objectives are identified and relevant training needs are discussed. Training is handled through the science groups, but all staff are allocated at least five days a year for training purposes, with the potential to bid into a training budget for formal courses run outwith the Institute. All staff are encouraged to attend relevant seminars run by the Institute, which offer networking opportunities afterwards. Staff in SEGS, for example, have been encouraged to participate in the Royal Society of Edinburgh's Young Academy of Scotland and the Crucible networks, which provide young post-doctoral researchers with an opportunity to network with professionals and academics from different sectors throughout Scotland. Much of the informal support, such as mentoring, is dependent on the quality of the line management and how well the individual is networked within the Institute.

Career development

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration the broad responsibilities of the researcher such as teaching, research, administration, pastoral work, fund raising, mentoring and support and outreach work; is quality of work emphasised over quantity of work?

The James Hutton Institute conducts an appraisal process which is called the Performance and Personal Development Review (PPDR). The PPDR is a planned and structured meeting that enables the Line Manager and jobholder to discuss, agree and record achievements related to performance in the job, the plan of work for the coming year, and any personal or work-related developmental requirements. Each individual agrees a forward job plan made up of objectives that are relevant to their role. For many scientific staff this includes publishing papers, attracting grant income, participating in knowledge exchange events and carrying out scientific research. The objectives consist of both quality and quantity requirements and the balance between the two is dependent on the role carried out and the complexity of the work required. The PPDR process offers an opportunity to formally recognise achievement along with a chance to address any problem areas as they arise. The PPDR takes place annually, with an interim review at 6 months. There is a structured process to the PPDR and further guidance can be found on the Institute Intranet. It is also during the PPDR, that discussions take place in relation to promotion and whether an individual is at the point in their career to progress to a higher grade.

Opportunities for career development and progression within the James Hutton Institute are open to all staff members, irrespective of race, religion or belief, age, sexual orientation, disability, sex, pregnancy or maternity, marriage or civil partnership, or gender reassignment. The way in which scientific staff within the Institute can be promoted is by following the Personal Promotion Scheme, the guidelines for which are set out by the Biotechnology and Biological Sciences Research Council. The scheme requires evidence of performance against 4 key criteria: knowledge, skills and experience; benefit to the organisation; performance and achievement to date and personal potential. The Personal Promotion Scheme is open to all employees in all areas of work.

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

All new staff participate in an induction process when joining the Institute. The induction process is administered by the Science Group Administrators, along with the new start's Line Manager, who ensure that all new starts see the relevant people within the Institute. The induction process includes meeting Health and Safety, IT, Head of Group, HR, and Communications. During their induction the new start is informed of key policies including HR and training policies, key contacts, and the James Hutton Institute Values. It is during the new start's first week that their Line Manager will sit down and discuss the PPDR and the purpose of this appraisal which has been outlined above.

In relation to Equality and Diversity training before the James Hutton Institute was created in April 2011, the legacy institutes held regular, mandatory, equality and diversity training for all new starts. This is something that since the beginning of 2012 has not been available to new staff due to changes with the delivery of training. However, the new training plan for 2013/2014 will include mandatory Equality and Diversity training for all new starts and everyone who has started since 2012 will also be required to attend this training (see action point **4.1**).

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

There are a wide range of support and monitoring systems in place for all students, in addition to that at the University they are registered with, but none are specifically aimed at female students. We support the "Women in Science" festival that is organised by senior female staff and encourages involvement of students. The latest information on gender balance is displayed on notice boards to maintain general awareness, and informal meetings are organised by female staff to discuss specific issues e.g. consultation on Women in STEM run by the Royal Society of Edinburgh.

Student-supervisor pairing is established primarily through scientific expertise of research staff and students. Current male to female ratios of student supervisors at the Institute are indicated in Figure 14. There is a female post-graduate liaison officer who can be contacted by any of the students at any time. The monitoring process at the Institute is about to be reviewed following discussions with some partnering universities and the Postgraduate Studentship Committee will take the opportunity to review the viability of offering students the option to request a Postgraduate Liaison Officer (PGLO) of the same gender (see action plan **4.2**)

Work is currently underway to establish an alumni initiative for former PhD students. It is intended both to track former students' progress and career progression, and to enable the Institute to offer career and scientific support to our former students.

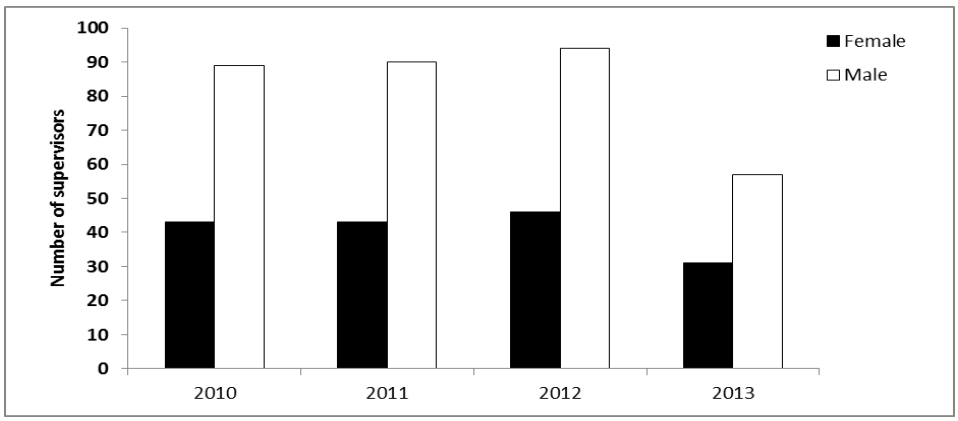

Figure 14: Number of student supervisors by study year and gender.

Organisation and culture

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

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

On a whole the majority of staff of the James Hutton Institute are on indefinite (permanent) contracts with a small number taking up fixed term contracts. However, it is clear that when it comes to a gender split, there are slightly higher numbers of males than females with an indefinite contract (Table 3). Table 3 also shows that even though there are only small numbers of staff with fixed term contracts, females hold more fixed term contracts than the men within the Institute.

Period	**Science Staff**			
	Indefinite		Fixed Term	
	Female	Male	Female	Male
April 2011 to 31 December 2011	195	210	8	5
1 January 2012 to 31st December 2012	193	206	10	1
1 January 2013 to 30 April 2013	190	200	9	3

Table 3: Numbers of science staff on indefinite and fixed term contracts in 2011, 2012 and 2013 by gender.

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

(ii) **Male and female representation on decision-making committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified. Comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the institute? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

The eight key decision making committees in the James Hutton Institute are:

Committee	Male	Female	Frequency
Board	9	2	Bi-monthly
Executive	3	2	3 times a month
Senior Management Group	17	11	Monthly
Research Management Group	10	4	Monthly
BES Leadership	3	6	Monthly
HR Committee	6	5	Bi Monthly
CAPEX	8	3	Twice a year
Estates & Facilities	8	8	Quarterly a year

Table 4: Decision making committees.

Data is only available for the last two years regarding committees following the formation of the James Hutton Institute in April 2011. 39 % of the members on the key decision making committees listed in Table 4 are female. With the exception of the Research Management Group and Business Enabling Services Leadership, the membership of these committees is a mix of both Science Group and Business Enabling Services staff. Therefore, the ratio of male:female reflects the gender balance observed in senior management positions in both the Science Group and Business Enabling Services parts of the Institute. Committees in the Institute are defined as 'operational' or 'compliance' and there are currently four 'operational' committees and five 'compliance' committees. There are a number of sub-committees which report directly into the committees listed above. Membership of these sub-committees is also a mix of both science and business enabling support staff and 31% of the members on these sub-committees are female. The Board has three sub-committees which report directly to it and as the membership for these sub-committees is taken from the Board, the ratio of men to female representation is favoured towards the men.

Membership Selection: Committee membership is based on the necessary mix of skills, representation from relevant departments, representation from both main sites and diversity of gender and ethnicity. Prior to 1st April 2011, the James Hutton Institute was two separate research institutions (SCRI and MLURI). Since these institutions combined to form the Institute, committee membership has striven to ensure cross-institute representation. With the exception of the Board, the decision making committees are chaired by a member of the Executive team and three of the committees are currently chaired by female Executive team members.

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

The balance of an individual's workload is agreed with their Line Manager as part of the PPDR process. Managers and individuals agree the priority areas for the job and the timescales for delivery, taking account of delivery of the scientific research and the requirements for promotion to a higher band. Individuals involved in significant work e.g. Athena Swan, will have this included in their PPDR objectives so there is a recognition of the time commitment involved. Staff who have a significant management responsibility or a role in the Postgraduate School will have this included in their job description and these things are taken in to account for promotion cases.

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

The Institute offers a flexi scheme that all staff on fixed hours are initially signed up to and they can choose to opt out if they wish. The flexi system means that the Institute has core hours which are from 9.30 am – 12 pm and then 2pm – 3.30 pm. With these core hours in place it is expected that all Institute meetings take place within these hours. However, there are occasions where timings are needed to be amended and a meeting may need to take place until 4 pm; if a staff member needs to leave at 3.30 pm due to personal commitments on occasions such as this they are always given the option of sending a substitute in order that their voice can be heard at the meeting and that they can be given feedback as to what has been discussed. The availability of videoconferencing for meetings in the Institute significantly reduces the need for staff to travel to attend meetings.

The James Hutton Institute is a multi-site organisation, therefore social events that can be attended by all staff are difficult to organise. However, an Institute wide Social Club has been established to promote and encourage social activities across the organisation, to bring people together and to coordinate all of the charity activities we run across our sites. Examples of these are barbeques, coffee afternoons, quiz nights and Christmas parties. Successful use has been made of

communication technologies such as video links to allow these events to be truly open to all. The Social Club Committee consists of 11 people, 9 female and 2 male. The membership of the club is open to all staff and at the time of writing has 173 members (53% female, 47% male).

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

The culture and values of the James Hutton Institute were the subject of an extended exercise following the formation of the new Institute. This process resulted in a set of Values, Principles and Behaviours being created and formally adopted by staff and the organisation. This was an 18 month process principally driven by a group of 9 volunteers from within the staff, 6 female, and 3 male who came from a cross section of disciplines and grades. The Values process involved all staff and students through comprehensive consultation and in a series of invited workshops. This process has left a legacy where students and employees of all grades, gender and status have now documented their thoughts on how the organisation should behave both internally and externally.

The organisation has adopted five values:

- We respect and value our people and the people we engage with
- We want to make a difference
- We strive to be excellent in everything we do
- We lead by example
- We foster creativity and innovation

Examples of some of some of the principles and behaviours underpinning the first value include:

- *treat everyone with decency, honesty and courtesy,*
- *create and resource a nurturing and supportive environment,*
- *recognise and respect individuals' qualities and manage strengths and weaknesses,*
- *be open about the consequences of our actions,*
- *involve and consult,*
- *motivate, praise, value and develop people,*
- *support individuals' health and wellbeing.*

The Values, Principles and Behaviours are now embedded into the PPDR system and managers are required to use them when conducting an appraisal and to assess how a team and / or individual have behaved in line with the Values.

As a result of feedback from the Values process regular "Open House" sessions were established. This is a monthly meeting, hosted by members of the Executive and Senior Managers, that is open to all staff so that they have the opportunity to ask questions, raise suggestions and also provide feedback on important organisational issues. The Open House Sessions are held at differing times and days,

specifically to facilitate regular attendance by those staff that have working times dictated by child-care issues or work part-time.

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

The James Hutton Institute provided many outreach activities throughout 2012 and 2013, offering opportunities for public engagement, initiating dialogue and knowledge exchange with different audiences. A selection of our programme follows:

- **British Science Association Festival 2012, Aberdeen**. In September the Institute participated in the annual British Science Association Festival, held in Aberdeen in 2012, where we offered four events for the general public, including our Murder, Mystery and Microscopes event, collaborating with local crime authors, led by the Institute's soil forensics expert Professor Lorna Dawson and a coach tour of north-east Scotland's historic energy renewable resources led by Professor David Miller.

- **Edinburgh International Science Festival 2013.** On 26 March 2013 Professor Howard Davies participated in the Festival's Food Security Panel Discussion giving a talk on the Institute's research in this area, followed on 27 March with Professor Bob Ferrier chairing a Water Security panel discussion including speaker Dr Marc Stutter from the Institute. Also as part of the Festival on 31 March and 1 April at the Royal Botanic Garden Edinburgh (RBGE), Kim Malherbe coordinated our 'DNA Discovery Trail' offering younger visitors the opportunity to solve a crime using plant and soil DNA forensics.

- **Women in Science lecture 2013, Aberdeen.** An annual seminar for distinguished female scientists was established in 2009 to invite outstanding female researchers to SCRI. This continues since the creation of the James Hutton Institute. The speakers have made outstanding contributions in their respective fields and their contributions are relevant to the research activities at the Institute. This seminar series is part of the annual Women in STEM festival that local universities (University of Dundee, Abertay and St Andrews) as well as the James Hutton Institute and the Dundee Science Centre hold in March for ~2-3 weeks to celebrate achievements of women in STEM and to increase public awareness of opportunities for women in STEM. This is the only Women in Science festival in the world and was initiated by the Scottish Crop Research Institute. (http://www.dundee.ac.uk/revealingresearch/newsandevents/womeninscience/). The festival includes lectures, workshops, public engagement events including family science activities as well as movies featuring female role models and other creative art/science events. Young female researchers at the Institute are encouraged to participate in the activities and attend

workshops. On 17 September, 2013, the Institute will host Professor Louise Heathwaite, Chief Scientific Advisor Rural and Environment, coordinated by Dr Vivian Blok. Professor Heathwaite will present the Women in Science lecture "Towards a sustainable use of natural resources."

Involvement in such events is very popular amongst all staff within the Institute. As well as staff that are directly involved in events, calls are put out to the whole Institute asking for volunteers to help out; again volunteering is also very popular among staff. When it comes to the gender split of staff volunteering and directly taking part in Institute events our Communications Department stated that there is a 50:50 split.

Flexibility and managing career breaks

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

(i) **Maternity return rate** – comment on whether maternity return rate in the institute has improved or deteriorated and any plans for further improvement. If the institute is unable to provide a maternity return rate, please explain why.

Data is provided from April 2011 to date (Fig. 15). In total, 21 staff members took maternity leave. These staff came from four of our five science groups; one of our commercial subsidiaries (1) and our BES group (2). All staff who have finished their maternity leave since April 2011 have returned to work, suggesting that the Institute is an attractive place to work as a new mother. Three of the science groups, i.e. CMS, ES and SEGS, account for three quarters of the maternity leave numbers (5 apiece). These staff members range from Band C to Band F. Currently; six staff members whose leave has finished have returned part-time (18.5 or 22.5 hours a week). If this trend continues, it may affect smaller, female-dominated, departments, reducing the overall capacity in these groups. It would be useful to provide information on support for childcare and flexible working in new staff induction packs, to help staff with decisions about when and how to take maternity/paternity leave. The Institute's HR will seek to address this issue (see action point **6.1**). Monitoring and assessment of maternity return rates is not undertaken for part-time staff and the HR Department will seek to amend their data acquisition to address this point (see action point **6.2**). Note that no PhD or master students are included in these data.

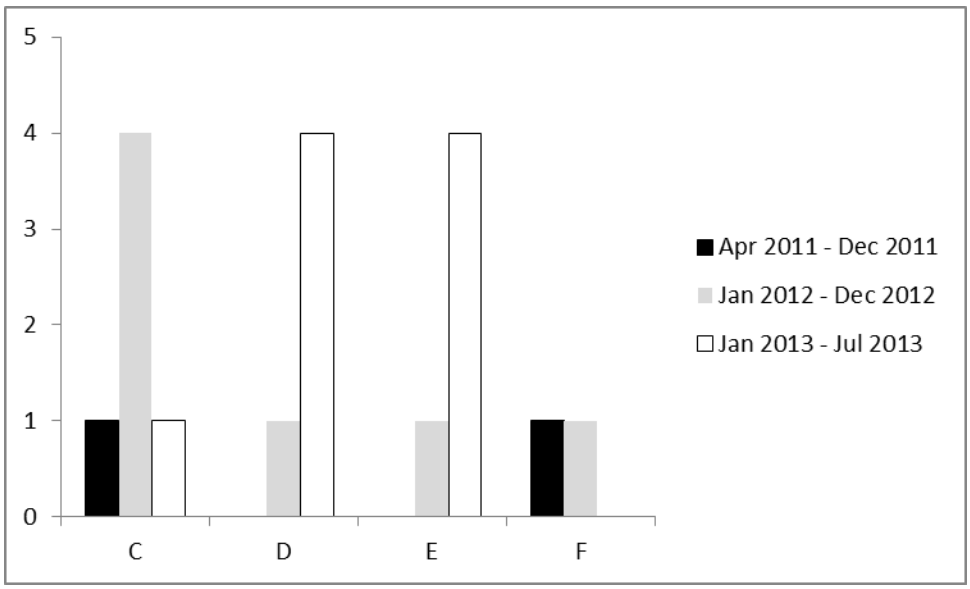

Figure 15: Maternity leave by pay band in years 2011, 2012 and 2013.

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

10 staff members have taken paternity leave and one (male) staff member has taken adoption leave 2011-13. These staff members range from Band C to Band F but there is insufficient data to discern a trend. Whilst there are no data available on the uptake of parental leave, staff members with children under seven years are entitled to up to six weeks unpaid additional leave to care for children and they would record this on the individual leave card under the category 'special leave'. Note that no PhD or master students are included in these data.

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

A total of 8 formal flexible working requests have been made since 2011. Of these, six were women returning to work after maternity leave. The other two staff members are women who have taken up flexible working (one a switch to part-time, the other to work from home one day a week). It is unclear if these requests are related to any caring responsibilities. Note that no PhD or master students are included in these data.

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

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and

training provided for managers in promoting and managing flexible working arrangements, and how the institute raises awareness of the options available.

There are very few documented examples of staff members who have formally requested flexible working that are not associated with return from maternity leave. There is BBSRC guidance on flexible working options that is available on the intranet and there is a formal process, run through HR, which supports managers and staff members with making the request and monitoring how the flexible arrangements are working. However, there has not been any formal training offered to managers about flexible working in the period April 2011 – July 2013 nor has there been any awareness-raising of the options available to all staff. This will be addressed as part of line management training in 2013. We suspect that most staff who request it do so through becoming aware of the option via contact with a colleague already practicing flexible working. The preference, however, is to retain the majority of staff attending the Institute premises for the majority of their paid time, to ensure team working and opportunities for informal and ad hoc meetings.

In addition to formal requests for flexible working staff make use of the flexi-time system (that enables them to take two days per month off) to respond to their personal needs.

The James Hutton Institute also offers staff special paid leave to respond to personal emergency situations e.g. a sick child with staff being able to access 10 days paid special leave in a 12 month period.

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

HR manages maternity leave using the BBSRC maternity leave guidance and staff receive six months maternity leave at full pay and 13 weeks at statutory maternity pay. Prior to going on maternity leave, staff members are given the guidance, which includes a questionnaire helping them to think about their options returning to work and explaining their entitlements. HR provides written and face to face feedback to questions arising from these questionnaires. Risk assessments are also carried out to keep the pregnant staff member safe, particularly when working with chemicals and animals. Some staff members choose to arrange their work so that they can leave projects 'on hold' whilst they are on maternity leave, whilst others arrange maternity cover. Whilst project budgets can help defray the costs of maternity cover, there are Institute funds from overhead available, to keep the project budget available for the staff member when returning to work. The decision of whether to have maternity cover, and how to arrange it, lies with the Science Group leader, in consultation with the staff member and their Line Manager. Given the specialist nature of researchers working at Bands D and above, it is often very difficult to recruit temporary staff to cover their role in a scientific research project. This is also an issue for support staff at Band C with specialist skills requiring particular training. However, it can also provide an opportunity for other members

of a group to 'act up' to cover maternity leave or areas to redeploy staff and build a new career path. In terms of keeping in touch, the HR Team send the Institute newsletter to staff on maternity leave, to help them keep in touch. Some staff members choose to 'keep in touch' through emails, phone calls or visits to the Institute during their leave whilst others choose not to be in touch until they need to inform HR about their plans to return to work. Staff also have access to Keeping in Touch days when they can be paid to attend meetings / events during the period of unpaid maternity leave. Changes in HR staff and function have meant that there has been no formal process of settling in, monitoring flexible working, or helping with work-life balance, including raising awareness of parental leave allowances for returning to work staff. This information may be provided by Line Managers, but this will vary by Line Manager. HR will assess the current situation and ascertain how best to address this issue (see action point **6.3**).

5. Any other comments: maximum 500 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. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

The James Hutton Institute also holds Investors in People (IIP) status. IIP is about business improvement through focusing on people and this reflects the commitment of the senior management at James Hutton to lead, develop and support all staff to achieve their potential. As a new organisation we are building on the work of the legacy organisations and developing mentoring and career development programmes to enable all staff to maximise the opportunities for further career development and promotion. We see Athena Swan as helping us to understand the issues women are facing in our organisation, in order that we can address these issues through our new development and mentoring programmes. Taking part in this process has started to highlight areas we need to address for the benefit of all our staff but in particular the women.

6. Action plan

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

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