Research Institute Application

Application

Bronze Award

ATHENA SWAN BRONZE RESEARCH INSTITUTE AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institute, including quantitative (student and staff data) and qualitative (policies, practices, systems and arrangements) evidence, and identification of both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place, and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER RESEARCH INSTITUTE AWARDS

Recognise a significant record of activity and achievement by the institute in promoting gender equality. In addition to the future planning required for bronze recognition, silver research institute awards recognise that the institute has taken action in response to previously identified challenges, and can demonstrate the impact of the actions implemented.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for bronze and silver research institute awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.3 (iv); 7.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks, as these will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Research institute application	Bronze	Silver
Word limit	**12,500**	**15,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the institute	1,000	1,000
3. Self-assessment process	1,000	1,000
4. Picture of the institute	2,500	3,500
5. Supporting and advancing careers	6,500	7,000
6. Supporting trans people	500	500
7. Case studies	n/a	1,000
8. Further information	500	500

Name of research institute	The James Hutton Institute
Date of application	
Award Level	**Bronze**
Date joined Athena SWAN	
Current award	**Date: April 2014** **Level: Bronze**
Contact for application	**Vivienne King**
Email	Vivienne.king@hutton.ac.uk
Telephone	01224 395070

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTE

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head should be included.

Note: Please insert the endorsement letter **immediately after** this cover page.

LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTE

An accompanying letter of endorsement from the head should be included.

Note: Please insert the endorsement letter **immediately after** this cover page.

The James
Hutton
Institute

Athena SWAN Manager
Equality Challenge Unit
First floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

30th November 2018

Dear Dr Gilligan,

I fully endorse the re-submission of this application to retain our Bronze Athena SWAN (AS) award. Since taking on the role of CEO in February 2016, I have overseen significant changes to the working practices of staff and students, including the promotion of diversity and inclusion in the workplace and ensuring that the AS values are being upheld. I would like to acknowledge the hard work of our AS Self Assessment Team (SAT) and their contribution to this. They have undertaken their work in earnest and with the full engagement of all staff across Institute.

Key areas in which we have made progress over the last three years and of which I am particularly proud of include the introduction of a formal mentoring scheme, becoming a Stonewall Champion, the extension of our Career Development Review to all categories of staff, and developing a career pipeline for our Technical Support staff through the Technician's Commitment. I am also proud of the broader contribution we are making to encouraging women in science through our KE and STEM outreach activities and the recent publication our Hutton Women in Science report.

We have achieved a gender balanced Board, earlier than the planned 2020, by actively seeking talented women through the recruitment process. The Board's commitment to the principles embedded in the Athena SWAN Charter has been reinforced by the appointment of an Equality, Diversity and Inclusion Champion Board member, Professor Alyson Tobin. Although the Executive team is not gender balanced, both of our Directors of Science are female. I have personally attended several SAT meetings and taken part in Women in Science events. I make a point of regularly speaking with staff with different lengths of service, experience and skills to try and understand for myself what the issues are. I have fed constructive suggestions back to the SAT who have incorporated them into our AS Action Plan e.g. support network for breast feeding at work.

I recognise that there is still much to do. A key outstanding challenge for the Institute is addressing our gender pay gap. I am committed to eliminating this gap by ensuring

rigorous review of pay and promotion, especially in higher pay grades and by initiatives aimed at increasing the proportion of females at higher grades. This will take time, but we are making progress. For example, we have used our commitment to eliminate the gender pay gap in negotiations with the Trade Union to ensure new pay awards support, for example, higher percentage awards for lower paid staff, and through active succession planning for senior roles within the Institute.

We will continue to learn how to better to support the aims of the Athena SWAN Charter through engagement with, and insights from, our own staff and from the experience of other organisations. Our Action Plan is designed to help us secure our ambition of achieving an Athena SWAN Silver Award within the next three years, providing a baseline and opportunity to measure the impact of our actions.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Institute.

Yours sincerely,

Professor Colin Campbell

CEO, The James Hutton Institute

WORD COUNT 523

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

BioSS	Biomathematics and Statistics Scotland
CMS	Cell and Molecular Sciences
CPD	Continuing Professional Development
DEC	Directors Executive Committee
EBS	Environment and Biochemical Sciences
EDI	Equality, Diversity and Inclusion Committee
EqIA	Equality Impact Assessment
ES	Ecological Sciences
FCS	Finance and Corporate Services
FT	Full Time
FTC	Fixed Term Contract
GCRF	Global Challenges Research Fund
HESA	Higher Education Statistics Agency
HNCC	Hutton Negotiation and Consultation Committee
HR	Human Resources
HRIS	Human Resources Information System (Cascade)
ICS	Information and Computational Sciences
JEGS	Job Evaluation Grading System
JHL	James Hutton Limited
LGBT+	Lesbian, Gay, Bisexual, Transgender/Transsexual and related communities
MDT	Macaulay Development Trust
NED	Non-Executive Director
NLW	National Living Wage
NTDC	National Technician Development Centre
OGI	Other Gender Identity
PGLO	Post Graduate Team Liaison Officer
PNTS	Prefer Not To Say
PPDR	Personal Performance and Development Review
PT	Part Time

REC	Research Ethics Committee
RSE	Royal Society of Edinburgh
SAT	Self-Assessment Team
SCL	Science Challenge Leader
SEGS	Social, Economic and Geographical Sciences
SG	Scottish Government
SGL	Science Group Leaders
SMG	Senior Management Group
SPP	Scottish Promotion Panel
STUC	Scottish Trades Union Congress
SVQ	Scottish Vocational Qualification
T&C	Terms and Conditions
UKRI	UK Research and Innovation
UoD	University of Dundee
WEI	Workplace Equality Index

GLOSSARY OF TERMS

Connect	Intranet site hosting policies, procedures and Institute information
FCS Heads	Senior managers who lead each of the FCS functions and meet on a bi-monthly basis
Female	Female employees including trans female
Hutton 14	Terms and conditions applying to the employment of staff who joined the Institute in or after October 2014
Hutton 17	Terms and conditions applying to all institute employees with effect from April 2017
Hutton Negotiation and Consultation Committee	Group of senior management and union representatives which meets at least 4 times a year to provide information on strategic initiatives, financial positions etc. and to agree changes to terms and conditions and organisation structure
Male	Male employees including trans male
Senior Management Group	Group comprising the Executive Team, FCS Heads and Science Group Leaders who meet bi-monthly. Also attended by the Head of James Hutton Limited and a representative from the University of Dundee
Professional staff	FCS employees excluding FFG but including the Executive and Business Sector Leads
Research staff	Science employees Bands D – PC including SGLs (excluding Executive)
Scottish Business Pledge	A values-led partnership between Government and business with the shared ambition of boosting productivity, competitiveness, sustainable employment, and workforce engagement and development.
Technician Commitment	A university and research institution initiative which aims to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines.

Technical Support staff   Science employees up to and including Band
                                           C and including FFG

2. DESCRIPTION OF THE RESEARCH INSTITUTE
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Please provide a brief description of the institute, including any relevant contextual information. Present data on the total number, and gender, of professional staff, technical support staff, research staff and students.

The James Hutton Institute is an internationally-recognised research organisation aimed at delivering science which improves food and environmental security and supports sustainable communities. Our research is focussed on delivering to three science challenges and all our work is mapped onto the United Nations Sustainable Development Goals:

Challenge 1: Develop new crops and production methods that help deliver food security while better protecting the environment.
Challenge 2: Protect and enhance the resilience of ecosystems for multiple benefits.
Challenge 3: Deliver technical and social innovations that support sustainable and resilient communities.

Approximately 60% of the Institute's funding comes from the Scottish Government (SG). This supports a five-year programme of strategic research on agriculture, environment, food and wellbeing. It also supports work in four policy-focussed "Centres of Expertise" (covering climate change, animal disease, plant health, and water). The rest of our funding comes from a variety of sources including UK Research Councils (principally the BBSRC and NERC), the EU, and other public sector, NGOs and industry bodies.

We have a strong commitment to curiosity-led research and publish on average 400 refereed journal papers per year and we have post-graduate school of 102 PhD students. The Institute runs a seminar series, co-hosts public lectures and ad-hoc Hutton debates. There are also many other seminar series organised at Science group level and all of this maintains a vibrant research culture.

Our people
Our science staff have expertise in a wide range of areas including genetics, genomics, biochemistry, crop breeding, plant pathology and epidemiology, soil sciences, economics, social sciences, water, land use, bio-informatics, biodiversity and analytical chemistry. This diversity of science within a single institute is unusual and means that the Institute is well placed to deal with global challenges, which require expertise from a range of different disciplines.

Our corporate strategy includes a strong commitment to maintaining our staff excellence through support for continuing professional development and by ensuring a vibrant, diverse and inclusive research culture. Each member of science staff belongs to one of

five science groups which act as the focus for skills and quality audits, recruitment and training, however team-based research drawing expertise from across the groups is the norm. The science groups are further split into subgroups which are more discipline-focussed and which play a role in informal staff mentoring and career development.

The five science groups are:
•   Cell and Molecular Science (CMS)
•   Ecological Sciences (ES)
•   Environmental and Biochemical Sciences (EBS)
•   Information and Computational Sciences (ICS)
•   Social, Economic and Geographical Sciences (SEGS)

In addition, the Institute hosts Biomathematics Statistics Scotland (BioSS) which specialises in the development and application of quantitative methods in research related to the environment, food, health and the rural economy. BioSS staff are Institute employees and therefore included in this submission. We also employ around 60 short-term workers per year to support intense periods of work.

Science activity is supported by Finance and Corporate Services (FCS) based in the following departments:
•   Executive Management Team
•   Administrative support to the Executive Team and science functions
•   Finance
•   Research Support
•   Human Resources (HR)
•   Estates and Facilities
•   Farms, Fields and Glasshouses (FFG)
•   Health, Safety, Quality and Environment (HSQE)
•   Information Technology (IT)
•   Communications

The Institute is not involved in teaching but has a large and active Postgraduate School with over 100 PhD students and a research environment which is enhanced by regularly hosting visiting students and researchers.

Table 2.1 shows the breakdown of staff by role category and gender in March 2018. For the purpose of this submission the definition of categories is as follows:

Category of staff	Description
Professional	Employees based in FCS groups excluding FFG but including the Executive and Business Sector Leads
Technical Support	Science employees up to and including Band C and FFG employees
Research	Employees based in science groups or BioSS at Band D and above

Table 2.1   Staff categorisation used

All numbers presented in this submission are actual headcount regardless of full or part time status.

Category	Female	Male	PNTS	Total	Female %
Professional	56	45	7	108	52%
Technical Support	94	50	9	153	61%
Research	116	129	22	267	43%
Total Employees	266	224	38	528	50%
Students	67	58	-	125	54%

Table 2.2   Staff numbers, March 2018 including short-term workers

We gather nationality and ethnic origin data in the Human Resources Information System (HRIS) on a voluntary basis. Of the 460 employees who have provided nationality information 73 are non-UK with 23 different nationalities. Compared to the most recent (2016/17) HESA statistics, this suggests the Institute hosts a higher proportion of non-UK staff than average.

Our ethnic origin data has been consolidated to allow comparison with the 2016/17 HESA statistics in Table 2.3 below. This shows we have a higher proportion of white staff although it is almost 10% lower than the population.

	White	Black	Asian	Other (including mixed)	Unknown
James Hutton Institute (460 respondents)	88%	0%	1%	4%	7%
HESA 2016/17	81%	2%	7%	3%	7%
Scottish population	96%	1%	3%	0.3%	0%

Table 2.3 Employee Ethnic Origin information

Our organisational structure

The management structure of the Institute is led by the Chief Executive Officer and supported by an Executive Team of five Directors. This group report on a bi-monthly basis to the Board of Directors.

The wider Senior Management Group (SMG) comprises members of the Executive plus the five SGLs, the FCS Heads of Functions, the Director of BioSS and a representative from the Department of Plant Sciences, University of Dundee (UoD) who are hosted at the Institute's Invergowrie site.

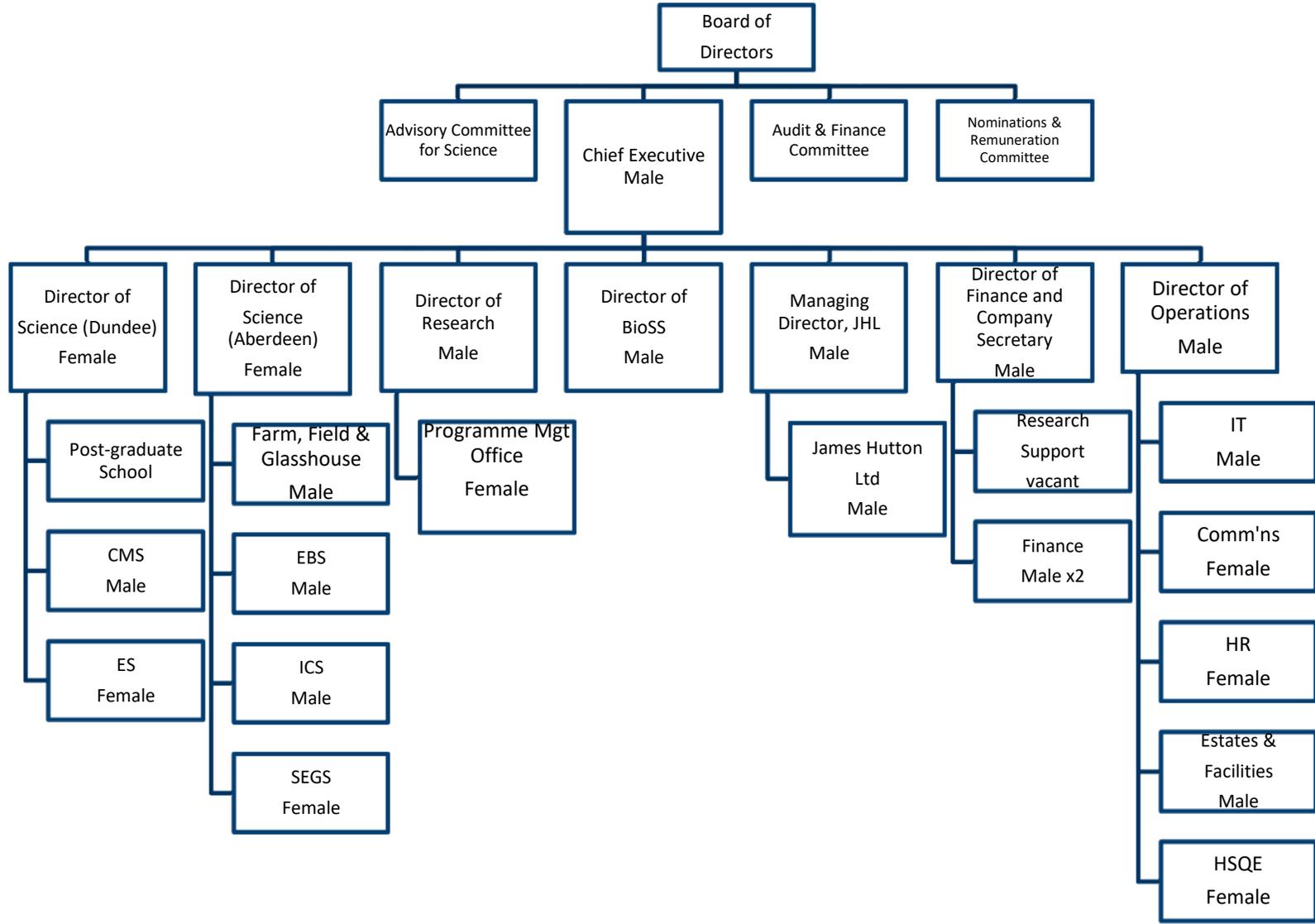The reporting structure and gender of the SMG is shown in Figure 2.4

Figure 2.4 Organisation Structure

Our sites and facilities

The Institute is located over several sites with a wide geographical spread.

▼ The James Hutton Institute, Aberdeen
▼ Glensaugh Research Farm
▼ King's Buildings, Edinburgh
▼ The James Hutton Institute, Dundee
▼ Hartwood Research Farm

Figure 2.5   Site and facility locations

Map Reference	Site	Type	Number of Employees
▼	Invergowrie, Dundee	Offices, Labs, Glasshouses, Farm, Technical Workshops	278
▼	Craigiebuckler, Aberdeen	Offices, Labs, Greenhouses, Hostel, Technical Workshops	211
▼	Glensaugh, Brechin	Farm	8
▼	Hartwood, Lanark	Farm	6
▼	Kings Buildings, Edinburgh	Offices	25

Table 2.6   Key to site and facility locations

Physical resources at the two main sites (in Aberdeen and Dundee) include modern laboratories and analytical services, three large glasshouse blocks (more than 100 cubicles) with full environmental controls including a GMO facility, curated collections of crop germplasm, plant pathogens and soils.

The Institute recognises the importance of communication in ensuring equality of opportunity and communication across the multiple sites through a variety of channels. The Institute's intranet (Connect) is used daily to communicate with staff and shares news and blogs. Information from senior management is disseminated to staff through weekly bulletins highlighting recent announcements made on Connect, vacancies and Executive Team diary commitments. Group meetings are held every 4-8 weeks, and six-weekly "Open House" sessions take place at which the Chief Executive provides an update on developments and invites questions. The content from this is published on Connect along with questions raised and answers provided. Depending on the group, these meetings may be conducted via video conference in which case care is taken to ensure the hosting of the meeting is rotated across sites.

Up to the end of March 2017 Institute staff were employed under either BBSRC Terms and Conditions (T&Cs) or "Hutton 2014" T&Cs with there being several differences between the two. Following a period of staff consultation and negotiation with the Union, a new single set of T&Cs was implemented for all staff from 1 April 2017. Details of the revised grading structure are included in Table 4.2.1.

Our subsidiary and hosted organisations

The Institute has a commercial subsidiary, James Hutton Limited (JHL), of 37 employees which offers a range of analytical, research and development, breeding and consulting services. JHL staff currently have separate T&Cs and they are not being included in our application process at this time. We are recruiting a JHL representative for the SAT and the intention is to include JHL in subsequent Athena SWAN applications.

In addition, the Institute hosts several organisations (listed below). None of their employee data is included in this submission.

- UoD Plant Sciences (Dundee)
- Intelligent Growth Solutions (Dundee)
- Glykogen (Aberdeen)
- Isotopics Ltd (Aberdeen)

Word Count - 1129

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

(ii)   an account of the self-assessment process

(iii)   plans for the future of the self-assessment team

(i)   The Self-Assessment Team

The Self-Assessment Team (SAT) includes representatives from each of the science groups, BioSS and each FCS department (including two representatives from HR), a student representative and the Post Graduate School Administrator. A subgroup of four members of the SAT (including the Chair), was responsible for writing this application.

Recruitment to the SAT is through a voluntary basis focussed at Group/Department level. Staff with an interest in equality matters/experience of procedures relating to equality issues are asked to volunteer when vacancies arise.

All staff members are allocated 10% of their time (22 days per year) for contributing to Institute affairs and members record the time associated with being a member the SAT against this total. A recent development has been the introduction of shared roles in the SAT to ensure the burden of members with part-time contracts. Where a representative role is shared this is noted below.

Name	Gender	SAT Role	Role	Notes
Adam Butler	M	BioSS representative 2018	Statistician	Joined the Institute as a postdoc at BioSS in 2004, promoted to Band E in 2009. Employed part-time (81% FTE) since 2009.
Isabelle Colas	F	CMS Representative 2014 Trade Union Representative	Research Scientist Postdoc group chair	Joined the Institute in 2010 as Post-doctoral scientist, subsequent personal promotion Member of team that developed the values of the institute. Honorary lecturer at Dundee University. Former mentor for Career Ready and Dundee Women International Centre.
Malcolm Collie	M	IT Representative 2013	Project Portfolio Delivery Manager.	Joined the Institute in 2008 as an IT System Administrator before becoming an Infrastructure Engineer. Involved in defining and rolling out Organisational Values. Personal promotion Research Council Welfare Support Officer.

Name	Sex	Representative Role	Job Title	Notes
Alasdair Cox	M	Executive Representative 2017	Director of Operations	Joined the Institute in September 2016 Use self-managed hours for child care responsibilities.
Caroline Crichton	F	Finance Representative 2015	Head of Research Support	Joined the Institute in 2012, has had 2 maternity leaves, returned to work part-time and now full-time with flexible working.
Liz Dinnie	F	SEGS representative 2017 Trade Union rep since 2016.	Qualitative Social Researcher	Joined the Institute in 2009 as a post-doctoral social scientist, subsequent personal promotion. Areas of interest Recruitment; promotions
Gillian Donaldson-Selby	F	ICS Representative 2014 Trade Union Equality Rep Member of the Institute Stonewall Working Group	Landscape and Marine Modeller.	Joined the Institute in 2009 as a 3D modeller. Currently chair of the STUC LGBT Workers Committee

Keri Green	F	HR Representative 2017 Member of the Institute Stonewall Working Group	Learning and Development Manager	Joined the institute in 2017. Leads the Institute Stonewall WEI submission and provides mentoring support to Scottish Mentoring Network for 16-19 year olds.
Tom Inglis	M	Student Representative (Aberdeen) 2017	PhD Student	Worked for Eurofins Agroscience Services for 2 years prior to beginning a PhD with JHI in October 2015
Vivienne King	F	Executive Team – Admin Support 2015 Contact point for Athena SWAN application submission	PA to the Directors of Science	Joined the Institute as an administrator in 2006, subsequent personal promotion.
Laura Logie	F	Postgraduate School Representative 2017	Postgraduate School Administrator	Joined the Institute in 2008 having previously held administrator role with Novartis Animal Health for 12 years. Grandchildren caring responsibilities.

Katherine McBay	F	Research Support Representative 2017	Information Governance Officer	Joined Institute in June 2012. Previously worked as a research assistant on an AHRC funded project and other small projects at University of Dundee. Flexible working, promotion experience.
Robin Pakeman	M	ES Representative 2016	Plant ecologist and sub-group leader.	Joined the institute in 1997. 0.7FTE. Honorary Professor at Liverpool and Aberdeen Universities.
Wendy Patterson	F	FFG/Estates Representative 2017	Administrator	Joined the Institute in 1990 have held various posts within the Institute including Administrator within Human Resources. Expertise in flexible working.

Deb Roberts	F	Executive Representative 2016 Chair of EDI Committee/SAT	Director of Science	Joined in 2012 as social science group leader, becoming Director in 2016. Is current Chair of the Scottish Promotion Panel. Has four adult sons and a partial appointment at the University of Aberdeen. 0.8 FTE.
Jean Robertson	F	EBS Representative (Shared Role) 2016	Head of the Infrared (IR) Section	Chemist and IR spectroscopist. Joined the Institute in 2004. Work reduced hours due to childcare and farm business commitments. 0.75 FTE.
Bernardo Rodriguez-Salcedo	M	Communications representative 2018	Media Manager	Journalist and public relations professional with 20 years' experience. Joined the Institute in 2012. Immigration/ dealing with visas experience
Frances Rowe	F	Health, Safety, Quality and Environment Representative 2017	Head of HSQE.	Joined the Institute in 2009 having previously held health, safety, quality and environment roles in the oil and gas industry. 2 periods of maternity leave

Fiona Sturgeon	F	EBS Representative (Shared Role) 2018	Inductively Coupled Plasma Section Lead	Joined the Institute in 2008 in my first science role, subsequent JEGS. Currently running the small but busy ICP section.
Fiona Thomson	F	HR Representative 2016	Head of Human Resources	Human Resources professional 25+ years. Joined the Institute in November 2015. Utilise self-managed hours to support step-children caring responsibilities

Table 3.1 James Hutton Institute Athena SWAN SAT team biographies

	Number	%	Institute %		Number	%	Institute %
Female	14	74%	50%*	Hutton A	0	0	4%
Male	5	26%	42%*	Hutton B	0	0	6%
				Hutton C	2	11%	26%
Full Time	15	79%	80%	Hutton D	4	21%	27%
Part Time	4	21%	20%	Hutton E	7	37%	18%
				Hutton F	3	16%	12%
Permanent	19	100%	84%	Hutton G	1	5%	5%
Fixed-Term	0	0	16%	Hutton PC	2	11%	1%

Table 3.2 Composition of SAT (excluding student representative)

*Note – figure excludes those who responded "Prefer not to say"

Ethnic Origin	Female	Male
White-Scottish	5	2
White British	4	2
White	4	0
Any other White background	0	1
Prefer not to say	1	0

Table 3.3 Ethnic origin of SAT team (excluding student representative)

We recognise the need to increase the number of male champions on the SAT, representation of staff at lower grade levels, and to have a more ethnically diverse SAT.

Action 1d We will review the SAT membership and target recruitment to better reflect the Institute demographics

The inclusion of two Executive members and FCS group heads demonstrates the importance of Athena SWAN to the Institute.

(ii)   The Self-Assessment Process

The SAT was established in November 2012 and in January 2018 became our EDI Committee in recognition of the Institute's aim to promote and support diversity among

our employees and students. The Committee now oversees our Athena SWAN, Stonewall and Disability Confident action plans and has a role in the development of new initiatives, policy and communication/training requirements in this area.

The SAT is responsible for making recommendations to the Executive to ensure the Institute operates in a manner consistent with Athena SWAN principles while the SMG are responsible for operationalising the action plan. The Institute's commitment to Athena SWAN has been recognised at Board level with Professor Alyson Tobin, a Non-Executive Director (NED) taking on the role of Board Equality Champion in early 2018. Alyson attends meetings when possible and, based on her previous experience leading a successful institutional AS application, has acted as a critical friend to this application.

The SAT has met on 22 occasions since January 2017. Meetings take place within core working hours by video link across the two main sites and Edinburgh and members have access to a shared work folder which facilitates information and data sharing. Minutes from the meetings are made available to all staff through a dedicated EDI page on Connect along with links to relevant policies, upcoming events or blogs from past events. In 2017 we established an Athena SWAN twitter account (@Hutton_AS) as a means of raising awareness of current debates and issues (currently 116 followers) and, more recently a LGBT+ twitter account (@Hutton_LGBTplus) with 84 followers at present.

Image 3.4   Example of Tweet from the Hutton Athena SWAN Twitter account @Hutton_AS

Image 3.5   Example of Tweet from the Hutton LGBT+ Twitter account @Hutton_LGBTplus

SAT members are asked to communicate EDI objectives and initiatives at group/department meetings and identify issues affecting staff in their respective groups. Feedback from this process is included as an agenda item at every EDI meeting where we also agreed messages to take to future group meetings. Examples of issues brought to the attention of the Committee over the last twelve months include the difficulty of part time staff being able to increase their hours, a request for clarification on procedures for working compressed hours, and issues facing staff returning from maternity leave. Following discussions by the SAT, this led to either specific actions to address the issues or, if further information was required, workshops organised by subgroups of the SAT, (sometimes supplemented with additional non-SAT members) to understand the situation better and how to address it. The 2018 staff survey suggests that 88% of staff are aware of Athena SWAN activity in the Institute with 74% thinking that this has had a positive impact on gender equality in the Institute (as compared to 84% and 69% respectively from the 2017 survey).

In the process of compiling this application, the SAT team met to analyse specific data including the Employee Survey, Student data and recruitment data -to identify issues and focus action on where there is most need. These meetings were held alongside a schedule of "business as usual" meetings which addressed progress on earlier actions, feedback from internal and external events and to consider how Athena SWAN actions

dovetail with the action plans for other initiatives in the Institute (including Stonewall and Disability Confident).

Representatives from the SAT have attended 9 ECU/Advance HE organised meetings training over the last two years and one SAT member attended an assessment panel as an observer. The Institute hosted one of the regional meetings for the first time and at this, links were established with other Scottish Research Institutes to share experiences and best practice.

Key activities in the SAT relevant to this application are detailed below in Table 3.6

Date	Activity	Involved
May 2016	Internal launch of new Corporate strategy including staff development objectives and re-affirming commitment to Athena SWAN principles	Exec/HR/All staff
January 2016	Board agree to pursue an approach to recruitment which will result in a gender-balanced board by 2020	Board
May 2016	Sign up to the Scottish Business Pledge including a commitment to paying the National Living Wage and the use of zero hours contracts by exception	Exec
July 2016	Equality and Diversity information requested from staff to populate the HR Information System	HR/HNCC
September 2016-March 2017	Involvement of SAT members and Union reps in discussions associated with introduction of new T&Cs for all staff from April 2017	HR and union reps on SAT
February 2017	Gain Executive support to apply for inclusion in Stonewall Workplace Equality Index	SAT
March 2017	Hutton Women in Science Week events (lecture plus cinema trip)	All staff invited. Cinema 17 attendees Lecture 55 attendees
March 2017	Staff workshops on issues associated with part time working	SAT reps /Staff (34 attendees)
March 2017	Staff workshops on barriers to career development for post-doctoral staff	SAT reps /Staff (20 attendees)
March 2017	Review of Trans and LGB Equality Policies	HR plus SAT rep

April 2017	Executive approve application and provide commitment to support of action plan irrespective of outcome of April 2017 application	Executive
May 2017	Unconscious Bias training module rolled out	HR
September 2017	Employee Engagement Survey issued	Executive
September 2017	Institute submits to the Stonewall Work Based Equality Index	HR
September 2017	Institute signs up to the Technician Commitment	Executive
December 2017	Institute becomes a Stonewall Diversity Champion	HR
March 2018	International Women's Day presentation – Dr Emily Grossman "Too Sensitive for Science?"	SAT
March 2018	Institute issues its first Gender Pay Gap Report including commentary and future actions	Executive
April 2018	Promotions Workshops delivered	SAT (35 attendees)
April – August 2018	Data analysis sessions held – Engagement Survey results, HR data, Recruitment data	SAT
June 2018	Three separate Career Development Workshops delivered – Professional, Technical Support and Research	SAT (51 attendees (12, 28, 11))
June 2018	Employee Engagement Survey issued	Executive
August 2018	Institute produces second Gender Pay Gap Report baseline information	HR/Finance

Table 3.6   Key SAT /Institute activities

(iii)   The future of the Self-Assessment Team

Meetings of the EDI Committee will continue to be bi-monthly and will include, as a standing item, a progress review of our Athena SWAN Action Plan.

Action 1c We will hold bi-monthly meetings with standing and scheduled agenda items

The meetings have proven to be a valuable way of collecting and considering feedback from the staff on equality and diversity issues, and this will be used to ensure the Action Plan remains relevant and consistent with other related plans in the Institute. In addition, the employee survey will continue to be conducted on an annual basis to track knowledge and understanding of Athena SWAN and to act as a means of monitoring progress

Action 1e We will continue to use the Employee Engagement Survey as the mechanism for measuring progress

There is a strong commitment to try and achieve Athena SWAN silver award status by 2021.

The SAT will report specific recommendations to the Executive for approval and Athena SWAN will be a standing item on the SMG meetings to allow for regular reporting of progress or new recommendations arising from the action plan. Staff and students will be kept updated through the various communications channels described in section (ii) including, most importantly, their SAT representative.

The need for more male SAT members and to balance membership across grades will be achieved through a targeted recruitment process when members of the SAT step down while the time SAT members have allocated in to contribute to the SAT is sufficient will be reviewed on a yearly basis.

Action 1d We will review the SAT membership and target recruitment to better reflect the Institute demographics

The introduction of a new HRIS in 2017 provides us with a rich source of information which allows us to investigate the intersection of gender with other protected characteristics. We will focus on recruitment, staff composition by grade and promotions data to identify trends and appropriate actions then monitor progress towards achieving a more representative workforce.

Action 1a +b We will use the HRIS data to provide 6 monthly reports to E,D&I Committee covering all protected characteristics

WORD COUNT 1175

4.   A PICTURE OF THE INSTITUTE
Recommended word count: Bronze: 2500 words | Silver: 3500 words

4.1.   Student data
If courses in the categories below do not exist, please enter n/a.

(i)   Numbers of men and women on postgraduate research degrees

      Full and part-time. Provide data, by gender, on course applications, offers and degree completion rates/time to completion.

Figure 4.1.1 The 2018 Annual Hutton Postgraduate Training Event

Data in this section relates to academic years, up to 30th September each year unless otherwise stated.

The James Hutton Institute Postgraduate School currently hosts 102 students registered at 30 different Universities. At present, we have 7 part-time students, 5 of whom are female.
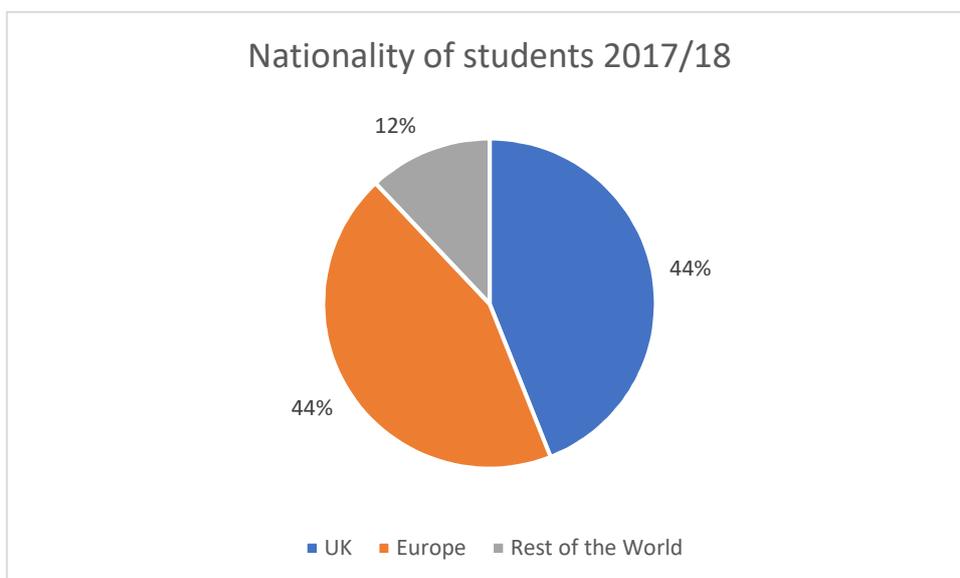

Figure 4.1.2 Distribution of nationalities of the PhD School, 2017/18

Area	Female	Female %	Male	Male %	Total
UK	31	56%	24	48%	55
Europe excl. UK	29	53%	26	47%	55
Rest of the World	7	47%	8	50%	15

Table 4.1.3 Gender split of students across nationalities 2017/18.

Students are funded through a variety of different arrangements: joint-funded students supported by the Institute and an academic partner; students funded by research projects; externally funded students (e.g. Trusts, International scholarships, Doctoral training networks); and students supported by the Scottish Government's Hydro Nation Scholars Programme. Student stipends vary depending on the sources of funding however as a minimum we follow the UKRI National Minimum Doctoral Stipend.

Figure 4.1.4 below shows the distribution of funding arrangements by gender up to and including March 2018. Externally funded and project supported PhDs have had a higher proportion of female students in the past, but the numbers have equalized recently. Over the past 3 years the proportion of females on the joint studentship scheme has grown substantially 39% (2015/16) to 61% (2017/18).
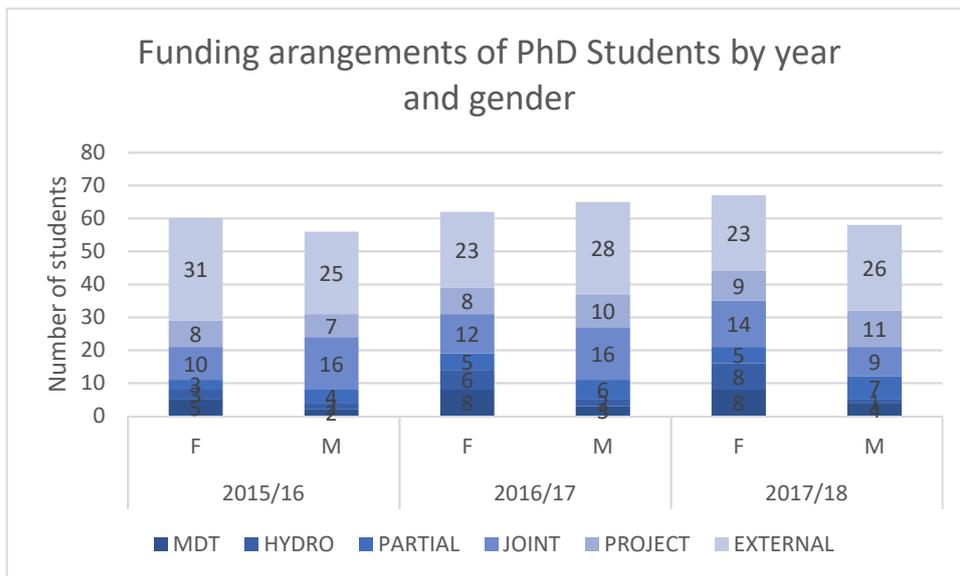

Figure 4.1.4   Funding arrangements of PhD Students by academic year and gender

	2015/16		2016/17		2017/18	
	F	M	F	M	F	M
MDT	5 (4%)	2 (2%)	8 (6%)	3 (2%)	8 (6%)	4 (3%)
HYDRO	3 (3%)	2 (2%)	6 (5%)	2 (2%)	8 (6%)	1 (1%)
PARTIAL	3 (3%)	4 (3%)	5 (4%)	6 (5%)	5 (4%)	7 (6%)
JOINT	10 (9%)	16 (14%)	12 (9%)	16 (13%)	14 (11%)	9 (7%)
PROJECT	8 (7%)	7 (6%)	8 (6%)	10 (8%)	9 (7%)	11 (9%)
EXTERNAL	31 (27%)	25 (22%)	23 (18%)	28 (22%)	23 (18%)	26 (21%)
TOTALS	60 (52%)	56 (48%)	62 (49%)	65 (51%)	67 (54%)	58 (46%)

Table 4.1.5: Funding arrangements of PhD Students by academic year and gender

The Institute supports studentships across its 5 science groups. The different size of groups affects the numbers of students they can support. Female to male ratios are higher in the SEGS group and male to female ratios are higher in the molecular sciences (Figure 4.1.6).
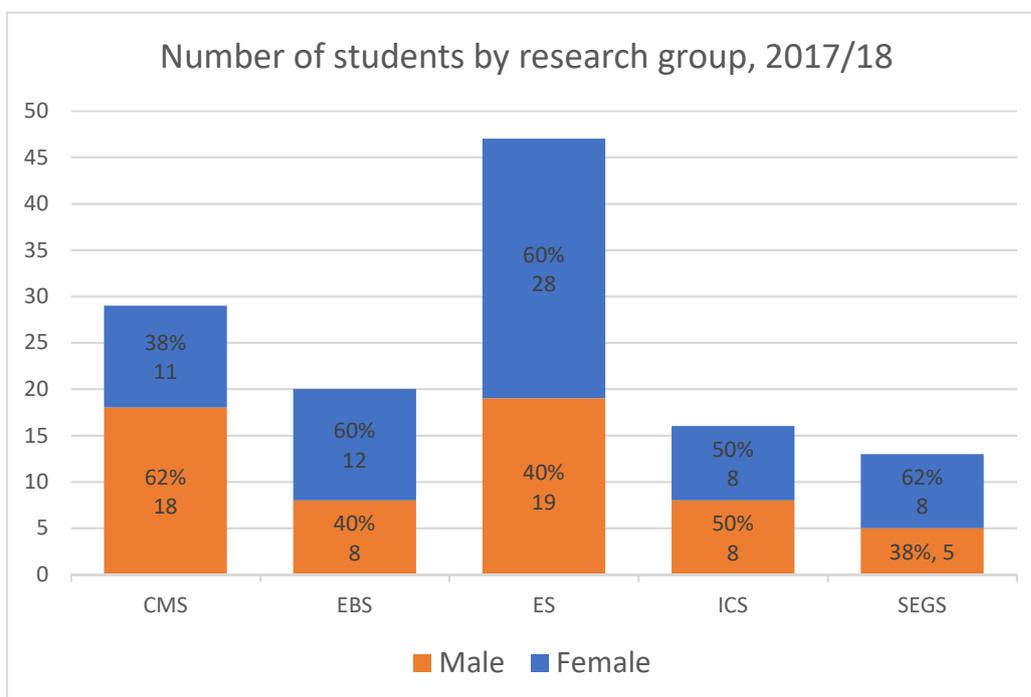

Figure 4.1.6   Number of current students in research group by gender

The breadth of disciplines within each science group and interdisciplinary nature of many of the Institute studentships makes benchmarking this data difficult. However, enrolments appear to be in line with subject area trends except for the ICS where the percentage of female PhD students exceeds the percentage at national level in computer science, while the percentage of female students in the CMS group is lower than the HESA comparator of biological sciences postgraduate research students.
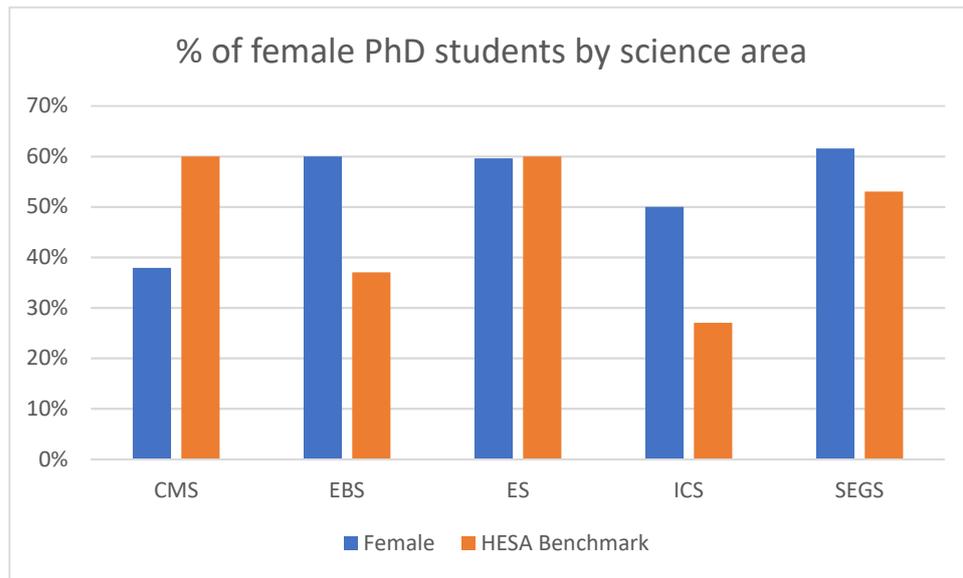

Figure 4.1.7   Comparison of percentage of female PhD students against enrolments by HESA subject area (2016/17).

We have increased efforts to make the Postgraduate Student Committee (PGSC) aware of gender issues. Policies introduced include a requirement to maintain a gender balance in the PGSC and in student selection panels. Selection panel members are required to undertake diversity awareness, interview skills training and supervisory training. Two student representatives sit on the PGSC which assists with accountability. The student representatives participate in committee meetings but are not included in candidate interviews.

(ii)   Numbers of visiting students by gender

We have been monitoring visiting student's data from April 2017. For the current academic year, the figures are relatively balanced with 59 male students to the 55 female students visiting the institute for short periods of time. We will continue to monitor student visitors and act on any issues identified.

Action 2e We will review and strengthen the recording of visiting students and compare with similar organisations

(iii) Ratio of applications to offers and acceptances by gender for visiting students more than 6 months, and for postgraduate research degrees

The Institute has no mandate to award post graduate degrees and most of our students are selected through their university of registration. However, we have a larger involvement in the recruitment process for our joint studentship scheme and thus this section focusses on this scheme.

All joint PhD studentships are advertised on findaphd.com. Two representatives from the PGSC (usually one male, one female) participate in candidate interviews. Since 2015, there has been a higher number of male applicants to the joint studentship scheme than females with the percentage share of male applicants varying between 61-68% (Figure 4.1.8). However, in all but 2015/16, the percentage of offers to females has been higher (Table 4.1.9).
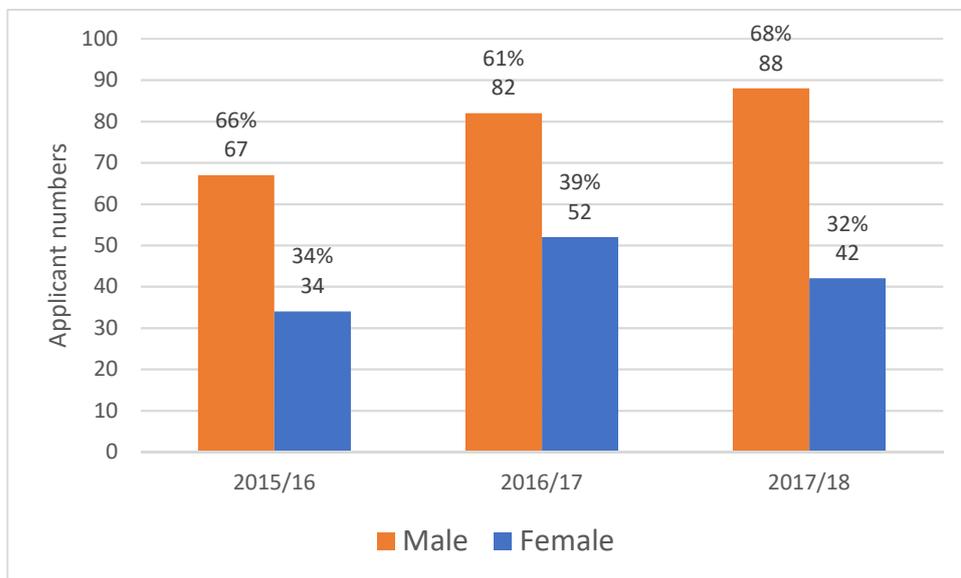

Figure 4.1.8: Number and percentage of applications for joint (James Hutton Institute/Partner University) funded PhD Studentships

	Applications				Offers			
	M	F	Total	%F	M	F	Total	%F
2015/16	67	34	101	34%	3	1	4	25%
2016/17	82	52	134	39%	1	5	6	83%
2017/18	88	42	130	32%	1	2	3	67%

Table 4.1.9 Gender mix of applications and offers, joint studentship scheme.

Action 2c We will monitor applications and offers for studentship schemes in which the institute participates in the recruitment

Action 2d We will put in place an advertising strategy for studentships to support equal access

(iv) Research degree submission rates by gender

Over the past three years all students have been submitted within a 4 year period and have been successful, resulting in a 100% completion rate. The gender submission levels therefore reflect student admissions (Figure 4.1.10).
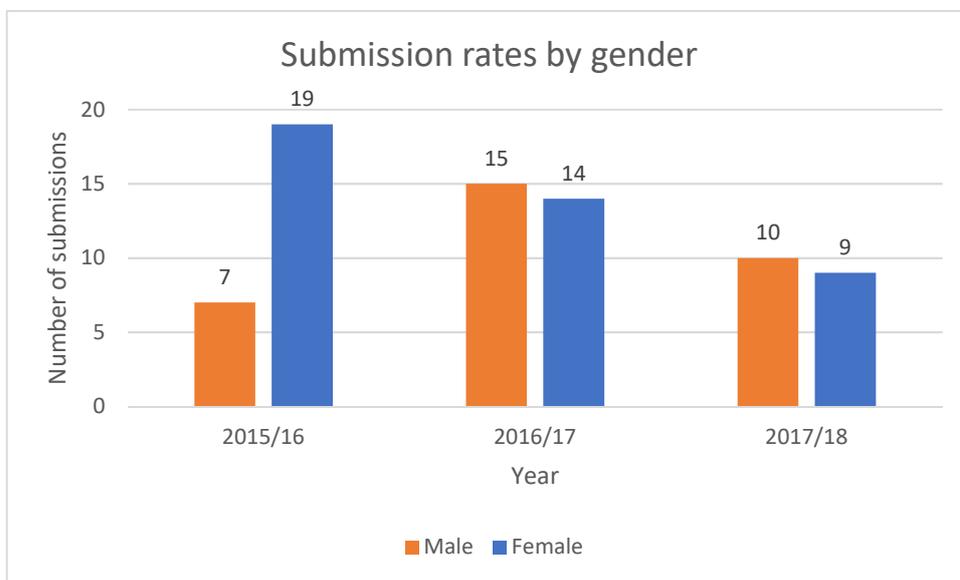

Figure 4.1.10: Submission rates by gender

	2015/16	2016/17	2017/18
Male	27%	52%	53%
Female	73%	48%	47%

Table 4.1.11: Percentage of submission rates by gender.

(v) Time taken to complete research degree by gender

In the period 2015-2017, the average time taken for females to complete their PhD studies was just over 46 months whereas male students completed on average in just over 41 months. The reasons for the gender difference in time to completion are not clear and requires investigation. other

Action 2f We will gather information to provide insight in to the disparity in average completion times

The Institute supports doctoral students with maternity/paternity leave in line with research council policy and monitors rates of maternity/paternity leave of doctoral students through the postgraduate school.
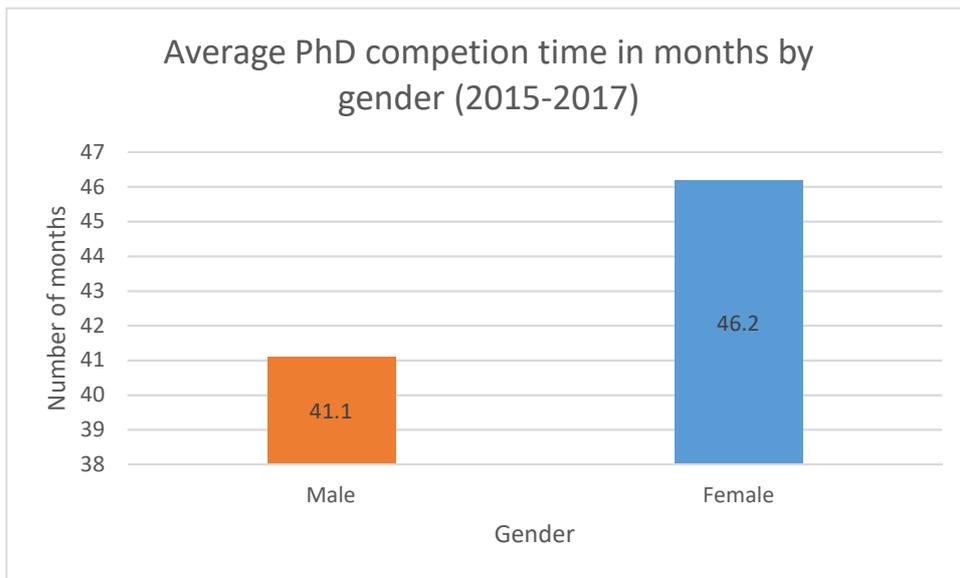

Figure 4.1.12: Average PhD completion time in months by gender (2015/16 -2017/18)

4.2. Staff data

Present professional staff, technical support staff and research staff data separately. Include postdoctoral researchers in the most appropriate staff category.

Note: Institutes can use whichever staff categories are most appropriate to their staff profiles, as long a definition is provided.

Staff data relates to the period up to and including 31 March 2018. Where numbers in a grade/staff group are small they have been grouped to avoid possible identification

In Sections 4.2 and 5 we have used the Professional, Technical and Research categorisation of staff explained in Section 2. To allow the identification of trends in grade numbers we have used the grading structure implemented in April 2017 across all data based on the allocation approach used at that time and as illustrated in Table 4.2.1 below.

Hutton 17 Band	Grade Description	Role Category		
Hutton A (19)	Manual/technical support roles subject to daily supervision			
Hutton B (33)	More skilled roles requiring less close supervision includes Technician support roles	Professional (108)	Technical Support (153)	
Hutton C (137)	Roles requiring a significant measure of experience, skills and knowledge and more hands off supervision. In turn may supervise others. Includes administrators and Technicians			
Hutton D (144)	More skilled roles often with specialist qualification required, may manage other staff. Includes Post-doc roles and senior Technician			Research (267)
Hutton E (97)	Responsible for major area of work and/or high value capital equipment and holds budget, resource and staff management responsibility.			
Hutton F (62)	Greater levels of budget, resource and staff responsibility. In science roles may hold sub-group lead role, in FCS will act as a Head of Department			
Hutton G (29)	Senior roles with functional responsibility, includes Science Group Leader positions			
Hutton PC (7)	Internationally renowned science and executive level positions with significant financial and resource responsibility			

Table 4.2.1 Grading Structure and relationship to staff categories (actual staff numbers in brackets)

(i) Staff by grade and gender

Look at the career pipeline and comment on, and explain, any differences in the pipelines for different genders.

Year	Female	Female %	Male	Male %	OGI	OGI %	PNTS	PNTS %	Grand Total
2016	272	50.7%	226	42.2%	1	0.2%	37	6.9%	536
2017	269	49.4%	234	43.0%	1	0.2%	40	7.4%	544
2018	266	50.4%	224	42.4%	0	0.0%	38	7.2%	528

Table 4.2.2 Overall Staff Numbers by Gender

The overall split in gender has remained reasonably static over the last three years. The current proportions are similar to those of HESA (all staff, 2016/17) which shows 54% F, 46% M. (Note: HESA statistics do not contain a PNTS category).

Analysis by work category and grade

There has been a 4.5% reduction in the number of professional roles in the Institute over the period, with the proportion of females reducing from 56% of professional staff to 52% (Figure 4.2.3)
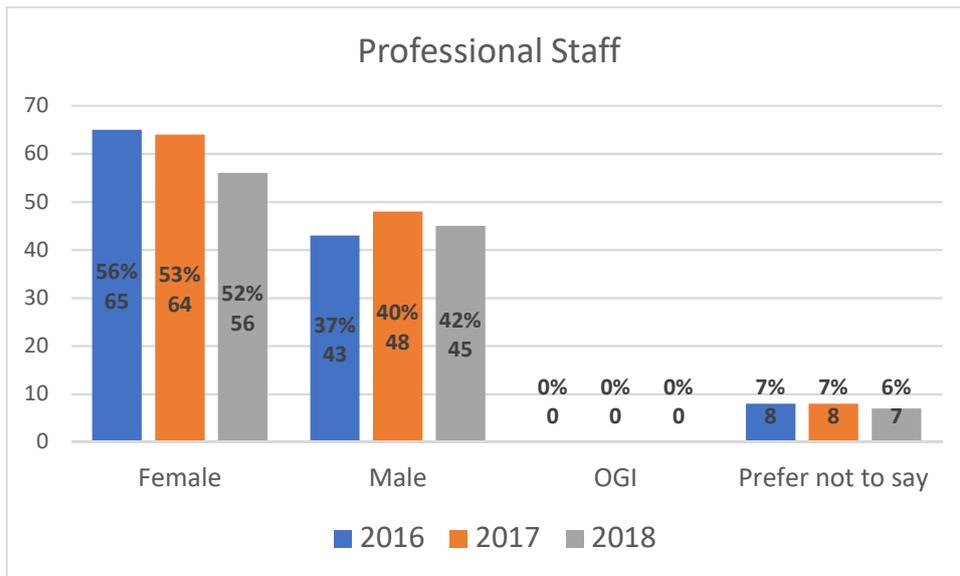

Figure 4.2.3 Professional staff numbers by year and gender

	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Number	65	43	64	48	56	45
	56%	37%	53%	40%	52%	42%
Distribution by grade						
A	8%	5%	9%	2%	7%	0%
B	5%	14%	2%	13%	5%	11%
C	49%	16%	44%	19%	39%	20%
D	22%	35%	25%	29%	27%	27%
E	9%	12%	11%	17%	11%	20%
F	6%	12%	6%	8%	7%	9%
G	0%	2%	0%	4%	0%	4%
PC	2%	5%	3%	8%	4%	9%
Total	100%	100%	100%	100%	100%	100%

Table 4.2.4 Distribution of gender over grade structure (Professional Staff) excluding PNTS

The number of women peak at Hutton C whereas this occurs at Hutton D for men. The biggest change in the distribution of females by grade over the period is the fall in proportion of women in Hutton C (53% to 39%) and increase in proportion of females in Hutton D (19% to 27%). Males continue to outnumber females at the highest grade levels throughout the period.

Contrary to professional staff the number and gender mix of technical staff has remained more constant over the period.
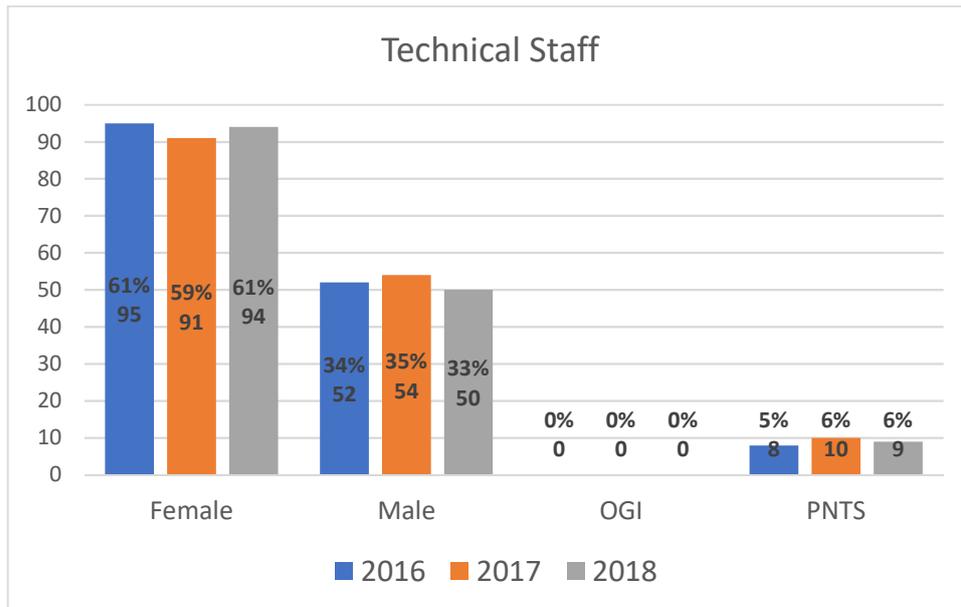

Figure 4.2.5   Technical Support staff numbers by year and gender

	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Total Number	95	52	91	54	94	50
	61%	34%	59%	35%	61%	33%
A	7%	17%	8%	15%	7%	12%
B	6%	29%	4%	30%	7%	32%
C	85%	40%	87%	43%	84%	42%
D	1%	4%	1%	4%	1%	4%
E/F	0%	10%	0%	9%	0%	10%

Table 4.2.6 Distribution of gender over grade structure (Technical Support Staff) excluding PNTS

Historically progression for Technical Support staff has been through either personal promotion or via JEGS. Through our recent Technician Commitment participation, it is planned to pilot the development of a career pipeline and related

training/qualifications/competencies. Contact has been made with the National Technician Development Centre (NTDC) who will support us in this work.

Action 1c We will use the Technician Commitment framework to develop opportunities for Technical employees

Research staff numbers have stayed relatively static over the period as has the gender balance.
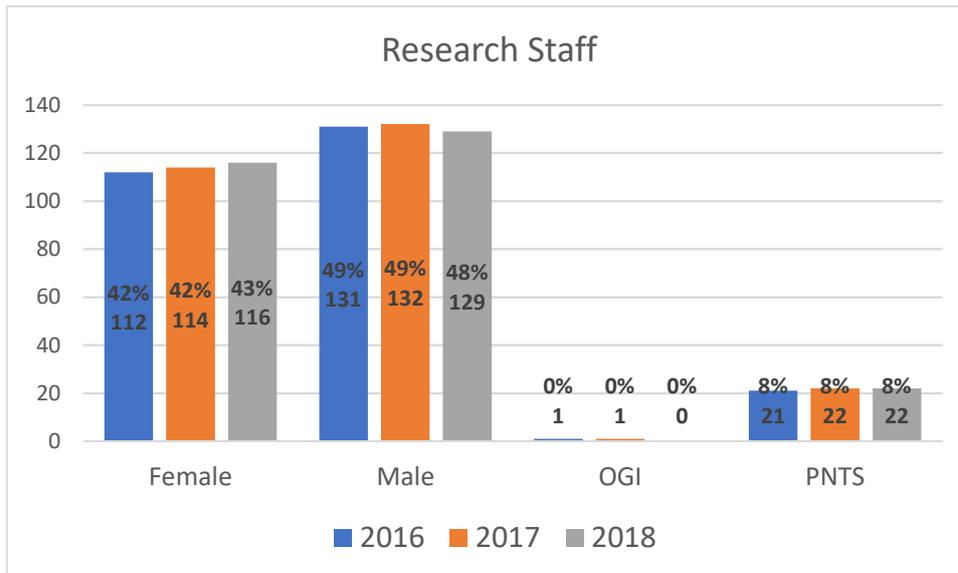

Figure 4.2.7 – Research staff numbers by year and gender

	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Total Number	112	131	114	132	116	129
	42%	49%	42%	49%	43%	48%
D	51%	29%	52%	30%	53%	32%
E	30%	28%	31%	27%	30%	26%
F	14%	28%	14%	28%	12%	27%
G/PC	4%	15%	4%	15%	4%	15%

Table 4.2.8 Distribution of research staff by gender, grade and year (excluding OGI and PNTS)
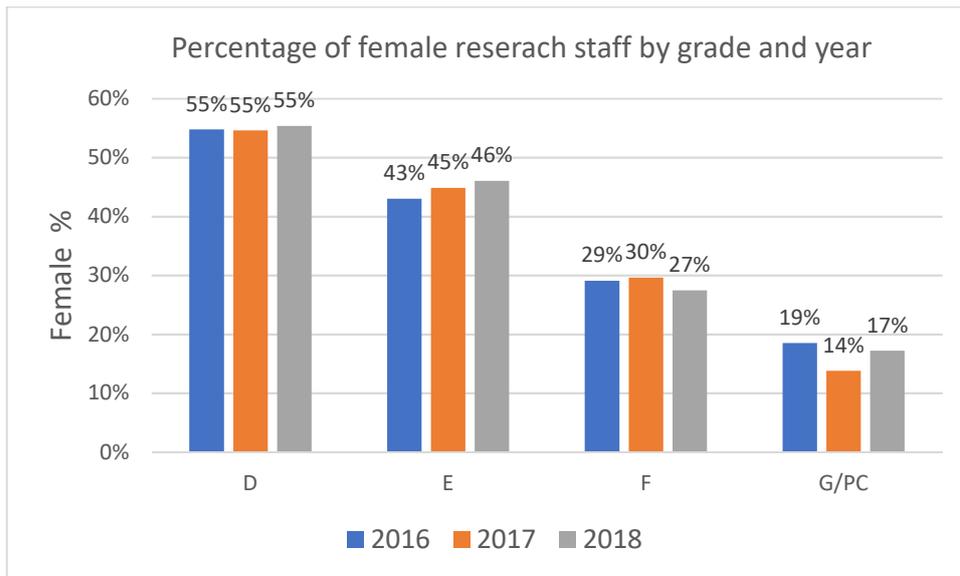
Figure 4.2.9 Percentage of female research staff by grade sand year (excluding OGI and PNTS)

As a proportion of the female employee population, there are fewer women in more senior positions in all role categories. This was noted in our Gender Pay Gap Report (GPGR) and a commitment was given to continue to address this. Actions which have already commenced are the development and delivery of annual promotion workshops (which specifically considered the impact of working part time on promotion) and the extension of the Career Review Meeting process to all staff.

Action 3a We will shortlist at least 2 women who meet the essential criteria for vacancies at Hutton F and above

Action 3b We will cascade the succession planning process currently used for Executive Team roles

There are significant gender differences by Science groups with ICS, BioSS and the technical staff in the FFG group having a majority of males, CMS, ES EBS and SEGS having a majority of females (Figure 4.2.10). When the technical roles are removed, leaving only research staff, males dominate every group with the exception of SEGS (Figure 4.2.11) again confirming the predominance of women at lower grades.
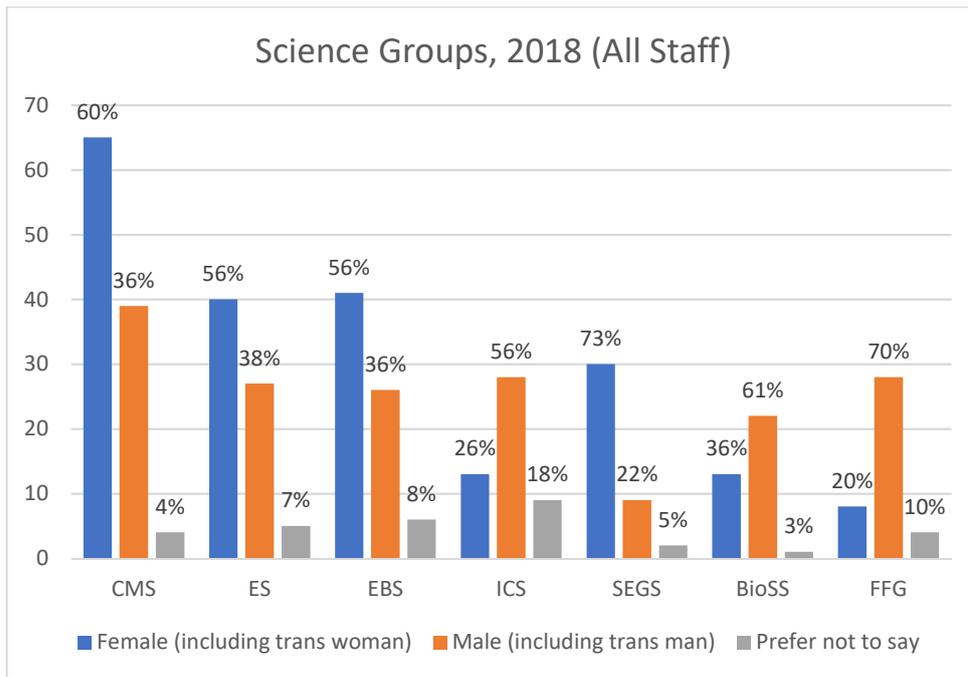
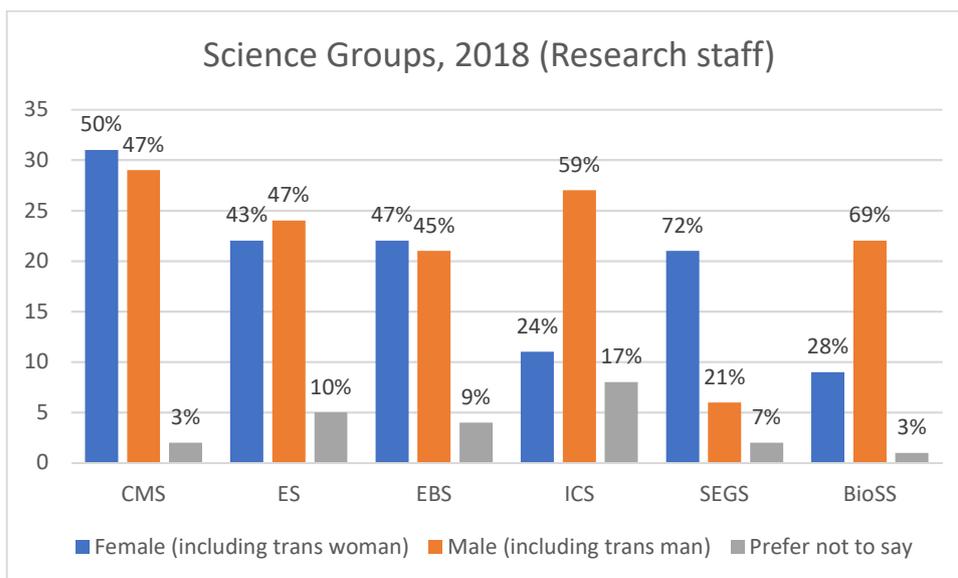**Figure 4.2.10   Science group staff by gender, 2018 (Research and Technical)**

Figure 4.2.11   Science group research staff by gender, 2018)

There is a diversity of disciplines within each science group which makes it difficult to benchmark staff data however compared to HESA data, the EBS and SEGS groups seem to have a higher percentage of female staff than would be expected, significantly so in the case of the SEGS group.
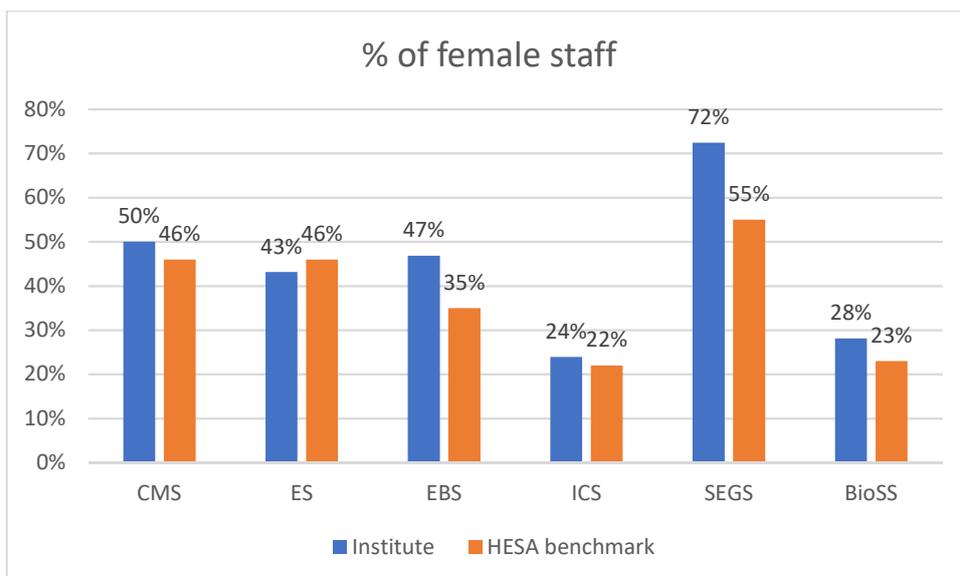
Figure 4.2.12 Percentage of female research staff by science group compared to staff by HESA cost centre, 2016/17

Overall in the Institute there are 20.6% of employees on part time contracts. This has increased slightly but is lower than the most recent HESA figure for part time staff in 2016/17 (32%).

	Full time	Part time	Total	% Part time
2016	441	95	536	17.70%
2017	443	101	544	18.60%
2018	419	109	528	20.60%

Table 4.2.13 Percentage of part time employees

The proportion of part time staff by gender is shown in Figure 4.2.14 along with HESA data for 2016/17.

Figure 4.2.14 Proportion of part time staff by gender

Women consistently make up most part time employees in all grades other than Hutton F, G and PC.

Contrary to this significantly fewer men are working part time at lower grades. As noted in the flexible working request data (Section 5.3 (vi)) there are not significant nu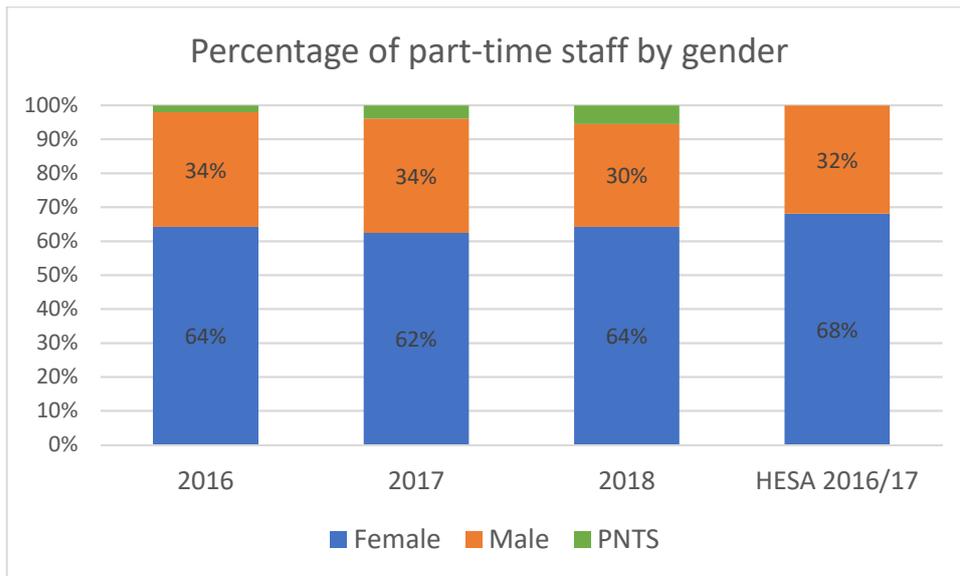mbers of applications for part time working being turned down. If follows that more should be done to ensure that men are aware of the opportunity to apply to work part time.

Action 3f We will act to increase awareness and understanding of employees and managers of flexible working options

	2016				2017				2018			
	F	**M**	**PNTS**	**Total**	**F**	**M**	**PNTS**	**Total**	**F**	**M**	**PNTS**	**Total**
Part Time	61	32	2	95	63	34	4	101	70	33	6	109
Hutton A	46%	46%	8%	13	**69%**	23%	8%	13	**70%**	20%	10%	10
Hutton B	**75%**	25%	0%	4	**86%**	14%	0%	7	**67%**	33%	0%	6
Hutton C	**90%**	7%	3%	30	**86%**	10%	3%	29	**85%**	12%	3%	33
Hutton D	**55%**	45%	0%	11	**64%**	36%	0%	11	**78%**	22%	0%	18
Hutton E	**87%**	13%	0%	15	**73%**	13%	13%	15	**65%**	18%	18%	17
Hutton F	29%	**71%**	0%	14	19%	**81%**	0%	16	27%	**73%**	0%	15
Hutton G/PC	22%	**67%**	0%	9	20%	**80%**	0%	10	20%	**70%**	10%	10

Table 4.2.15 Spread of part time contracts across grades (bold = majority of contracts)

(ii)   Transition between technical support and research roles

Where relevant, comment on the transition of technical staff to research roles, and vice versa.

Movement between grades C and D (from a technical to a research role) can take place as a result of a re-evaluation of the post (JEGS) or application for personal promotion. Alternatively, staff can apply to an advertised vacancy which is likely to involve a change of role however, in the period there have been no such applications.

12 months to:	JEGS		Personal Promotion		Total	
	Female	Male	Female	Male	Female	Male
March 2016	0	0	2	0	2	0
March 2017	3	0	1	0	4	0
March 2018	4	1	0	1	4	2

Table 4.2.16 Employees moving from Grade C (Technical Support) to Grade D (Research)

More detailed monitoring of movements between grades C and D is forming part of a broader action relating to personal promotion and JEGs.

Action 3d We will work to understand the reasons for the lack of movement between Hutton C and D

There have not been any moves from a Research to Technical Support role over the period.

The issue of opportunity for progression was explored in the employee survey (Table 4.2.17).

	2017 Results (455 responses – 79%)			2018 Results (376 responses – 66%)		
Question	Overall	Female (228)	Male (191)	Overall	Female (198)	Male (156)
The organisation treats everyone fairly when it comes to career development opportunities	40%	37%	46%	47% ⬆	52% ⬆	45%
In the last 6 months I've had opportunities to learn and develop in my job	66%	68%	66%%	73% ⬆	73% ⬆	75% ⬆
I feel I can progress within this organisation if I want to	39%	33%	48%	48% ⬆	47% ⬆	52% ⬆
My manager is fair to everyone in the team when it comes to supporting our career progression	81%	82%	82%	83% ⬆	83% ⬆	83% ⬆

Table 4.2.17 Employee Survey percentage responding positively

Three Career Development Workshops led by members of the SAT were held as a result of the responses to the 2017 employee survey to gather more detail about what employees wanted from career development support and what they felt currently hindered this. 51 employees attended. The leader of the workshops (Professional, Technical Support, Research) produced written feedback which was reviewed by the full SAT.

Participants at all workshops were asked to score their satisfaction with their career development on a scale of 1 (low) to 10 (high). The results in Table 4.2.18 highlight a need for additional career support particularly at professional and technical level which are addressed in section 5.

Workshop	Average
Professional	3.90
Technical Support	4.40
Research	5.17

Table 4.2.18 Career Development Satisfaction Score (Workshop attendees)

Feedback from the Technician Career Development workshops included the perception that the Research Hutton D role is "post-doctoral" and therefore a PhD is required which causes many employees not to apply.

Action 3h We will use Career Review Meetings to support understanding of career progression options

It also highlighted an appetite for horizonal development with staff commenting that Technician roles need to be a valid career objective in their own right, not just a stepping stone to becoming a research scientist. This led to the Institute's recent sign up to the Technician Commitment which has its own action plan, the content of which crosses in to the required actions for Athena SWAN.

Action 3e We will use the Technician Commitment to develop a framework for career development for Technical employees

(iii)   Staff, by gender and grade, on fixed-term, open-ended/permanent and zero-hour contracts

The Institute appoints on a permanent basis to those posts where there is an ongoing requirement however fixed term contracts are used if a post relates to time-bound funding. In addition, if the requirement is for a short term (e.g. seasonal work, maternity cover etc.) a fixed term contract will be used.

The high-level split of contract type in 2018 is shown in Table 4.2.19.

	Number of staff	Permanent	Fixed Term
Overall Total	**528**	**84%**	**16%**
Female	266	81%	19%
Male	224	87%	13%
PNTS	38	0%	21%
Professional	108	93%	7%
Technical Support	153	77%	23%
Research	267	85%	15%
HESA (2016/17)	-	77%	23%

Table 4.2.19 Institute split of permanent and fixed term contracts, 2018

Over the period the most significant fall in the use of fixed term contracts has been in the number of fixed term professional posts, from 22 in 2016 to 8 in 2018. This is due

to increased recognition that external funding does not have a direct impact on the need for such roles.

Table 4.2.20 details the distribution of fixed term contracts by grade and year.

	2016				2017				2018			
	F	M	OGI/PNTS	Total	F	M	OGI/PNTS	Total	F	M	OGI/PNTS	Total
All Staff	272	226	38	536	269	234	41	544	266	224	38	528
Fixed Term	50	26	4	80	60	35	7	102	50	29	5	84
	9%	5%	1%	15%	11%	6%	1%	19%	9%	5%	1%	16%
Hutton A	1%	1%	0%	2%	2%	1%	0%	2%	1%	1%	0%	2%
Hutton B	0%	1%	0%	1%	0%	1%	0%	1%	1%	0%	0%	1%
Hutton C	4%	1%	0%	4%	4%	2%	1%	6%	3%	1%	0%	5%
Hutton D	3%	2%	0%	5%	3%	2%	0%	6%	4%	3%	0%	7%
Hutton E	1%	1%	0%	1%	1%	1%	0%	2%	1%	0%	0%	2%
Hutton F	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Hutton G	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hutton PC	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Permanent	222	200	34	456	209	199	34	442	216	195	33	444
	41%	37%	6%	85%	38%	37%	6%	81%	41%	37%	6%	84%
Hutton A	1%	1%	0%	2%	1%	1%	0%	2%	1%	1%	0%	2%
Hutton B	1%	3%	0%	5%	1%	3%	0%	5%	1%	4%	0%	5%
Hutton C	18%	4%	1%	23%	15%	4%	1%	21%	16%	5%	1%	21%
Hutton D	10%	9%	2%	21%	10%	8%	2%	20%	11%	8%	2%	21%
Hutton E	7%	8%	2%	16%	7%	8%	2%	16%	7%	9%	2%	17%
Hutton F	4%	8%	1%	12%	3%	8%	0%	11%	3%	7%	1%	12%
Hutton G	1%	3%	1%	5%	1%	3%	1%	5%	1%	4%	1%	5%
Hutton PC	0%	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%	1%

Table 4.2.20 Distribution of fixed term and permanent contracts by gender, grade and year

Although the use of fixed term contracts is currently representative of the grade distribution, there has been an increased proportion at Hutton D – accounted for by the amount of new posts at this grade directly related to time-limited funding– and the reduced number at Hutton F+.

Grade	Number of Staff	Grade Distribution	Fixed Term Contract Distribution
Hutton A	19	4%	10%
Hutton B	33	6%	7%
Hutton C	137	26%	29%
Hutton D	144	27%	42%
Hutton E	97	18%	11%
Hutton F	62	12%	1%
Hutton G	29	5%	1%
Hutton PC	7	1%	0%

Table 4.2.21 Proportion of fixed term contracts compared to grade distribution 2018

In addition to undertaking a review of suitable available positions in an effort to redeploy existing staff approaching the end of a fixed term contract, the institute has introduced:

- Re-allocation process – this allows employees to put themselves forward for project opportunities which may arise and could extend their contract of employment as a result.

- Tenure Track – this allows existing fixed term employees to apply for a conversion to permanent on the basis that their scientific area is expanding and that funding has been secured to continue the work being undertaken.

As part of the Institute's commitment to the Scottish Business Pledge we restrict the use of zero-hour contracts to those situations which are suited to such an arrangement. There is currently one such contract in use.

(iv)   Leavers by grade and gender and full/part-time status

When an employee leaves the Institute through resignation, they complete an exit questionnaire and are given the option of meeting with their line manager or HR to discuss the content in more detail. This information is retained and the reason for departure has been recorded in HRIS since 2016 (Table 4.2.22).

All staff		2017							2018							
		Contract End	Dismissed	Other inc no return from mat'y leave	Redundancy	Resigned	Retired	Total	Contract End	Dismissed including failed probation	Other	Redundancy	Resigned	Retired	Voluntary Exit	Total
	Female	33	1	3	2	19	0	58	45	1	0	1	15	1	0	63
	Male	37	2	0	1	8	2	50	36	3	1	0	8	1	4	53
	PNTS/ OGI	0	0	0	0	0	0	0	0	0	0	0	6	0	0	6
	Total	70	3	3	3	27	2	108	81	4	1	1	29	2	4	122

Table 4.2.22 Reasons for leaving, all staff categories.

It is clear from the above that there are a higher number and proportion of female employees resigning (Table 4.2.23).

	2017		2018	
Females resigning	19	3%	15	3%
Males resigning	8	1%	8	2%

Table 4.2.23   Proportion of employees resigning by gender

The specific information for female leavers by grade in each year (Table 4.2.24) shows that there have been no resignations from women in senior roles and that the highest proportion is received from women in Hutton C. No pattern was found according to contact type (part time or full time). The current recording process in HRIS does not capture additional reason information relating to resignations. The process will be adapted to include this and further actions will be scheduled once there is sufficient data to provide an insight.

Action 3i We will improve the exit process and the recording of reasons for leaving to be in a position to develop appropriate actions

	2017		2018		Combined	
	Resignations	%	Resignations	%	Resignations	%
Hutton A	1	5%	3	20%	4	12%
Hutton B	1	5%	0	0%	1	3%
Hutton C	9	47%	4	27%	13	38%
Hutton D	6	32%	4	27%	10	29%
Hutton E	2	11%	4	27%	6	18%
Hutton F	0	0%	0	0%	0	0%
Hutton G	0	0%	0	0%	0	0%
Hutton PC	0	0%	0	0%	0	0%
Total	19	100%	15	100%	34	100%

Table 4.2.24   Distribution of female resignations by grade

While the data relating to the spread of reasons for leaving shows a general consistency over the (short) period that the information has been available, it is acknowledged that Deeper investigation of this area is required to check for possible patterns including intersectionality.

Action 3j We will review data on leavers annually to identify issues and trends

(v)   Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit.

As part of our commitment to the Scottish Business Pledge the Institute signed up to the National Living Wage initiative in May 2016 consequently all employees are paid at least the National Living Wage (Scotland) with changes implemented annually in April. The exception (in line with the NLW) is apprentices who, in year 1 are paid more than the statutory requirement and in year 2 are paid NLW.

The information provided below reflects the gender pay reporting requirements and include relevant allowances.

	April 2017			April 2018		
Mean Pay Gap	16%			16.4%		
Median Pay Gap	12.6%			11.8%		
	Female	Male	Overall	Female	Male	Overall
Mean Hourly Rate	16.61	20.14	18.26	15.05	18.01	16.46
Median Hourly Rate	15.98	18.95	16.14	14.31	16.22	15.17

Table 4.2.25   Summary of Pay Gap Position

When the information is further broken down by grade the main differences lie at the upper end of the grading structure. Further work is required to understand the significant movement in Hutton G and PC particularly.

Grade	April 2017		April 2018	
	Mean Gender Pay Gap	Median Gender Pay Gap	Mean Gender Pay Gap	Median Gender Pay Gap
Hutton A	-6.21%	5.50%	0.2%	0.1%
Hutton B	7.44%	1.91%	5%	0.2%
Hutton C	1.39%	0.50%	0.9%	0.8%
Hutton D	0.91%	-0.53%	0.3%	0%
Hutton E	-9.69%	0.00%	2%	0.7%
Hutton F	0.54%	3.87%	-4.4%	-0.1%
Hutton G	0.71%	0.00%	18.4%	15.8%
Hutton PC	21.32%	10.60%	16%	4.1%

Table 4.2.26 Gender Pay Gap by grade

The predominance of women in the lower grades is reflected in the pay quartiles analysis. This suggests the Institute's priority should be in increasing the proportion of females in higher grades through proactive recruitment strategies and support for career development (see section 5).
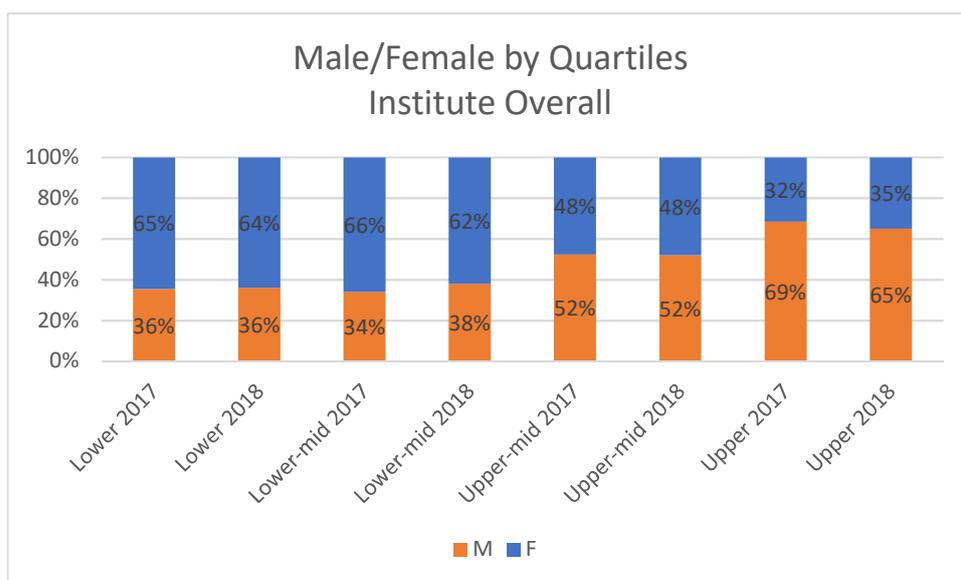

Figure 4.2.27 Gender Pay Distribution in quartiles

The ratio of average employee pay to that of the chief executive was 1:4.4 in April 2017, this had changed to 1:4.9 in April 2018. As further external benchmarking information becomes available, we will monitor pay equality by grade, staff category and across groups and will report this to the Executive on a quarterly basis.

Action 4b We will update the April 2017 Gender Pay Gap Report action plan to reflect April 2018 and other benchmarking data and also conduct sensitivity analysis on our own data.

Further we will continue to monitor pay decisions on appointment, before the award of a bonus and on promotion and consider incorporating the actions promoted by the Government's Gender Pay Gap Service which have been found to have a positive impact.

Action 4c We will implement a consistent approach to pay on appointment as outlined in the recruitment policy

WORD COUNT   2746

5.   SUPPORTING AND ADVANCING CAREERS
Recommended word count: Bronze: 6500 words | Silver: 7000 words

Data in this section covers the period up to and including 31 March 2018 excluding recruitment data. This was extended to 30 June 2018 to allow the provision of 2 full years of data from the HRIS supplemented by spreadsheet records for the period prior to this.

5.1.   Key career transition points
Present professional staff, technical support staff and research staff data separately.

(i)   Recruitment

Data to be provided by gender and grade. Include: applications, shortlisted candidates, offer and acceptance rates.

The Institute, as part of its AS plans, implemented a new recruitment process through its HRIS from May 2016 and appointed a dedicated Recruitment Specialist to manage the recruitment process, assisted by an administrator.

Science group leaders and heads of the FCS groups are responsible for requesting recruitment, shortlisting, interviewing and making the decision to offer. Although diversity is considered in current processes there is no published statement on how we address diversity issues in our recruitment practice.

Action 5a We will create a recruitment diversity plan to support increased numbers of applications from under-represented groups
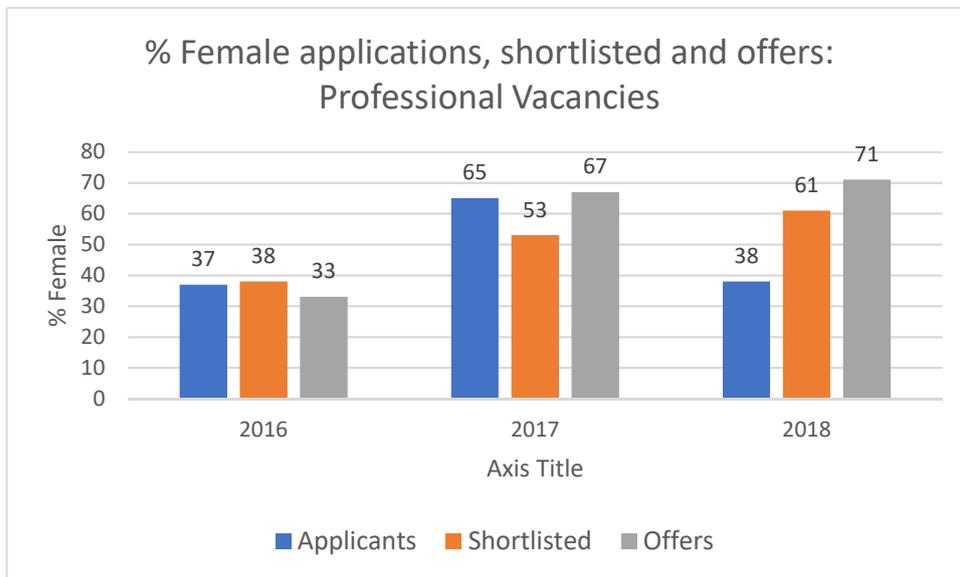
Recruitment to Professional Vacancies:

Figure 5.1.1: Percentage Female applications, shortlisted and offers, professional roles by year (all grades)

	Grade	Number of posts	Applicants				Shortlisted				Offers			
			F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
2016	A	1	2	0	**2**	100%	2	0	**2**	100%	1	0	**1**	100%
	C	4	39	73	**112**	35%	5	11	**16**	31%	2	2	**4**	50%
	D	5	26	49	**75**	35%	6	16	**22**	27%	2	4	**6**	33%
	E	3	15	19	**34**	44%	10	10	**20**	50%	1	4	**5**	20%
	G	2	0	2	**2**	0%	0	2	**2**	0%	0	1	**1**	0%
	PC	1	9	15	**24**	38%	2	2	**4**	50%	0	1	**1**	0%
	TOTAL	**16**	**91**	**158**	**249**	**37%**	**25**	**41**	**66**	**38%**	**6**	**12**	**18**	33%
2017	A	2	11	6	**17**	65%	4	3	**7**	57%	2	0	**2**	100%
	B	1	1	17	**18**	6%	1	4	**5**	20%	0	1	**1**	0%
	C	3	61	16	**77**	79%	6	4	**10**	60%	2	2	**4**	50%
	D	1	8	2	**10**	80%	3	1	**4**	75%	1	0	**1**	100%
	E	2	6	6	**12**	50%	1	2	**3**	33%	1	1	**2**	50%
	PC	2	2	1	**3**	67%	2	1	**3**	67%	2	0	**2**	100%
	TOTAL	**11**	**89**	**48**	**137**	**65%**	**17**	**15**	**32**	**53%**	**8**	**4**	**12**	67%
2018	A	1	52	8	**60**	87%	6	0	**6**	100%	1	0	**1**	100%
	B	2	16	109	**125**	13%	6	8	**14**	43%	1	1	**2**	50%
	C	3	52	78	**130**	40%	11	6	**17**	65%	3	0	**3**	100%
	F	1	0	1	**1**	0%	0	1	**1**	0%	0	1	**1**	0%
	TOTAL	**7**	**120**	**196**	**316**	**38%**	**23**	**15**	**38**	**61%**	**5**	**2**	**7**	71%

Table 5.1.2   Professional Recruitment showing percentage of females at each stage of the recruitment process
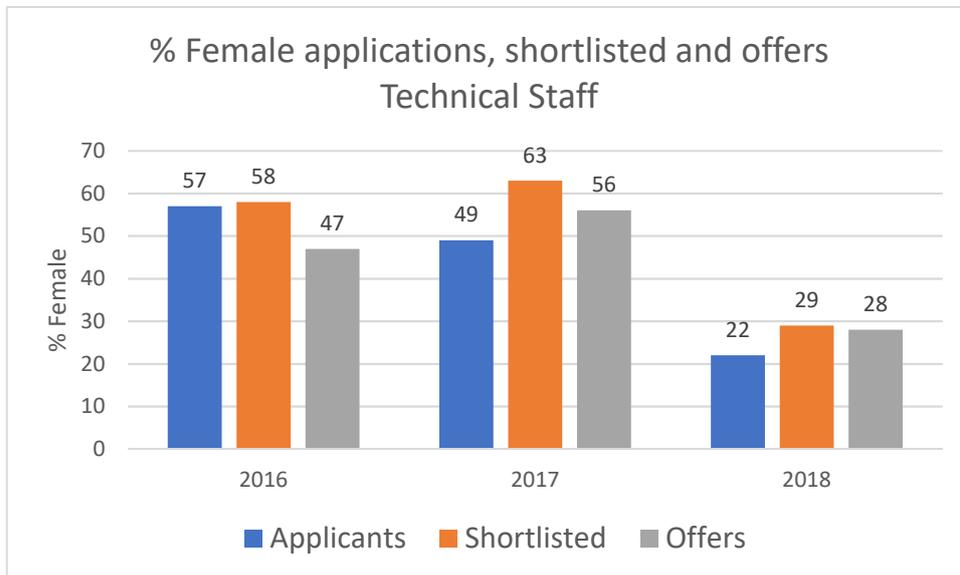
Recruitment to Technical Vacancies:

% Female applications, shortlisted and offers
Technical Staff

Figure 5.1.3   Percentage Female applications, shortlisted and offers, Technical roles by year (all grades)

	Grade	Number of Posts	Applicants					Shortlisted					Offered				
			F	M	PNS	Total	%F	F	M	PNS	Total	%F	F	M	PNS	Total	%F
2016	B	1	6	7	1	**14**	43%	3	1	0	**4**	75%	1	0	0	**1**	100%
	C	17	192	127	12	**331**	58%	46	30	4	**80**	58%	8	6	4	**18**	44%
	Total	**18**	**198**	**134**	**13**	**345**	**57%**	**49**	**31**	**4**	**84**	**58%**	**9**	**6**	**4**	**19**	**47%**
2017	A	1	4	2	0	**6**	67%	1	1	0	**2**	50%	1	1	0	**2**	50%
	B	1	0	1	0	**1**	0%	0	1	0	**1**	0%	0	1	0	**1**	0%
	C	6	48	50	1	**99**	48%	11	5	0	**16**	69%	4	2	0	**6**	67%
	Total	**8**	**52**	**53**	**1**	**106**	**49%**	**12**	**7**	**0**	**19**	**63%**	**5**	**4**	**0**	**9**	**56%**
2018	A	2	20	71	0	**91**	22%	2	10	0	**12**	17%	2	3	0	**5**	40%
	C	1	20	26	0	**46**	43%	3	2	0	**5**	60%	1	0	0	**1**	100%
	Total	**3**	**40**	**97**	**0**	**137**	**22%**	**5**	**12**	**0**	**17**	**29%**	**3**	**3**	**0**	**6**	**50%**

Table 5.1.4   Technical recruitment showing percentage of females at each stage of the recruitment process

Recruitment to Research Vacancies:

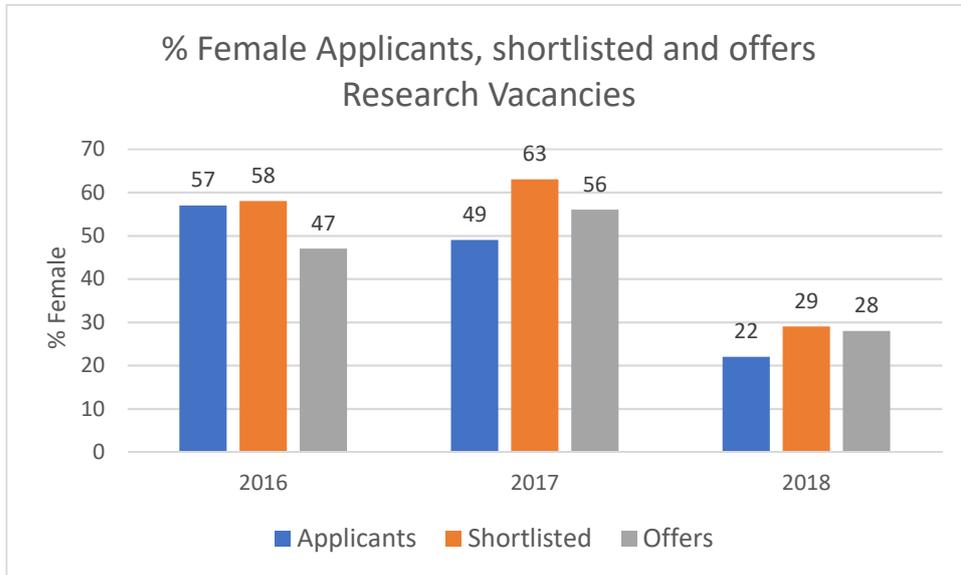## % Female Applicants, shortlisted and offers Research Vacancies

Figure 5.1.5   **Percentage Female applications, shortlisted and offers, Technical roles by year (all grades)**

	Grade	Number of Posts	Applicants					Shortlisted					Offered				
			F	M	PNS	Total	%F	F	M	PNS	Total	%F	F	M	PNS	Total	%F
2016	D	12	95	88	14	**197**	48%	37	8	1	**46**	80%	11	2	0	**13**	85%
	Total	**12**	**95**	**88**	**14**	**197**	**48%**	**37**	**8**	**1**	**46**	**80%**	**11**	**2**	**0**	**13**	**85%**
2017	D	11	49	71	0	**120**	41%	14	19	0	**33**	42%	7	6	0	**13**	54%
	E	3	10	18	0	**28**	36%	2	6	0	**8**	25%	1	3	0	**4**	25%
	F	2	5	7	4	**16**	31%	0	5	1	**6**	0%	0	2	0	**2**	0%
	G	4	8	13	0	**21**	38%	2	4	0	**6**	33%	1	3	0	**4**	25%
	Total	**20**	**72**	**109**	**4**	**185**	**39%**	**18**	**34**	**1**	**53**	**34%**	**9**	**14**	**0**	**23**	**39%**
2018	D	11	96	110	1	**207**	46%	25	21	0	**46**	54%	9	3	0	**12**	75%
	E	1	5	5	0	**10**	50%	1	0	0	**1**	100%	1	0	0	**1**	100%
	Total	**12**	**101**	**115**	**1**	**217**	**47%**	**26**	**21**	**0**	**47**	**55%**	**10**	**3**	**0**	**13**	**77%**

Table 5.1.6   Research recruitment showing percentage of females at each stage of the recruitment process

To get a clearer idea of the underlying trends, summary data is provided in Table 5.1.7.

	No. of vacancies	Applications				Shortlisted				Offers			
		Total	F	M	PNTS	Total	F	M	PNTS	Total	F	M	PNTS
Professional	34	20.65	8.82	11.82	0.00	4.00	1.91	2.09	0.00	1.09	0.56	0.53	0.00
Technical	29	20.28	10.00	9.79	0.48	4.14	2.28	1.72	0.14	1.17	0.59	0.45	0.14
Research	44	13.61	6.09	7.09	0.43	3.32	1.84	1.43	0.05	1.11	0.68	0.43	0.00

Table 5.1.7   Average applications, shortlisted and offers made per vacancy, 2016 -2018

It is notable that for research vacancies there have been more male applicants per vacancy, but the average number of females shortlisted is higher, as is the average number of offers made per vacancy. Indeed, for all three types of staff the average number of offers made to females exceeds that of males. We do not currently monitor acceptances against offers. Although we are aware that 66% of declined offers were made to men, we do not routinely monitor this data.

Action 5e We will further develop recruitment data collection and reporting including information on offers made and accepted/rejected

The data suggest that where women apply for vacancies, they have a better chance of being successful. The issue is therefore ensuring a supply of female applicants for specific types of vacancy such as, within the professional category, IT roles where there is a particularly high proportion of male applicants.

Action 3a We will shortlist at least 2 women who meet the essential criteria for vacancies at Hutton F and above

Action will therefore be targeted at addressing the pipeline of applicants. In the short term the content of adverts will be amended including language (a software package has been trialled), the description of benefits, statement of intent, and through the redesign of the recruitment portal. Effort will be targeted at the groups and functions where gender bias is strongest. In the longer term, the aim is to develop our community and educational links, and produce more materials, building on our Hutton Women in Science brochure and outreach activities.

Action 5a We will create a recruitment diversity plan to support increased numbers of applications from under-represented groups

In relation to the interview process the intention is to achieve a gender balance in panels. Three panels over the period have been all male as a result of difficulties in finding subject area specialists (these were research posts in ICS and BioSS) and we will aim to eliminate this in the future through more advanced planning of recruitment shortlisting and interview dates and the use of external female experts on the panel.

Action 5c We will produce improved recruitment process guidance and monitor its implementation to achieve 100% gender balanced interview panels

	Number of panels	All Female		Majority Female		All Male		Majority Male		Balanced	
		#	% of total	#	% of total	#	% of total	#	% of total	#	% of total
2016	46	0	0%	21	46%	0	0%	7	15%	18	39%
2017	35	0	0%	12	34%	2	6%	14	40%	7	20%
2018	21	0	0%	12	57%	1	5%	6	29%	2	10%

Table 5.1.8   Gender balance of recruitment interview panels

(ii)   Induction

Describe the induction and support provided to all new staff at all levels.

Comment on the uptake of this and how its effectiveness is reviewed.

Since 2017, all new employees undergo a central induction process including an introduction to the organisation, HR policies and procedures, and an introduction to key colleagues. In addition, there are on-line modules for health and safety and unconscious bias training. The process is managed through HRIS with all new employees receiving a welcome email. This replaced a paper-based induction system making tracking completion rates possible. However, there are occasions when the paper-based process is used as a reasonable adjustment under the Equality Act or for particular roles where computer access is not required.

Prior to recording in HRIS, induction was paper based and not stored centrally.

Period to	Female	% of new starts	Male	% of new starts
April 2016 - March 2017	19 (17)	89%	14 (12)	86%
April 2017 - March 2018 (excluding those for whom the induction period had not completed)	14 (10)	71%	10 (8)	80%

Table 5.1.9 Inductions by gender from April 2016 – March 2018

Action 5f We will monitor induction completion rates by gender and grade to allow detailed review

Image 5.1.10 Extracts from the induction record in HRIS

> Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full and part-time status.

The Institute has a merit promotion process open to all staff managed through the Scottish Promotion Panel (SPP). The SPP is drawn from the Institute, BioSS and Moredun Research Institute. It currently consists of 5 males and 6 females (excluding union observers) and is chaired by Professor Deb Roberts (our SAT Chair).

The promotions timetable is announced at Group meetings in January each year with the timetable and details put on the staff Intranet. Support to applicants is provided through the line manager and head of group. If the application is strong enough applicants are either promoted at the June meeting of the SPP or (more usually) asked to attend a panel interview with a member of the SPP and at least 2 others including an external representative. The recommendation of the interview panel is subsequently reviewed and ratified by the SPP. Applicants to Hutton PC are interviewed by Directors drawn from the four Scottish Main Research Providers (the Rowett, Moredun, SRUC and Hutton). All applicants, both successful and unsuccessful, are provided with feedback from the SPP and (if relevant) the interview panel.

The SPP review the equality statistics each year. Over the past two years this has resulted in actions including all referees and interview panel members being provided with a briefing on Unconscious Bias, updating promotion guidance on the requirement for gender balanced panels, and a briefing is in preparation on coaching and mentoring, to better inform post-interview feedback to candidates.

	Number of panels	Number of Female Chairs	% Female Chairs	Panel composition					% Balanced
				All Female	Majority Female	All Male	Majority Male	Balanced	
2016	11	5	45%	0	2	1	2	6	55%
2017	7	2	29%	0	2	0	4	1	14%
2018	5	3	60%	0	1	0	1	3	60%

Table 5.1.11   Promotion Interview Panel composition
All Panels included four members apart from one in 2017 which had five panel members

Although there has only been one instance (in 2016) where there were no female members of an interview panel, until 2018 there have been a proportionately higher number of males. This is an area that requires attention.

Action 6a We will increase female interview promotion panel membership to ensure 100% gender balanced panels

	2016		2017		2018	
Existing Grade	**F**	**M**	**F**	**M**	**F**	**M**
A	0	0	0	0	0	0
B	0	0	0	0	0	0
C	1 (1)	0	1 (0)	1 (1)	2* (2)	0
D	1 (1)	2 (2)	3 (3)	0	0	0
E	2 (1)	3 (3)	1 (0)	4 (2)	2 (2)	2 (2)
F	1 (1)	2 (2)	0	0	1 (1)	1 (0)
G	1* (0)	1* (0)	0	1 (0)	0	0
PC	0	1* (0)	0	0	0	0
Total	**6 (4)**	**9 (7)**	**5 (3)**	**6 (3)**	**5 (5)**	**3 (2)**
As a %age of successful applications in the year	36%	64%	50%	50%	71%	29%
As a %age of applications by gender	67%	78%	60%	50%	100%	66%

Table 5.1.12 Application rates by gender and full time/part time status.

The data suggests the issue is generating applications from women as, once they are in the process, they appear to be just as likely as men to be successful.

At this time we have not monitored applications/success rates using any other protected characteristics however this will be addressed using the HRIS data.

Action 6d We will monitor and report on all protected characteristics in our promotion process

Other key issues arising from the analysis of promotions data were:

- historically employees in lower grades (Hutton A-C) are less likely to apply.

- of the 54 applications in the period only 4 had been received from Professional employees

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Action 6b We will report equality data annually to the Scottish Promotion Panel to further improve the process

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In the 2017 Employee Engagement Survey, only 47% gave a positive response to "The organisation treats everyone fairly when it comes to career development opportunities". The promotion workshops helped increase understanding of the process, particularly for those who may have felt that the process was not supportive of their personal situation. The feedback from these has been very positive and the 2018 survey responses suggest they have had an impact. They will continue to be delivered and the correlation between attendance/applications/success monitored on an on-going basis by category of staff, grade and group.

Action 6b We will continue to develop and deliver Promotions Workshops

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In order to assess in more detail what factors may be impacting upon the numbers applying, an additional information gathering document has been introduced which, in addition to gender, full/part time status, asks applicants on a voluntary basis for details of any breaks in their career e.g. long-term sickness absence, maternity leave.

Action 6d We will monitor and report on all protected characteristics in our promotion process

---

We have a solid cohort of employees who have achieved promotion and feedback was that their involvement in the promotion workshops was extremely useful .

Action 6c We will develop Promotions Coaches to be available to support applicants

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5.2. Career development

Present professional staff, technical support staff and research staff data separately.

(i) Training

Describe the training available to staff at all levels in the institute. Provide details of uptake by gender.

All staff are encouraged to undertake training and are allocated 11 days per year within the workload allocation model to facilitate this. Training needs are identified and

agreed as part of an individual's annual Personal Performance and Development Review (PPDR) and prioritised by group leaders on the basis of personal development requirements and the needs of the Institute.

Advanced specialised training is sourced by employees, line managers and heads of group and paid for from discretionary group budgets. Generic training is organised by the internal HR team and funded from an HR budget. The HR Committee has agreed mandatory training for all employees for E,D &I from 2019 and for managers in specific areas.

Course Name	Year	M	F	Percentage	
				M	F
Infographics and Data Visualisation Workshop	2018	7	5	58%	42%
Managing Contractors	2018	7	1	88%	13%
Drone Training	2018	4	0	100%	0%
Introduction to Waste Management Legislation	2018	2	0	100%	0%
Executive PA Development & Training Day	2018	0	1	0%	100%
Line Manager Guidance (Pilot)	2018	3	5	38%	62%
Stress and Resilience – Causes and Coping	2018	4	9	31%	69%
Promotions Workshops	2018	19	24	44%	56%
PPDR Training	2015 - 2018	19	16	54%	46%
Grant Writing	2015 - 2017	10	15	40%	60%
Unconscious Bias	2017 - 2018	231	268	46%	54%
Mediation Training	2016-2018	7	4	64%	36%
Media Training	2016	20	15	57%	43%

Table 5.2.1 HR organised group training

There is a mix of delivery for HR organised training:

- E-Learning has been used for Unconscious Bias to date with a workshop-based EDI training commencing from 2019) and selected Health and Safety training. Further e-Learning modules will be rolled out for Cyber Security in 2018.
- Workshops led training by staff members.
- In 2018 the Institute has created 3 Modern Apprentice roles (2 x Technical, 1 x Professional) with more Technical/Research roles planned. The apprentices in place are undertaking a work-based learning SVQ qualification in conjunction with a local college.
- A Management Qualification is currently being delivered in conjunction with the University of Highlands and Islands (Perth College) which will lead to formally accredited management qualification. This involves 5 females and 6 males.

Training needs are recorded in HRIS as part of the PPDR process. The appointment of a new Learning and Development Manager in 2017 is helping to support the collation of training needs and draw up prioritised training plans. A lack of data prior to 2017 makes it difficult to assess the effectiveness of training provision by gender however the figures above indicate that women have been under-represented in media, mediation, managing contractors, PPDR and Infographics training. The HRIS will be used to identify any gaps in the uptake of this training including uptake across protected characteristics thereby helping us to check there is equality of opportunity for all and act if this is not the case. All training is evaluated, and appropriate action taken.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels and provide data on uptake by gender.

On completion of a probationary period, all Institute employees participate in the PPDR process involving two meetings with their Line Manager and possibly co-signatory and based around the setting and delivery of SMART objectives (including a Values and Ethos objective and a Health and Safety objective).

PPDR meetings are open two-way discussions whereby all aspects of the employee's performance and development are considered including work-life balance and long-term career plans and aspirations.

Completion rates for 2017/18 for the information held and for eligible employees are 70% (181F = 77% /141M = 63%)

Actions 7a-c We will collect information on staff perceptions of our PPDR process, and based on this review and improve the process and introduce completion targets

(iii)   Support given to staff for career progression

Comment and reflect on support given to staff, and in particular early career postdoctoral researchers, to assist in their career progression.

A Career Review Meeting process has been available to Research staff since 2015 and, as a result of our AS action plan, has been extended to Professional and Technical support staff with specific guidance for staff and panel members. The purpose of the review is to discuss the individual's career to date and have a constructive discussion on future direction, ideas and development needs. The review typically takes at least an hour and a half, and can include external panel members. (Written feedback is provided to the employee.

	2016		2017		2018		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Research	5	4	3	7		1	8	12	20
Technical				1	3	1	3	5	8
Professional					1		1		1
Total	**5**	**4**	**3**	**7**	**4**	**2**	**12**	**17**	**29**

Table 5.2.2   Career Development Reviews by year and type of role

It was evident at the Technical Support staff Career Development workshops that knowledge of Career Review Meetings is not universal so further work is required to raise awareness, monitor uptake (both by gender and other protected characteristics) and assess their impact.

Action 6e We will provide training to Career Review Meeting panel members

Action 6f We will proactively offer employees the opportunity to have a Career Review Meeting every 5 years

In response to the increased use of fixed term contracts, we have introduced a Tenure Track process to certain research positions. The scheme offers the opportunity for formal review leading to permanent appointment with tenure track employees given additional mentoring and personal development to support their conversion to a permanent position. To date no advertised Tenure Track contracts have concluded. We

will monitor conversion in relation to all protected characteristics as the tenure track process moves forward.

To date mentoring within the Institute has been carried out on an informal basis. 2018 has seen a commitment to a more formal mentoring approach with our inclusion in a scientific (research) mentoring scheme run by a collaboration of external Universities (St Andrews, Dundee, Abertay, Queens Belfast and Glasgow School of Art). An internal mentoring scheme is also being developed available to all staff.

Action 7e We will review the effectiveness of the external mentoring scheme and widen membership to all research staff if supported by feedback

Action 7f We will introduce a structured internal mentoring scheme

(iv)   Support given to students for research career progression

Comment and reflect on support given to students to enable them to make informed decisions about their career.

In addition to the career and personal development courses offered by their individual academic establishments, Hutton postgraduate students have access to training and seminars at the James Hutton Institute.

A specific career development element is our annual Postgraduate Event which allows students to practice different types of presentation skills in a supportive environment of the 7 prize winners at the 2018 event, 6 were female. Feedback from the event is collected and evaluated by gender. Students are also encouraged to play an active part in their Science Group and attend group meetings.

Three of the 5 current post graduate team liaison officers (PGLOs) (who provide both a pastoral and mentoring role to students) are female. Students have the opportunity at induction to request a PGLO of their chosen gender. In addition, the mentoring schemes referenced in 5.2 (iii) will be opened up to students in 2019 and their uptake will be monitored. We encourage students to support and attend Athena SWAN activities.

The current gender split of student supervisors is 64% to 36% male to female. As compared to the split of research staff at Grade E and above of 68% and 46%.

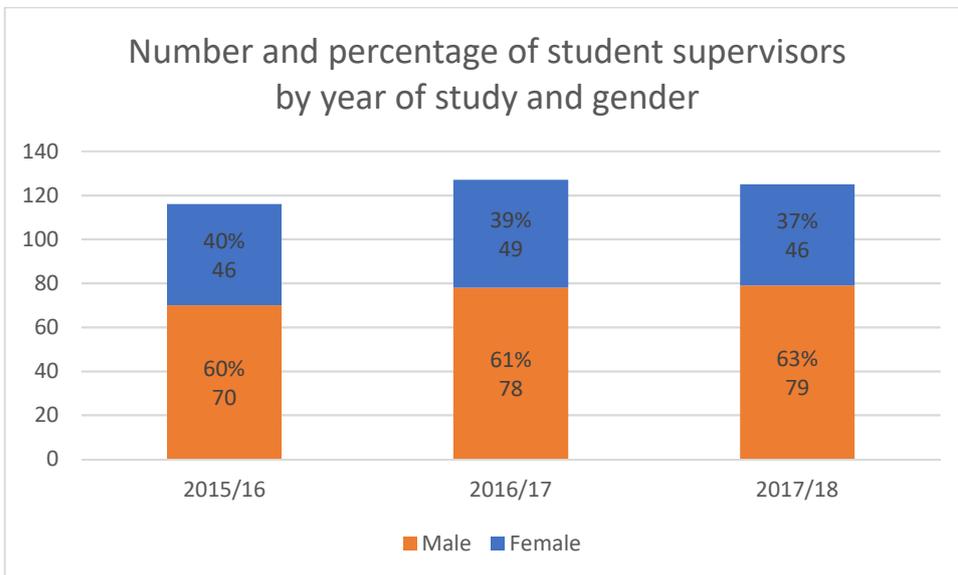**Image 5.2.3   Postgrad School prize giving . March 2018**

Figure 5.2.4   Number and percentage of student supervisors by study year and gender

(v)   Support offered to those applying for research funding

Comment and reflect on support provided to staff applying for funding or fellowships and support offered to those who are unsuccessful.

In 2018, the Institute established a Peer Support College to help those applying for external research income. This consists of 79 volunteer staff (56 male, 23 female) from across the five science groups and BioSS with experience of applying for research funding. The aim is to provide access to peer networks and funder knowledge, support to the development of applications, and can act as a platform to test the persuasiveness of research applications. Mock interviews are required for all those applying for UK Research Council and European Research Council funding and they are encouraged for all applications.

All staff are provided with details of funding opportunities advertised on a weekly basis and the Research Support team provide help for all in terms of the non-science part of the grant process.

Action 7h We will increase knowledge and uptake of the Peer Review College support

	F/M	Total applications per year	Average funding applied for per annum	Average number of applications per staff member	Average contract funding per staff member	Average number of contracts won per annum	Success rate (proportion)
2015	F	105	104,966	0.91	20,735	0.41	0.45
	M	210	300,354	1.63	54,782	0.81	0.50
2016	F	63	75,105	0.54	18,218	0.26	0.48
	M	130	81,108	1.01	18,731	0.50	0.50
2017	F	96	223,582	0.83	14,592	0.28	0.33
	M	154	257,849	1.19	19,558	0.44	0.37
Average	F	88	134,551	0.76	17,848	0.31	0.42
	M	164.7	213,109	1.28	31,024	0.59	0.46

Table 5.2.5   Grant funding applications for the three most recent complete years 2015-2017

Table 5.2.4 shows the success rate over the three years is slightly higher for male staff than for female staff (46 % versus 42 %). However, more striking is the lower

application rate than expected from female staff. Across the three years, female staff averaged 0.76 applications per year whilst male staff averaged 1.28. This likely reflects the predominance of male staff in the higher grades where the bulk of applications (probably) arise from. However, the data reflects only efforts of the main Principal Investigator and so does not account for collaborative efforts in producing applications or the role of co-investigators or joint-PIs.

Training is provided for writing grant proposals for all research staff. Twenty-five employees attended Grant Writing training between 2015 and 2017 (10 male, 15 female) and further grant writing training courses have been identified as priority from 2018 PPDRs. Sessions are funded by the Institute and delivered by an outside trainer. Although there is an internal sign-off procedure to ensure quality control of applications, there is no formal review of unsuccessful proposals, bids and tenders.

Action 7i We will provide feedback on unsuccessful grant applications via the Peer Review College

Currently informal mentoring arrangements for grant writing is provided to research staff within their Science sub-groups. The opportunities for external mentoring (see section 5.2 (iii)) will provide an additional perspective to those who participate. Informally, junior research staff are often written into larger grants as co-investigators or co-PIs, so that they can contribute to the development of the application, learning in the process, as well as contributing to the project, if successful.

5.3.   Flexible working and managing career breaks
Present professional staff, technical support staff and research staff data separately.

(i)   Cover and support for maternity and adoption leave: before leave

In the period from 2015, 18 staff members took maternity leave. While each case is considered individually, the following describes the basic support processes.

Prior to going on maternity leave, staff are given guidance, which includes a questionnaire on their options and their entitlements. HR provides written and face to face feedback to any questions arising from this.

Risk assessments are carried out to keep pregnant staff safe, particularly when working with chemicals. In addition, a review of their role is undertaken by the site Health & Safety Co-ordinator and adjustments made to the role if necessary. Line Managers are responsible for ensuring that, where necessary, on-going reviews take place and adjustments made.

On notification of pregnancy/confirmation of placement of child for adoption HR provide guidance on the employee's entitlement to maternity/adoption leave and pay.

(ii)   Cover and support for maternity and adoption leave: during leave

Under Hutton T&Cs, eligible employees (fixed term and permanent) are entitled to receive 26 weeks Occupational Maternity Pay at their normal rate of pay inclusive of Statutory Maternity /Adoption Pay followed by a further 13 weeks of Statutory Maternity/Adoption Pay.

For research roles the decision of whether to have maternity cover lies with the SGL 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 difficult to recruit temporary staff to cover specific roles in a project. In addition, the employee is often keen to continue with the work. This can also be an issue for technical support staff with highly specialised skills. A range of options exist and are explored including:

- The potential to halt funding and delay delivery
- The opportunity for colleagues to take on some of the responsibilities of the employee taking leave to keep work progressing
- The opportunity for colleagues to be redeployed to widen their knowledge, skills and experience

Staff feedback suggests that this may not be provided consistently across the Institute.

Action 8a We will update maternity policies etc to include guidance on funding/cover issues

Leave among professional employees provides the opportunity for colleagues to "act up" or be redeployed and, due to the more generic skills, external recruitment also becomes a more realistic option and is often utilised.

Employees on leave have the opportunity to use up to 10 keeping in touch (KIT) days to come into the Institute to speak with colleagues, attend team meetings and to participate in training. There is no pressure put on those on leave to use KIT days or to attend on specified days.

Action 8d We will collate KIT day uptake in HRIS to allow reporting/review

SEGS James Hutton @HuttonSEGS · May 24
'Overcoming our discomfort with uncertainty' @KerryWaylen explores this notion by comparing the practices of environmental governance and caring for her own baby. Read all at the @HuttonSEGS blog. @JamesHuttonInst hutton.ac.uk/blogs/managing...

Image 5.3.1 Recent blog written by one of our returning staff.

(iii)   Cover and support for maternity and adoption leave: returning to work

Prior to returning to work all employees are encouraged to meet with their line manager to discuss arrangements for their return. In addition to considering a formal, permanent flexible working request, they may also request a temporary amendment to their contracted hours or pattern of work to ease them back into the working environment.

On their return to work employees meet with their Line Manager to discuss and agree their work plan for the coming weeks and months. The aim is to enable them to become familiar with any changes within the team during their absence and to integrate themselves back into the work place. Facilities are available to allow nursing mothers to express and store breast milk following their return to work however recent staff feedback has suggested this is not well known.

At present there is no additional funding available to support employees returning to work from maternity or adoption leave. Policies pertaining to Maternity and Adoption Leave will be reviewed as part of the Institute's ongoing development and

implementation of terms and conditions of employment and this aspect will be included.

Feedback provided from employees to the SAT has highlighted the need for a more robust support mechanism for employees from the point that they make the Institute aware of their pregnancy/forthcoming adoption to contact during leave, preparation for return and the actual process of return.

Action 8b We will provide guidance on processes and support for employees from notification of pregnancy to and including options on return

Action 8c We will implement a buddy system to provide support to pregnant employees before, during and after maternity leave

(iv)   Maternity and adoption return rate

Provide data and comment on the maternity return rate.

The Institute is supportive of those wishing to return to work following a period of maternity or adoption leave with consideration being given to all applications for a reduction in hours be it temporary or permanent. Guidance is available to employees on Connect.

Action 8f We will continue to develop our flexible working options and process

Where a request to reduce hours is made through a flexible working request this will also be reflected in the information provided in part vi below.

Maternity Leave	Technical				Research				Professional			
	2015/16	2016/17	2017/18	Total	2015/16	2016/17	2017/18	Total	2015/16	2016/17	2017/18	Total
Leave Taken	1	2	2	5	1	4	4 (1 person still on leave)	9	2	1	0	3
Returners (Same Hours)	1	1	1	3	1	2	3	6	1	1	0	2
Returners (Different Hours)	0	0	1	1	0	2	0	2	0	0	0	0
Leavers	0	1	0	1	0	0	0	0	1	0	0	1

Fig 5.3.2   Numbers of maternity leave by job type and year (Note – the year referenced is that in which the leave began, no students are included)

Currently the reasons for leaving the Institute available to select in HRIS only provide "non-return from maternity leave". We have not to date monitored maternity and adoption return rates by all protected characteristics to assess if policies require amendment to support returners.

Action 8e We will improve HRIS data recording of reasons that employees do not return from maternity leave and other breaks to include all protected characteristics

SILVER APPLICATIONS ONLY
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v)   Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade.

In the period that data has been available in HRIS (since February 2015) there have been:
- 10 instances of recorded paternity leave
    - (5 in 15/16, 3 in 16/17, 2 in 17/18)
- 1 instance of shared adoption leave (male)
- 1 instance of shared parental leave (male)

Institute policies supporting paternity, shared parental, adoption, and parental leave are available on Connect. The Institute exceeds the statutory Maternity Support Leave (or Paternity Leave) requirement by paying full pay to those who qualify. Fixed term and permanent employees are eligible assuming they have the qualifying service.

In February 2018 the Department for Business said that shared parental leave uptake could be as low as 2% in the UK. The Institute uptake is lower at less than 0.5%.

Action 8j We will promote Shared Parental Leave

In addition, all eligible staff (permanent and fixed term) are entitled to up to 18 weeks of unpaid parental leave per child (maximum of 4 weeks per calendar year) to care for children.

(vi)   Flexible working

Provide information on the flexible working arrangements available.

Guidance on flexible working options is available on Connect along with details of the process. Flexible working can include changes in hours worked and working patterns and may include requests to work from home. Outwith the formal process amendments may be agreed on an informal basis between manager and employee.

A total of 40 formal flexible working requests have been agreed since 2015/16. The reasons for requesting flexible working include child care responsibilities and partial retirement.

Year	Male	Female	Total
2016	1	7	8
2017	7	12	19
2018	3	10	13
TOTAL	11	29	40

Table 5.3.4   Flexible Working – Successful Applications 2016 -2018

		2017		2018	
		Applied	Successful	Applied	Successful
Professional	Female	1	1	0	0
	Male	1	1	0	0
Technical	Female	4	4	4	4
	Male	0	0	1	1
Research	Female	7	7	7	6
	Male	6	6	2	2
Total		19	19	14	13

Table 5.3.5   Flexible Working Applications and success rates, 2017- 2018

The institute is very supportive of flexible working requests with 32 out of 33 applications being successful over the last three years.

There has not been any formal training offered to managers about flexible working in the period nor has there been any awareness-raising of the options available to all staff. Feedback from staff at the workshop on working part time highlighted this as a weakness and it will be addressed

Action 8g We will deliver awareness sessions to increase knowledge and understanding of flexible working options and process

In addition to formal requests for flexible working, staff make use of the existing flexi-time system (which enables them to use flexible start/finish times and take up to a two days per month off) to respond to their personal needs. All staff, up to Grade E, on fixed hours are initially signed up to this scheme with an option to opt out if they wish. The Institute also offers employees special paid leave to respond to personal emergency situations e.g. a sick child with staff being able to access up to a maximum of 10 days special leave in a rolling 12-month period (see information in Section 5.3 (ix))

(vii)   Flexibility in contracted hours after career breaks

> Outline the policies and practices that support and enable staff who work flexibly following a career break to transition back to full-time working.

There are a number of different reasons for career breaks and all have policies which support return. For example:

- a return after long term sickness absence can be supported by a phased return building up working hours over a 6 (or exceptionally 12) week period.
- employees returning from maternity/adoption/shared parental leave can request an informal change in working hours to build back up to their working hours.

- employees who have taken a career break or sabbatical can informally request to build back up to their hours to support their return.

Feedback from the workshop for part-time staff flagged the difficulties staff can have for some time after career breaks and in trying to transition from part-time to full-time work.

In response, the Flexible Working Application Form has now been amended to include explicit reference to a request for an increase in hours and work is on-going to revise the related policy. As noted in 5.3 (vi) there are plans to train managers and raise awareness of employees on the Flexible Working process and the opportunity will be taken to include information on the ability of staff to request an increase in hours.

Data in Section 4.2 highlighted that most women leave the Institute as "voluntary leavers" and this may be related to the difficulties in increasing working hours at certain life or career stages. We will reflect on feedback from exit interviews and on whether training can be used to support staff transitioning into full time positions

Action 8h We will improve the detail of the data held in HRIS relating to reasons for leaving the Institute

(viii)   Childcare

Describe the institute's childcare provision.

The Institute offers access to a childcare voucher scheme via Sodexo. Information on the Scheme is available on Connect and is also highlighted on our recruitment pages.

	2017			2018		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Female	16	28	44	18	11	29
Male	17	1	18	20	2	22
Total	33	29	62	38	13	51

Table 5.3.6   Uptake of Childcare Vouchers

Recent changes in childcare voucher provision have prompted a promotion of the advice relevant to childcare vouchers. This seems to have resulted in changes in take up of the Employer supported scheme (both increases and decreases) as some staff joined and others moved to the new Government-provided scheme. Based on staff feedback to HR, we recognise a need to review the information available regarding childcare support.

Action 8i We will review and promote available childcare options more widely to employees

There is an on-sire nursery on the Institute's Aberdeen site. The nursery is independently owned and managed. At Invergowrie there is private provider in the village and across all sites staff use a variety of providers convenient to their own circumstances and home locations.

Caring responsibilities

Describe the policies and practices in place to support staff with caring responsibilities.

The Institute aims to have a strong culture of support for those with caring responsibilities. Employees may request time off to support dependents, attend hospital, GP or other health care appointments or to care for a dependent who is ill. Leave may also be granted to deal with the disruption in the education of a child of the employee. There is flexibility in starting/finishing times for those in a flexi-time scheme and time off may be taken as Flexi Time, Time Off in Lieu, annual leave or unpaid leave. In addition, line managers have the flexibility to agree to Special Leave of up to five working days per year to deal with unforeseen crises.

Policies pertaining to caring responsibilities are communicated to new employees via the Induction process. They are also available via Connect and there is guidance on the request process in the HRIS handbook. Employees are also encouraged to discuss their situation with their line manager to agree the best approach as it is acknowledged that every case is different.

Action 8k We will establish and support a carer network among employees

Since records were included in HRIS there have been 145 instances of Special Leave being used since 1 April 2016. Of these 73 instances related to caring responsibilities.

	Female		Male	
	Number	% of annual instances	Number	% of annual instances
2017	28	76%	9	24%
2018	16	44%	20	56%

Table 5.3.7 Special Leave taken to support caring responsibilities

5.4. Organisation and culture

(i)   Culture

Demonstrate the institute's active consideration of gender equality and inclusivity.

In addition to questions on Athena SWAN and Stonewall awareness, the Employee Engagement Survey included several questions regarding the promotion of an inclusive culture (Table 5.4.1).

	2017				2018			
	Total	F (228)	M (191)	PNTS (36)	Total	F (198)	M (156)	PNTS (22)
Institute management actively promotes a positive culture in relation to equality and diversity	62%	80%	83%	69%	74% ⬆	82% ⬆	89% ⬆	68% ➡
I feel that people respect one another in this organisation	59%	61%	62%	36%	70% ⬆	68% ⬆	75% ⬆	50% ⬆
I trust and respect my manager	87%	89%	86%	78%	90% ⬆	92% ⬆	90% ⬆	73% ➡
There is tolerance of different viewpoints in my organisation	76%	78%	76%	56%	77% ⬆	76% ➡	82% ⬆	50% ⬇
My manager respects me and cares about my circumstances	88%	89%	87%	81%	92% ⬆	93% ⬆	92% ⬆	77% ⬇

Table 5.4.1   Engagement Survey Response

The culture and values of the James Hutton Institute were the subject of an extended staff consultation exercise following the formation of the Institute in 2011. This process resulted in a set of Values, Principles and Behaviours being created and formally adopted by staff and the Institute.

Examples of some of the principles and behaviours underpinning the values include:
- treat everyone with decency, honesty and courtesy,
- recognise and respect individuals' qualities and manage strengths and weaknesses,
- motivate, praise, value and develop people,
- support individuals' health and wellbeing.

The Values and culture do not differentiate between genders and are designed to be supportive of all staff. A commitment to our Values is included in the 2016-21 Corporate Plan and our supporting People Strategy.

We provide pastoral care at all times and especially during periods of personal crisis for staff via our EAP but also line manager support, compassionate leave and informal support networks based on our values. We have received requests for support for staff experiencing the menopause. This is available via our EAP.

Feedback from the staff survey found that men feel more strongly that people respect one another within the Institute and that different viewpoints are tolerated. A number of points in the action plan are based on the survey results and will work to improve these response levels.

(ii)   Institutional policies, practices and procedures

> Describe how gender equality is considered in development, implementation and review.

The Institute is fully aware of its responsibility to eliminate discrimination, advance equality of opportunity and foster good relations. Since 2015, all policy and procedure developments undergo an Equality Impact Assessment (EqIA) carried out with the Trade Union and no new or revised policy will be ratified by the Hutton Negotiation and Consultation Committee (HNCC) without this process being complete. Once ratified the policy/procedure is published on Connect along with the EqIA document. This has been a particular area of focus recently following the introduction of new terms and conditions which has necessitated significant policy development work and the related EqIAs. Since gaining the independence to manage and develop our own set of policies and procedures we have introduced Trans Equality and Sexual Orientation policies and have implemented changes to flexible working processes.

(iii)   HR policies

> Describe how the institute monitors consistency in the application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.

As noted above there is a significant amount of on-going work on the development of HR policies which are ratified by the HNCC. The HNCC has an AGM at which information

is presented on cases which have occurred through the year. In June 2018 the following information was provided:

- Employee numbers*
- Age profile
- Recruitment data*
- Promotions/JEGS statistics*
- Counselling service access
- Case Management
- Sickness absence data
- Gender Pay Gap information

Those indicated * include gender breakdown information.

There is limited monitoring undertaken at this time on the consistency of application of HR policies and we recognise that this is an area in which we need to improve. In particular, we need to increase our monitoring in order to ensure consistency and check for equality issues.

Action 9a We will use HRIS data to monitor HR policy implementation in relation to protected characteristics, contract status and working hours

(iv) Heads of units

Comment on the main concerns and achievements across the whole institute.

The Institute is led by the Chief Executive, supported by the Executive team members, who have responsibility for the Science and FCS functions, and are held accountable to the Board. The Board achieved a 50/50 gender split in NED positions in 2017 in line with their public commitment to the 50/50 by 2020 initiative).

Role	2016	2017	2018
Chief Executive	M	M	M
Director of Finance and Company Secretary	F (M from Jan 2017)	M	M
Director of Research	M	M	M
Director of Operations	M	M	M
Director of Science (Aberdeen)	F	F	F
Director of Science (Dundee)	F	F	F
Director of BioSS	M	M	M
SGLs (5)	50% F	33% F	33% F
FCS Heads (9)	44% F	44% F	50% F (10 posts)

Table 5.4.3   Heads of unit by gender over time

Recruitment for the Executive positions and all senior roles are through a mix of internal and external recruitment processes depending on the nature of the roles.

In addition to these formal appointments there are three rotating Science Challenge Leader roles (SCL) appointed for 15% of their time for 12 months. The SCLs are charged with engaging staff from across the Institute in activities contributing to a strong internal research culture, enabling us to demonstrate externally our thought leadership Currently there are two male appointees (1 full time, 1 part time) and one female (part time).

(v) Representation of men and women on committees

Provide data by committee, gender, staff type and grade. Identify the most influential committees.

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

Group/Frequency	Chair	Total	Male	%	Female	%
Institute Board (bi-monthly)	M	12	6	54%	6	46%
Executive (weekly)	M	6	4	67%	2	33%
Senior Management Group (bi-monthly)	M	20	13	65%	7	35%
Science Strategy Group (quarterly)	F	22	13	59%	9	41%
Science Group Leaders (monthly)	F	7	3	43%	4	57%
FCS Heads of Department (bi-monthly)	M	15	8	53%	7	47%
Income Generation Group (monthly)	M	11	7	64%	4	36%
RESAS Client Office (monthly)	F	17	10	59%	7	41%
Science Strategy Steering Group (monthly)	F	11	6	55%	5	45%
Peer Support College – Core Group* (ad hoc)	F	9	5	56%	4	44%
Peer Support College (bi-annual)	F	79	53	67%	26	33%
Research Ethics Committee (bi-annual)	F	11	4	36%	7	64%
Health, Safety and Welfare Committee (quarterly)	F	25	15	60%	10	40%
HR Committee	M	7	5	71%	2	29%

(bi-monthly)						
Equality, Diversity and Inclusion Committee (bi-monthly minimum)	F	20	6	30%	14	70%
IT Strategy Board (quarterly)	M	12	11	92%	1	8%
Estates and Facilities (bi-monthly)	M	15	11	73%	4	27%

Table 5.4.4 Key decision-making committees by gender and meeting frequency (most influential in bold)

Although the Board is 50/50 the three other most influential fora are male oriented – reflecting the gender distribution by grade.

Except for the Science Strategy Group and FCS Heads, the membership of these committees is a mix of both Science and FCS staff. Therefore, the ratio of male: female reflects the gender balance observed in senior management positions in both the Science and FCS parts of the Institute.

There are several sub-committees which report directly into the committees listed above. Committee membership is based on the necessary mix of skills, representation from relevant departments, and representation from both sites. Recruitment is based on a mix of self-nomination or invitation with targeted actions to ensure diversity of gender and ethnicity.

Action 10a We will develop a shadowing programme to allow women to attend Committees in an observatory capacity

Action 10b We will review and amend HR Committee membership to achieve a gender balance

(vi)   Participation on influential external committees

Describe procedures in place to encourage women (or men where underrepresented) to participate in influential external committees.

The Institute encourages all research staff regardless of gender to become involved external committees of influence, including committees associated with learned societies, grant-review committees, government-related committees or NGO-related committees. This is important as it helps to ensure the Institute influences external developments while meeting the needs of its stakeholders.

It is also recognised that membership of influential external committees can help an individual's career development, providing them with an esteem and useful experience of external organisations and cultures. Female membership also helps in terms of providing role models for more junior staff. Female staff are encouraged through their line managers to participate in such external committees with costs of committee attendance (where not otherwise met) are supported through discretionary group funds. As a result of our AS action plan we now monitor the gender balance of our external committee involvement (Table 5.4.5).

| | Institute Participation | | | | |
	Total	Female	%	Male	%
Government Advisory Groups	49	16	33%	33	67%
Other Advisory Groups	27	17	63%	10	37%
Total	76	33	43%	43	57%

Table 5.4.5 External Committee Membership, 2018

Compared to the ratio of female to male research staff at grades E and above in 2018 (38% F: 62% M) the pattern of participation in Government advisory groups is as expected while females appear to be significantly over represented in Other Advisory Groups. The disparity between these two categories, including whether there is a pattern in grades or science groups, needs to be reviewed. We will also explore ways of supporting the external profile of professional and technical staff where it supports career development.

Action 10d + e We will use the PPDR process and Career Review Meetings to support females to consider external committee membership and how to raise their external profile.

(vii)   Workloads

Comment on ways in which workloads and tasks are monitored for gender bias.

There is currently no monitoring at a higher level for gender bias in workload/task assignment. As all employees complete timesheet these submissions will be used to gain an overview by time code.

Action 10f We will, from this point on, adapt and use timesheet data to monitor workload

On an individual basis the balance of an individual's workload is agreed with their Line Manager as part of the PPDR process and reviewed across grades by group leaders. Individuals involved in significant work outwith their core role e.g. EDI committee, will have this included in their PPDR objectives so there is recognition of the time commitment.

Feedback from the part time staff workshop highlighted a problem with taking on administrative roles required for promotion to a higher grade within their contracted hours. This has led to an action point to ensure that the training we provide for line managers going forward includes specific attention on issues managing part time staff

Examples of this issue being addressed include:
- A part time member of staff volunteered to join the Institute's Research Ethics Committee (REC) which requires the rapid evaluation of research proposals when they are submitted. It was agreed to cover the role on a "job-share" basis between the volunteer and another employee with REC experience.
- The use of joint appointments on the SAT to allow those part time staff with a genuine interest to participate has been adopted.

Action 10h We will provide managers with guidance on work allocation and support for part time staff

(viii)   Timing of meetings and social gatherings

Describe the consideration given to those with caring responsibilities, and those working flexibly, when institute meetings and social gatherings are scheduled.

The current flexi scheme has core hours which are from 9.30 am – 12 pm and then 2pm – 2.30pm (Dundee site) 3.30 pm (Aberdeen site). It is expected that all Institute meetings take place within these hours. We aim to schedule all Institute-wide events within core hours at different times and on different days of the week so as not to exclude any part time staff. We also aim to avoid school holidays.

There are occasions where a meeting may need to take place beyond core hours. If a staff member needs to leave due to personal commitments, they are given the option of sending a substitute. The availability of video-conferencing for meetings in the Institute significantly reduces the need for staff to travel to attend meetings.

Social events that can be attended by all staff are difficult to organise as the Institute has multiple sites. 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 charity activities. Examples of these are barbeques, coffee afternoons, quiz nights and Christmas parties. We try and use communication technologies such as video links to allow these events to be truly open to all. The Social Club Committee consists of 14 people, 12 female (including the Chair and Vice Chair) and 2 male members. The membership of the club is open to all staff and at the time of writing has 202 institute members 61% female, 39% male).

(ix) Visibility of role models

Describe how the institute embeds consideration of gender equality into the organisation of all events.

The Institute aims to promote diversity in all its publicity materials. Images on the external website are chosen to reflect not just the range of areas we work on but also our staff diversity with three of the four staff profiles on the careers website being female. We ensure that we invite a diversity of external speakers for our seminars and public lectures and pro-actively seek to achieve a gender balance in all of our events and discussion panels.

As an example of our activities, in March 2017 a programme of events were undertaken to promote Women in Science open to all staff. They included a joint lecture by two women who support the Institute in different ways: a female professor and Board member from Glasgow University; and a longstanding member of our technical staff who was recently recognised in the Honours List for her work within the Institute. The Athena SWAN committee and staff social club also organised jointly a trip to the cinema to see "Hidden Figures" as a means of promoting more general discussion and reflection on diversity and unconscious bias.

Staff were invited to fill in a questionnaire asking about the suitability of timing and length of the meetings with feedback indicating support for slightly longer sessions over lunchtime.

Dr Emily Grossman presented our 2018 Women in Science lecture "Too Sensitive for Science?" which was streamed by video conference across 3 sites and followed by a career development workshop run by Emily for Research staff.

Image 5.4.6   Dr Emily Grossman giving our 2018 Women in Science lecture

In response to external requests and to support the action identified through our gender/grade analysis we produced a brochure – "Women in Science" containing biographies of some of our female Research and Technical Support staff. This is available on our external website and in hard copy (a second print run has recently been produced). The brochure has been picked up by social media and is in demand among Careers Services and Schools at public engagement events.
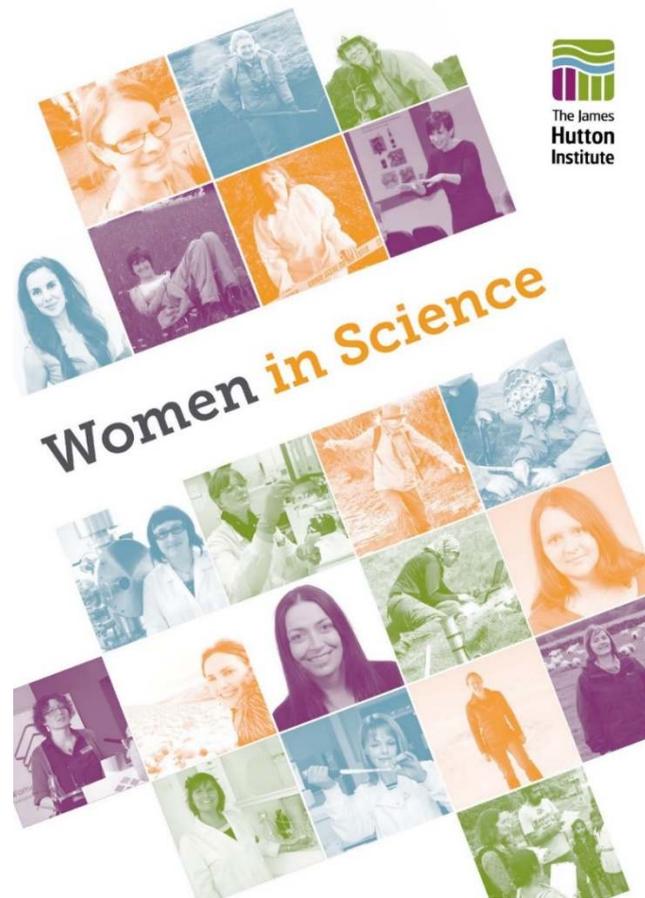
Image 5.4.7 The Hutton Women in Science brochure

Image 5.4.8 Tweet re above brochure

Provide data on the staff and students from the institute involved in outreach and engagement activities by gender and grade. Comment on the participants in these activities.

The Institute provides many outreach activities as part of its knowledge exchange activities, offering opportunities for public engagement and initiating dialogue with different audiences. Our activities include "Science in Agriculture", the Royal Highland Show, "Science and the Parliament", Scottish Game Fair and open doors events. We have also celebrated the achievements of female staff within the Institute.

Image 5.4.9   Prof. Lorna Dawson with her CBE and Mrs Anne Pack with her BEM, awarded 2018

Involvement in such events is very popular amongst all staff with calls are put out via Connect asking for volunteers to help. To date involvement by gender has not been monitored and the involvement of students has been dependent on individual supervisors.

Action 11a We will develop a process to monitor Knowledge Exchange activity by gender (staff and students)

In addition to "Institute organised" events a number of staff actively support external events to raise the awareness of Science to non-scientists and encourage young females into STEM careers with several STEM Ambassadors among our employees. We actively support school work experience placements (week long) in STEM and ASBBL areas:

Year	Area	Number of Placements
2017	Science	2 x female
2018	Science	1 x male
	Communications	1 x male

Table 5.4.10   School placement students in 2017 and 2018

One of these placements was in our Communications Team and the pupil wrote a Blog for Connect to describe what she had learned from the experience.

Image 5.4.11   Images of outreach activity

The Institute also hosts "Bring your child to work" days every year since 2016 and the HR department has hosted undergraduate work experience placements of 10 weeks for Abertay University undergraduates in 2017 and 2018 (2 x female).

WORD COUNT   5823

6.   SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words | Silver: 500 words

(i)   Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans.

Image 6.1   CEO, Professor Colin Campbell (L) accepting his rainbow lanyard

The James Hutton Institute has an Equality and Diversity policy which promotes equality and fairness for all employees, job or funding applicants and other stakeholders. In the policy it is clearly stated that the Institute opposes discrimination on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, race, religion or belief, sex, sexual orientation, or trade union membership/activity and that this relates to selection for employment, promotion or any other benefit.

It is also explicit that harassment of any type is not tolerated, and where it occurs that it is stopped as soon as possible, and appropriate disciplinary action is taken. It encourages any employee who receives treatment they believe to be discriminatory to raise the matter through the Institute's Grievance Procedure/Harassment and Bullying Procedure.

The Institute became a Stonewall Diversity Champion in 2017 and in response to feedback on our 2017 WEI submission a Trans Equality Policy has been developed and ratified (including the completion of an EqIA) which outlines what an employee can expect in terms of support, confidentiality, training for employees and the Institute's stance on transphobic bullying and harassment as well as the commitment being made to appropriate facilities. This will be supported by a set of guidance for employees (currently in draft format), colleagues, managers and HR staff which has been developed by our Stonewall Working Group and provides advice on what support can be expected/how to support trans employees at different stages of their journey. The Institute has taken advice from Stonewall who have advised on the content of this policy and guidance.

Action 12a We will finalise the draft guidance complimentary to the Trans Equality Policy and publish this on Connect

(ii)   Monitoring

Provide details as to how the institute monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

An additional screen was built in to the HRIS in October 2016 which captures protected characteristic information including gender identity. Employees were asked to provide information on various categories and the gender response options included female (inc. Trans woman) and male (inc. Trans man). A further optional section is provided should an employee wish to provide more detail on their gender identity. This information can then be used to identify any trends in the use of policies and procedures. To date the information available is too short term in nature to identify any such trends and no concerns have been raised at this point by individuals who have experienced the policies/procedures.

Action 9b We will develop HRIS monitoring to allow reporting on the use of the Trans Equality Policy and related guidance

(iii)   Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institute.

The HNCC has recognised the Stonewall Workplace Equality Index (WEI) as providing a structured approach to supporting our Trans employees. A Stonewall Working Group (reporting to the EDI Committee) has been established to take this forward. The 2017 WEI result feedback identified the requirement for the establishment of support networks encompassing Trans employees. The promotion and use of Rainbow Lanyards to identify Trans Allies in the Institute has been hugely successful and a Stonewall Network Group will be launched with the close links which have been developed with local Universities used to provide access to the activities of their groups in the short term. Actions have also been taken to promote the approach being taken by the Institute to support Trans staff e.g. flying the rainbow flag in LGBT History Month and attending Aberdeen and Dundee Pride.

Action 12b We will continue to make an annual application to the Stonewall WEI as an indicator of our support for Trans and LGB staff and students

Action 12c We will work with Stonewall to increase awareness of the issues that our Trans and LGB staff and student may face

Image 6.2   Tweet from Aberdeen Pride, 2018

Image 6.3   Tweet on Dundee Pride, 2018

WORD COUNT   510

7.   FURTHER INFORMATION

Please comment here on any other elements that are relevant to the application

The Institute undertakes research on issues relating to equality and inclusion including gender-focussed studies. Members of the SEGS group co-authored a research report entitled "Women in Framing and the Agriculture Sector" for the Scottish Government which included a number of recommendations implemented through Women in Agriculture Task Force (2017-2019). The task force includes two female Hutton staff.

Other recent projects have included a study on the links between greenspace, gender and well being in Scotland and, in developing country contexts, studies on:
- The potential of decentralised and community managed sanitation infrastructure to support the empowerment of women and girls in rural South India. The number of girls going to school in one case study area where a new village-scale decentralised wastewater treatment system has been introduced has increased from 20% to 100%.
- The role of women in illegal hunting in Eastern Africa
- How the gender of the head of household affects production diversity and dietary intake of small farm households in Ethiopia.

WORD COUNT 162

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table.

The James Hutton Institute: Athena SWAN action plan 2018-2021

Detailed Actions marked * are priority actions for the Institute

Item	Planned Action/ objective	Rationale	Detailed Actions	Timeframe Start End	Person responsible /supported by	Success criteria and outcome	Ref
1	Ensure the management of the Athena SWAN process will achieve the delivery of the action plan and support a robust silver submission in 2021 including increased reference to all protected characteristics and the relationship between them.	Limited information is produced and reviewed on protected characteristics	a) Include 6 monthly report to E, D & I Committee focusing on all protected characteristics; this information will be used to populate the EDI dashboard	Oct 18 – ongoing	FT/ HR team	Regular production of information to increase awareness and visibility and allow informed evaluation and planning of future actions. At least 3 actions created from this data Published E, D&I dashboard	2
			b) Use the HRIS to produce relevant data for review by E, D&I.*	Oct 18 – ongoing	FT/ HR team	As above	3 (iii)
			c) Schedule bi-monthly E, D&I meetings with standing agenda items on data	Oct 18 – ongoing	VK/ EDI committee	As above	3 (iii)

				review and action plan update/ revision to progress towards a silver application*				
		SAT membership not fully reflective of Institute structure/make up.	d)	E, D &I to consider the use of limited term membership to allow under-represented groups to be targeted, including employees and students from different ethnic backgrounds.	Jan 19 – Apr 19	DR/SAT	Membership term agreed, updated Terms of Reference produced with a plan to widen the diversity of the SAT membership to reflect the breadth of Institute diversity Annual review of membership takes place	3 (i)
		There is a requirement to have one consistent employee feedback process in the organisation in addition to specific targets.	e)	Use the Employee Engagement Survey results as a benchmark for progress and have set targets for specific response levels.	Jun 20 - ongoing	AC/HR team	2017 and 18 to be used as benchmark figures. Increased staff engagement in the survey by 15% year on year	3 (iii)
2	Make postgraduate students more aware of the Athena SWAN initiative and encourage them to	Students are not always aware of opportunities available to them	a)	SAT membership to be promoted including to students from	Oct 18	DR and CS (Director of Post-grad school)	At least one student representative on the SAT.	4.1(i)

	participate in related activities and become members of SAT.			different ethnic backgrounds				
	Increase efforts to raise awareness of students and the Postgraduate Student Committee (PGSC) on gender balance issues and policies.	Work has only just begun on increasing awareness	b)	Students and PGSC members required to undertake diversity awareness, interview skills training and supervisory training to develop their understanding of diversity and the issues that can arise.	Oct 18 - Oct 19	LL, DR and CS (Director of Post-grad school)/KG	PG School has a gender balanced committee Every selection panel member trained in interview skills including diversity and unconscious bias Two student representatives sit on the PGSC to assist with accountability.	4.1(ii)
	Ensure student recruitment process recognises diversity	Limited monitoring/ review of processes in which JHI participates	c)	Monitor student applications and offers for those schemes in which the Institute participates in the appointment process*	Jun 18 and ongoing	LL and CS (Director of Post-grad school)	Availability of data for review At least one action to be developed from information	4.1 (i)
			d)	Develop an advertising strategy for appointments to ensure equal access	Mar 18	DR and CS (Director of Post-grad school)	Production of the strategy	4.1 (i)

						Data showing improved diversity position	
	Review visiting student numbers and gender	Visiting student numbers have only recently been recorded with no trend data available yet	e) Review and strengthen the visitor recording process to allow comparison with similar Institutes and benchmarking.	Oct 17 – Mar 19 (and ongoing)	LL, DR and CS (Director of PG School)	Benchmarking to indicate where further action needs taken

Full set of data (benchmark and comparisons) relating to visitor numbers and gender by next AS application | 4.1(ii) |
| | Ensure the average time for completion for all students is on a par | The average time for completion for females is 5 months longer than for males | f) Carry out further investigation in to the reasons for the disparity in completion times | Jun 19 | CS | Statistical and anecdotal evidence

At least one action to be put in place to address findings | 4.1 (v) |
| 3 | Work to support the make-up of the Institute at all levels to being more reflective of the overall population including attention to redress the under-representation of women in senior roles. | Women current make up 39% of shortlisted applicants in senior roles (Hutton E - PC) | a) Include in the revision of the recruitment policy the inclusion of an action to shortlist at least 2 female applicants who meet the required criteria for roles at Hutton E and above* | June 19 | FT/FD | Women make up at least 50% of shortlisted candidates at Hutton E and above

Increase in the number of women appointed to senior roles | 4.2

5.1 (i) |

			Although women make up 50.4% of employees who disclosed their gender they hold only one third of senior posts (Hutton E – PC)	b) Cascade the succession planning process used for Executive Team roles throughout the organisation mirroring the approach taken to tackle gender imbalance*	Sep 19	FT/SMG	Plans in place to support each of the SMG roles

Plans in place to support all roles at Hutton E and above and identified unique roles | |
| | | | | c) Further develop the Career Review Meetings process to assist staff in developing career/ personal development plans (see section 6 below)* | Jun 18 – Jun 19 (and ongoing) | SMG/ HR team | At least 20% of staff have a Career Review Meeting in any one year with 50% being female.

By 2020 see at least 15% more promotion applications coming through from females in lower grades | 4.2 (i) |
| | | | | d) Gather information (statistical and anecdotal) to better understand the lack of transition between Hutton C and D | Jun 18 | SAT | Update action plan based on findings

At least one detailed action to be added to the plan | 4.2 (ii) |

(ii)		Within Technical Roles 61.4% are held by women but only 1% of women are in posts above Hutton C	e) Use the Technician Commitment framework to develop opportunities/ development plans for Technical staff	Jun 18 – Mar 21	As above	JEGS or promotions process being used to increase by at least 10% the number of >band C females in the role	4.2 (ii)
		There is an imbalance in the uptake of flexible working opportunities - proportionately fewer women utilise part time working in senior grades whereas fewer men work part time at lower grades.	f) Ensure part-time/ flexible working arrangements are understood and being accessed by all employees by developing and promoting appropriate policies (see point 8 below)*	Jan 19 – April 20 (and ongoing for new starts)	SMG/ HR team	HR records showing increase in applications for flexible working by at least 5% across and grades and by gender	4.2 (i)
		There are few instances of employees moving from Technical roles to Research roles	g) Raise awareness among Technical staff of the Promotion and JEGs processes and their applicability to this group (see further actions in point 8)	Apr 18 and annual workshops until 2021	FT, KG	Applications for JEGS and promotion increase from Technical staff including an increase of at least 10% from female employees	4.2 (ii)
		There is an imbalance in the uptake of flexible working opportunities -	h) Support employee understanding and preparedness to make this transition	Jun 18 – May 19 and ongoing	FT, LD, RP, GD-S, JR, IC and Science	At least 20% of staff have a Career Review Meeting in	4.2 (ii)

		proportionately fewer women utilise part time working in senior grades whereas fewer men work part time at lower grades.		through increased use of Career Review Meetings.		Group Leaders	any one year with 50% being female.	
		There is an uneven distribution of female turnover levels by grade but specific reasons are not understood.	i)	Improve the exit process to capture more detailed reasons for leaving in HRIS and produce an annual report.	Mar 19 and ongoing annually	FT/AR	Records are kept and reported at least annually to SAT. At least one action developed from the data	4.2 (iv)
			j)	Annual review by E, D&I of turnover information and update of action plan utilising additional understanding.	July 19 and on-going	FT/FD	More detailed records being kept and reported annually to SAT	4.2 (iv)
4	To reduce the Institute gender pay gap	The Institute has a mean Gender Pay Gap (April 2018) of 16.4%	a)	Review the published action plan from April 2017 to reflect additional understanding gained from April 2018 data, a sensitivity analysis exercise and review	Apr 18 and ongoing annually	CEO, DOS, FT/SMG	Data are published annually and reviewed by SAT and reported to SMG. At least one action created from the data annually.	4.2 (v)

				Mar 2019	FT	of benchmarking data*	

			b) Undertake further analysis of April 2018 data to determine further underlying issues*	Mar 2019	FT	Revised action plan to address newly identified issues	4.2 (v)
			c) Implement a revised pay policy which will establish a consistent position on appointment salaries*	From Jul 2019 and ongoing	FT, AC, CEO/ SMG	Reduced pay gap shown in annual data	4.2 (v)
			d) Update the recruitment policy to take account of best practice actions to reduce gender pay gaps*	Jan 19 – Jul 19	FT/ FD	Revised Recruitment policy	4.2 (v)
5	Ensure that recruitment practices and procedures promote support for diversity and eliminate opportunities for bias/ discrimination	There is no structured approach to diversity promotion/ support in recruitment practices. There is limited information on protected characteristics other	a) Create a recruitment diversity plan including: • The review of language and content of job adverts	Jul 19 – Dec 19 (development) Jan 20 (implementation)	FT/FD	Recruitment Diversity Plan produced A balanced number of applicants by gender	5.1 (i)

| | | than gender currently available/reported on | • the achievement of specific diversity accreditations
• the creation of an advertising plan* | | | Accredited as a Disability Confident employer by March 2019

Accredited as a Carer Positive Employer by March 2020

10% increase in applications from under-represented groups e.g. disabled applicants, members of the LGBT community | |
| | | There is limited information on protected characteristics other than gender currently available/reported on | b) Develop the recruitment system and reporting to include non-gender protected characteristics | Nov 18 – Dec 18 (development)

Jan 19 (implementation) | FT/FD | Recruitment data available on all protected characteristics | 5.1 (i) |

			Although there is male and female representation on almost all interview panels there is not always a gender balance.	c)	Publish stronger guidance on interview processes including the use of external panel members to achieve gender balance	Aug 19 – Dec 19 (development) Jan 20 (implementation)	FT/FD	100% gender balanced interview panels by 2020	5.1 (i)
			Elements of current recruitment practice do not embody acknowledged best practice aimed at eliminating discrimination	d)	Further develop recruitment procedures and guidance to reflect best practice and provide related training	Jun 19	FT/FD	Produce revised procedures and publish on Connect Improved gender balance across all stages and levels of recruitment	5.1 (i)
			There is a lack of understanding as to why offers of employment are turned down	e)	Monitor statistics of rejected offers and implement a process of recording reasons given	Aug 19	FT/FD	Annual report of statistics and associated actions	5.1 (i)
			There is not a 100% completion record in HRIS for the induction process	f)	Understand the reasons why records do not show a 100% completion record by reviewing available data by grade and	Jun 19	FT	Improvement in completion rate to 100%	5.1 (ii)

				contacting those who have not completed			
6	Support career development through: • Increased participation in the promotions and JEGS processes • Increased uptake of Career Review Meetings	Promotion panel membership is predominantly male.	a)	Strengthen the promotion process through increased female participation	Apr 19 ongoing annually	FT/ HR generalists	At least 90% of panels demonstrate gender parity each year	5.1 (iii)
		Promotion applications/ successes do not reflect the gender split in the organisation, grade distribution or the balance of full and part time employees	b)	Continue to develop and deliver the promotions workshops first rolled out in 2018 and present data on the correlation with promotion application/ success to E, D&I annually*	Apr 19 ongoing annually	SGL and HOD/ FT, KG and HR team	100% of applications of those who attended the workshop are successful	
			c)	Develop the idea of promotions coaches utilising recent successful applicants*	Jan 19 – Oct 20	FT/ recent successful candidates	Coaching sessions for promotion applicants incorporated into the process for 2020 round	5.1 (iii)
			d)	Report equality statistics (including other protected characteristics and career breaks etc) to SPP on an annual	Nov 18 ongoing annually	DR/ FT/ panel administrat or	Statistics are reported annually, year on year figures checked for equality/ bias; further action	5.1 (iii)

				basis and propose amendments to reflect findings.			plans developed as necessary	
		Career Review Meeting uptake is 29%	e)	Improve the Career Review Meeting offering by providing training for potential panel members.	Apr 19 – Mar 20	FT, DR, IC, MC, VK, KG	Training module developed and delivered; all line managers attended	5.2 (iii)
			f)	Proactively offer a Career Review Meeting to all staff who have not participated in the previous 5 years.*	Apr 20 and ongoing	SMG/HR generalists	Option incorporated into the annual review process; more career reviews taking place; staff morale increased through better job satisfaction	5.2 (iii)
7	Support career development through : • Improved PPDR engagement/ completion rates • Improved PPDR training needs completion • Availability of mentoring support • Promotion of relevant initiatives supporting	The PPDR process is not completed in a timely manner for all employees.	a)	Gather staff feedback and review the PPDR documentation to more closely align the content with the aims and values of the organisation and to simplify the process to encourage participation.*	Now – Mar 19	FT	100% completion rate of PDDRs by end June in 2020; staff satisfaction survey rating increased by at least 10 percentage point	5.2 (i)

	women's career development • Improved support for grant application work		b)	Deliver workshops to raise awareness of the PPDR process including approach for those on maternity leave etc.	Mar 19	KG	Improved completion rate Increased training needs identified	5.2 (ii)
			c)	Introduce targets and timescales for PPDR completion.	Mar 19 revised and repeated annually	AC/FT	Completion rate of 100% in line with published timetable	5.2 (ii)
		Feedback from workshops suggesting that other pressures make it difficult to take up traditional personal development opportunities e.g. training course attendance	d)	Provide guidance for line managers on how to support employees' development e.g. for those working part time hours.	June 20	KG	Increased training needs identified	5.2 (ii)
			e)	Assess the effectiveness of the external mentoring programme and, if appropriate, expand to all Research employees.*	Mar 19 – Mar 20	KG	Interviews held with those participating in the programme to assess benefits. At least 25 staff enrolled on the scheme by end 2020 (50% female participation)	5.2 (iii)
			f)	Implement the internal mentoring	Mar 19	KG	At least 10 mentoring relationships	5.2 (iii)

				scheme for all employees.*			established by August 2020 with 50% female participants	
			g)	Identify relevant opportunities and promote among existing female employees e.g. fellowships such as Daphne Jackson and L'Oreal	Jan 20 and ongoing	DR/SAT	At least one application from female employees per year	5.2 (i)
		Enhance the support available to staff submitting applications for funding	h)	Improve knowledge and uptake of the Peer Review College support*	July 19	DR/LT/SGL	Increase the number of applications being supported by 10%	5.2 (iv)
			i)	Role of Peer Review College to be revised to include "lessons learned" function from unsuccessful applications	Jan 20	DR/LT/SGL	Provide feedback on at least 5 unsuccessful applications per year	5.2 (iv)
8	Have a suite of policies that support and encourage employees to manage their work-life balance and support career/personal	Feedback from employees indicate that there is a lack of clarity regarding the processes and support	a)	Review relevant policies to include specific reference to funding/cover arrangements	Apr 19 – Sep 19	All SAT and relevant colleagues	Policies are amended and staff survey satisfaction levels increase by at least 10 percentage	5.3 (iii)

	development in a way that is mindful of this.	in place for employees taking maternity leave and their managers.	during periods of extended absence.*			points, higher morale amongst staff	
			b) Develop guidance for employees and managers to be provided upon notification of a pregnancy which references options for cover, awareness of leave, payment and return options including examples of working hours/pattern options and support available e.g. breastfeeding facilities. *	Oct19 – Mar 20	FT, CC, LD, HR generalists	100% of expectant mothers provided with guidance at the time of notification.	5.3 (iii)
			c) Implement a maternity buddy programme to allow employees to benefit from others' experience.*	Apr 20 and ongoing	FT, HR generalists, working parents	Two buddy partnerships established and supported	5.3 (iii)
			d) Establish a monitoring process for KIT days using	Apr 20	FT	Data to be available to be reviewed	5.3 (ii)

				HRIS as a central repository			At least one action to be developed	
			e)	Improve the data capture options in HRIS to support improved monitoring of return rates.	Nov 18 and 6 monthly reporting	FT/ HR administrators	Data collected and presented to SAT for review every 6 months. Action plans developed to address specific issues raised	5.3 (vii)
			f)	Follow up the amendment to the application form (implemented October 2018) with a review of the policy to be explicit about the option and process to request an increase in hours.	Ongoing – implement by March 2019	FT/ HR generalists	More applications for increased working hours following maternity/ extended leave (and being approved)	5.3 (vi)
		Employee feedback has highlighted a lack of awareness of the detail of the flexible working request process including : • concerns regarding the	g)	Deliver awareness sessions including the new facilities to request a temporary reduction and an increase in hours*	Apr 19 and ongoing to new starts and at least annually	KG, HR generalists	Better informed staff and line managers, improved score on annual staff survey	5.3 (vi)

			permanent nature of a request to reduce hours with no option to increase hours • the availability of flexible working options and application process • the reasons for flexible working requests					
			Exit data suggests that most women leave the Institute as voluntary leavers, but we are unclear on the impact that being unable to amend (particularly increase) working hours may have on this.	h) Improve the data capture options is HRIS to allow a more detailed review of reasons and reflect the findings in the Flexible Working Policy.	Apr 19 and ongoing	FT, HR administrat ors	Data collected and presented to SAT at least bi-annually, policies updated as required	5.3 (vii)
			Employee feedback has highlighted a lack of awareness of childcare provision/support available to employees.	i) Increase the quality and profile of information available in this area.	Apr 19 – Sep 19	CC/ HR generalists	Improved scores on employee survey	5.3 (vii)

		Uptake of Shared Parental Leave is <0.5% of employees	j)	Improve process for gathering data	Aug 18	FT/HR	Availability of accurate data relating uptake to eligibility	5.3 (viii)
			k)	Promote availability of Shared Parental Leave	Sep 18	FT	Improved uptake rates	5.3 (viii)
		Facilitate a network of staff who are parents and carers to engage and interact with colleagues in similar situation for peer support	l)	Facilitate events in collaboration with staff association	June 20-ongoing	CC/HR team, Staff association	At least two events facilitated per year	5.3 (ix)
9	Have processes in place which will ensure that equality is monitored in the application of all HR policies and procedures	Lack of understanding about any gender related issues in the application of general HR policies	a)	Develop HRIS use to increase our monitoring to ensure consistency and check for equality issues. Present this information to the HNCC and E, D&I Committee on an annual basis.*	Apr 19 – Sep 19 and ongoing	FT	Data presented to and discussed at E, D & I and HNCC meetings annually. New policies developed/ adapted as required.	5.4 (iii)
		Lack of understanding about the experience of Trans staff regarding the Trans Equality Policy	b)	Develop HRIS monitoring to allow reporting on the use of the Trans	Apr 19 – Sep 19 and ongoing	FT/KG	Data presented to and discussed at E, D&I Committee, HNCC and Stonewall Working Group	5.4 (iii) 6 (ii)

				Equality Policy and related guidance.			annually with revisions implemented as required	
10	The Institute demonstrates equality in its approach to internal committee membership, workload allocation and external engagement and promotes equality in related careers.	Women are under-represented on key internal decision-making groups	a)	Develop shadowing programme to allow women to gain experience of committees of interest.*	Jan 19 – Mar 19	DR, RP, KM	Increased female representation on groups (as participation is post related this will be impacted by other actions)	5.4 (v) 5.4 (vi)
			b)	Review and where possible amend internal committee membership (e.g. HR Committee) and act to implement gender balance*	Jun 19	CC/SMG	Gender balanced committees where possible	5.4 (v)
		There is a clear difference in gender participation between Government and "other" advisory groups.	c)	Review the levels of participation and target future invitations to address gaps.	Apr 19 – Jun 19	DR, RP, KM	Increased female representation on groups (as participation is post related this will be impacted by other actions)	5.4 (vi)
			d)	Line managers to suggest external participation on committees and actions to raise	Mar 19 – June 19	DR, RP, KM / line managers	Increased female representation on groups (as participation is post related this will be	5.4 (vi)

				their external profile to female staff in the PPDR process.			impacted by other actions) Reported in next AS application	
			e)	Career Review Panel member guidance to be updated to include reference to participation in external groups, committees etc.	By Mar 19	FT/ HR generalists	As above – more gender balanced member lists	5.4 (vi)
		There is no monitoring carried out of workload allocation by gender	f)	Review the feasibility of using timesheets to monitor workload/time allocation.*	Apr 19 – Oct 19	JR, VK, DR	Determine whether this is the correct measure and implement and record if applicable	5.4 (vii)
			g)	Consideration to be given to the time allocation model used for staff, particularly those working part time.	Apr 19 – Oct 19	JR, RP, CC, DR	Review of current approach with revised model in place (if applicable)	5.4 (vii)
		Feedback suggests that part time employees are negatively impacted	h)	Guidance to be provided to managers regarding the management of	Oct 19 – Mar 20	FT, KG	Roll out and record training of line managers of part time staff. Increased	5.4 (vii)

		by the requirement for administrative tasks in terms of time allocation e.g. when being considered for promotion		work allocation and support for part time staff.*			satisfaction scores on staff survey	
11	Understand and develop staff participation in our Knowledge Exchange (KE) activity	We don't currently have data to accurately record KE activity	a)	Monitor KE activity by gender for both staff and students	Apr 18	DR/GS/CS/LL	Accurate data providing a baseline At least two actions to be developed to increase participation	5.4 (x)
12	Continue to generate a supportive environment for our Trans staff and students	Provide guidance for Trans staff, their managers and colleagues to support the implementation of already developed Trans Equality Policy	a)	Finalise and publish the draft guidance	Apr 19	KG	Guidance available to all employees on Connect	6 (i)
		Continue to develop and implement improved support for Trans staff	b)	Use the feedback from the 2018 WEI application to inform and update the action plan supporting the annual application process*	Apr 19	KG	Increased score by at least 10% on the Stonewall WEI year on year	6 (iii)

			c) Invite Stonewall on site to present information sessions for all employees	Jan 19	KG	Information sessions held on Dundee and Aberdeen sites	6 (iii)