



**Research Institute
Application**
Bronze and Silver Award



WORD COUNT

The overall word limit for applications is 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
<i>Recommended word count</i>		
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

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Name of research institute	Royal Botanic Garden Edinburgh	
Date of application		
Award Level	Silver	
Date joined Athena SWAN		
Current award	Date: November 2019	Level: Bronze (pre-May)
Contact for application	Information Redacted	
Email	Information Redacted	
Telephone	Information Redacted	

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.



Royal
Botanic Garden
Edinburgh

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Dear **Information Redacted**

As Chief Executive Officer of the Royal Botanic Garden Edinburgh (RBGE) I give my full personal and corporate endorsement to this Athena SWAN Silver application.

Since our Bronze application under the pre-2016 system, we have made a GREAT number of improvements which have had demonstrable impacts on gender equality and workplace culture at RBGE. For example, our leadership group of six is now fifty percent female and, in fact, there has been a notable shift in the proportion of women in senior posts across both science and professional/support staff, due in part to the decision to introduce a biennial, institute-wide promotion scheme. We have also seen a marked reduction in our gender pay gap.

We remain strong on issues such as flexible working, and of female representation among students, tutors, and outreach providers. We are proud to have developed and introduced a set of organisational values – inclusive, pride, purpose, communicative, collaborative, customer focused, and curiosity – in 2018, making the culture of the institute more open and considerate. We have enhanced the level of shared parental leave pay above statutory levels to match our enhanced maternity pay, which should encourage more male employees to take on childcare duties. We have also widened the definition of categories admissible under paid ‘special leave’ to cover childcare issues.

There is YET more to be done. We have identified a set of clear, ‘SMART’ actions moving forward, which will be embedded into our Operational Delivery Plan and my own personal Forward Job Description, thereby ensuring that each action is allocated, tracked, and achieved. These include ongoing cultural change, obtaining better records of diversity data for all staff and students, improving our policy documents to make explicit reference to trans people, better promoting our mentoring

scheme to improve uptake, and encouraging more female horticulturists into senior roles through workshops and other events. We plan to review our staff induction programme to ensure consistency, and to increase the representation of women on committees via our policies and procedures.

As a relatively small institute, we are proud of the advances we have made towards gender equality since our Bronze Award. However, as an organisation with a 350-year heritage and worldwide reach, including over a million visitors every year, we recognise that we have a responsibility to be the best that we can be, in both our internal policies and culture, and our external face.

I am, professionally as Chief Executive and personally as a father, very pleased to endorse this application, and the work it represents on behalf of our organisation, and committed to further improving the equality, diversity, and inclusivity of the RBGE as a place to work, study, volunteer, collaborate with, and visit. I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Royal Botanic Garden Edinburgh.

Yours sincerely



Simon Milne MBE FRGS
Regius Keeper

LIST OF TABLES AND FIGURES

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GLOSSARY AND LIST OF ABBREVIATIONS

Co-I	Co-Investigator
EDI	Equality, Diversity, and Inclusion
EO	Equal Opportunities
FJD	Forward Job Description
HR	Human Resources
Postdoc	Postdoctoral research scientist
RBGE	Royal Botanic Garden Edinburgh
RK	Regius Keeper
SAG	Science Advisory Group
SAT	Self-Assessment Team
SG	Science Group
SMT	Senior Management Team
FTE	Full Time Equivalent
IMP	Individual Merit Promotion
RIAG	(Athena SWAN) Research Institute Advisory Group
PI	Principal investigator

Table 2. Glossary and list of abbreviations

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 Royal Botanic Garden Edinburgh (RBGE) was founded in 1670, and is one of the world's leading scientific botanic gardens. RBGE is a registered charity (SC007983) and a non-departmental public body sponsored by the Scottish Government's Environment and Forestry Directorate. Our remit is defined by an act of parliament - the National Heritage (Scotland) Act 1985. Our Mission is "to explore, conserve and explain the world of plants for a better future," and our Vision is: "a world that increasingly values, protects and benefits from plants."

RBGE has an internationally renowned science research programme, with active projects in more than 35 countries around the world. RBGE is also the custodian of globally important scientific collections including an herbarium of 3 million specimens of preserved plants, an extensive botanical library and archive and a living collection of 13,500 plant species. A particular strength of RBGE is the quality of its horticulture and horticultural training. Our education programmes range from primary school level to PhDs, as well as recreational courses. We are a major tourist destination, with our four Gardens across Scotland together attracting over one million visitors per year.

Our work plans are articulated via five-year corporate plans, supported by annual operational delivery plans. In 2019/20, our work is outlined in a one-year Transition Plan, as we moved to a new five-year planning cycle for 2020-2025. Our work is aligned around three strategic pillars:

- **Pillar 1 Unlocking knowledge and understanding of plants and fungi to benefit society**
- **Pillar 2 Protecting and developing the National Botanical Collections as a global resource**
- **Pillar 3 Enrichment and empowerment of individuals and communities through learning and engagement with plants and fungi**

We have strong and well-established partnerships with individuals, institutions, governments, and organisations across the world, particularly in tropical South America, Southeast Asia, the Middle East, Nepal and China. We work collaboratively to strengthen global capacity in plant science and conservation.

Our primary source of funding is Grant-in-Aid and capital support from the Scottish Government. In addition, the RBGE receives financial support from trusts, foundations, corporate supporters, donations from the public, income from admission charges, our membership programme, research grants, retail sales, education courses, events and exhibitions, investments, and consultancy.

The RBGE is governed by a Board of nine Trustees appointed by Scottish Ministers.

The Regius Keeper and Chief Accountable Officer is Professor Simon Milne; who reports directly to the Scottish Government and the Board of Trustees. Formal reporting is via quarterly Board meetings and reports to the Board and Government, along with the statutory annual report and accounts.

RBGE is managed by a Leadership Group (50% female) comprising the Regius Keeper and the leaders of our five divisions: Science; Horticulture and Learning; Development; Enterprise and Communications; and Resources and Planning.

RBGE's governance structure is outlined in Fig. 1.

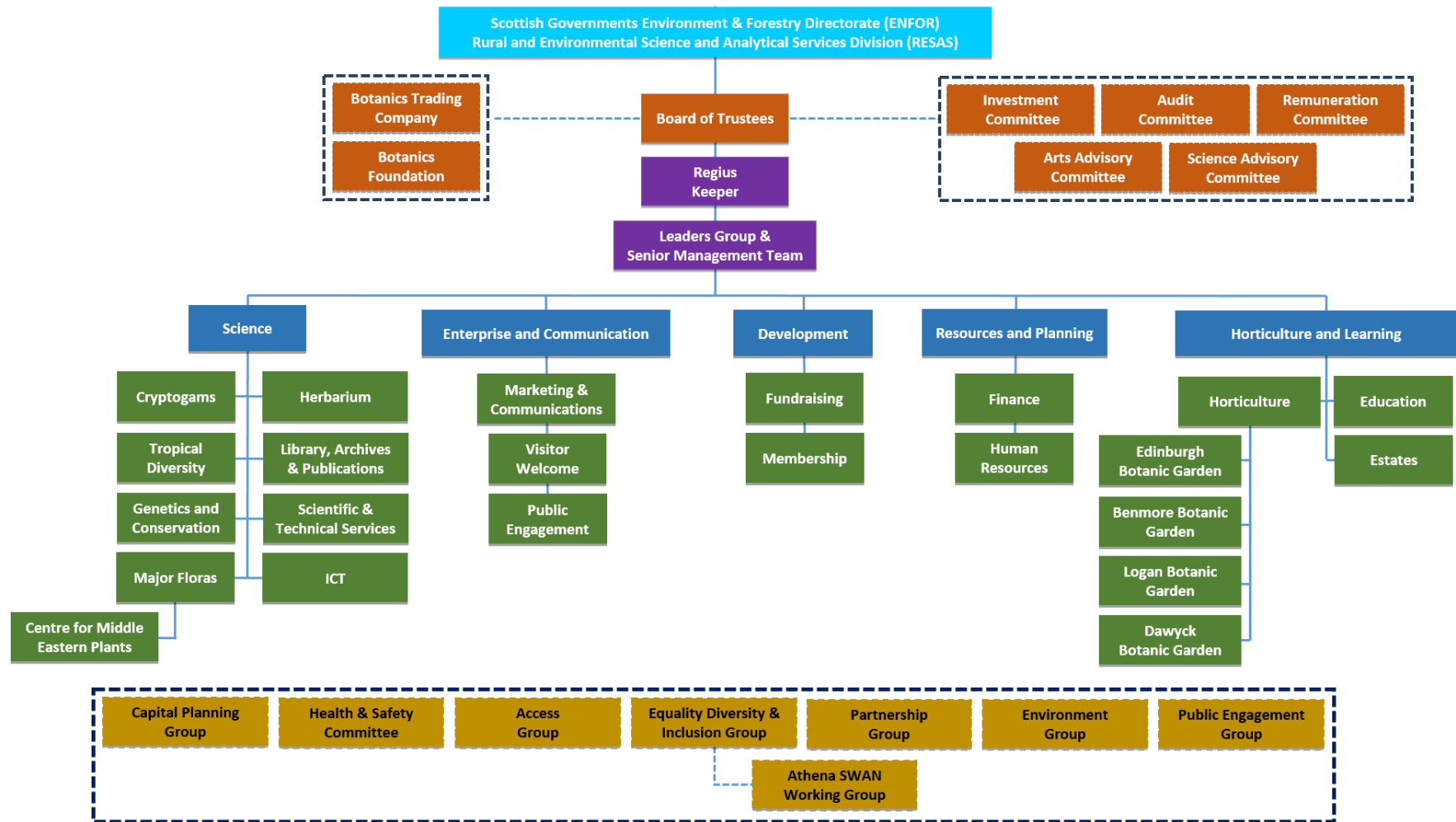


Figure 1: Governance structure of the Royal Botanic Garden Edinburgh.

RBGE has 267 staff (233.25 FTE), of which 57% are female (Table 3). For this application we have classified our staff into Research (most of the Science Division but excluding the library and publications teams and the ICT staff), Horticulture (most of the Horticulture Division, but excluding education staff), and Professional and Support (ICT, HR, finance, estates, enterprise, development, library and publications, and education) (see Table 4 for staff breakdown). In practice these boundaries are blurred, and some staff have roles that straddle these categories. The majority of staff are based in Edinburgh, with additional horticultural staff based at our three regional gardens (Benmore, Dawyck, Logan).

A breakdown of our pay grades is presented in Table 5. Within the Science Division, of the 61 Research Staff, 29 are in the category of Principal Investigator (e.g. at a grade eligible to receive research council funding).

Department	F	M	Total	%F in department
Directorate Management	1	1	2	50%
Science Management	2	1	3	67%
Cryptogams	3	4	7	43%
Tropical Diversity	5	9	14	36%
Genetics and Conservation	3	3	6	50%
Major Floras	5	7	12	42%
Herbarium	12	2	14	86%
Library, Archives and Publications	6	3	9	67%
Scientific and Technical Services	5	0	5	100%
ICT	1	4	5	20%
Enterprise and communication management	2	0	2	100%
Marketing and communications	5	0	5	100%
Visitor Welcome	15	7	22	68%
Public Engagement	13	3	16	81%
Development Management	1	0	1	100%
Fundraising	1	1	2	50%
Membership	4	0	4	100%
Resources and Planning Management	2	0	2	100%
Finance	8	2	10	80%
Human Resources	7	1	8	88%
Horticulture and learning Management	2	1	3	67%
Edinburgh horticulture staff	14	35	49	29%
Benmore Horticulture staff	5	8	13	38%
Logan horticulture staff	3	5	8	38%
Dawyck horticulture staff	0	5	5	0%
Education	20	7	27	74%
Estates	6	7	13	46%
Total	151	116	267	57%

Table 3. RBGE staff numbers by department and gender

Professional and Support Staff			Horticulture staff			Research staff			Students			
F	M	F%	F	M	F%	F	M	F%	F	M	Non-binary	F%
92	36	72%	24	54	31%	35	26	57%	110	90	1	55%
Total: 128			Total: 78			Total: 61			Total: 201			

Table 4. Research Staff, Horticulture Staff, Professional and Support Staff, and Students at RBGE and their gender. F = female, M= male; F% = percentage of group that are female


	RBGE Band	Examples of Staff Roles
Increasing Seniority 	A	Apprentices
		Cleaners
	B	Horticulturalists
		ICT Support
		Administrators
		Research Assistances
		Maintenance Staff
	C	Senior Horticulturalists
		Personal Assistants
		Technicians
		Asst. Research Curators
		Asst. Managers
	D	Horticulture Supervisors
		Managers
		ICT Specialists
		Education Officers/Tutors
		Junior Science Researchers
	E	Science Researchers
		Senior Managers
		Senior Lecturers
F	Heads of Department	
	Senior Science Researchers	
	Curators	
G	Individual Merit Promotion Staff	
	Head of Resources and Planning	
H	Directors	

Table 5. Grade structure and example staff roles at each grade

In addition to the staff, the organisation is supported by around 200 - 300 volunteers and 48 Research Associates.

The onsite student population consists of c 130 undergraduates and postgraduates. RBGE is not a degree awarding organisation; our formal education is delivered in partnerships with a range of different universities.

RBGE's commercial operations are run by the Botanic Trading Company Ltd (BTC), an independent company which employs 27 staff. As this is an independent company, its staffing is not included in this report.

In 2017/2018 RBGE undertook a restructuring of the executive team, resulting in the appointment of three new divisional heads. **This changed the gender balance of the Executive Team from four males and one female (20% female), to three males and three females (50% female).**

RBGE has been a member of Athena SWAN since January 2016, and successfully applied for a Bronze award in April 2016. In 2018 we launched our seven Values (Fig. 2):



Figure 2. RBGE Values

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

RBGE achieved the Athena SWAN Bronze Research Institute Award in 2016. Following this, the Athena SWAN self-assessment team expanded its remit and its membership to become the Equality, Diversity, and Inclusion (EDI) Group. Within this, a core Athena SWAN SAT team was assembled (Table 6). The SAT team consists of eight individuals (50% female). It is chaired by the Director of Science and Deputy Keeper and includes representatives from Research, Professional and Support, and Horticulture across a range of grades (C-H) and patterns of working (part time, flexible, full time). The team was assembled via self-nomination, and activities of the SAT are built into job descriptions.

The wider EDI Group is chaired by the Head of Resources and Planning. Membership of the EDI Group represents staff from across the institute (18/75% Female and 6/25% Male). Research Staff account for 17%F/8%M, Professional and Support Staff 38%F/13%M, Horticulture 13%F/8%M, Volunteers 4%F/0%M. Five members are from the Senior Management Team, with two of those also being in the senior executive team (Leaders Group). RBGE has a relatively small HR team (5.5 FTEs) and no dedicated equality and diversity position.

Activities of the EDI Group and the Athena SWAN SAT are formally reported to the Senior Management Team Meetings and are integrated into our quarterly reports which are presented to our Board and Government.

- (ii) an account of the self-assessment process

The Athena SWAN self-assessment team process is fully integrated with wider EDI planning. Activities of the EDI team include:

- Oversight and strategic advice to furthering gender equality within RBGE and delivering Athena SWAN actions
- Facilitating change in organisational culture by the development and delivery of a new set of RBGE values
- Wider development of EDI activities within the Institute to cover all protected characteristics, and more generally develop and enhance equality of opportunity

The EDI team meets four times a year, and reports to the Senior Management Team at RBGE. In line with our 2016 action plan, Chairing of the wider EDI group rotated from the Director of Science and Deputy Keeper (M) to the Head of Resources and Planning (F) in 2019. In February 2019, a sub-set of the EDI Group then formed the SAT Team charged with developing this Silver application.

The SAT team first met in February 2019, initially monthly, to identify major strands of work, and to agree roles and responsibilities. From October 2019 the frequency of meetings moved to weekly meetings to monitor progress and to provide a forum for planning and identifying areas for improvement. Communication is mainly via in person meeting, email, and shared drive.

To inform the assessment and planning, the SAT analysed diversity data from various internal sources including recruitment rounds, staffing, promotion rounds, student numbers, and gender diversity associated with activities (e.g. outreach) and influence (e.g. committee structures). These data were benchmarked, where possible, with data from the Royal Botanic Gardens Kew. Kew is the most natural comparator to RBGE (similarity in functions and structure) but is much larger than RBGE with 1099 staff and students.

Name	Job/ Role of the SAT	Date joined RBGE	Contracts at RBGE	Biography
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Information Redacted

Table 6. The RBGE Athena SWAN self-assessment team 2019

Our self-assessment process was further informed by data from our staff engagement survey (157 respondents) which included questions on gender equality and wider EDI issues. It was followed up by two dedicated Athena SWAN focus group meetings, involving 27 individuals (22 Female/ 5 Male, 81% F), and a compilation of varied sources of informal internal feedback.

The SAT team are members of the Athena SWAN Regional Network Group and share and obtain information on best practice from other institutions. On 28.08.19 RBGE hosted and attended the “Think Like a Panellist” Athena SWAN Workshop, and on 05.09.19 members of the SAT had a meeting with [REDACTED], Athena SWAN Equality Charters Programme Adviser (Scotland).

Our application form and action plan were reviewed by [REDACTED] Head of Professional Development for Science, Marine Scotland Director’s Office, and member of the Athena SWAN RIAG.

A note on how we obtained data for this application

RBGE is currently establishing a system to better record diversity data, and at the time of this application a mixture of approaches was used. For applications to new roles, and for formal education courses whose admissions we administer, our data on gender identity is based on information provided by individuals (recorded as female, male, non-binary, transgender, prefer not to say, with a free text option for individuals to use alternative terminology that reflects their preference for expressing their gender identity). For our main staffing figures, individuals are recorded as male, or female based on historical data recorded at the time of appointment. Likewise, we have ethnicity data from recent job applicants/new appointments and a subset of our students. For our existing staff, our ethnicity data is based on anonymised submissions from the 2018 staff engagement survey. A new HR system (People Hub) has been installed in 2019, and this includes a module under development to enable all existing staff to record their personal data in a fashion that will allow enhanced monitoring of organisational diversity.

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

Going forward the SAT team will meet monthly until the Action plan is fully embedded into the institutional operational delivery plan. This is the mechanism for aligning the activities to the institutional reporting and monitoring programme and for integration with individual forward job descriptions. During this time, the role of Athena SWAN chair will rotate.

Once the future plans are up and running, the meetings will move to a quarterly format, to provide an overview of progress and also to continue strategic planning and development of best practice. These quarterly Athena SWAN SAT meetings will be held in the week preceding the wider Equality Diversity and Inclusion group meetings to ensure they feed into wider diversity planning and monitoring at RBGE.

Updates on progress to staff, students and volunteers will be included in the quarterly reporting, accessible via the institutional intra-net, and in quarterly open ‘update meetings’, and inclusion in the annual RBGE conference (open to staff, students, volunteers, associates and visitors).

[word count 1000]

Reference to actions in the Action Plan

- 1.1 Ensure Athena SWAN principles remain embedded at senior levels within the RBGE
- 1.2 Formalised reporting on Athena SWAN and EDI activities
- 1.3 Ensure Athena SWAN SAT is fully representative of RBGE

- 1.4 Improve communication and awareness of Athena SWAN and steps to ensure gender equality at RBGE
- 1.5 Improve management and recording of equality and diversity data

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

RBGE's student programme includes education from Schools through to PhD, as well as over 90 public short and leisure courses and workshops. For the purposes of this Athena SWAN application we report primarily on our undergraduate courses (HND, BSc), our MSc course and our PhD programmes.

Course	2017/18*				2018/19				2019/20			
	Female	Male	Non-Binary	%F	Female	Male	Non-Binary	%F	Female	Male	Non-Binary	%F
HND1	12	5	0	71%	12	9	1	55%	8	9	1	44%
HND2	5	6	0	45%	11	6	0	65%	11	7	0	61%
BSc3	6	10	0	38%	0	6	0	0%	6	3	0	67%
BSc4	2	5	0	29%	3	6	0	33%	0	7	0	0%
MSc	5	7	0	42%	6	5	0	55%	14	5	1	70%
Total	30	33	0	48%	32	32	1	49%	39	31	2	54%

Table 7: Number of full-time and part-time students by gender on undergraduate and MSc courses across each academic year. %F = % female students

The admissions process for our undergraduate courses are administered by UCAS and Scotland's Rural College (SRUC), our partner organisation in delivery for the undergraduate courses. In the reporting period, all applicants who meet the academic requirements have been given offers.

The University of Edinburgh administers MSc admissions. In the last three years, only three applicants were rejected as the applications were generic and not targeted to the course, and where their focus for future study and career was a very different area. Our MSc programme is highly international and has included students from 14 countries in the last three years.

For many years we have asked for self-defined gender in registration forms for the Royal Horticultural Society (RHS) Level 2 exams. The RHS has now adopted the same approach in its registration process – taking the lead from us, and allowing better assessment of student diversity.

Extending this approach to all of our students is difficult as our partner organisations administer much of the admissions processes. To address this, we have recently implemented a policy to record self-defined gender from these students since academic year 2018/19.

Overall, there is a strong representation of female students on our courses, although the numbers fluctuate from year to year and the small numbers involved make generalisation difficult (Table 7; Fig. 4). Another important point is the inter-relationship of the undergraduate courses. Students start the HND and can finish after one, two, three or four years. After two years, the HND qualification is the mainstream standard for head gardener level in the horticultural industry, and many students leave at this point (e.g. leaving at this point is a deliberate career target for a substantial proportion of the students). In the last two years there has been a cohort of students with greater retention of male students onto the BSc (Fig. 4), however, our follow up analysis of this, suggests this is simply down to what appear to be individual level decisions, and the apparent discrepancy is associated with small sample size, rather than an obvious gender bias/trend.

We had a major drive to increase the number of students on our MSc course for 2019/2020 and ensured our promotion materials represented gender and ethnic diversity. The proportion of female students on the MSc course has risen markedly over recent years (Fig. 4), with the most substantial shift being in 2019/2020.

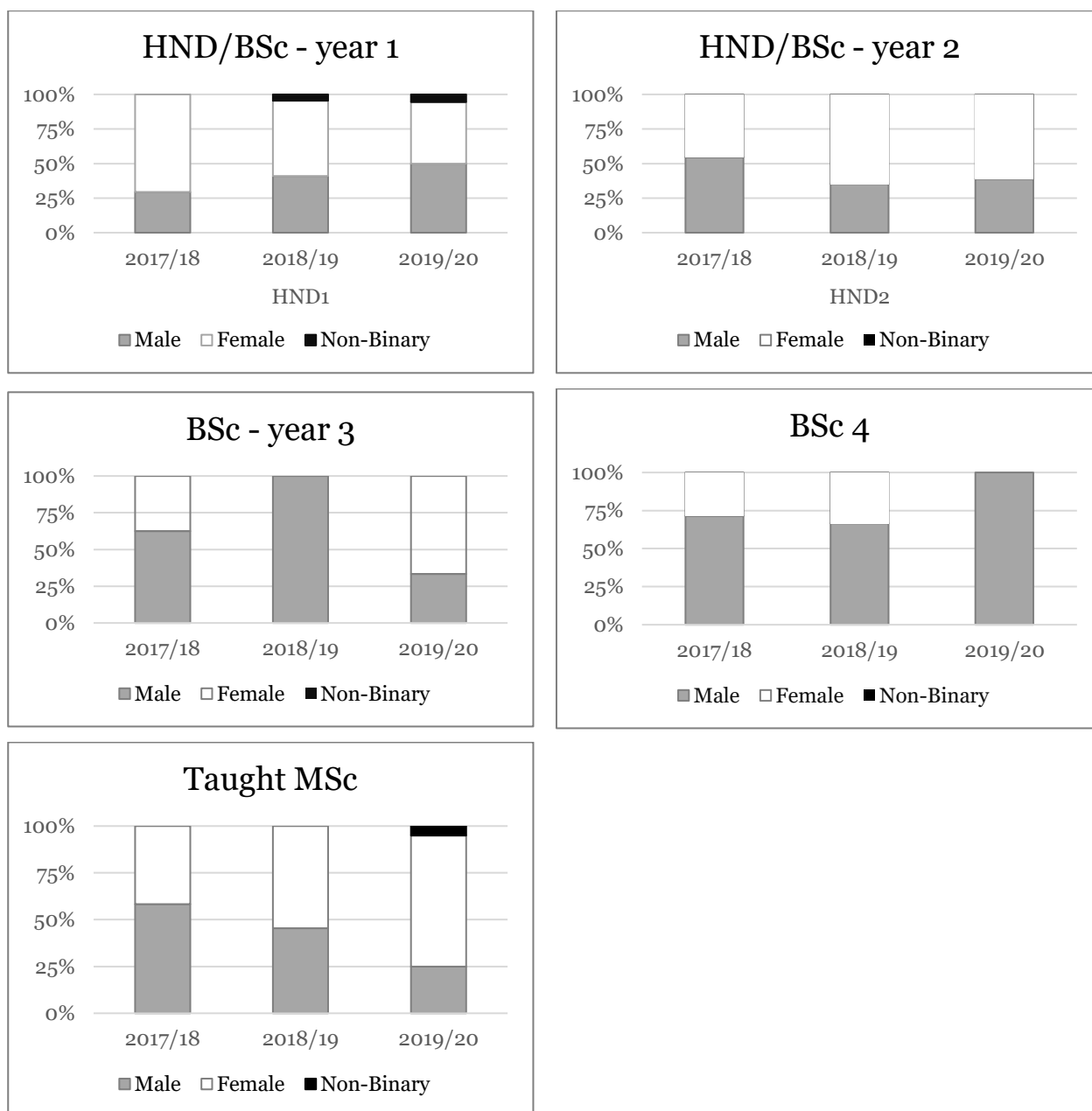


Figure 4. Gender representation on our HND/BSc/MSc course cohorts

Our PhD programme has about 30 students per year, of which c 60% are female (Table 8). Through the reporting period, of the 6 PhD students due to finish all completed (4 female, 2 male). Our PhD students are highly international, and in the past 3 years included students from 15 different countries. The average time to completion is 4 years, with no significant difference in male versus female completion rates or time to completion. In the last 3 years all students (M and F) have completed within 4 years.

	2017/2018			2018/2019			2019/2020		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
Full-time	11	10	52%	14	12	54%	14	12	54%
Part-time	3	1	75%	3	1	75%	3	1	75%
Total	14	11	56%	17	13	57%	17	13	57%

Table 8. Number of PhD students by gender by year

At the time of writing (Nov 2019) there are currently 26 PhD students who are supervised by someone at RBGE and are based at or spend a significant time here (>2 months). Overall 77% of our PhD students are female. Breaking this down, of the 20 full-time PhD students based at RBGE, 75% are female. Both part-time students fully based here are female (Table 9). Although we do not currently record the ethnicity of our students, we do know that our PhD students come from a range of countries including UK, France, Spain, Columbia, Brazil, Malaysia, Sri Lanka, Indonesia, Chile, Oman, South Africa, China.

PhD Students in 2019	Female	Male	Total	%Female
Full-time students based at RBGE	15	5	20	75%
Part-time students based at RBGE	2	0	2	100%
Full-time students (>2 months)	3	1	4	75%
Total	20	6	26	77%

Table 9. PhD students at RBGE in 2019

(ii) Numbers of visiting students by gender

Data is not formally recorded for visiting students, and there is no formal admissions process. In 2019, we hosted a total of 47 visiting students to science (49% female), and in Horticulture a total of 63 students, trainees, or placements (56% female) (Table 10). Although we do not currently record the ethnicity of our visiting students, we do know that they come from 9 different countries: UK, France, Canada, Germany, Czech Republic, Costa Rica, Hungary, Greece, and Spain.

Division	F	M	Total	%F
Science	23	24	47	49%
Horticulture	35	28	63	56%
Total	58	52	110	53%

Table 10. Visiting students at RBGE in 2019

4.2. Staff data by Headcount

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

(i) Staff by grade and gender

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

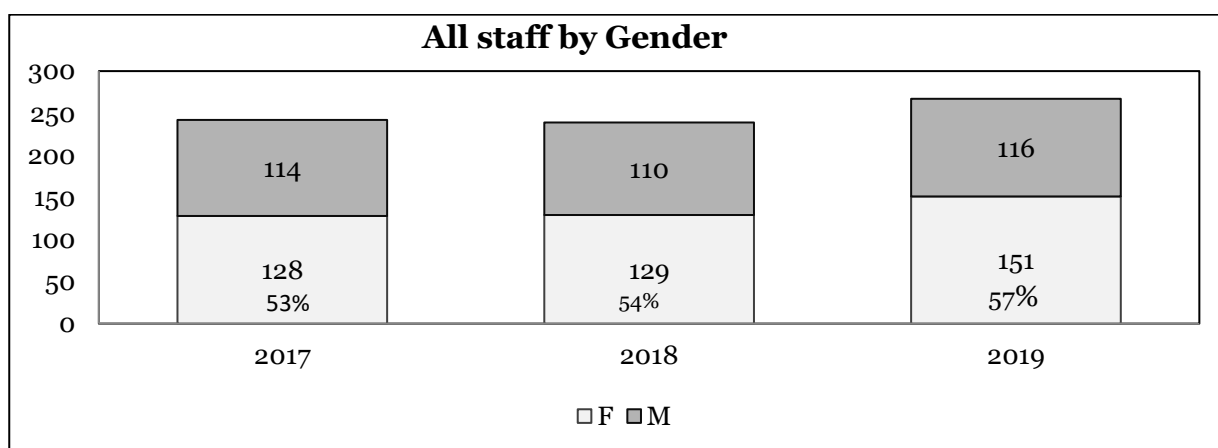


Figure 5. All staff by gender by year

Over the last three years the staff numbers at RBGE have increased from a headcount of 242 in 2017 to 267 in 2019 (Fig. 5). This includes expansion of our fundraising team, new posts to support a major capital project, and movement of fee-pay staff to non-fixed term contracts. **During this time, the proportion of female staff has increased from 53% in 2017 to 57% in 2019.** This is due to an increase in full time staff (from 70 posts to 88 posts) whereas the number of part time female staff has remained static. This increase in the percentage of female staff is primarily due to appointments in the Professional and Support category, with the proportion of female to male staff remaining relatively constant in Science and Horticulture.

	RBGE 2016-17		RBGE 2017-18		RBGE 2018-19		RBG Kew 2019		RBGE Total staff	Kew Total staff
	Female	Male	Female	Male	Female	Male	Female	Male		
Horticulture	26	54	23	52	24	54	86	116	78	202
	32%	68%	31%	69%	31%	69%	43%	57%		
Professional and Support	69	35	72	32	92	36	432	186	128	618
	66%	34%	69%	31%	72%	28%	70%	30%		
Science Research	33	25	34	26	35	26	163	116	61	279
	57%	43%	57%	43%	57%	43%	58%	41%		

Table 11. Staff numbers at RBGE by gender and function from 2016 – 2019, with 2019 Benchmark data from the Royal Botanic Garden Kew

Compared with Royal Botanic Gardens Kew for benchmarking, RBGE is much smaller, at 24% the size of Kew. Like RBGE, Kew has more male horticulturists (57%) than women, but the difference at RBGE is more pronounced (70% male) (Table 11). In the Professional and Support category (72% RBGE & 70% Kew female) and Science Research (57% RBGE & 58% Kew female), the gender ratios are similar between the two organisations. Overall, 62% of employees at Kew are female, compared to 57% at RBGE.

Grade	2017	% of females in grade	2018	% of females in grade	2019	% of females in grade	Net change in time period in female staff	Kew 2019 Benchmark % of females in grade
A	3	75%	2	100%	2	67%	-1 (-8%)	68%
B	42	52%	41	53%	44	53%	+2 (+1%)	59%
C	31	56%	29	53%	37	61%	+6 (+5%)	73%
D	35	67%	37	69%	44	70%	+ 9 (+3%)	58%
E	12	46%	12	43%	13	45%	+1 (-1%)	55%
F	4	22%	7	39%	8	38%	+4 (+16%)	59%
G	0	0%	1	33%	1	33%	+1 (+33%)	41%
H	1	25%	0	0%	2	50%	+1 (+25%)	36%*

Table 12. Percentage and number of females by grade over 3 years. *Two most senior grades at Kew fused to facilitate comparison with the corresponding most senior RBGE grade; data are presented numbers and percentages as the total staff number fluctuates through this time period.

Table 12 shows the changes in the proportion of female staff at different grades from 2017-2019. **There is a particularly notable shift in the proportion of women in senior posts, reflecting six senior appointments or promotions.** This is reflected in the increased proportion of senior scientists (Band F) in Science Research in 2019, compared to 2017, and the increased number of senior female staff in Professional and Support at Bands G and H (see Fig. 12). Another change in staffing ratios is at the Supervisor grade (Band D) in Horticulture, where recent promotions of two staff have started to increase the proportion of female horticulturists in management positions and address an historical asymmetry (Fig. 12).

Compared to Kew, there is difference in the gender balance at mid-senior grades (E and F), where the proportion of female staff is higher at Kew than RBGE (Table 12, Fig. 11).

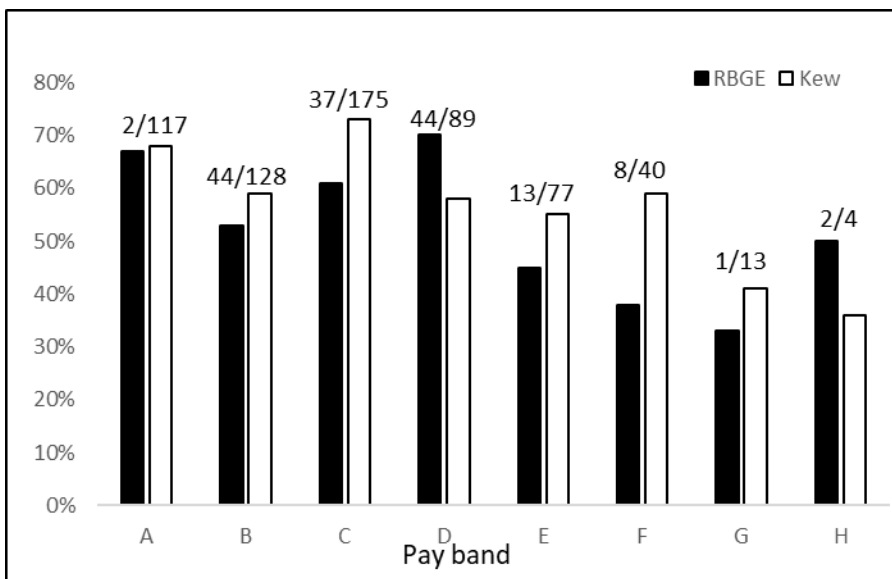


Figure 11. Proportion of staff that are female by each pay band at RBGE compared with benchmark data from The Royal Botanic Garden Kew from 2019 (numbers above the bars reflect the actual number of female staff per institute per grade)

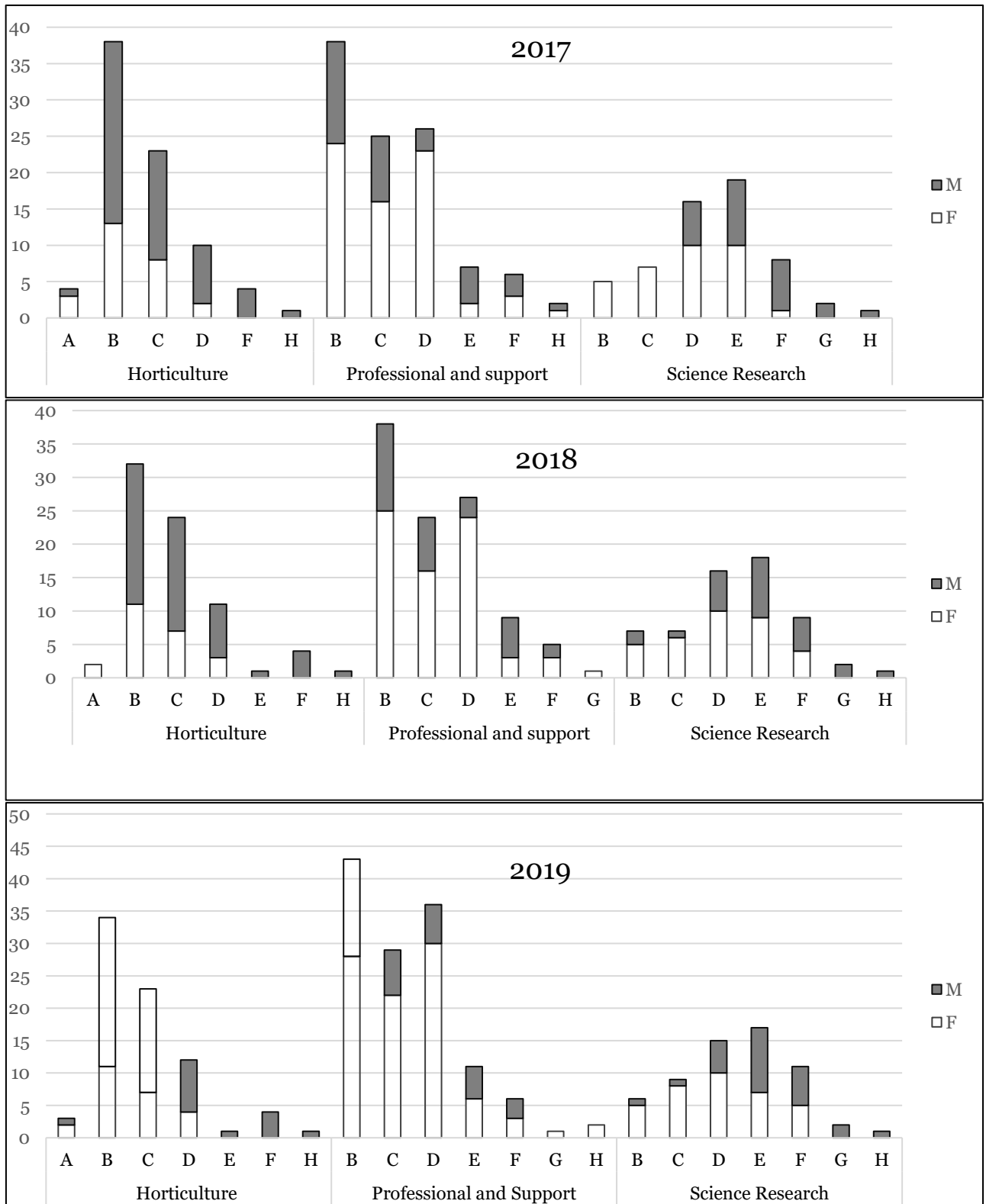


Figure 12. Ratio of male to female staff by grade and area of work 2017-2019. M= male, F = female

Table 13 illustrates the cultural background of our staff as reported in our last Staff Engagement Survey in 2018. The survey was anonymised and as such we cannot determine grades of respondents; however, overall the survey responses reflect the largely ‘white-British’ make-up of the organisation. A total of 81% of the respondents described themselves as White or British, English, or Scottish; with 11% describing their cultural background as European / Irish. Only 1% of the staff are from an Asian cultural background, and 2% from a Caribbean cultural background. This contrasts with data from the Kew, where 68% of respondents described themselves as White British / English / Scots / Welsh, and 19% as Irish / European. Due to differences in reported categories, direct comparisons are difficult for other cultural backgrounds, but RBGE has 8% of respondents with cultural backgrounds other than European (in the widest sense), compared to 13% at the Royal Botanic Gardens Kew. Direct comparisons are confounded by London (the location of Kew) being the most ethnically diverse region of the UK (in the 2011 UK census 40.2% of residents identified with either the Asian, Black, Mixed or Other ethnic group, compared to ca 8% for Edinburgh).

Cultural Background	Number of staff
Asian	1
British	54
Caribbean	3
English	8
European	15
Irish	2
Other	8
Scottish	48
White	18
Total	157

Table 13. Cultural background of RBGE staff identified from staff engagement survey

(ii) Transition between technical support and research roles

RBGE’s grade structures do not make a clear distinction between technical and research roles, and there is instead a continuum of activity. For instance, most of our curatorial staff in the Herbarium would likely be classed as technical staff in a university environment. However, many are involved in active research projects, particularly around collection digitisation, and the development of digital workflows. Likewise, a female member of staff in our laboratory team appointed as a Band C technician, was recently promoted to Band D, and is involved in collaborative research reflecting her expertise on a specialist plant group.

Where appropriate staff without PhDs can register to undertake a PhD as part of their employment. During the last three years, two female members of staff have taken this option (one completed, one about to submit). In these cases, substantial amounts of time were allocated to studying for their PhD as part of paid employment (one at 100% of their work, the other on 50% of their working time).

We do not have a formal mechanism for horizontal transfer within the organisation, but we respond flexibly to facilitate this where it brings individual/institutional benefits. For instance, a member of our Visitor Welcome team, was recently seconded for 9 months to work on a NERC funded research project, managing a plant growth experiment, capitalising on their horticultural skills and knowledge and interest in the British flora.

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

Table 14 and 15 summarises the proportions of our staff on fixed-term versus comparative figures for the same grades on non-fixed term (= open ended or permanent) contracts (with totals summarised in Fig. 13). The vast majority of staff are on non-fixed term contracts. In 2017, 90% of our staff were on non-fixed term contracts in 2017, with this dropping slightly to 86% in 2019. Thus in 2017 there were 26 staff on fixed term contracts, rising to 38 staff in 2019; compared to 193 staff on non-fixed term contracts in 2017 rising to 201 in 2019. Female staff accounted for 72% of the fixed term contracts in 2017 falling to 61% in 2019. This is similar to the 65% of the staff on fixed term contracts being female at Kew over the last three years.

The proportion of women on fixed term (versus women on non-fixed term) contracts at RBGE was 18/123 = 15% in 2017, and 23/140 = 16% in 2019 (male proportions were 7/95 = 7% in 2017, 15/99 = 15% in 2019). There is numerical shift to more female staff being employed on non-fixed term contracts (+12 females vs – 4 males from 2017-2019), with the figures for fixed term contracts being +5 females vs + 8 from 2017-2019, with an overall net increase to the staff base on both contract types of +17 female and + 4 male.

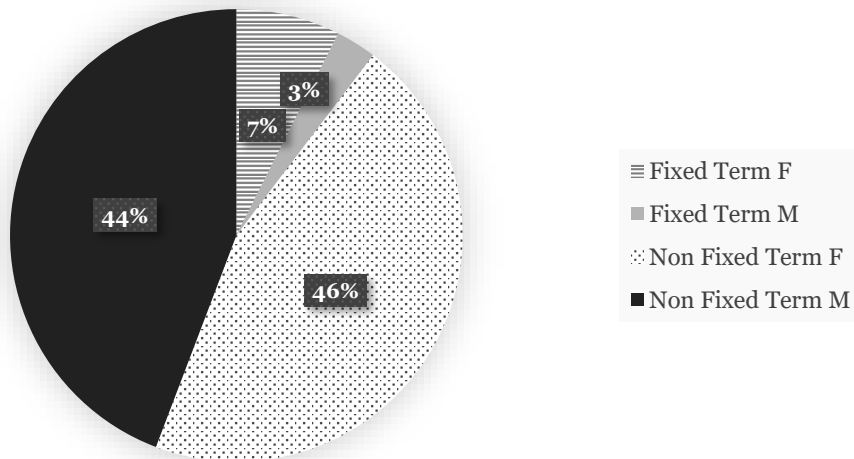
Grade	Female			Male		
	2017	2018	2019	2017	2018	2019
A	1	0	0	1	0	1
	50%	0%	0%	50%	0%	100%
B	4	6	7	1	3	7
	80%	67%	50%	20%	33%	50%
C	4	3	7	2	2	1
	67%	60%	87%	33%	40%	13%
D	6	4	8	3	3	5
	67%	57%	62%	33%	43%	38%
E	3	3	1	0	0	1
	100%	100%	50%	0%	0%	50%
Total	18	16	23	7	8	15
	72%	67%	61%	28%	33%	39%

Table 14. Number and percentage of staff on fixed term contacts by grade

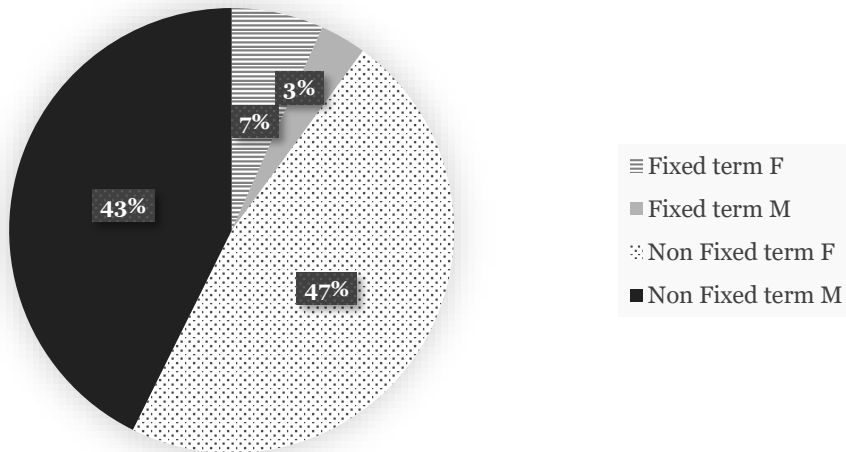
Grade	Female			Male		
	2017	2018	2019	2017	2018	2019
A	2	2	2	0	0	0
	100%	100%	100%	0%	0%	0%
B	38	35	37	38	33	32
	50%	51%	57%	50%	49%	43%
C	27	26	30	22	24	23
	55%	52%	57%	45%	48%	43%
D	29	33	36	14	14	14
	67%	70%	72%	33%	30%	28%
E	9	9	12	14	16	15
	39%	36%	44%	61%	64%	56%
Total	105	105	117	88	87	84
	54%	55%	58%	46%	45%	42%

Table 15. Number and percentage of staff on non-fixed term contacts by grade

2017 Contract Status



2018 Contract Status



2019 Contract Status

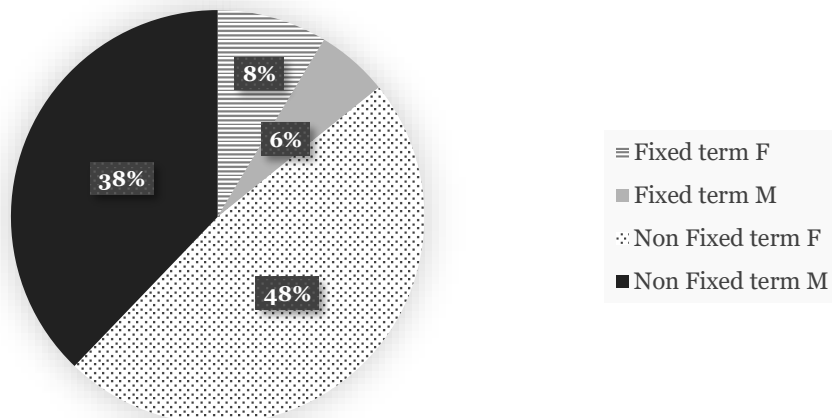


Figure 13. Contract status for staff in 2017-2019

RBGE employs all staff at salary levels at least equivalent to, and in most cases well above, the level of the Scottish Living Wage. The institute does not employ any staff on zero hours contracts. In 2017 we moved 43 staff (all female) on fee-paid 'service delivery' type contracts to the core payroll to provide more formal security of their income.

We do not have budgetary capacity to provide a consistent mechanism for extending externally funded fixed-term contracts to extend job security. Nevertheless, we will work with individuals who wish to stay at RBGE to secure further funds where possible. These arrangements are bespoke and depend on the individual skill set and funding opportunities.

A recent example is of a post-doctoral researcher whose first (three year) post-doc grant came to an end. They developed a new proposal to extend their particular line of work, co-constructed with an RBGE PI; this was funded for three years and extended to a fourth year via a collaborative agreement and funds from another research institute. They have now secured a Lectureship elsewhere leading directly on from this fourth year of funding.

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

Comment on the reasons staff leave the institute and any differences by gender.

RBGE adopts the Scottish Government policy of making no compulsory redundancies among our workforce. Overall we reported a low rate of voluntary staff turnover of 7.1% in 2018-19, following on from a rate of 8.4% in 2017-18, indicating a stable workforce. The UK average is around 15%. Of all turnovers in the last three years, 48% of staff left at the end of their contract period, 32% left to further their career elsewhere and 20% left for other reasons (Table 16, Fig. 14).

A total of 89 individuals left the organisation (51 females and 38 males), with 48 individuals in the most junior bands (Band A, B) being dominated by seasonal / short term contracts associated with the peak periods for the tourist aspect of the botanic garden. The level of turnover for Science Research posts is small (6 Band C, 5 Band D, 2 Band E and 2 Band F) precluding meaningful analysis of trends.

All staff		2016-17	2017-18	2018-19
Band A	Female	0	1	2
	Male	3	1	1
Band B	Female	7	8	11
	Male	2	6	6
Band C	Female	4	4	2
	Male	3	2	5
Band D	Female	3	5	0
	Male	1	0	1
Band E	Female	0	1	1
	Male	1	0	2
Band F	Female	0	0	1
	Male	0	3	0
Band H	Female	0	1	0
	Male	0	1	0
Total for all staff		24	33	32
Percentage of total staff		10%	14%	12%

Table 16. Leavers by grade and gender over the last three years

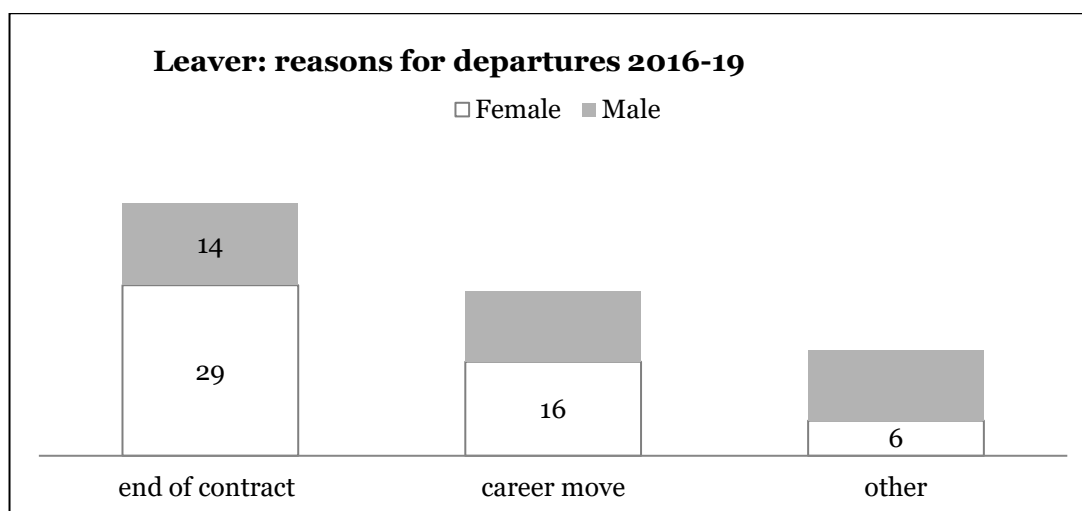


Figure 14. Staff leaver reasons for departure over the last three years

(v) Equal pay audits/reviews

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

RBGE's last equal pay audit was carried out in May 2018. Our pay gap in 2015 was 17.7%. **The gender pay gap at RBGE was reduced by almost 50% to 9.1% between 2015 and 2018** (Table 17). Using the ACAS guidance on gender pay gap reporting, in 2018 we calculated our mean average pay gap to be 5.9%, and our median gender pay gap as +7.2% towards female staff.

	Average of FTE Salary	Mean Hourly Rate	Median Hourly rate
Female	£28,939	£13.9	£13.46
Male	£31,823	£14.8	£12.56
% gap	9.06%	6.1%	-7.2%

Table 17. RBGE gender pay-gap in 2018

All staff	All staff average hourly pay rate	Male average hourly pay rate	Female average hourly pay rate	Basic Pay gender gap
A	na	na	na	na
B	£10.55	£10.57	£10.53	0.4%
C	£13.84	£14.00	£13.72	2.0%
D	£16.53	£16.73	£16.44	1.8%
E	£20.75	£21.00	£20.42	2.8%
F	£27.96	£28.52	£26.93	5.9%
G	£34.36	£35.77	£31.54	13.4%
H	£39.05	£40.42	£37.68	7.3%

Table 18. RBGE Gender pay gap by pay band based on 18-19 figures

Table 18 also shows the percentage gap of the mean and median hourly rates. The national pay gap for the UK for 2019 is 8.9% (similar to the 2018 figure 8.6%). All pay bands from B to E are below this figure (there is no male band A employee to make a comparison) (Table 18). The pay gap is more pronounced for staff in pay bands F, G and H.

The anomaly in bands F reflects length of service at the grade, and is attributable to recent promotion of female scientists at Band F. The newly promoted female employees have all been promoted to the band minimum compared to the long service of band F males. Bands G and H, similar to band F have newly recruited female staff compared to male staff that have been in post longer (band G males over 20 years' service).

To provide context to this, RBGE pay bands are summarised in Table 19. Appointment or promotion is typically to the bottom of the band, with annual increments taking the post holder to the top of the band in a defined period of time (we have an ongoing process to reduce the width of the pay bands and to accelerate progression from the bottom to the top of the band).

Pay Band	Band minimum	Band maximum	Travel time to top of band
A	£17,385	£18,872	6 months
B	£19,818	£21,112	12 months
C	£25,467	£28,345	5 years
D	£30,652	£33,274	5 years
E	£37,599	£42,348	5 years
F	£51,026	£56,205	5 years
G	£60,702	£70,207	5 years
H	£73,937	£81,638	5 years

Table 19. RBGE Pay-scale and journey times from band minimum to band maximum

Reflections on the career pipeline and addressing gender imbalance at RBGE

RBGE has had a historically highly asymmetrical male gender balance. Two key actions from our Athena Swan Bronze Award that have been instrumental to engendering positive change were (a) rigorous attention to gender equality in the recruitment process (e.g. ensuring the language in our application/recruitment documents is gender neutral and aims to promote diversity of applicants, challenge of all male shortlists, gender balanced recruitment panels, unconscious bias training for interview boards); and (b) enhancing opportunities for career development (with a specific focus on regular rounds for promotion).

This has resulted in clear positive change. There has been a greater proportion of women being appointed, and a greater proportion of women being promoted (especially to senior grades) in recent years (Table 9, Table 10).

In terms of recruitment, our data are positive regarding gender diversity of our applicant pools, of female success in the appointment process (Section 5.i below), and female success in promotion rounds (Section 5.iii below).

A key rate limiting step is the number of vacant post opportunities, reflecting low levels of staff turnover (Table 13). Staff that join RBGE will often stay for their entire career, and Science staff in particular will often continue to come to work as Research Associates after retirement. RBGE continues to operate a no-compulsory redundancy policy which provides a high level of job security for the staff.

Low turnover itself is a positive indicator of engagement within the organisation. Nevertheless, low turnover, coupled with financial constraints on additional posts does limit opportunities for junior staff to join RBGE on open-ended contracts, and impedes legacy diversity imbalances being addressed. To tackle this, we have instigated a compulsory retirement age at 67. This was done in consultation with our recognised union and the Scottish Government and was agreed as an appropriate and justifiable action. It is designed to enhance opportunities for early career researchers and the increasingly diverse pool of applicants applying to join the organisation.

Another important limiting step has been very irregular promotion rounds in recent years (see Section 5.iii below). As noted above, a major outcome of our Bronze Award action plan was to move to regular biennial rounds to ensure a regular set of opportunities for promotion. This opening up of opportunity is a tangible difference to the career pipeline and is already making a marked difference. It has 'unfrozen' our historical gender asymmetries and there is a direct and evidenced increase in the proportion of senior posts occupied by women, alongside the wide benefits that this brings to the culture of the organisation and increased presence of female role models.

Overall, a mixed economy of routes to career progression at RBGE occurs. In some cases it is via internal promotions, in some it is via RBGE staff or students attaining posts elsewhere and subsequently returning to RBGE at senior grades. In others it is straightforward appointment of external applicants to senior grades. For instance, of our five female Band F scientists, one was appointed as a research assistant at Band D and was then promoted to Band E and then Band F and is now a department head. Two were appointed at Band E and then promoted to Band F and are now department heads. One was an MSc and PhD student at RBGE, worked elsewhere and returned to RBGE at Band E and was later promoted to Band F. One was appointed directly to Band F.

Areas requiring particular attention are the particularly marked remaining gender asymmetry in Horticulture; assessing the underlying causes of the low ethnic diversity of the RBGE staff and adjusting as appropriate; continued rigorous attention to ensuring that opportunities for career advancement remain, and that the support mechanisms are effective for allowing these opportunities to be realised.

5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: Bronze: 6500 words | Silver: 7000 words

5.1. Key career transition points

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

(i) Recruitment

Tables 20 - 21 quantify the gender of job applicants for the last three years to Science, Horticulture and Professional and Support functions.

Professional and Support		Applications				Shortlisted				Accepted			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
A	2017	15	68%	7	32%	3	14%	1	5%	2	50%	0	0%
	2018	-	-	-	-	-	-	-	-	-	-	-	-
	2019	-	-	-	-	-	-	-	-	-	-	-	-
B	2017	132	73%	48	27%	32	18%	6	3%	9	24%	3	8%
	2018	87	60%	57	40%	17	12%	11	8%	3	11%	4	14%
	2019	324	69%	145	31%	46	10%	17	4%	14	22%	2	3%
C	2017	55	75%	18	25%	15	21%	5	7%	2	10%	2	10%
	2018	83	62%	50	38%	14	11%	7	5%	4	19%	0	0%
	2019	27	56%	21	44%	12	25%	8	17%	6	30%	0	0%
D	2017	40	83%	8	17%	5	10%	0	0%	1	20%	0	0%
	2018	36	65%	19	35%	9	16%	9	16%	4	22%	2	11%
	2019	29	76%	9	24%	3	8%	2	5%	1	20%	1	20%
E	2017	-	-	-	-	-	-	-	-	-	-	-	-
	2018	43	65%	23	35%	9	-	9	14%	3	17%	1	6%
	2019	9	50%	9	50%	4	22%	4	22%	1	13%	1	13%
F	2017	-	-	-	-	-	-	-	-	-	-	-	-
	2018	10	53%	9	47%	3	16%	1	5%	0	0%	1	25%
	2019	-	-	-	-	-	-	-	-	-	-	-	-
G	2017	-	-	-	-	-	-	-	-	-	-	-	-
	2018	26	68%	12	32%	1	3%	4	11%	1	20%	0	0%
	2019	-	-	-	-	-	-	-	-	-	-	-	-
H	2017	-	-	-	-	-	-	-	-	-	-	-	-
	2018	39	42%	53	58%	7	8%	3	3%	2	20%	0	0%
	2019	-	-	-	-	-	-	-	-	-	-	-	-
Totals		955		488		180		87		53		17	

Table 20. Recruitment by gender and grade 2017-19 to Professional and Support posts

Horticulture		Applications				Shortlisted				Accepted			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
A	2017	-	-	-	-	-	-	-	-	-	-	-	-
	2018	0	0%	11	100%	0	0%	5	45%	0	0%	1	20%
	2019	-	-	-	-	-	-	-	-	-	-	-	-
B	2017	9	50%	9	50%	2	11%	3	17%	1	20%	0	0%
	2018	65	52%	61	48%	15	12%	9	7%	4	17%	3	13%
	2019	60	48%	64	52%	16	13%	11	9%	4	15%	2	7%
C	2017	7	47%	8	53%	5	33%	5	33%	1	10%	2	20%
	2018	4	40%	6	60%	2	20%	3	30%	0	0%	1	20%
	2019	9	50%	9	50%	4	22%	5	28%	2	22%	0	0%
D	2017	12	71%	5	29%	4	24%	1	6%	1	20%	1	20%
	2018	2	15%	11	85%	1	8%	6	46%	1	14%	1	14%
	2019	-	-	-	-	-	-	-	-	-	-	-	-
Totals		168		173		49		43		14		10	

Table 21. Recruitment by gender and grade 2017-19 to Horticulture posts

Science Research		Applications				Shortlisted				Accepted			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
B	2017	34	65%	18	35%	4	8%	2	4%	1	17%	0	0%
	2018	30	52%	28	48%	2	3%	1	2%	1	33%	0	0%
	2019	-	-	-	-	-	-	-	-	-	-	-	-
C	2017	-	-	-	-	-	-	-	-	-	-	-	-
	2018	15	56%	12	44%	3	11%	2	7%	1	20%	0	0%
	2019	16	57%	12	43%	4	14%	1	4%	1	20%	0	0%
D	2017	18	49%	19	51%	3	8%	1	3%	0	0%	1	25%
	2018	38	76%	12	24%	4	8%	1	2%	1	20%	0	0%
	2019	4	50%	4	50%	2	25%	3	38%	0	0%	1	20%
E	2017	-	-	-	-	-	-	-	-	-	-	-	-
	2018	15	58%	11	42%	3	12%	1	4%	1	25%	1	25%
	2019	0	0%	4	100%	0	0%	1	25%	0	0%	1	100%
Totals		170		120		25		13		6		4	

Table 22. Recruitment by gender and grade 2017-19 to science posts

All jobs are advertised internally (intranet), on our website, on social media platforms and in any specified areas as directed by the recruiting department. For each job there is a comprehensive job description and specification of what knowledge, skills and qualifications are required for the post. Our recruitment materials include information about organisational values, and our diversity commitment.

“The Royal Botanic Garden Edinburgh is committed to providing a fair and equitable working environment and supporting a diverse and inclusive workforce. We encourage applicants from all backgrounds to these posts. We have a range of initiatives to promote diversity and inclusivity, including flexible working for staff with, for example, parenting and carer responsibilities, and proactive celebration of diversity among our staff, students, and volunteers. RBGE holds an Athena SWAN Research Institute Bronze Award in acknowledgement of our commitment to the advancement of gender equality.”

Prospective candidates are required to send us a covering letter and CV. Applications are assessed by the line manager and two or three other members of the appointment panel. A list of shortlisted candidates is then passed to HR to proceed to invite to interview.

As part of our wider institutional training all managers are required to undertake equality and diversity training which includes unconscious bias training. We also ensure that our interview boards are made up of a balance of male and female staff. Although not directly quantifiable, our culture for interviewing is to provide a supportive environment for candidates, and to make the interview as stress-free as possible.

Over the last three years 62% of all applicants were females. There are differences when this is broken down by group. In the Professional and Support group 66% of the applicants were female compared to 59% in Science Research and 49% in Horticulture. Overall, 64% of shortlisted candidates are female. In terms of final outcomes, females are appointed to 70% of posts, males to 30%. More females than males were appointed in all three areas at RBGE (Science, Horticulture, Professional and Support). Instances of post offers not being accepted are very rare, with a maximum of 2 per year precluding analysis of trends.

(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.

All new staff undergo RBGE's induction process. The responsibility of induction and training of new staff lies with their line manager. The HR team provides the manager with an induction checklist and new staff members are given the opportunity to attend induction tours, run quarterly, to familiarise themselves with the work carried out by the Institute and understand the layout of the buildings/gardens.

As part of a project introducing a new HR system to RBGE we are currently developing an 'onboarding' methodology which will include a widening of our current induction processes. This will introduce several pre-joining training packages, including an Equality & Diversity package for all new staff and line managers, which includes awareness training on unconscious bias. We will also formalise monitoring of induction process as at present we do not have a formal process for capturing data on completion rates and feedback.

(iii) Promotion

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

In response to budgetary constraints, institute-wide promotion schemes had been scaled back in recent years, with only 3 promotion rounds run between 2009 and 2017, with the last of these only available up to staff at Band D. Recognising the importance of promotion opportunities to enable career development and to address historical imbalances in pay and grading with respect to gender and wider diversity, a biennial institute wide promotion scheme was introduced in 2017/18.

Reflecting the absence of promotion opportunities in the preceding years, there were 42 applicants: 18% of our total staff applied for fluid grading (of which 50% of the applicants were female). Of the 42 applicants, 19% were part time staff and 81% full time staff (32% of our staff are part time and 68% are full time). Table 23 shows the breakdown of applicants by grade, gender, and area as well as the numbers of applications that were shortlisted and promoted. 43% of female applicants who applied were shortlisted compared to 33% of males. 78% of females who were shortlisted were successful in being promoted compared to 86% of males. Overall, 17% of the promotion applications were female, compared to 14% male, and in total 10 were full time and 3 were part time. The impact of career breaks is directly considered during the assessment process, and staff on career breaks are eligible to apply for promotion (e.g. see Case study 2).

New Band	Applications		Shortlisted		Promoted	
	F	M	F	M	F	M
C						
Horticulture	1	7	0	2	0	2
Professional and Support	0	1	0	0	0	0
Science Research	1	0	0	0	0	0
D						
Horticulture	2	3	1	2	1	1
Professional and Support	5	1	0	0		
E						
Horticulture	0	1	0	1	0	1
Professional and Support	4	1	2	0	1	0
Science Research	3	2	2	1	2	1
F						
Horticulture	0	1	0	0	0	0
Professional and Support	1	1	1	0	0	0
Science Research	4	3	3	1	3	1
Grand Total	21	21	9	7	7	6

Table 23. Outcome of the 2017/18 promotion round by gender and grade

At the higher grades (E and F), five women were promoted, compared to two men. Given the relatively small size in the organisation, this has a marked impact on addressing the grade/gender imbalance (see Table 10).

Individuals self-nominate for promotion (following discussions with line managers). Line managers provide support and advice during the application process, and add their supporting comments to applications. If the line manager does not think the candidate is suitable for promotion, they will advise the candidate accordingly, but all applications proceed for review by the Divisional Director. The executive team (or their deputies if delegated) are responsible for the short-listing process. Promotion interviews and decisions on who to promote are made by Directors from different divisions to those of the applicant (to minimise pre-conceptions), and externals are used for promotions above Band D. Attention is given to ensure gender balance on promotion boards. All unsuccessful applicants are offered feedback and advice by line managers and their divisional director if requested (uptake of this feedback is high, although some applicants prefer to wait a few months to have this discussion). In 2017/18 we ran an appeals system where two unsuccessful applicants made the case that they should have been promoted. These appeals were heard by an assessor not involved in the process to-date (the CEO), and the decision was made to award promotion in both cases.

Based on feedback discussions after the process is complete, the staff perceptions of the transparency and fairness of the promotions process are mixed, with the primary difference in perception being between successful applicants and unsuccessful applicants.

For the 2019/2020 round (happening now) we adjusted the process in two ways based on feedback from previous schemes. Firstly, we involved Prospect (the recognised Union) in the process for advertising and communicating the scheme, and used their feedback to revise our approach. Secondly, we gave more detailed advice to line managers as to how to handle the promotion process, to ensure greater clarity of their responsibilities, and the importance of providing consistent objective and balanced advice.

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 take part in relevant training and development. For statutory and health and safety training we have refresher dates earmarked every five years and those staff members who attend this training receive an email informing them that their training requires to be updated with details of the courses they can book on. For line manager training, all new line managers are contacted to encourage them to attend. For more general open courses, the information is placed on our intra-net with links for individuals booking themselves on a course which suits their working hours and availability. Information on training opportunities is also raised at the Senior Management team for dissemination to staff. Training and development needs are assessed in relation to the duties of each post. Assessment of training needs is undertaken formally at the annual appraisal between the line manager and member of staff, and the outcome of these assessments is recorded on the continuous development record in the HR system. HR oversee training with a dedicated budget, and follow up all training to ascertain feedback on the quality of the delivery and effectiveness of the content. Training is delivered by a combination of in-house training, external in-person providers, and online learning.

We offer regular training programmes in management and leadership, and all managers are required to undertake equality and diversity training. Table 24 shows the type of courses staff have had access to between 2016 and 2019. Training programmes are advertised on the intra-net and via emails.

Training Course	Type	Staff Group
All-terrain vehicle training	Health and safety	Horticulture
Appraisal Training	General	All
Assertiveness training	General	All
Basic Tree inspection	Health and safety	Horticulture
Brush cutter training	Health and safety	Horticulture
Chainsaw training	Health and safety	Horticulture
Defibrillator training	Health and safety	All
Dyslexia awareness	General	All
Emergency first aid training	Health and safety	All
Excavator	Health and safety	Horticulture
Induction	Mandatory	All
Fire warden training	Health and safety	All
Forklift training	Health and safety	Horticulture
Full first aid training	Health and safety	All
GDPR	Mandatory	All
IOSH managing safely	Health and safety	Health and safety Representatives
Leadership and Senior management training	Management	Senior staff
Manual Handling	Health and safety	All
Media Training	General	All
Mental health awareness	Health and safety	All
Mental Health first Aid	Health and safety	All
mentoring	General	All
Mobile elevated work platform	Health and safety	Horticulture
National Examination Board in Safety & Health (NEBOSH)	Health and safety	Health and safety Representatives
New manager training	Management	All
Pedestrian Mower training	Health and safety	Horticulture

Personal impact and influencing	General	All
Pre-retirement	General	All
Presentation skills	General	All
Profession Tree inspection	Health and safety	Horticulture
Records management	Mandatory	All
Recruitment and selection	General	All
Rotary mower training	Health and safety	Horticulture
Scaffold training	Health and safety	Horticulture
Statistics using R	General	Science
Tractor Driving	Health and safety	Horticulture
Wilderness training for field trips	Health and safety	Horticulture and Science
Wood chipper training	Health and safety	Horticulture

Table 24. Standard training courses available to RBGE staff

Over and above these courses we also support staff who wish to pursue a professional qualification (Table 25). The table below shows the uptake of this over the last three years. As part of career development within science, two staff (female) have their PhD training aligned with their employment, enabling PhD study integrated into their role.

Professional qualifications between 2016 - 2019	Male	Grade	Female	Grade
PhD biological sciences	0	-	2	D x 2
Chartered Institute of Personnel and Development - intermediate	0	-	1	C
Chartered Institute of Personnel and Development - advanced	0	-	1	D
Chartered Institute of Personnel and Development - Foundation	0	-	1	B
Chartered Institute of Management Accountants	1	C	0	-
Association of Accounting Technicians - level 8 in accounting	0	-	1	B
HNC Architectural Technology	1	E	0	-
Total	2		6	

Table 25. Summary of RBGE staff undertaking profession qualifications between 2016-2019

(ii) Appraisal/development review

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

Appraisals and formal development reviews are conducted biannually, and all staff are obliged to take part in the process – we have a 100% completion rate each year.

Appraisal meetings are planned and structured to enable the line manager and appraisee to discuss, agree and record achievements related to performance in the job, the plan of work for the coming year, and any personal or work-related developmental requirements. Each individual agrees a job description and workplan relevant to their role, which is linked to the deliverables of the RBGE Business Plan. We ensure that research, teaching/supervision, outreach, engagement, and leadership/ management roles are taken equally into account as part of the appraisal process. Academic activity (e.g. papers, grants) and opportunities for skills/career development are discussed at appraisals and as required, as are the possibilities for promotion, succession planning, and any work-life balance and health and safety concerns.

Training for line managers engaged in performance management takes place on a regular basis, with the latest set of workshops scheduled for November/December this year.

Our appraisal system has developed since our Athena SWAN bronze award. Along with a review of the achievements of the year and discussions of development needs and future career, the conversation also now covers our organisational values; specifically, individuals are asked to identify which value they feel they embody most strongly, and which they feel they need to develop most.

(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.](#)

The Institute relaunched its mentoring scheme in 2018, training up 12 members of staff as mentors and offering 'mentee awareness' sessions to all staff, as a route through which staff could potentially enhance specific skills and subsequently their careers. The scheme is relatively new, with one active mentor-mentee relationship in place. We are currently reviewing how to best promote the scheme to encourage a wider take up from our staff group. In addition, one of our Individual Merit Promotion workers, acts as a mentor for the NERC-led Individual Merit Promotion scheme (allowing inter-institutional access to mentoring relationships with senior scientists).

(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](#)

The capacity for RBGE to host and run a full range of transferable skills courses is limited compared to large institutions. Because of this, we ensure students are aware of opportunities within our partner organisations (e.g. PhD students using the course and resources available from the University where they are registered).

In terms of what we provide at RBGE, our undergraduate 1st and 4th year students produce CVs as exercises embedded in courses. The first-year course includes extensive work experience and mock interviews are offered for 1st year students with constructive feedback. Throughout, guest lecturers on course are encouraged to summarise their career paths.

Our MSc students are given core sessions on grant proposal writing, 'how to apply for a PhD', and all students are offered an optional mock job application and interview, with constructive feedback tailored towards PhD and further career progression. This course is run by the Director of Science and two senior female scientists (one department head, one joint appointment with the University of Edinburgh). Students are given the opportunity to tailor this process towards specific roles they are interested in applying for, and we provide direct feedback on draft applications. We also provide mock interviews as training in advance of Doctoral Training Programme interviews where required.

Grant-writing support and references are given by tutors and lecturers to students in securing real funding for expeditions, years out in undergraduate study, and additional project funding. There are a wide range of grants for travel and research which students are made aware of during induction.

We introduce the Athena Swan programme to all students in person at their induction. Our student body is small enough to be able to have regular and meaningful dialogue with all our students, so tutors will know everyone in a class. Beyond regular informal talks with every student, we have many forums on which any issues can be raised, including open door and open email policies, time after classes, termly student liaison committees and anonymous suggestion boxes (open garden-wide). All students have at least two tutors who

know their group very well, and courses are structured to allow close integration with research and horticultural staff, giving them multiple opportunities to discuss career paths with staff from a wide range of backgrounds, including those not directly related to their courses.

With Scotland's Rural College we are leads in the Grow Careers Scotland initiative and are the venue for its flagship annual event. This is a careers fair for horticultural and botanical undergraduates which showcases the range of potential careers in horticulture – including research. Keynote speakers in this, and our internal prize and graduation day have included [REDACTED] and [REDACTED] – graduates of our BSc and now highly successful horticulturists and designers with celebrity profiles as TV presenters, and excellent role models for enhancing female representation in horticulture.

Our Schools Taxonomy days have been running for the past 3 years and afford pupils in the final 2 years of Scottish school system the opportunity to see how botanical and biodiversity research works. It offers an excellent forum to enthuse young adults about a STEM career and taps into expertise from across the organisation. Along with Edinburgh Science Festival events, it is one of many opportunities for our PhD students to experience science communication to diverse audiences.

(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 the five years since January 2015, 62 funding applications of £50k or more were submitted. Of the total applications, 17 (27%) had a female lead or co-lead. 25 applications were successful over this period (with 16 still awaiting a result or through to second stage). Of total successful applications, five (20%) had a female lead or co-lead. Thus, overall, funding applications led by a female member of staff had a 29% likelihood of success (five out of 17 applications), and those led by a male member of staff a 44% likelihood of success (20 out of 45 applications). A confounding variable is experience – the vast majority of the successful grant applications led by male staff, are led by staff with >20 years experience in grant writing.

To increase support for developing grant writing skills, in 2015 we introduced a monthly session for developing grant ideas based on short presentations, followed by discussion with other senior PIs to help with key questions / approach. This was supported by opportunities for internal peer-review for drafts of proposals. Although this general approach seemed sound, in practice the uptake was limited, with most people preferring more informal one-to-one support from colleagues. This remained the default approach until 2019. We have recently appointed a senior female scientist from the University of Edinburgh who volunteered to lead a new process for managing grant submissions. This process is currently being established, with the aim being for this to be fully operational by 2020.

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

RBGE provides support for all staff who are embarking on either maternity or adoption leave, both through their line manager and regular meetings with the HR team. In addition, the Institute enhances statutory maternity considerably, in effect continuing to pay the staff member's level of salary for the first 6 months of their leave period. As numbers are small it may be best to demonstrate with some details around the case of a member of staff who adopted a child last year. The individual made their line manager aware of the possibility of adoption and were immediately told the Institute would be as flexible as possible in terms of

allowing time off for meetings with the adoption agency. The individual was allowed paid time off to attend potential matching meetings on several occasions over a number of months, often at short notice.

In addition, the HR team updated our adoption policy to ensure the benefits available to a potential adopter mirrored those of an expectant parent, including our provision for adoption leave pay matching salary for the first 26 weeks of leave.

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

The individual's line manager and HR team stay in regular contact with individuals who are on either maternity or adoption leave, by e-mail, telephone, and face-to-face where the individual can meet, both on and off site at their convenience. Up to ten paid Keeping in touch days can take place where the individual is content to come into the Institute to work or attend training. The HR team ensure the individuals are kept abreast of any job vacancies and promotion opportunities that occur during the period of absence and provide information on any particularly significant events or changes taking place.

In most cases work is covered by another recruit being brought in to undertake it, although this is dependent on an analysis of the priorities of the role and the Institute's financial situation. In the rare cases where maternity cover is not agreed, the work is re-prioritised and reallocated across the existing team, with some projects or on-going duties taking a back seat for the period of the maternity break. One exception for maternity/adoption cover is research posts. Our general policy is to pause research projects for the duration of the leave.

Maternity or adoption breaks can often provide an opportunity for a temporary promotion and/or a development opportunity for more junior staff within the same area of work. Our current HR Manager for example has stepped up from her role of HR Team Leader to take on the role for 12 months while the usual postholder is away for a period of maternity leave.

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

Whether a permanent or fixed-term member of staff, the returning individual meets their line manager and a member of the HR team before returning to work in an informal meeting. This is usually arranged off site by the HR team. At this meeting their impending return is discussed and consideration is given to use of outstanding holidays, either as a period of leave and/or to use to reduce working weeks in the first few weeks/months of the individual's return to the workplace. Likewise, RBGE also considers any request for either flexible working or a reduced working week. The Institute is extremely flexible towards returning members of staff, attested to by both our high return rates and continued service into the future.

To give an example, a member of our staff had her third period of maternity leave in 2017. She was a full-time member of staff, and on her return requested to reduce her hours and compress her working week, working longer hours on 3 days and a very short fourth working day in the week. The Institute agreed to these requests and has retained the individual as a member of staff to date; last year she was promoted and became the head of her research area.

In 2017-18 and 2018-19 we had three maternity cases in each year (Table 26). This has increased to 6 in the 2019-20. The data are presented at the institutional level, reflecting the small number of individuals.

Band	2016-17	2017-18	2018-19
B	1	0	3
C	0	1	1
D	2	2	1
E			1
Total	3	3	6

Table 26. Maternity data by grade for RBGE staff 2016-2019

(iv) Maternity and adoption return rate

Provide data and comment on the maternity return rate.

Of the three maternity cases in 2016-17 all three returned to work and have remained in post to the present date. Of the three maternity cases in 2017-18 one has returned to work and has been in post for 18 months, one has opted to take a career break and one is no longer in post (Table 27). There are no details yet as to the decisions of the 6 maternity cases for the 18 – 19 group.

	2016-17	2017-18	2018-19	Total
Leave takers	3	4	9	16
Returners: Same hours	2	1	1	4
Returners: Reduced hours	1	2	1	4
Career break	-	1	-	1
Still on maternity	-	-	6	6
Leavers	-	-	1	1

Table 27. Maternity return data for RBGE 2016-2019

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.

	Paternity leave cases	Band	Adoption cases	Band	Parental leave	Band	Shared Parental leave	Band
2017	-	-	1 female	C	1 male	D	-	-
2018	1 male	B	-	-	-	-	1 male	B
2019	1 male	D	-	-	2 female, 1 male	2 x C, E	1 male	D

Table 28. RBGE paternity and adoption data by grade and gender

Table 28 outlines the update in paternity, adoption, and parental leave uptake. In 2018 RBGE took the decision to enhance the level of shared parental leave pay above statutory levels to match our enhanced maternity pay. The means any staff member taking shared parental leave is entitled to full pay for the first 26 weeks of their leave. This allows partners of individuals on maternity leave to share childcare responsibilities, and enables the individual on maternity leave to be able to afford to return to the workforce and continue with their career at an earlier date than otherwise. Likewise, our policy on paternity leave is enhanced above statutory levels to allow members of staff with more than 1 year of service to receive full pay for their 2 weeks of paternity leave.

Although the size of our staff group and the recent changes to our policy make it difficult to ascertain trends with confidence, we feel the cases reported in Table 24 indicate positive progress in uptake.

(vi) Flexible working

[Provide information on the flexible working arrangements available.](#)

We are committed to enhance opportunities for flexible working, work/life balance, and family friendly working, including regularly benchmarking flexible working practices (this is embedded in our EDI Strategy (see Section 5.4)).

Overall, RBGE has a flexible approach to working hours. Formal processes are in place with, in some cases, changes to contractual arrangements, including flexi-time, home working, compressing weekly hours, and changes in weekly working hours. However, informal arrangements predominate, and local arrangements are both encouraged and common. In addition, staff are offered the opportunity to reduce their working hours for a temporary period, with a guarantee of being able to revert to the higher number of hours when desired. In 2017 31 staff took up this option with 27 in 2018 and 25 in 2019. Where this occurs, workload is re-prioritised and, where feasible, redistributed across teams/departments.

The following are some case studies from across the organisation illustrating the successful impact of our current informal flexible working arrangements:

- Male Band F (Professional and Support) – works 2 longer days (9.00 – 18.00/18.30), plus 2 shorter days (9.30-16.00) to allow flexibility for childcare;
- Female Band E (Science Research) – changed schedule to reduce hours by 1 day per week, works 2 long days (9.00-19.00) plus spends 1 evening working from home;
- Female Band D (Professional and Support) – works 1 day per week from home;
- Female Band C (Horticulture) – change to part-time from full-time on return from maternity leave;
- Female Band D (Science Research) – 3-year career break agreed to allow time to be spent with child before school starting. Job guaranteed on return.
- Female Band H (Director) – works 1 day per week from home.

These are just a small sample of the flexible working arrangements, and flexible working is widespread within the organisation.

The possibilities around flexible working are published on the Institute’s intranet site for all staff.

(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.](#)

In addition to staff taking maternity and adoption leave, a small number of our staff also agree career breaks for other reasons. Although rarely requested, the practice of a temporary decrease in hours followed by a subsequent increase in hours back to full-time after maternity leave is available (e.g. a full-time member of our HR team recently returned to work on a part-time basis and transitioned back to full-time working shortly afterwards to support her needs). Our working principle is to support flexible working for any member of our staff returning from any kind of break.

(viii) Childcare

Describe the institute's childcare provision.

Beyond flexible working, the Institute provides a childcare voucher scheme for staff, negotiated through a wider government framework in order to keep costs down for staff members. Last year we widened our definition of categories admissible under paid 'special leave' (i.e. leave not defined as sickness or holiday absence), and this is frequently used for childcare purposes of various guises (caring for sick children, unexpected school pick up etc.). The Institute also covers the cost of additional childcare costs to enable our staff with childcare responsibilities to attend training courses and participate in overseas travel on our behalf. Uptake of this has been limited (one or two individuals per year) and our action plan includes wider promotion of this option.

(ix) Caring responsibilities

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

Line managers are encouraged to treat any request for flexible working for caring reasons sympathetically, and local arrangements allow for early/late starts and lunchtime visits as required. In general terms, **we recognise that caring responsibilities are the norm and not the exception**, and because of this, this type of flexibility is widespread and routine in the day-to-day operation of the organisation. RBGE is currently developing a formal policy to reflect the support it provides to all types of carers and is exploring accreditation via the Carer Positive Scheme (www.carerpositive.org).

5.4. Organisation and culture

(i) Culture

Demonstrate the institute's active consideration of gender equality and inclusivity. Detail the ways in which the institute actively considers gender equality and inclusivity. Provide details of how the ECU's Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the institute.

Our vision is to create a working environment free from discrimination of any kind, enabling staff, volunteers, and students, irrespective of their background, to fulfil their potential, develop as individuals, and meet their work, volunteering, and study goals. There has been a concerted effort to improve organisational culture in the last three years to reflect this vision. This goal of continual improvement of inclusivity is embedded work in our institutional planning.

Our EDI Strategy focuses our efforts on achievable goals. This strategy is integrating with our new 5-year planning cycle, with the basic aim of enabling everyone with the opportunity to fulfil their full potential,

regardless of their background. One of the commitments of this Strategy is to work to further advance fair equality of opportunity and to ensure we eliminate all forms of discrimination, harassment, and victimisation.

A key element of development of our organisation culture is formalisation of a set of working institutional Values (see Figure 3). These were developed in 2017-18 by the senior manager's management team and the Athena SWAN SAT, based on distillation of feedback from staff engagement surveys, and various feedback routes over the last five years. A very positive aspect of the values is that they formalise and express expectations of positive behaviours and approach to work, applicable to all staff, across all pay grades, directly from staff feedback. However, response from the staff to the values has been mixed, with the primary feedback being a desire for greater formal (institute wide) input into the values construction process. A refresh and refinement of the values to reflect this feedback is planned for 2020/21, with the aim of enhancing and re-affirming their presence in the workplace.

To promote and celebrate inclusivity in the work-place, RBGE has supported a series of engagement events over the last three years. There is a continuum between 'institute led' events, which are directly organised as part of RBGE public engagement activities, and those where informal groupings within the staff take the lead but receive support from RBGE. Important examples include:

International Women's Day

In 2017 we marked the day with an exhibition, open to the public, in our library foyer in the main offices and archives case in the John Hope Gateway, and a series of case studies published as part of the Botanic Stories series highlighting the work of Scottish and international female scientists past and present.

In 2018 staff held a Symposium for International Women's Day with presentations around the theme of "Press for Progress" given by the recently appointed Head of Resources and Planning (F), and one of our Research Associates (F). The event was chaired by one of our Research Scientists (M).

The event was attended by a range of staff and volunteers from across the institute (46F/4M).

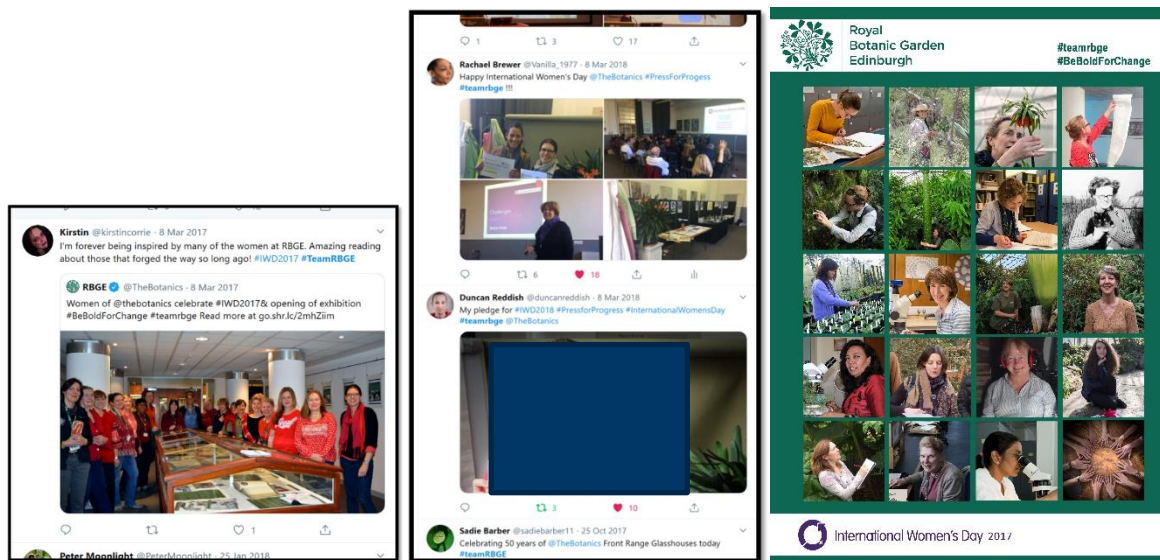


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PRIDE

Celebration of the RBGE's and the wider LGBTQ+ community via Pride marches and social media postings. This included development of the phrase "Celebrating Plant and Human Diversity" and designating a Pride

Tree near our main visitor centre to engage directly with the public by allowing them to add their own messages to our garden. Public facing displays, such as the Pride tree as well as rainbow flags and art installations were accompanied by interpretation to explain the importance of diversity to the institution and tie it to our overall mission. Internally, several LGBTQ+ and allies social events were organised and well attended – including a picnic, film night, and crafting sessions. RBGE has also collaboratively hosted an LGBT business networking breakfast event with LGBT+@Sky Network and Waverly Care with an aim to gain experience with how other institutions' networks function.

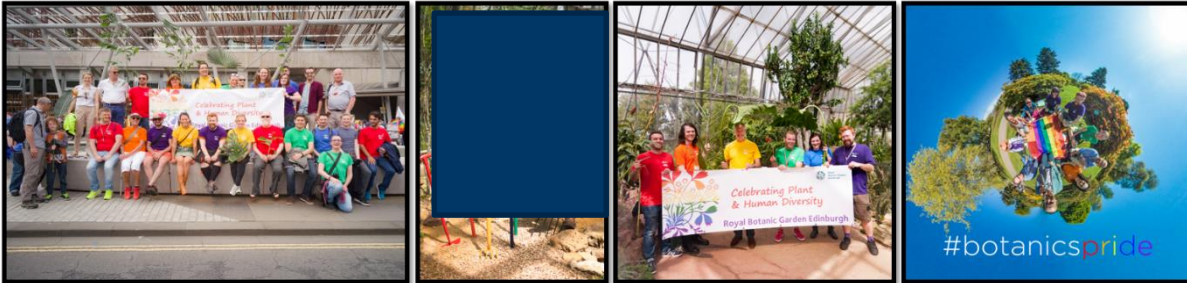


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EDI at Annual RBGE Team Conference

In January 2017 and 2018 the EDI group had a presence at the Annual RBGE Team Conference. In 2017 information was announced on us successfully of achieving the Bronze Award and in 2018 the EDI Group had a stall with information about how the group planned to expand the work.



Image Redacted

Values

In June 2018 staff, students and volunteers were invited to attend a launch of the values (purposefully coinciding with a scheduled visit from the Curators and of our regional gardens to maximum engagement). The launch was attended by around 100 staff, students, and volunteers with 8 of our finest bakers giving up their time to bake the petals of RBGE's very own Values Cake.



Images Redacted

Sanitary products in the women's loos

In 2016 after feedback from the Athena SWAN consultation and an initiative conceived and led by the Prospect Union, RBGE started providing free sanitary products for staff and students in the office and some of the publicly accessed toilets. The Prospect Union team created the 'Period Pot' concept, a plant pot filled with free sanitary products in the toilets.



(ii) Institutional policies, practices, and procedures

Describe how gender equality is considered in development, implementation, and review. Describe how gender equality is considered when institutional policies, practices and procedures are developed, implemented, and reviewed. Include any staff consultation regarding the fairness and transparency of institutional policies. Describe any mechanisms by which the positive and/or negative impact of existing and future policies is assessed and acted upon, for example, carrying out impact assessments before policies are implemented.

Gender equality, along with wider equality and diversity work, is embedded into our corporate plan and in-year business plans as a dedicated section. We had previously approached mainstreaming by embedding the activities throughout the planning documents, but have found centralising the planning and reporting in our corporate documents provides greater visibility.

To ensure full incorporation of equality into our planning and reporting process, the responsibility for Equality, Diversity, and Inclusion (chair of the EDI group) is held by the Head of Resources and Planning. This creates a direct link and check point for ensuring equality of opportunity is reflected in all new policies.

Our staff engagement survey is a biannual mechanism for receiving direct feedback from staff, and we have incorporated questions on Athena SWAN and wider equalities into the survey. This is augmented with an anonymous suggestion box (where responses to questions and comments are given at quarterly 'all staff updates'). RBGE's Regius Keeper/and or the Deputy Keeper, and a (rotating) other Director also holds regular partnership meetings with the main recognised union (Prospect) representatives and equality and diversity is regularly included in these meetings.

The EDI group itself also forms an important mechanism for direct feedback, to the senior leadership team on individual policies or issues.

One of the key aims of our EDI Strategy is to embed the values and principles of EDI into every aspect of working practice at RBGE, through our policies, processes, and engagement with people.

In terms of current practice this is reflected in:

- Continued support of our EDI group as a forum for leading EDI work, knowledge, and to benchmark good EDI practice. All staff members are encouraged to join this group;
- Equality impact assessing our pay proposals each year to ensure freedom from any unintentional bias
- Current roll-out of equality and diversity training across our entire management structure

- Re-writing of contractual policies to reflect our values and enhance EDI awareness. Some for example have been re-written in the second person to move away from gender-specific pronouns

Future intended actions outlined in our strategy include:

- Continuing to enable our staff, volunteers, and students to have a strong voice and engagement in EDI matters;
- Completing and enhancing the collection of equalities data among our staff;
- Roll-out of equality & diversity training to our entire staff group. When complete our intention is to develop and deliver classroom-based equality & diversity workshops to our staff group
- Mainstreaming the use of equality impact assessments in all our work; we intend to start this process through our capital planning processes
- Continued focus on reducing our gender pay gap
- Revisions of all our contractual policies to reflect our values and enhance EDI awareness

(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.

Each of the Institute's policies are captured within our Staff Handbook, which is published for all staff on our internal intranet site. Policies are reviewed regularly by our HR team in consultation with our recognised trade unions, and oversight is provided by the Head of HR.

Our HR team are involved in all informal and formal issues around equality, dignity and respect in the workplace, bullying, harassment, grievance, and disciplinary matters. The team advise line managers and staff members at all levels of the Institute in each situation, often in tandem with trade union representatives, and ensure fairness and consistency of application is attained as far as possible.

Line managers receive on-going training on various aspects of their line management roles – elsewhere in this application reference is made to the current roll-out of equality and diversity training to line managers. In addition RBGE is also in the middle of a series of workshops on performance management, having had feedback from staff that inconsistencies approaches were prevalent among our line management cohort.

In 2017 a series of workshops on dignity and respect in the workplace were run for all staff because of concerns being raised around aspects of our culture in a previous survey. The workshop also covered bullying, harassment, victimisation and equalities. As a result, several outlets for staff were identified through which concerns could be raised – either through our HR team, one of our staff trade union representatives, our formal grievance policy, or our newly established staff suggestion box. It was notable that in our 2018 staff engagement survey, issues around dignity and respect, bullying and harassment were not raised.

(iv) Heads of units

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

Table 29 lists department heads across RBGE. Between 2017 and 2019, there has been a shift in the % of female department heads from 35% to 48%, which relates to 8/23 female department heads moving to 11/21 female department heads in 2019. In Science Division, four of the eight department heads are female, with a male director (the Head of Library Archives and Publications is not a research post but sits within the science management team). In Enterprise and Communication, the director and all department heads are female.

The development team has a female director. The Director of Horticulture, and the curators of all four gardens are male, the Head of Estates is female.

In the vast majority of cases, the role of department head is via open competition, in externally advertised posts. The exception to this is the head of research departments (a non-remunerated coordination role) where the most senior member of the respective research team is the department head. In 2020 RBGE is moving to a new five-year planning cycle and implementing a new strategy; this will involve revisiting departmental structures and a more formal arrangement for the role of research-department head will be put in place (department head role expectations, open internal competition for the post, consideration of role rotation).

		2017	2018	2019
Director of Science and Deputy Keeper	Research	M	M	M
Curator of the Herbarium / Deputy Science Director	Research	M	M	M
Head of Cryptogams	Research	M	M	M
Head of Library, Archives and Publications	Professional & Support	F	F	F
Head of Genetics and Conservation	Research	F	F	F
Head of Major Floras	Research	M	M	M
Head of Centre for Middle Eastern Plants	Research	M	F	F
Head of Scientific and Technical Services	Research	F	F	F
Head of ICT	Professional & Support	M	M	M
Director of Enterprise and Communication	Professional & Support	F	F	F
Head of Marketing and Communications	Professional & Support	F	F	F
Head of Visitor Welcome Team	Professional & Support	F	F	F
Head of Public Engagement	Professional & Support	M	M	F
Director of Development	Professional & Support		F	F
Fundraising manager (1)	Professional & Support		F	F
Fundraising manager (2)	Professional & Support		F	F
Membership manager	Professional & Support	F	F	F
Head of Resource and Planning	Professional & Support	M	F	F
Head of Finance	Professional & Support	F	M	M
Head of Human Resources	Professional & Support	M	M	M
Director of Horticulture and Learning	Horticulture	M	M	M
Curator of the Living Collection & Edinburgh Garden	Horticulture	M	M	M
Curator of Benmore Botanic Garden	Horticulture	M	M	M
Curator of Logan Botanic Garden	Horticulture	M	M	M
Curator of Dawyck Botanic Garden	Horticulture	M	M	M
Head of Education	Professional & Support	F	F	
Head of Estates	Professional & Support	F	F	F
	Total Female	10	14	14
	Total Male	14	13	12
	% of women	42%	52%	54%

Table 29. Heads of unit by year by gender and staff type

(v) Representation of men and women on committees

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

Type	Committee	2015													Chair			
		F	M	%F													2015	2019
Leadership	Leadership Group*	1	4	20													M	
	Senior Management Team (SMT)*	4	6	40													M	M**
Divisional	Science Management Group	3	5	38													M	
	Garden Management Committee	0	5	0													M	
	Corporate Services / Resource and Planning Management Group	3	2	60													M	
	Enterprise and Communications Management	9	3	75													F	
	Education Co-ordination	8	4	67													M	
	Public Engagement	9	6	60													M	
Operational	RBGE Health & Safety Committee	4	10	29													M	
	Science Health & Safety Committee	3	8	38													M	
	Horticulture and Learning Health & Safety Committee	5	7	42													M	
	Resources & Planning and Development Health & Safety Committee	4	5	44													M	
	Capital Planning Group	5	5	50													M	
	MSc Steering Group	1	4	20													M	
	Expedition Committee	1	2	33													M	
	Edinburgh Biomes Programme Board	-	-	-													-	
	Biomes Client Design Approval Group	-	-	-													-	
	Plant Names Group	4	3	57											83	F		

	Records Management Group	-	-	-	5	1						5	1	83	-	F			
Advisory	Environment Committee	7	5	58	3		1	2				4	2	67	M	M			
	Access Group	-	-	-	3			1			1	3	2	60	-	F			
	Equality, Diversity & Inclusion Group	-	-	-	9	3	3	2	4	1	1	17	6	74	-	F			
	Athena SWAN Working Group	17	7	71	2	1		1	2	2	1	4	4	56	M	M			
Subsidiaries	Botanics Foundation*	3	3	50	2	2					1	1	3	3	50	M	F		
	Botanics Trading Company	2	2	50	2	2						2	2	50	M	M			
Totals		Mean		46											Mean		55	2/20 female	10/22 female

Table 30. Representation of men and women on RBGE committees by gender and staff type. *Indicates the most influential committees, **see text below for rotating chair arrangement.

Table 30 lists RBGE's main committees. In 2015, only 2/20 committees had female chairs. In 2019 10/22 committees have female chairs. The most influential committees are as follows:

- 1) The Leaders Group. This committee meets weekly and responds to ongoing immediate issues that impact across the organisation. In 2015 female representation was 1/5, with a male chair. In 2019, female representation is 3/6 with a male chair.
- 2) The Senior Management Team. Meets monthly. This is the formal minuted decision making committee for major strategic and operational decisions that impact across the organisation. In 2015 female representation was 4/10, with a male chair. In 2019, female representation was 6/14. To increase diversity into the chairing of the meeting, we have now split this monthly meeting into two parts (strategic issues/ /operational). The Regius Keeper will continue to chair the operational orientated items (including statutory issues associated with his role as Chief Accountable Officer). However, the key strategic part of the meeting will now be chaired on a rotational basis, with each month a different member of the Senior Management Team taking responsibility for chairing (this is a recent positive action ensuring diversity of voice in chairing this influential committee).

(vi) Participation on influential external committees

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

Our approach to representation on external committees aims to balance opportunity of representation, while recognising the resulting workload this can involve. In practice, this is achieved on a case-by-case basis involving discussions with staff members and line managers.

Where opportunities are identified centrally, we actively consider gender representation, and use this as a criterion for match individual staff to opportunities (e.g. lead representative for the institute on major consortium grants). Likewise, where individuals are invited to join a committee / or identify an opportunity, discussions take place to assess the value to the individual and organisation of taking on a role and what workload adjustments would be required to support the additional responsibility. Given the relatively small size of the organisation, this bespoke approach is manageable, although in future we will give greater attention to more formally ensuring there is wider internal publicising of external opportunities and linkage of this to career development plans.

(vii) Workloads

[Comment on ways in which workloads and tasks are monitored for gender bias.](#)

The time balance of individuals' workload is agreed with their Line Manager, as part of the forward job plan. Managers and individuals agree priority areas for the job and the timescale for delivery. Staff with significant management responsibilities or teaching roles have this included in their job description. Forward job plans are reviewed annually.

Timetabling of duties can be adjusted to consider the need for flexible working hours (e.g. for childcare).

We have very few rotating positions, exceptions being chairing the Environment Audit Committee, the Expedition Committee and editing our in-house journal, Edinburgh Journal of Botany (on three-year rotations). *Ad hoc* requests can be made to 'stand-down' from responsibilities (including administrative/committee/pastoral) that were not part of the original terms of a post.

Where staff take on extra responsibilities, and contribute towards the wider success of the organisation, this is viewed positively. Where a tension is identified between workload and career development, this is discussed with the Line Manager, to achieve a pragmatic compromise that meets organisational needs, and minimises impacts on career development.

As part of our 2020-2025 planning, we are introducing a workload model and trialling this in Science Division, to track the range of activities undertaken by individuals to help identify staff members/sections of the organisation where workload levels need addressing.

(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.

Timing of meetings and social gatherings are integrated with core hours. We aim as a general principle to hold meetings between 10 am and 4 pm, and to avoid Friday afternoons. We also rotate the timing of regular Science update meetings (midweek, alternating between morning and afternoon) to maximise access to people who work part-time. For small groups the timing of meetings is agreed by consensus and availability. Some events, like the Staff Conference, are recorded so that staff who are not able to attend can still see what was discussed and are available by video link to staff at other sites. There are few evening networking events. Where networking events take place in the evening, steps are also being taken to ensure that networking opportunities exist in the core hours as well to avoid primary carers being excluded. The holding of meetings in core hours has improved greatly in recent years, but feedback from staff indicates further work is required to ensure consistency across the organisation.

(ix) Visibility of role models

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

Gender equality is fully integrated into the organisation of external events at RBGE. The Director of Science oversees the programme for our science conferences, to ensure we have gender diversity on conference organising committees and that our programmes reflect gender equality among presenters, and session chairs. As part of organising conferences, it is now our straightforward working practice to check for gender imbalance in programmes and adjust as appropriate. Although we do not have a formal policy for interactions with partner organisations, these principles are completely

embedded in our ways of working and employed when we are assisting partner organisations in the events they are organising. We also check our publications to ensure diversity representation in the images we use.

We actively promote female representation in media opportunities (press, film, radio) to ensure visibility of female role models. This is supported by a Bronze Athena SWAN action of targeted training, which actively prioritises female representation. In the last three years, 19 staff have received media training of which 14 were female.

(x) Outreach activities

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.

Reporting of outreach activities across our organisation is patchy, and what we present below (Table 31) is a representative sample rather than an exhaustive list.

Outreach events (%)	2016-2017		2017-2018		2018-2019	
	F	M	F	M	F	M
Academic/professional	22 (37)	37 (63)	25 (37)	42 (63)	9 (47)	10 (53)
Amateur/society	7 (58)	5 (42)	8 (57)	6 (43)	8 (73)	3 (27)
Mixed audience	18 (50)	18 (50)	2 (100)	0	1 (50)	1 (50)
Policymakers/funders	6 (38)	10 (63)	5 (45)	6 (55)	4 (80)	1 (20)
Public	33 (47)	37 (53)	10 (42)	14 (58)	5 (36)	9 (64)
Schools/students*	3 (100)	0	1 (50)	1 (50)	0	0
TOTAL	89 (45)	107 (55)	51 (43)	69 (57)	27 (53)	24 (47)

Table 31. Recorded outreach activities 2016-2019

Fig. 14 shows our outreach activities grouped by grade and gender of communicator, for each of the past three financial years. We have excluded students, retired members of staff, and volunteers, as they do not have a designated grade. These graphs show a shift between 2016-2017, when most senior-grade outreach activities were conducted by those identifying as male and most lower-grade outreach activities by those identifying as female, to 2018-2019, when there was a much more equitable distribution of outreach

activities across genders at all grades (noting, however, that the absolute numbers of activities recorded were fewer in 2018-2019). This shift – which reflects in part the increased number of female staff holding senior roles at the RBGE – has a positive impact because (a) it indicates that the workload of carrying out outreach activities is now more equitably shared across grades and genders, and (b) the members of the public attending our events exposed to both male and female scientist at all levels.

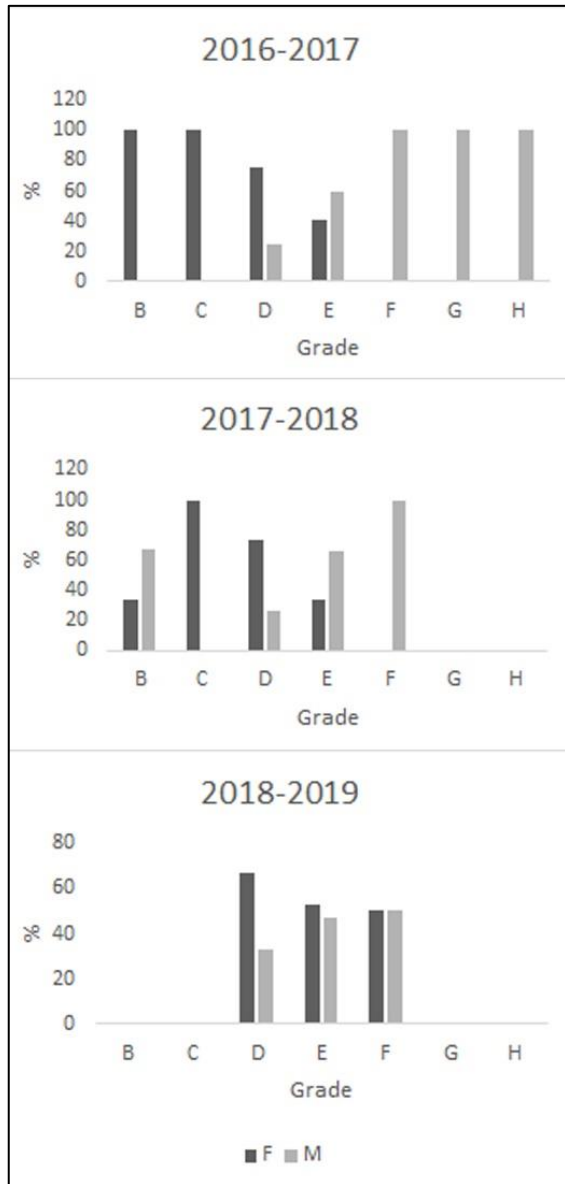


Figure 14. RBGE outreach activities by year by grade and gender

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.

In the last three years RBGE has initiated several workshops and provided education on bullying, harassment, discrimination with regards to protected characteristics which have all touched on the experience of trans people in the workplace. In 2017 all our staff attended a workshop on 'dignity and respect in the workplace', covering all aspects of discrimination, bullying, harassment. The information was aimed at increasing awareness of some of the more subtle forms of discrimination and became the basis of updates to our equal opportunities policy and recruitment forms.

In 2017 an internal presentation was given separately to the EDI Group and SMT to update them on terminology about gender, and the intersection of work, government policy and best practices for supporting trans individuals. This was run by individuals from the Equalities, Diversity & Inclusion (EDI) group based on guidelines by the Scottish Transgender Alliance and Stonewall Scotland, with input from trans members of staff.

We have also begun to deliver equalities training online to all staff, a module that also covers unconscious bias and gender identity issues. Our leadership and senior management teams undertook this in August/September this year, and it is currently being rolled out to all our line managers; once this is complete the training will be cascaded to all our remaining staff to complete. We also plan to include the training as part of new staff induction.

(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.

We do not currently have a system in place to monitor the impacts of our policies on trans people directly. This reflects the balance in a small organisation between people's right and need for privacy and ability to express their gender in their own terms alongside the acquisition of data to make useful comparisons. We have altered staff surveys to allow people to designate their own gender, are working on bringing our internal HR hub to be compatible with those designations and have made the same changes to our recruitment equalities form.

(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.

We recognise that education and ongoing support are two of our biggest areas for future improvement. Whilst there have been no reports of overt transphobia within RBGE - there is an understanding that not all individuals may feel comfortable reporting. Consultation of materials by advocacy groups highlighted that explicit inclusion was a

very important aspect of creating a welcoming environment. Therefore we aim to audit the accessibility of our policy documents, as well as stating that we welcome trans applicants in recruitment and confirming in our internal documents the rights which they are afforded - with our commitment to fulfilling best practice.

We also aim to actively investigate how certain aspects of our working environment may be experienced negatively by trans people so that the effects are considered when future policy is being created.

SILVER APPLICATIONS ONLY

7. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Information Redacted

Information Redacted

8. FURTHER INFORMATION

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

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

Staff Engagement and Feedback

We ran our biennial staff survey last in autumn 2018. Completed by the highest number of respondents of any of our surveys (72% compared to 59% in the previous survey), the responses were positive in many areas. Of the 16 questions that were comparable with previous surveys, 12 had a more positive response, 3 were broadly similar, and only 1 had decreased.

The questions with the highest positive responses included;

- My job presents a positive challenge to me - 65% to 75% positive score
- I am proud to work for RBGE - 75% to 87%
- At work my opinion seems to count - 54% to 60%
- I would recommend RBGE as a great place to work – 57% to 66%

The question with the negative percentage change was

- I have access to appropriate equipment and technology – 72% to 61%

As an action from our Athena SWAN bronze award we included new questions in our 2018 survey to record information relevant to equality and diversity in the workplace. We lack an historical baseline, these data are single point responses.

- 72% of the staff agreed or strongly agreed that RBGE's working culture is friendly, supportive, and inclusive, with 20% giving a neutral response, and 8% disagreeing
- 76% of the staff agreed or strongly agreed that 'RBGE is committed to being a diverse and inclusive workplace' (18% of respondents were neutral, 6% disagreed).
- Awareness of Athena SWAN accreditation rose from 71% in the previous survey to 83% in 2018.
- 82% of the staff agreed or strongly agreed that RBGE provides good opportunities for formal and informal flexible working (14% of respondents were neutral, 4% disagreed).
- 67% of respondents agreed or strongly agreed that RBGE provides good support systems to those with maternity, paternity, and parental responsibilities (32% of respondents were neutral, <1% disagreed).
- 49% of respondents agreed or strongly agreed that RBGE provides good support systems for those with caring responsibilities (49% were neutral, only 2.5% disagreed).

Areas identified for improvement from consultation

Our SAT conducted consultations meetings with staff to discuss gender equality at RBGE, and specifically how we can improve from our current position. We also received additional feedback from Staff Engagement Survey, and individual dialogue during the self-assessment process. Key themes/suggestions emerging from this consultation are below (and all are reflected in our Action Plan):

- More communication/celebration/visibility of RBGE's EDI work and policies
- Greater commitment to equality & diversity training, for line managers, and in inductions
- Encourage engagement in equalities issues across RBGE
- Additional policies to support parents/women
- Continued attention to gender neutral/gender terminology in policy documents and on forms
- Better communication about opportunities for flexible working
- Greater attention to long term career planning in appraisal process, ensure this continues for staff on parental leave or career break
- Continued attention to cultural change in the workplace (and continued increased female representation in senior roles).

9. 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 RBGE Athena SWAN action plan focuses on six areas of action

- Governance and operationalising Athena SWAN activities
- Addressing the gender pay gap and diversity at RBGE
- Supporting and advancing careers
- Enhancing institutional policies
- Enhancing organisational culture
- Actions specifically targeted at supporting trans people

RBGE Athena SWAN Action Plan 2020-2024

Ref	Objective	Action	Starts	Ends	Oversight	Implementor	Success measure (SMART)
<i>Governance and operationalising Athena SWAN activities</i>							
1.1	Ensure Athena SWAN principles remain embedded at senior levels within the RBGE	<ul style="list-style-type: none"> Write accountability for delivering Athena SWAN Action Plan into RK's FJD 	1 st April 2020	Annually until 2024	Chair of the Board of Trustees	Regius Keeper	Athena SWAN and wider EDI objectives included in RK FJD and appraisal
1.2	Formalised reporting on Athena SWAN and EDI activities	<ul style="list-style-type: none"> Include progress on EDI/ Athena SWAN in Annual Report and Accounts Ensure all Athena SWAN actions are included in each years Operational Delivery Plan Monitor progress quarterly, in reports to Senior Management Team and Board of Trustees 	March 2021	Annually until 2024	Head of Resources & Planning	Head of Human Resources	Equalities report in annual accounts and quarterly reports Athena SWAN actions written in Operational Delivery Plan
1.3	Ensure Athena SWAN SAT fully representative of RBGE	<ul style="list-style-type: none"> Review SAT membership annually Rotate membership of SAT to enhance input of new ideas Rotate chair role Seek to attract student, Union, and volunteer representatives 	March 2020	Annually until 2024	Head of Resources & Planning	Chair of the SAT	Membership rotated and team is representative of RBGE; Chair rotated Student, Union, and volunteers represented on SAT
1.4	Improve communication and awareness of Athena SWAN and steps to	<ul style="list-style-type: none"> Include EDI/Athena SWAN update at annual conference, management meetings and social media channels 	March 2021	Annually until 2024	Chair of the EDI group	Chair of SAT and SAT	Engagement survey shows further increased awareness of Athena SWAN and related gender equality initiatives

Ref	Objective	Action	Starts	Ends	Oversight	Implementor	Success measure (SMART)
	ensure gender equality at RBGE	<ul style="list-style-type: none"> Develop and maintain a dedicated EDI/ Athena SWAN section on RBGE intranet and public website 					Section on website established and updated
1.5	Improve management and recording of equality and diversity data	<ul style="list-style-type: none"> Implement People Hub equalities section recording diversity data for existing staff Extend to other groups at RBGE (e.g. PhD students, volunteers) Enhance monitoring of uptake and outcomes of career development and career support opportunities 	1 st April 2020	31 st Dec 2022	Head of Resources & Planning	Head of Human Resources	Data routinely recorded in People Hub enabling clear view of diversity data to inform reporting and responses
<i>Addressing the gender pay gap and enhancing diversity</i>							
2.1	Closing the remaining gender pay gap	<ul style="list-style-type: none"> Monitor gender pay gap annually Identify and implement actions to close the gender pay gap 	March 2020	Annually until 2024	Head of Resources & Planning	Head of Human Resources	Gender pay gap reported on Gender pay gap continues to narrow towards parity
2.2	Increase diversity at RBGE	<ul style="list-style-type: none"> Undertake a review involving all protected characteristics to evaluate barriers, and greatest opportunities for positive change 	1 st April 2021	31 st March 2022	Regius Keeper	Head of Human Resources	Review completed, advice provided to Senior Management Team and Board of Trustees Actions developed and implemented
<i>Supporting and advancing careers</i>							
3.1	Ensure equality of opportunity in career development	<ul style="list-style-type: none"> Ensure annual appraisal process specifically includes career development opportunities 	6 th Jan 2020	31 st March (then annually)	Head of Human Resources	Line managers	Career development discussed at all appraisals, and outcomes recorded

Ref	Objective	Action	Starts	Ends	Oversight	Implementor	Success measure (SMART)
		<ul style="list-style-type: none"> • Offer workshop for applying and preparing for promotion, and positive steps to ensure awareness including among female staff • Encourage staff to discuss promotion application with a senior researcher / mentor • Highlight case studies of part time / career break staff that have successfully applied for promotion • Ensure career development discussions continue throughout career breaks 		until 2024)			Widespread awareness of career development opportunities Promotion workshop organised and attended Applications and success rate at promotion is unbiased with respect to gender or other protected characteristics
3.2	Assess training and support needs to ensure equality of opportunity	<ul style="list-style-type: none"> • Develop/offer training programmes to address 'under-representation' issues' (e.g. imposter syndrome, confidence, unconscious bias at senior levels) 	April 2020	March 2025 (and ongoing)	Head of Human Resources	Divisional Directors	Training needs identified and institutional action plan developed and implemented
3.3	Provision of mentoring advice and support beyond that provided by line managers	<ul style="list-style-type: none"> • Improve communication of mentoring programme to promote uptake • Monitor uptake and, where there is a knowledge/skills gap among mentors, seek to address • Ensure effective communication of leadership development programmes (e.g. Royal Society of Edinburgh 	April 2020	March 2021 (and ongoing)	Head of Resources & Planning	Head of Human Resources Director of Science and Deputy Keeper	Increase in number of mentor-mentee relationships

Ref	Objective	Action	Starts	Ends	Oversight	Implementor	Success measure (SMART)
		Scottish Crucible or future iterations) to all science staff <ul style="list-style-type: none"> Encourage uptake of NERC Individual Merit Promotion mentoring scheme 					
3.4	Increase career development support specifically targeted at increase gender diversity in senior horticulture posts	<ul style="list-style-type: none"> Organise workshop on women's careers in horticulture with other horticultural organisations Produce Board-level review on the gender imbalance in Horticulture and a long-term plan to increase diversity 	April 2020	March 2021 (and ongoing)	Director of Hort. & Learning	Curator of the Living Collection	Workshop held Review produced, actions embedded into institutional plans
3.5	Enhance support for grant proposals	<ul style="list-style-type: none"> Monitor uptake of new grant support scheme Organise externally provided grant-writing course 	Nov 2020	Annually until 2024	Regius Keeper	Director of Science & Deputy Keeper	Diversity of grant applicants and grant awardees increase to reflect diversity of potential pool
3.6	Enhanced oversight of workload issues	<ul style="list-style-type: none"> Develop workload tracking system, with initial trials/development focusing on science staff 	April 2020	Monitor annually	Director of Science & Deputy Keeper	Science Department Heads	Workload model developed and tracked
3.7	Visibility of diversity in role models	<ul style="list-style-type: none"> Showcase career paths of female role models and wider diversity representation 	April 2020	Annually until 2024	Director of Enterprise & Comms	Head of Public Engagement	Events/activities organised to publicise positive role models

Ref	Objective	Action	Starts	Ends	Oversight	Implementor	Success measure (SMART)
<i>Enhancing institutional policies</i>							
4.1	Enhance organisation wide awareness of equality and diversity issues	<ul style="list-style-type: none"> Extend EDI and unconscious bias training to all staff (including new starts) Develop plan for refresher / enhancement modules 	Jan 2020	Ongoing	Head of Resources & Planning	Head of Human Resources	Number of staff completing course (target 100%) Plan in place for subsequent training
4.2	Increased awareness of institutional policies that support individuals with childcare/caring responsibilities	<ul style="list-style-type: none"> Continue to raise awareness of flexible, part-time, and job-sharing opportunities Raise awareness of other support mechanisms for those with caring responsibilities Update induction programme to enhance information on EDI, Athena SWAN, values and mentoring and career development opportunities 	Sept 2020	Reviewed annually	Head of Resources & Planning	Head of Human Resources	Increase in awareness of support policies recorded in RBGE engagement survey
4.3	Greater consistency in timing of meetings within core hours	<ul style="list-style-type: none"> Develop guidance on core hours (reflecting the different patterns of work in different areas) Communicate guidance and ensure Senior Management Team implement 	March 2020	Reviewed annually	Regius Keeper	Senior Management Team	Core hours policy articulated and adhered to for key meetings
4.4	Ensure infra-structure meets equalities needs	<ul style="list-style-type: none"> Put equality impact assessment in place for infra-structure developments 	2023	Reviewed annually	Director of Hort. & Learning	Head of Estates	Equality impacts assessment process operationalised Infra-structure meets needs of all users

Ref	Objective	Action	Starts	Ends	Oversight	Implementor	Success measure (SMART)
<i>Enhancing organisational culture</i>							
5.1	Organisation wide improvement in ways of interacting and working	<ul style="list-style-type: none"> Refresh RBGE values to enhance buy-in and adoption Continue to include values and behavioural competencies in appraisal process at all grades, including celebration of successes and consistent management of areas for improvement 	April 2020	March 2021 (Annual review)	Regius Keeper	Line managers	Values revised in response to feedback Engagement survey shows positive response to awareness of values Engagement survey shows positive response to perception of organisational culture
<i>Actions specifically targeted at supporting trans people</i>							
6.1	Review policies to ensure trans inclusivity	<ul style="list-style-type: none"> Review all policies to ensure they are trans-inclusive Include trans / non-binary identities in future statistics 	On-going	Review Sep 20	Head of Human Resources	Relevant Line Managers	Policies and processes updated Trans and non-binary figures seen in statistics
6.2	Integration of trans inclusivity into other aspects of welfare	<ul style="list-style-type: none"> Update welfare officer training and support materials to include understanding of possible emotional support needs of trans staff Train interested members from current mental health awareness team 	On-going	Review Sep 20	Head of Resources & Planning	Head of Human Resources	Training undertaken and support materials in place

Ref	Objective	Action	Starts	Ends	Oversight	Implementor	Success measure (SMART)
6.3	Increase awareness of legal and wellbeing protections for trans people	<ul style="list-style-type: none"> Review current staff training method, annually, and whether it complies with current understanding on issues Hold brief information session for all line managers regarding legal protections and how to support trans-people in the workplace 	Jan 20	Review Jan 21	Head of Resources & Planning	Head of Human Resources	Review completed and reported Training session held

Table 28. 2020-2024 Action plan