



Athena SWAN Bronze department award application

Name of university: The University of Edinburgh

Department: School of Engineering

Date of application: April 2013

Date of university SWAN award: Bronze 2006, renewal 2009, renewal 2013

Contact for application: Dr Katherine Cameron/Prof. Ian Underwood

Email: k.cameron@ed.ac.uk/ i.underwood@ed.ac.uk

Telephone: 0131 650 5664/0131 650 5631

Departmental website address: www.eng.ed.ac.uk

Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

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

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

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

The letter is on the following page.



HMCC/SF/Athena Swan

The Athena SWAN Officer
Equality Challenge Unit
7th Floor Queens House
55/56 Lincolns Inn Fields
London
WC2A 3LJ

26/4/2013

Dear Athena SWAN Officer

Application for an Athena SWAN Silver Award

SCHOOL of ENGINEERING

The University of Edinburgh

Faraday Building

The King's Buildings

Edinburgh EH9 3JL

Scotland UK

Telephone +44 (0)131 650 5566

or direct dial +44 (0)131

University Switchboard +44 (0)131 650 1000

Fax +44 (0)131 650 6554

I am delighted to have the opportunity to present the application from the School of Engineering at the University of Edinburgh for an Athena Swan bronze award.

As one of the most recent recruits to the School of Engineering, having taken up my post on March 1, 2013, I have a somewhat unique view of the School in a broader context. I commend the work of our diverse Athena Swan ASSET team with which I have had some involvement latterly, in the closing stages of their efforts in producing this application. I am delighted that this School has such a strong interest in equality issues for women in engineering, and this from a wide range of staff, male and female; indeed the ASSET team was but a small subset of those who wished to be involved. I am pleased that this submission has taken shape in a context of strong support from staff across the School, which will be an important element in generating the momentum that we will require in implementation of our Action Plan.

Of all STEM subjects, Engineering has the lowest percentage of females entering as students and so the relative drop-off through the stages of PhD, postdoctoral researcher, junior academic, senior academic and professor does not look so steep as in other subjects. However, I am acutely aware that the absolute numbers at the top level are still very small. Recognising that part of our particular problem lies in the transition from school, where 'Engineering' is not taught to the University, we have invested heavily in school liaison for quite a number of years, and we acknowledge in our Action Plan ways in which this could be improved.

I am pleased that our recent round of recruitment of academic staff has resulted in three females being appointed out of a total of eleven; one of these is due to give birth in May, after which she and her family will relocate from North America to Edinburgh. We will give careful attention to the reasons why these recruits applied to this School, in order to improve recruitment best practice.

I am conscious that in all of our efforts to provide role models of successful female engineers to others following, that we do not place undue stress on the few female members of academic staff that we already have and we will seek to monitor and balance these demands through our developing Workload Model.

I look forward to the formal establishment through this award, of our baseline data with respect to females in our workplace, and to subsequent applications for silver and gold awards.

Yours faithfully

Hugh McCann, FREng
Head of School
School of Engineering

HEAD OF SCHOOL Professor Hugh McCann FREng

DIRECTOR OF RESEARCH Professor D Ingram

DIRECTOR OF TEACHING Dr SW Warrington

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

Dr Katherine Cameron (Co-convener): Katherine is a researcher in the School of Engineering. She has recently started her 3rd research position after completing an M.Eng and PhD there. Katherine has been involved with the School postgraduate experience committee and post-doc society and provided maternity cover as the School E&D representative. She is a single parent with a young daughter and makes use of the University's policy on flexible working.

Prof Ian Underwood (Co-convener): Ian is Professor of Electronic Displays and Head of the Institute of Integrated Micro and Nano Systems. He is in a dual-career marriage, has two teenage children and from 2008 returned after a 10-year career break from academia during which he worked in a spin-out company.

Fiona Alderson: Fiona is the Technical Services Manager in the School, managing 1 female and 19 male technicians who provide technical support for all research and teaching areas. She is married and has 2 grown up children. Prior to joining the School, Fiona worked for 34 years in industry, 18 of these on a part-time basis.

Dr Lucy Cradden: Lucy is a postdoctoral research fellow on her second fixed-term contract. She uses occasional flexible and home-based working to manage her schedule. Her partner is also a researcher on a fixed-term contract at Edinburgh University.

Victoria Dishon: Victoria is a Learning Technologist in the School IT team, and works with the support teams and academic teaching staff. Victoria also undertakes ad-hoc undergraduate lecturing in Engineering Management. Victoria works part-time to balance family and working life, and has three children who are nine, six and three years old and expecting her fourth child later in the year with her working husband.

Dr Andy Downes: Andy is a lecturer in Biomedical Engineering. He has worked in four different universities so has experienced a range of working environments and male / female ratios. He has experienced the difficulties in finding a permanent position, issues with evaluating the work-life balance, and the difficulties for a new lecturer (securing funding, expanding research, and career progression).

Dr Tina Düren: Tina is a Reader in Chemical Engineering. She joined the University of Edinburgh in 2004 after completing a PhD in Germany and working as a postdoctoral researcher in the USA. She leads a group of five researchers and contributes to undergraduate teaching. She is Deputy Head of the Institute for Materials and Processes.

Dr Antonis Giannopoulos: Antonis is a Senior Lecturer in the School of Engineering. In addition to developing research ideas in his area of expertise, he is interested in exploring new ways and technologies to enhance students' learning experience. He is married with two children, who are seven and five and has to balance work and family life along with his wife who works part-time in administration in another School at the University.

Caroline Saunders: Caroline is the School Administrative Assistant and PA to the Head of School. She has over 30 years' experience working in the University. She has been a Harassment Contact Officer since the role was created in the early 1990s. She is married.

Dr Jennifer Skilling: Jennifer has been a lecturer in Chemical Engineering since 1992, having previously been a product development manager with Unilever. Since 1999 she has worked part-time in a predominantly teaching and administration role. She contributes experience as a part-time academic balancing the demands of family life with a husband who is away from home for 80% of the time.

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

The self-assessment team was formed in June 2012 with representatives from all disciplines and career stages, as well as technical and professional services. The Head of School and the School's Director of Professional Services engaged with the team and attended meetings where appropriate. Since its inception, the team has met every 6 weeks on average, and has received invaluable support from Dr Caroline Wallace, the College of Science and Engineering's Athena SWAN Support Officer. In addition to these local meetings Katherine Cameron participates in the University Athena SWAN network and attends the College E&D committee meetings where much of the focus has been on Athena SWAN. The School initiated, and actively participated in a College-wide Equality and Diversity audit in 2011. The results of this audit informed our priorities for action alongside additional consultation with staff and students. .

Consultation with staff and students in the School of Engineering was undertaken in two ways. We ran the QCAT staff survey provided by the UKRC¹ and took part in the pilot for the student survey in Autumn 2012. With support from the Scottish Resource Centre, we also held two focus groups on the subject of promotion from grade 8 (lecturer) to grade 9 (senior lecturer/reader) because our staff data showed a significant drop in the proportion of female academics at the transition point between those grades.

During the self-assessment process Prof. Stefano Brandani was interim Head of School until Prof. Hugh McCann took on the role in March 2013. Both have actively engaged with the self-assessment team and received regular updates on progress and priorities for action. The implementation of the Action Plan was discussed with the School's Management Committee (MCOM) and senior administrative staff. One of the co-conveners of the Athena SWAN self-assessment panel, Ian Underwood, is a member of the MCOM and has ensured Athena SWAN is a

¹ <http://www.theukrc.org/for-organisations/he-stem-culture-surveys>

standing item on the agenda. In addition, Athena SWAN and the wider E&D agenda are discussed regularly at all-staff meetings.

Professor Averil Macdonald, a member of the ECU Athena SWAN Steering Committee, has visited the School and the self-assessment team has benefitted from her advice.

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

The self-assessment team will be invited to form the School's E&D committee, which will meet three times a year and will oversee the implementation of the Action Plan. The School's E&D Coordinator was on maternity leave during most of the self-assessment process and so was not a member of the self-assessment team. She resumes her duties in this role at the end of April at which time Katherine Cameron will remain as deputy E&D coordinator with a focus on Athena SWAN. Athena SWAN will continue to be discussed at Management Committee meetings as part of the E&D standing item on the agenda. The E&D committee will include a member of the management committee to ensure a robust link between the two committees.

3. A picture of the department: maximum 2000 words

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

The School of Engineering was formed in 2002 from the individual engineering departments (Chemical, Civil, Electrical and Mechanical). The School is one of the largest in the University of Edinburgh, comprising over 150 staff and over 350 postgraduate, 140 MSc and 1,400 undergraduate students. The School occupies approximately 10,000 m² in over ten buildings on the King's Buildings campus.

Each member of academic staff teaches in one or more of the four engineering teaching disciplines: Chemical Engineering; Civil & Environmental Engineering; Electrical Engineering & Electronics; and Mechanical Engineering. Each member of academic staff is also a part of at least one of the five Research Institutes: Digital Communications; Energy Systems; Infrastructure and Environment; Integrated Micro and Nano Systems; and Materials and Processes

Line management is through the research institutes and teaching responsibilities are organised through the teaching disciplines. Staff may teach in more than one discipline or have affiliations to more than one research institute.

The School currently offers 43 degree-programme titles including combined degrees with Computer Science, Management and Architecture. The School offers the 4-year BEng and 5-year M.Eng undergraduate degree programmes and 10 taught MSc degrees.

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

Student data

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

Table 1 LEAPS entrants by year

	2010		2011		2012	
	M	F	M	F	M	F
LEAPS Entrants	12	1	16	1	18	1

The School participates in the Lothian Equal Access Partnership Scheme (LEAPS). This is a scheme to increase participation in Higher Education of pupils from schools that have typically had a low HE application rate. Five of our current students including three female students are currently LEAPS volunteers which involves spending time in these schools, highlighting the benefits and opportunities of higher education and providing information about the student lifestyle. The School also participates in the LEAPS summer school. These activities are important part of the School’s widening participation agenda but do not particularly focus on gender.

The School also runs “*So you want to be an engineer ...*” days in local schools and participates in the Edinburgh International Science Festival. These early contact points with schools/students are important as LEAPS contacts pupils at higher level when many girls may no longer be studying physics - a pre-requisite for our degree courses.

To encourage further interest in engineering, as Action 1.1, we will actively seek to increase the numbers of volunteers for the LEAPS scheme and school outreach activities from our students, ensuring representation from all disciplines and at least proportionate representation of female students. The researcher society, Action 2.3, will also have as part of its remit to be involved in outreach activities.

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

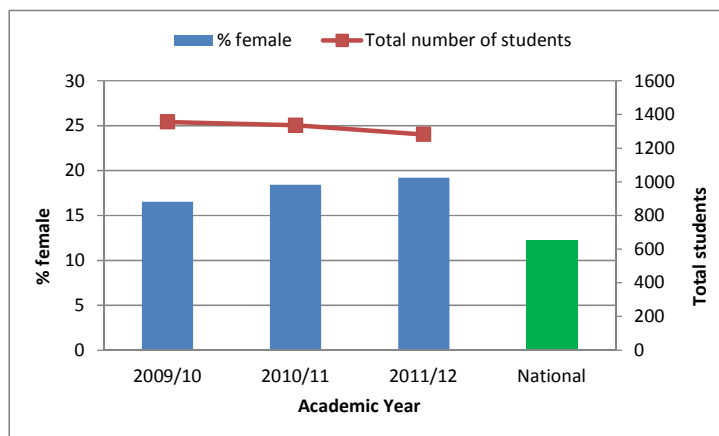


Figure 1. Breakdown of undergraduate students by gender and compared to the national average

The proportion of female undergraduates has increased steadily over the last three years from 16.5% in 2009/10 to 19.2% in 2011/12. This is significantly higher than the national average of 12.7% (HEIDI 2011/12 data).

As a School we put great effort into running open days for visiting UCAS applicants. Female staff and students almost always participate at open days. As Action 1.2 we will ensure that a minimum of two female members of academic staff and two female students participate in every open day. As our female student numbers are significantly higher than the national average and rising, we will not prioritise improving these numbers in the first instance. However, as Action 1.3 we will run a questionnaire for the all 1st year students to establish their reasons for choosing Edinburgh. This will be analysed by discipline to see if anything can be learned and applied to other courses.

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

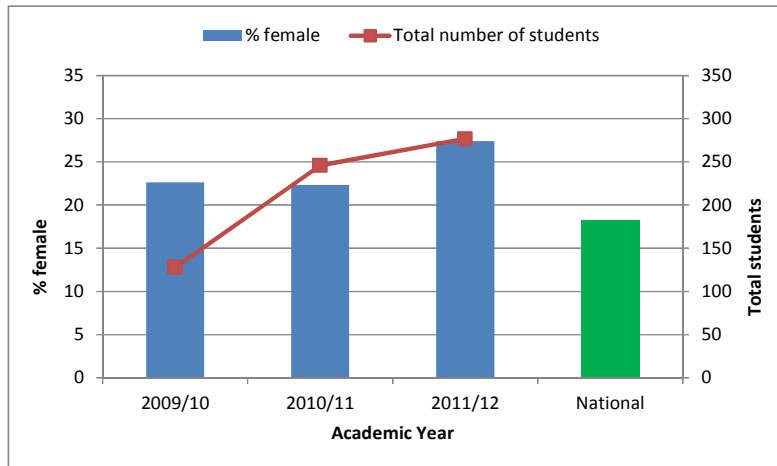


Figure 2. Breakdown of postgraduate taught students by gender and compared to the national average

We have seen an increase in the proportion of female students on our postgraduate taught courses from 22.7% in 2009/10 to 27.4% in 2011/12 – a rise of 4.7%. These percentages are significantly higher than the national average of 19% (HEIDI 2011/12 data). As our taught postgraduate numbers are better than the national average and our undergraduate numbers we will not initially prioritise trying to improve them.

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

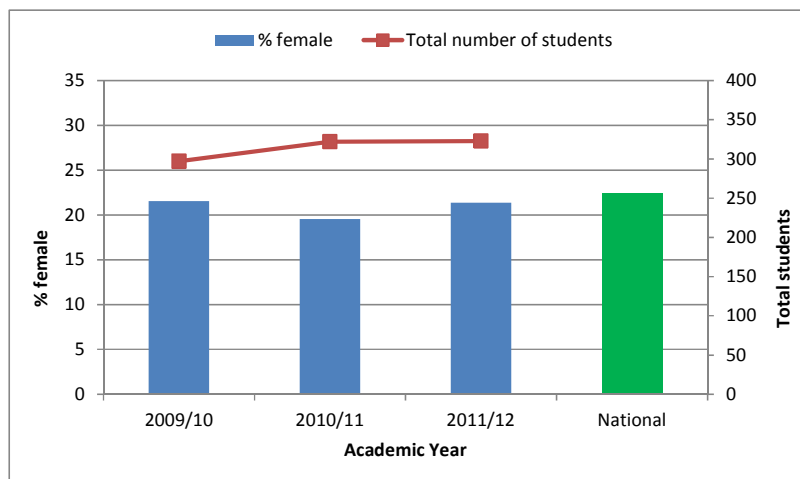


Figure 3. Breakdown of postgraduate research students by gender and compared to the national average

Figure 3 shows little year-on-year change in the proportion of female students on postgraduate research degrees since 2009/10 with 21.4% in 2011/12. This is broadly consistent with the national average of 22.4% (HEIDI 2011/12 data), however we recognise the need to ensure a pipeline of excellent female researchers into our discipline. We aim to increase our female postgraduate numbers in the first instance by improving our offer to acceptance ratio, Action 1.5. For details see section (v).

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

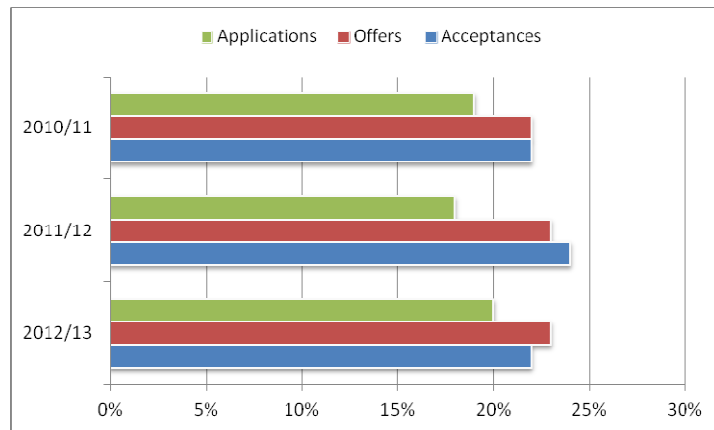


Figure 4. Percentage of total undergraduate student applications, offers and acceptances made by/to females.

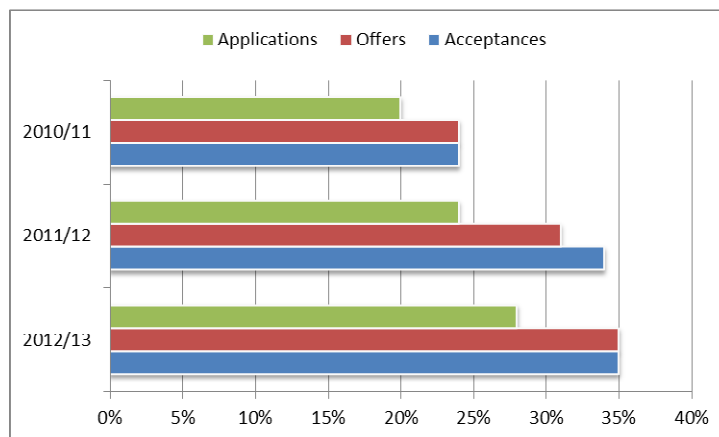


Figure 5. Percentage of total postgraduate taught student applications, offers and acceptances made by/to females.

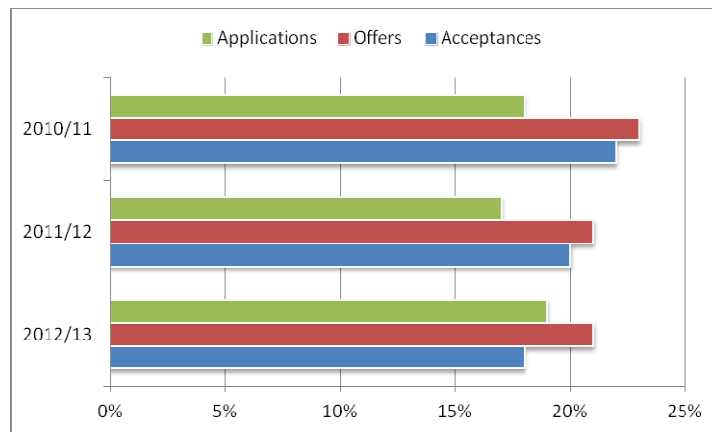


Figure 6. Percentage of total postgraduate research student applications, offers and acceptances made by/to females.

At all levels we make a higher percentage of offers to females than received applications, consistent with a higher level of entry qualification. It is of significant concern that this is not followed by a commensurate level of acceptances at the PGR level. As Action 1.5 we will instigate a student ambassador policy. When an offer is made to a PGR applicant they will be paired with a current student who shares some key characteristics (gender, nationality, ethnicity etc). This student will write a personal email to them offering to answer any questions they may have about the School, university and living in Edinburgh. A similar scheme in operation in the School of Informatics is successful and we anticipate this will improve the conversion rate. It will also provide us with information allowing us to better understand the factors influencing successful recruitment.

On successful application for an Athena SWAN award, all PGR recruitment material will be revised to include the Athena SWAN logo. Family friendly policies will also be highlighted, Action 1.6.

There was a small drop in UG acceptance rates in the most recent year shown. If this proves not to be a one-off we will investigate the reasons further. In particular, we will look at the discipline breakdown to see if lessons from one subject can be applied to another.

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

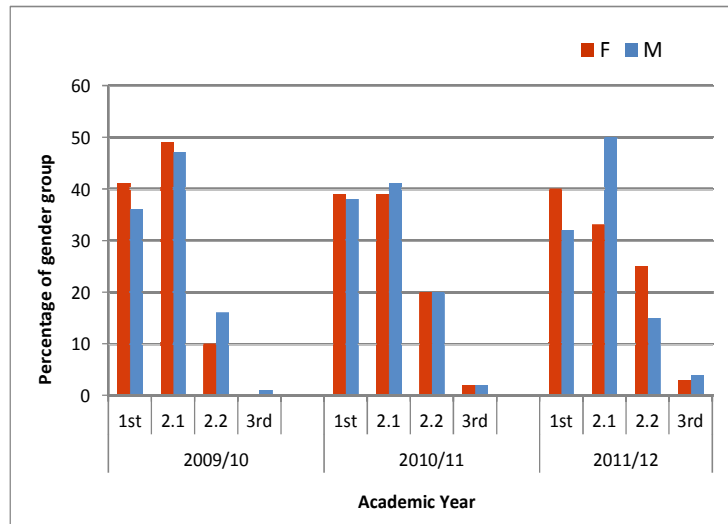


Figure 7. Degree classification by gender

Figure 7 shows percentage data for degree attainment for female and male students *for the whole of Engineering*. In 2011/12 the percentages for 1st through to 2:2 show an unusual imbalance, which, if it continued, would merit further investigation. We will continue to collect this data, monitor it – in future - *by individual engineering discipline* and use it to develop plans to support female students – Action 1.4.

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Staff data is described using the university's grade system.

Table 2 Grading System for Academic and Related Staff

Grade	Equivalent Job Description
UE06	Graduate Researcher
UE07	Post-doctoral Researcher
UE08	Lecturer or independent research fellow
UE09	Senior Lecturer or reader
UE10	Professor

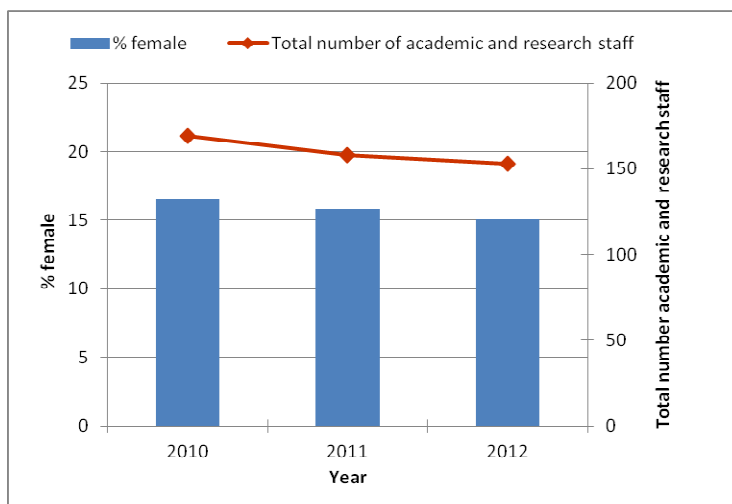


Figure 8. Percentage of female academic and research staff

Between 2010 and 2012 the School lost 5 female staff which resulted in our female staff percentage falling from just above to just below the national average of 16%. In the same period 11 male staff left the School. The School is currently undertaking a recruitment drive for 10 new lecturers/senior lecturers. The School will ensure that all recruitment panels will have at least one member of each gender and at least one member of each panel will have completed training in “Recruitment selection and the law”, provided by the University.”

Actions 2.8-2.10 cover improvement of the application process and are detailed in section 4bi.

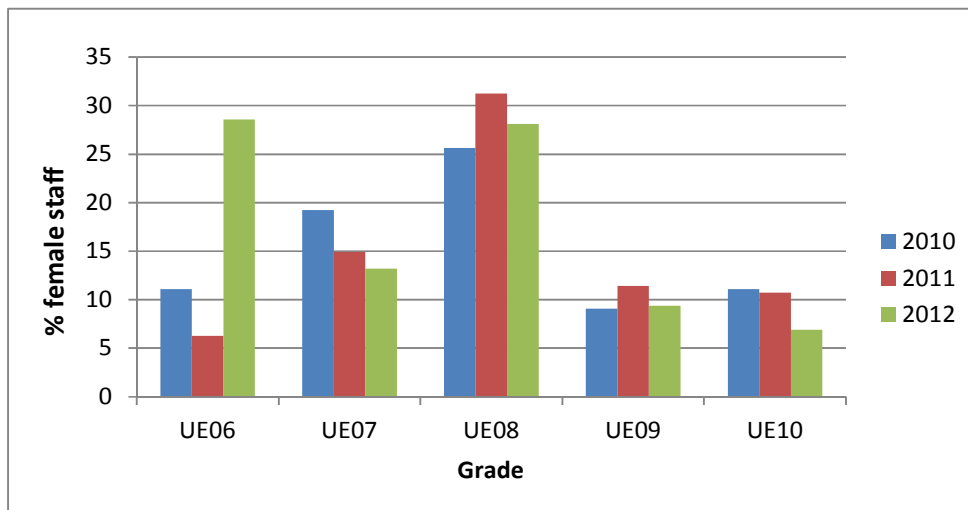


Figure 9. Percentage of female academic and research staff by grade

We have a peak in female representation at grade eight and then a large drop in female representation at grade 9 and above. This suggests that female applicants are being successfully recruited to the School but are not progressing at the same rate as their male counterparts. Focus groups have been held with staff at grades 8 and 9 to identify strategies that would help women to progress successfully through the promotion process. Many of the actions in section 4 were the result of these focus groups and the full notes from these sessions will be passed to a newly formed Career Development Review team for further consideration and development of further actions where need is identified, Action 2.1.

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

Table 3 Voluntary Turnover

Grade	2010		2011		2012	
	F	M	F	M	F	M
UE06	0	4	1	2	0	4
UE07	0	5	1	5	0	5
UE08	0	1	0	3	0	1
UE09	0	1	0	0	0	1
UE10	0	0	0	1	1	0

The university records voluntary turnover², as shown in Table 3. We have not shown the percentage turnover as the numbers are small and the percentage turnover can be misleading, e.g. female turnover at UE06 in 2011 is 50%, but only represents 1 female leaving. There are higher numbers at UE06 and UE07 as positions are usually grant-funded and of a fixed-term nature. This leads to a higher turnover rate as staff often leave in mid-contract as other, more attractive, opportunities arise. Between 2010 and 2012, only one member of female academic staff at grade 8 or above left the department. These low numbers give us no cause for concern at the present time.

² Voluntary turnover does not include staff reaching the end of their fixed-term contract and did not include staff retiring until recently.

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

Key career transition points

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

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

Table 4 Number of Applications and New Starts by gender and grade

2010	Number of Applications		Number of New Starts	
	Female	Male	Female	Male
UE06	0	0	0	0
UE07	31	220	0	10
UE08	3	25	2	2
UE09	1	6	0	0
UE10	1	9	0	0

2011	Number of Applications		Number of New Starts	
	Female	Male	Female	Male
UE06	10	19	1	2
UE07	54	180	1	8
UE08	4	38	0	0
UE09	9	95	0	0
UE10	0	0	0	1

2012	Number of Applications		Number of New Starts	
	Female	Male	Female	Male
UE06	13	24	1	2
UE07	40	174	4	15
UE08	4	24	0	3
UE09	34	191	0	1
UE10	0	1	0	3

Where there is a new start without applicants this is due to staff members arriving after being named as a researcher in a grant proposals.

The data for job applications and new appointments is presented above. The overall success rates for job application are collated as follows:

Overall % success rates 4.4% F 4.7% M

Our data indicates that the success rates for female and male applicants are very similar. Therefore our short-listing and interview process appear to be gender neutral. In order to maintain this, we will continue to ensure that the recruitment panels have at least one member of each gender and that at least one member of the panel has undertaken recruitment training. The School has made a concerted effort to get staff to undertake recruitment training and has one of the highest attendance rates in the college. We also intend to ensure the School's management has undertaken unconscious bias training, Action 2.9. We will initially engage with the Scottish Resource Centre to provide this and then utilise the university's in-house training when it is rolled out.

When aggregated over the period 2010-12, the job application rates are as follows:

Table 5 Percentage job application rates in the period 2010-2012 by gender and grade

Grade	Equivalent Job Description	F (%)	M (%)
UE06	Graduate Researcher	35	65
UE07	Post-doctoral Researcher	18	82
UE08	Lecturer or independent research fellow	11	89
UE09	Senior Lecturer or reader	13	87
UE10	Professor	9	91
	Combined	17	83

During the time frame 2010-2012 the School recruited very few members of staff at grade 8 and above which results in single people making large percentage changes. Most appointments were made at UE07 and were research grant funded. The significant drop in applications is between UE07 and UE08. The School has recently undertaken two large recruitment exercises which resulted in vastly different numbers of female applicants. The appointments were for Chancellors Fellows, a 5 year position concentrating on research at the start with the lectureship duties being added over the period of the fellowship, and standard lectureship positions. The advert and application process will be analysed and applicants opinions will be sought to see if we can identify the reasons the second set of positions were more attractive to female applicants, Action 2.10. This will include looking at how best to seek out potential candidates. This should lead to a better understanding of the gender issues involved in preparing advertisements. We also intend to add a section to all adverts describing the family friendly policies in use in the department, Action 2.8.

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

Table 6 - Number of promotions by gender and grade. (Number of applications is shown in brackets).

	2010		2011		2012	
	F	M	F	M	F	M
UE07	1(1)	1(1)	0(0)	0(0)	0(0)	1(1)
UE08	0(0)	2(2)	0(0)	0(0)	0(0)	2(2)
UE09	0(0)	5(6)	1(1)	3(4)	1(1)	3(3)
UE10	0(0)	1(3)	0(0)	1(1)	0(0)	2(2)

The data for promotion applications, and successful promotions, is presented in Table 6. When aggregated over the period 2010-12, 13% of female and 19% of male academic staff applied for promotion. Over this period, the small numbers make this data quite ‘noisy’: indeed, promotion applications for the period 2009-11 were 29% (Female) and 26% (Male). Our data suggests that a similar proportion of female and male academic staff apply for promotion.

The promotion success rates, collated for all grades from 2010-12, were 100% (Female) and 81% (Male). Our data (despite small numbers) suggests that promotion success rates are similarly high for both female and male applicants.

All staff are free to apply for promotion through the annual promotion process for which there is extensive information available on the University HR website. The process is administered by the University - not the School. The applicant’s line manager is not involved in the decision-making process, but will offer advice on the pathway to promotion. The application form requires the Head of School to support the application, giving a brief supportive commentary.

When the promotion process was discussed during the focus groups it was felt that potential candidates were not adequately supported before and during the application process. The Career Development Review team (Action 2.1) will have responsibility for further analysing these findings and developing an action plan. As an interim step the team will organise sessions within the School on the promotion process. It will also become mandatory to discuss promotion during every PDR, Action 2.6.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
 - (i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

All personnel involved in recruitment are encouraged to participate in Equality/Diversity and Recruitment training and at least one panel member is required to have undergone training. Interview panels always have at least one member of each gender. Job adverts do not currently contain information that would specifically attract females and there is no obvious advice to recruiters in how to encourage female applicants. We plan to seek advice on this and in the future job adverts will articulate more clearly our commitment to gender equality with information on childcare vouchers, flexible working hours etc., Action 2.8.

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

The major drop in female academic staff occurs between UE08 and UE09. The feedback from the surveys and focus groups demonstrated that both genders felt the career development support provided by the School was poor and there was some confusion over the nature of the process for promotion and, in particular, how to initiate it. Many members of staff state that they do not understand it and some thought that they had to wait for an invitation to apply. In order to address both of these issues this we plan to setup a Career Development Review, Action 2.1. This review will be given the report from the focus groups and tasked with exploring the issues further and devising an improved plan for Performance and Development Reviews (PDRs) and promotion within the School. The Career Development Review team will also be responsible for monitoring the effectiveness of the mentoring scheme.

In addition the School has committed to pay for three female members of academic staff each year to attend career-coaching sessions run by the SRC, Action 2.2. Potential candidates will be identified by the Heads of Research Institutes.

Support for PGs and RAs comes through the School postgraduate experience committee, which is a forum for sharing best practice among institutes and raising concerns. This committee is currently planning to start a researcher society, Action 2.3, to provide a sense of community for PhDs and RAs as well as create a forum with which the Career Development Review team can interact.

Career development

- c) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The School of Engineering has in place an appraisal system for all staff, known as the ‘Performance and Development Review’, or PDR. Among the academic and research staff, it is typically the Head of Research Institute (HoRI) or a nominated deputy who takes responsibility for completing these, although practice varies slightly among institutes. The statistics on completion rates are passed to College.

PDR completion rates across institutes vary and the survey results showed that many people did not consider PDR to be a helpful exercise. There are plans to improve this. We aim for the PDR completion rate to be 100% across all institutes. There will be compulsory training of staff running PDRs and staff are to be encouraged to undertake the online training for appraisees, Action 2.4 & Action 2.5. As part of their remit the Career Development Review team will discuss with staff the best way to organise PDRs so that staff feel they are beneficial and will monitor the effects of any changes. Feedback from the focus groups has led to two initial actions. Action 2.6 ensures that discussion of promotion during the PDR is mandatory. The second action, Action 2.7, is a consequence of the School’s line manager structure being separate from the teaching management. PDRs are organised through the line-management structure of the research institute while teaching is managed by the Head of Discipline (HoD) who has no direct line-management authority. This could lead to dis-joints in the PDR process where, for example, input from, and feedback to, the HoD is not always captured. The School has recognised this problem and the HoD will in future formally approve the PDR documentation before and after a PDR interview takes place.

There is a University-wide career development organisation for research staff which offers regular training to address specific areas of priority or need, such as time management, paper writing and presentation skills. Researchers in the School are encouraged to attend these events, often as part of PDR plans. Part of the Career Development Review, Action 2.1, will look at how completion of training is monitored.

The Promotions Process within the School is separate from PDRs and follows a University-wide protocol. The School’s Career Development Review team will investigate how best to provide support during the promotions process. They will be responsible for organising a meeting to explain the promotion process. They will also further analyse the focus group findings to see if the School’s internal processes can be improved. An internal website will be added, explaining the local arrangements for promotion, Action 3.5.

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

The School implemented a formal induction procedure for all staff in 2007. It has since been refined and is now used to introduce all new members of staff to the School. The areas covered in the induction process vary depending on grade and role, but for new members of academic staff it includes briefings on School leave and absence policies, the organisation of teaching, research systems, finance and the technical and safety systems. During the induction, new staff are also introduced to the PDR process. The induction process requires that meetings are organised to discuss progress versus agreed training and development goals at 3-monthly intervals for the first year, leading up to the first PDR at the end of one year. Additionally, the induction process includes the allocation by the HoRI of a suitable mentor, to act as an informal guide to the new staff member for the first 12 months of employment.

Equality and Diversity Training is offered to all staff via an online system and will be added to the induction process (Action 3.3). The completion rate is currently 16%, which is higher than most other Schools in the college. We will continue pushing for existing members of staff to undertake the training. The university-wide Dignity and Respect Policy will also be added to the School's induction pack, Action 3.4.

The initial information provided about leave and absence policies will be backed up by the school web page providing information on local implementation of policies which will include flexible working, Action 3.5.

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

A personal tutor, who can be a female member of staff if requested, provides pastoral support for undergraduate students. Students on taught postgraduate degrees (such as MSc) are not currently assigned a personal tutor but the university is planning to change this possibly as soon as academic year 2013-14. PhD students are assigned three supervisors at the beginning of their studies. The third can be from a different research institute and the student will be involved in the selection to accommodate any cultural, religious and gender issues. The Edinburgh University Students Association (EUSA) offers a women's group that provides peer support for female postgraduate students. The School Postgraduate Experience Committee (SPEC) has female postdoctoral and postgraduate representatives, and offers a channel for students to feed back on their experiences.

New postdoctoral research staff (known as PDRAs) are assigned a mentor, who can be female if so requested, and the Careers Service offers more formal mentoring support to new staff, which is particularly useful to students transitioning to postdoctoral work.

The School formerly had a post-doctoral society but this has lapsed in recent years. While PhD students were welcome at meetings, it was intended primarily for PDRAs. The society is to be re-started, Action 2.3, but will be called the Researcher Society to ensure that the focus is on PhD students as well as PDRAs.

Organisation and culture

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

- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The main committees within the School of Engineering are:

1. Management Committee (MCOM)

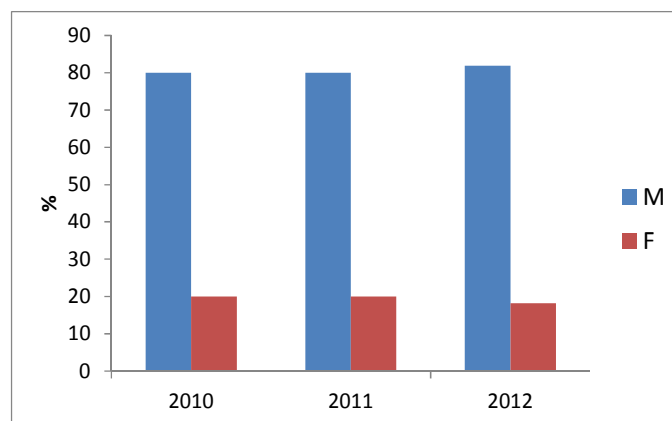


Figure 10. Composition of the management committee by gender

All members of the Management Committee (MCOM) are ex officio members. It is chaired by the Head of School and consists of the Director of Research (DoR), the Director of Teaching (DoT), the five Heads of Research Institutes (HoRIs), the Director of Professional Services (DPS) and the Deputy School Administrator (Finance/PGR). In 2012, the Head of the Graduate School (HoGS) was added to the MCOM.

2. Teaching Policy Committee (TPC)

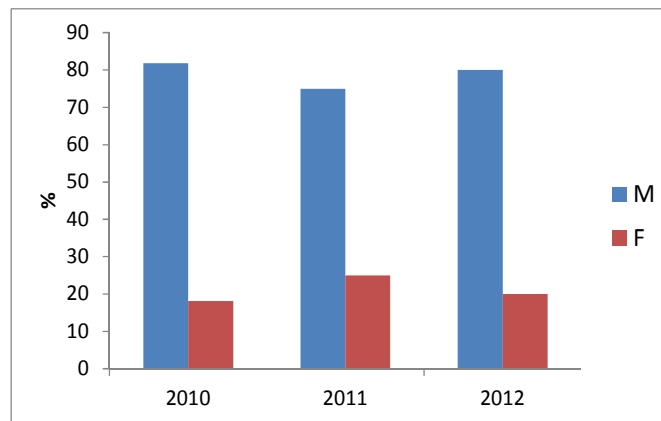


Figure 11. Composition of the teaching policy committee by gender

All members of the Teaching Policy Committee (TPC) are ex officio members. It is chaired by the Director of Teaching (DoT) and consists of the four Heads of Discipline (HoDs), the Teaching Organisation Administrator, the Deputy Director of Teaching (Recruitment and Admissions), the Convenor of the Board of Studies, and the Head of School (HoS).

3. Safety Committee

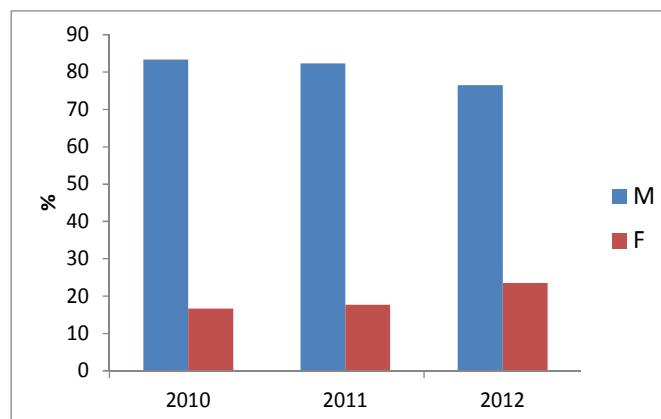


Figure 12. Composition of the safety committee by gender

The Safety Committee consists of the Head of School (HoS), the School Safety Advisor (appointed by the HoS), the School Safety Sub-Committee Convenors (appointed by the HoS in consultation with the Heads of RI and School Administrator), other specialist safety advisors, the Technical Services Manager (TSM), the IT Services Manager (ITSM) and Director of Teaching (DoT).

4. Technical Services Committee

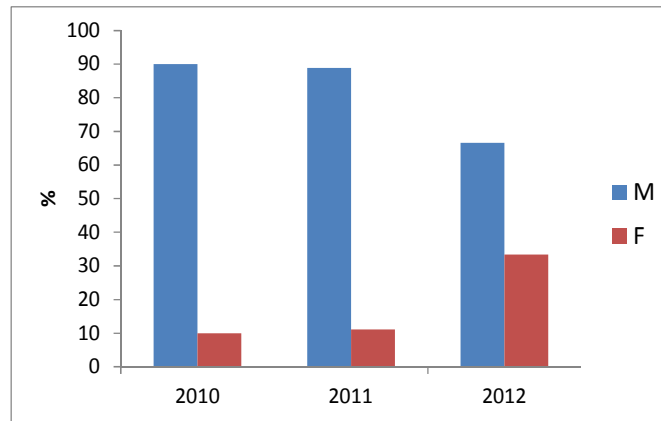


Figure 13. Composition of the technical services committee by gender

This committee is chaired by an academic appointed by the HoS and comprises the Technical Services Manager (TSM), one representative from the technical support team (nominated by the TSM), one academic from each RI, nominated by the HoRI and one Head of Discipline (HoD) nominated by the Director of Teaching (DoT).

5. IT Services Committee

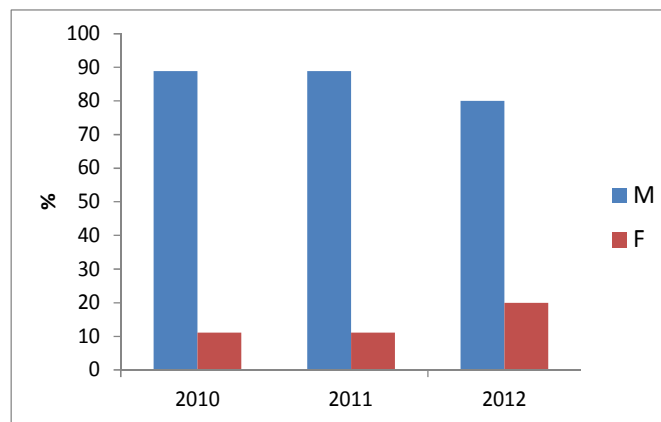


Figure 14. Composition of the IT services committee by gender

The IT Services Committee is chaired by an academic appointed by the Head of School (HoS). The Chair is automatically a member of the College Computing and IT Committee. The committee comprises the IT Services Manager and Deputy IT Services Manager, one academic from each RI, nominated by the HoRI, the Deputy School Administrator and the Director of Teaching (DoT).

6. Postgraduate Committees (2)

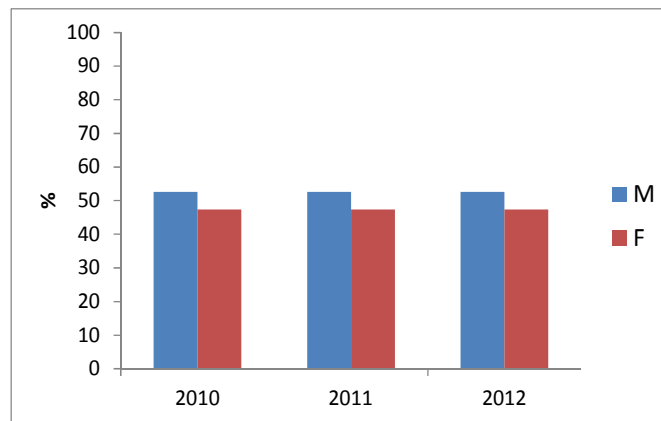


Figure 15. Composition of the postgraduate committee by gender

The *Postgraduate Experience Committee* (SPEC) consists of Head of Graduate School; the Graduate School Clerical Support Officer (secretary); the Graduate School Administrator; the Deputy School Administrator (Finance/PGR); the Head of School; the Director of Research; the Director of Teaching; from each RI there is one academic with a depute, one postdoctoral researcher and one research student, all nominated by the HoRI.

The *Postgraduate Progression Committee* (SPPC) consists of Head of Graduate School; the Graduate School Administrator (secretary); the Deputy School Administrator (Finance/PGR); the Head of School; the Director of Research; the Director of Teaching; and one academic from each RI with a depute, both nominated by the HoRI.

This leads to a combined committee membership of:

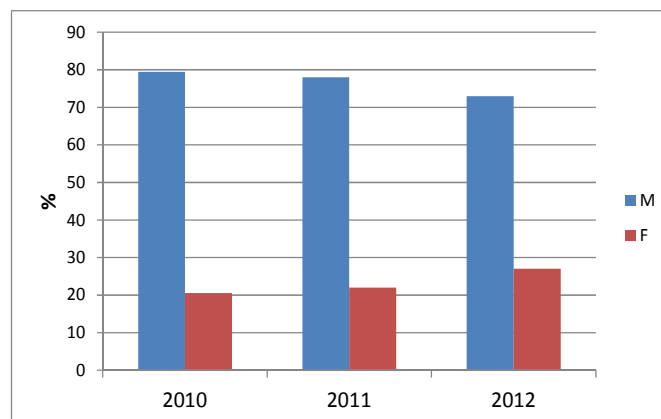


Figure 16. Composition of all the School's main committees

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

Table 7 Number and percentage of staff on fixed term contracts by gender

Year	Female					Male				
	Permanent		Fixed-term		Total	Permanent		Fixed-term		Total
	N	%	N	%	N	N	%	N	%	N
2010	16	57.1	12	42.9	28	80	56.7	61	43.3	141
2011	17	68.0	8	32.0	25	75	56.4	58	43.6	133
2012	16	69.6	7	30.4	23	76	58.5	54	41.5	130

The percentage of staff on permanent contracts is similar for both genders. While the School would prefer for it to be higher, it is not considered a gender issue.

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

- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The overall female:male ratios for committee membership are in-line with the female:male academic staff ratio. The Management Committee is the most influential committee and these positions are filled by role. All of the roles are, in turn, advertised and awarded in competition. They are however, currently filled by mainly professorial staff at which level there is a very small pool of available female academic staff. This means that the career development actions are important in order to improve the gender balance on committee membership.

As we have very few female academic staff at UE08 and above committee overload could be a significant problem. The School workload model (which is currently under development) will be used to address this issue.

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

Results from the surveys and focus groups showed that workload modelling is of a concern to staff with many feeling they are asked to take on tasks by managers who know neither their current workload nor the incremental load that the new task represents. It was also felt that all tasks are not valued equally. The School does not currently have a workload model. Action 2.11 is to develop one. Once in place the workload model will be fed into the PDR process, Action 2.12. It will also be reviewed annually as a whole to ensure an equitable allocation of tasks.

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

Where possible meetings are held within the hours of 10-4 and never outside of 9-5. It is the responsibility of the meeting organiser to ensure the flexible work patterns of all attendees are taken account of. A great deal of effort has been taken in the scheduling of “all staff” meetings to allow maximum attendance. However social functions organised by the School are frequently held at 4pm on a Friday – a time that can disadvantage staff who work part-time. The Athena SWAN process has highlighted this and social events are no longer always held at the very end of the working week.

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

The School prides itself on the multicultural make-up of its staff. The associated diversity creates a powerful and inclusive environment that is based on respect and mutual understanding of differences. In conducting everyday business within the School there is no great degree of formality but this does not mean a loss of respect for any staff member irrespective of seniority or grade. The working ethos of such a diverse academic community requires that distinctions can only be made based on quality of work, academic scholarship and leadership *but not on gender*.

The School actively engages with College and University E&D committees and section 3 of the Action Plan is designed to embed that commitment into the wider school environment. Action 3.1 requires Athena SWAN, as part of the wider E&D remit, to be a standing item on the agenda of all meetings of the Management Committee. Staff will be consulted on the impact of the Action Plan at “all staff” meetings, Action 3.2.

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

The School’s outreach activities are organised by a male member of staff in the teaching organisation. Participation of staff members is not recorded centrally and does not automatically feed into the appraisal process. The introduction of the workload model, Action 2.11, will address this.

Action 1.1 and Action 1.2 address the issues of female staff and students involved in outreach through the LEAPS program and at open-days. The School’s Researcher Society will also be involved in supporting outreach.

Flexibility and managing career breaks

- f) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Seven members of academic staff took maternity leave in the last three years. All returned to work following their leave period. One member of academic staff was promoted while on maternity leave.

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

Table 8 Numbers taking Paternity, Adoption and Parental Leave between 2010 and 2012

	Male	Female
Paternity Leave	7	N/A
Adoption Leave	0	0
Parental Leave	0	1

Five members of academic staff and two research staff have taken paternity leave in the period. There have been no requests for additional paternity or adoption leave in the School in the last five years. One member of academic staff has requested parental leave and this was granted.

As part of Actions 3.5 and 4.1 we will improve information sharing with staff about paternity, adoption and parental leave.

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

Many members of academic staff work flexibly without placing a formal flexible working request. Two members of staff have requested part time hours - one member of Academic staff (Grade 8) and one member of research staff (Grade 7). Both requests have been granted. We have no record of, and are not collectively aware of, requests for flexible working having being denied.

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

- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The School encourages staff to discuss managing their working hours with their line managers and to maintain an open dialogue about any changes that may impact on their ability to meet their work commitments. Overall it is felt this is a positive approach and allows staff a degree of flexibility in achieving a work life balance.

Broadly speaking academic and research staff are expected to make adjustments to their own work schedule to accommodate the type of work they are engaged in at any given time. Where a member of staff has identified that a significant change in working hours is required indefinitely, a change of hours is discussed with their line manager and, pending approval of the line manager and the Head or School or Director of Professional Services (depending on the staff area), arrangements for flexible working are formalised.

One problem with the flexible working system that has been highlighted by the self assessment process is that the relevant head of teaching discipline is not necessarily involved in discussions regarding flexible working and this can lead to problems in the scheduling of teaching. We will clearly disseminate the School's guidelines for applying for flexible working, Action 3.5. These guidelines will have the added requirement that the relevant Head of Discipline accepts and approves the granting of a flexible working request, Action 4.4.

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

Where cover is required this is discussed with the line manager and the Head of School. Academic staff may use suitably qualified PDRAs to cover teaching commitments, otherwise the work is distributed amongst the wider teaching staff of the appropriate discipline or it is sometimes possible to contract specific courses to colleagues from other schools or other local institutions.

Female staff members returning to work discuss their requirements with their line manager and make arrangements for returning to work by mutual consensus. This has in the past included phasing the return to work, making arrangements for part time working (although not in the last three years) and agreeing flexibility in starting and finishing times to ease the transition back into work. Until recently the University did not provide paid keeping in touch days which meant they were rarely used. The policy has now been changed so that they can be claimed back as time off in lieu.

Where the staff member is working on a grant funded project it is often preferred that instead of cover being provided that time is added on at the end of the project. This, however, is dependent on the conditions of the grant.

As Action 4.1 we intend to produce a document to support both the staff contemplating or taking maternity leave and their line managers. This document will cover HR requirements, encouragement for use of the keeping in touch days and a check-list of things to be considered when leave is arranged. Guidance for members of staff on fixed term contracts, Action 4.2, will also be added.

As the proportion of female members of staff increases, it is likely that the occurrence of maternity leave will increase and arranging cover within the School will become more difficult. We plan to define and implement a maternity cover procedure, Action 4.3. This will ensure that cover requirements for the maternity period are identified early and also include plans for a reduced workload on return and appropriate use of keeping in touch days.

Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

In late semester 2, academic year 2011/12, the School of Engineering initiated a team – The Athena SWAN Self-Assessment Engineering Team or ASSET, to take the lead in improving the practice and visibility of gender equality efforts within the School. It is worth noting that the application process was oversubscribed. The team came together over the summer period and has met approximately every six weeks. Attendance has been close to 100% at all meetings.

During semester 1, academic year 2012/13 all staff in the School were requested to complete a survey based upon the HE STEM Gender Equality Culture Survey. This survey covers topics such as participation and promotion practices, workplace culture, leadership and management commitment, reputation and social responsibility. In addition to answering the set questions, it includes frequent opportunities to add free-form comments. At the same time all students in the School were requested to complete a similar but distinct survey.

The ASSET team analysed and discussed the main issues that arose in the survey responses then planned and implemented two focus groups – one female, the other male – to explore them in more detail with a particular focus on the transition from Grade 8 to Grade 9. The focus groups were well attended and, encouragingly (as with the ASSET team) the ensuing discussions were positive and constructive. A substantial part of the attached Action Plan is derived from the surveys followed by the focus groups.

Athena Swan is about convincing staff of the need for change and effecting the change. In any organization progress is much more likely to be rapid and effective when led, and seen to be led, from the top. Since mobilising ASSET, the School of Engineering has had three Heads of School (HoS) – Prof Alan Murray until summer 2012; Prof Stefano Brandani (interim HoS) until February 2013; and Prof Hugh McCann who took up post very recently - on 1 March 2013. All three HoSs have enthusiastically supported ASSET. It is a very positive sign that, in the few weeks since becoming HoS, Prof McCann has made it clear by his words and his actions that Athena Swan is high on his agenda. He has already devoted a substantial amount of time to supporting ASSET to complete the submission including attendance at the most recent ASSET meeting, further meetings with the co-convenors of ASSET, formal discussion of ASSET at the School Management Committee and preparation of his letter of support.

Change requires that appropriate policies, procedures and processes are in place, are recognized and are heeded. Our Action Plan will ensure progress on this front.

Most important is a change of culture and mind-set in individuals and groups of staff. Our ongoing plans for Athena SWAN and the School's E&D committee include informal activities intended to provoke discussion and to educate staff on issues such as unconscious bias. The members of ASSET have all become strong advocates of Athena Swan and the wider E&D agenda. Their enthusiasm will ensure that their role as informal workplace evangelists will continue for the foreseeable future and their enthusiasm will spread to others.

5. Action plan

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

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

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

The Action Plan is attached as an appendix.

Acronyms

ASSET	Athena Swan Self-assessment in Engineering Team
DoR	Director of Research
DoT	Director of Teaching
DPS	Director of Professional Services
ETO	Engineering Teaching Organisation
EUSA	Edinburgh University Student Association
HoD	Head of Discipline
HoGS	Head of the Graduate School
HoRI	Head of Research Institute
HoS	Head of School
ITSM	IT Services Manager
LEAPS	Lothian Equal Access Partnership Scheme
MCOM	Management Committee
PDR	Performance and Development Review
PDRA	Post-Doctoral Research Associate
RI	Research Institute
SPEC	School Postgraduate Experience Committee
SPPC	School Postgraduate Progression Committee
SRC	Scottish Resource Centre for Women in Science, Engineering and Technology
TPC	Teaching Policy Committee
TSM	Technical Services Manager

Appendix - Action Plan

Aim	No.	Action	Responsibility	Timescale	Success Measure	
UG and PG students						
Work to ensure Engineering at the University of Edinburgh is seen as a good choice for female students	1.1	Encourage female students to become LEAPS volunteers	Schools Liaison Officer	December 2013	Increase of numbers while ensuring proportionate representation of female students across each discipline	3bi 4ev
	1.2	Ensure female staff and students participate at open days. Participation to be recorded to ensure equal share of the workload.	Four HoDs	continuous	Proportionate representation of female staff and students to take part in all open days. At a minimum this will be two female staff, and two female students	3bii 4ev
	1.3	Survey all UG 1 st year students to establish reasons for choosing Edinburgh. Analyse results and feedback into subsequent recruitment exercises	ETO Manager	September 2013 and annually	Improved understanding of the factors influencing successful recruitment. Updated action plan for recruitment	3bii
	1.4	<ul style="list-style-type: none"> • Monitor degree qualification data disaggregated by discipline. • Report to teaching 	ETO Manager	annually from August 2013	Action plan developed to support female students	3bvi

		committee <ul style="list-style-type: none"> Implement further actions as necessary 				
	1.5	Assign all PGR applicants a student ambassador who will contact them during the period between an offer and an acceptance	PG administrator	Academic year 2013/14	Increase in female PGR students	3biv 3bv
	1.6	Revise PGR recruitment materials. Include Athena SWAN logo, male and female students in pictures and information about relevant policies	PG administrator	Academic Year 2013/14		3bv

Appointment, Career Support, Appraisal, Promotion						
Improve Career Development Support across the school	2.1	Set up Career Development Review with the following remit: <ul style="list-style-type: none"> to further analyse and report back to school management on focus group reports Monitor the effectiveness of the mentoring program ensure widespread awareness of the promotion process 	MCOM	By September 2013	Review in existence with action plan covering Academic Year 2013/2014 Promotion meeting held annually in the autumn 2013 Staff Survey results show an increase in understanding of the promotion process	3bvii 4ai 4bii
	2.2	School will fund career coaching for three members of female academic staff annually	MCOM	Annually	Staff feel more supported in career development as shown by staff survey and response at staff meetings	4bii
	2.3	Start a Researcher society to provide peer support for post-docs and PhD students	Deputy HoGS	By December 2013	Meets regularly Effective reciprocal flow of information between researchers and academic staff	3bi 4bii 4ciii

Improve PDR perception and uptake	2.4	University PDR training to be compulsory for all staff performing PDRs	HoS	By end of 2013	Report to management committee shows 100% completion of academic PDRs	4ci
	2.5	Advertise PDR appraisee training	DPS	August 2013		4ci
	2.6	Ensure Promotion is discussed at PDR	DPS & HoRIs	By 2014	All staff performing PDRs to have undertaken training	4ai
	2.7	Improve information exchange between HoRIs and HoD before and after PDRs	HORIs & HoDs	End 2014		4ci
					Improvement of 5% per annum in perception that PDR is effective from 50%	
Increasing the number of female applications	2.8	Job adverts to include family friendly section	E&D committee (to develop) MCOM (to implement)	By September 2013	Female academic applicant numbers to rise.	3bvii
						4a
	2.9	Provide School Management with unconscious bias training supported by SRC and promote and engage with the university provided unconscious bias training	E&D Committee	End 2013	Increased understanding of gender differences in recruitment	4bi
						3bvii
						4a

		when rolled out.				
	2.10	Analyse and report on two recent recruitment exercises that attracted significantly different numbers of female applicants	E&D Committee	By March 2014		3bvii 4a
Workload modelling	2.11	Develop a robust workload model covering teaching, admin and civic duties which is reviewed annually by HoS	HoS	January 2014	Survey results show an increase in proportion of staff who feel work is allocated equitably and transparently.	4eii 4ev
	2.12	Feed workload model into PDR	DPS	From January 2014		4eii

School Culture and Environment						
Embed Knowledge and awareness of Athena SWAN principles and related policies	3.1	E&D to be a standing item at Management Committee Meetings. A member of MCOM to be on E&D Committee	MCOM	Ongoing	Athena SWAN activities become a natural part of School strategy and planning and are considered in any decision making.	4eiv
	3.2	Annually, at a whole school meeting, discuss progress on actions to allow staff to give feedback on the perceived impact of actions	E&D Committee	From September 2013		Staff are aware and understand the School's commitment to the Athena SWAN agenda. This will be measured through future annual surveys and annual school meeting.
	3.3	E&D online training to become part of induction	DPS	By September 2013	4cii	
	3.4	Dignity and Respect statement to be added to staff and student induction packs	DPS, ETO Manager, Graduate School Administrator	By September 2013	4cii	
	3.5	Add webpage providing details of the School's implementation of local policies including PDR, promotion, flexible working.	DPS	September 2013	4ci 4cii 4fii 4gi	

Flexible Working and Career Breaks						
Maternity/Paternity/ Adoption Leave	4.1	Provide guidance on how leave should be arranged, including encouraging use of the keeping in touch days	DPS	March 2014	Staff taking maternity/paternity/adoption leave feel supported before and after returning from leave	4fii 4gii
	4.2	Develop guidance for leave for staff on fixed term contracts	DPS	March 2014		4gii
	4.3	Define and implement a cover procedure	DPS	March 2014		4gii
Flexible Working	4.4	Ensure teaching requirements are considered as part of flexible working discussions	HoD, ETO & MCOM	From April 2013	Fewer conflicts between flexible working requests and teaching scheduling	4gi