



Athena SWAN Bronze department award application

Name of university: University of Edinburgh

Department: School of Engineering

Date of application: 30th November 2016

Date of university Bronze and/or Silver Athena SWAN award: Bronze 2006, renewal 2009, renewal 2013, Silver 2015

Contact for application: Dr Katherine Cameron/Prof. David Ingram

Email: K.Cameron@ed.ac.uk/David.Ingram@ed.ac.uk

Telephone: 0131 650 5913/0131 651 9022

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.

Abbreviations	
DoPS	Director of Professional Services
E&D	Equality and Diversity
HoS	Head of School
IET	Institution of Engineering and Technology
PDRA	Post-Doctoral Research Associate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
SPEC	School Postgraduate Experience Committee
SPPC	<u>School Postgraduate Progression Committee</u>
UG	Undergraduate
UKESF	UK Electronics Skills Foundation
WES	Women's Engineering Society
WISE	Women in Science and Engineering

In this submission references to our new Action plan are in bold. There are two appendices:

- Appendix 1: New Action Plan
- Appendix 2: Progress on our previous Action Plan

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

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



THE UNIVERSITY *of* EDINBURGH

SCHOOL *of* ENGINEERING
The University of Edinburgh
Sanderson Building
The King's Buildings
Edinburgh EH9 3FB
Scotland UK

30 November 2016

Telephone: +44 (0) 131-650-5566
University Switchboard: +44 (0) 131-650-1000

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

Dear Sir/Madam,

I'm pleased to present our Athena SWAN application. The 2013 Bronze award and implementation of the associated action plan have greatly increased awareness among staff of the issue of gender equality, and concentrated the minds of the School Management Committee. For example, we are now a member organisation of Women In Science and Engineering, WISE.

In the context of a University growth strategy and at a time of unprecedented demand for engineering graduates in the UK (Perkins Report - BIS/14/1164), the School has embarked on a strategy for growth which will continue until 2025, aiming to grow academic staff numbers by 50% and student numbers by 30%. Ensuring that our School attracts an increasing share of female staff and students is central to delivering these targets; attainment of an Athena SWAN award is therefore a critical element in our strategy. The School has at its heart the central philosophy of the Athena SWAN Charter in recognising advancement of gender equality through representation, progression and success for all.

Our staff recruitment process is gender-neutral, and is supported through extensive training activities. Nevertheless, it remains a source of great disappointment that we still do not attract enough female applicants for staff positions, despite efforts such as improving the family-friendly wording in job advertisements, advertising in media which we believe to be read by a female audience, and membership of WISE. This challenge is one of the biggest facing the School.

The School has run workshops on the University promotions process, specific to academic staff and research staff, to make transparent what was hitherto regarded as a 'black box', reducing the perceived hurdle to entering the process. With 100% completion of Annual Reviews in our School in the last 2 years, individual members of staff, in all categories, have an expectation that their development needs are discussed openly and constructively on an annual basis.


We are committed to liaison with schools and 6th Form colleges both in the UK and overseas, and we plan to continue to invest in this activity. I am pleased with the results of this activity: 23% of our undergraduate students are now female, well above the national comparator data of 14%; the percentage of females on our postgraduate taught programmes has remained stable, and above the national average.

HEAD OF SCHOOL Professor Hugh McCann FREng FRSE
DIRECTOR OF RESEARCH Professor Jason Reese
DIRECTOR OF TEACHING Mr S W Warrington

The Self-Assessment Team for this submission comprises a diverse group, including some from the original Bronze team and several recent staff arrivals. I am indebted to this team for their ongoing efforts to spearhead the implementation of initiatives to support our continuing commitment to the advancement of gender equality within our School.

The actions we have taken so far constitute a solid foundation on which to build through our Silver Action Plan. I am committed to ensuring greater female participation at all levels and look forward to the benefits this will bring in the medium to long term.

Yours faithfully,

A handwritten signature in dark ink, appearing to read 'Hugh McCann', written in a cursive style.

Prof. Hugh McCann FEng FRSE
Head of School

2. The self-assessment process: 986/1000 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

Self Assessment Team Members	
Name	Role & Experience
Dr Katherine Cameron (Co-convener)	Katherine has completed 3 post-docs, a PhD and a MEng degree within the School.
School Athena SWAN Champion, Student Industry Liaison Manager	She is a single parent with a young daughter who works full time and makes use of the University's policy on flexible working.
Professor David Ingram (Co-convener) Co-Chair of the School E&D committee, Director of Discipline for Engineering Mathematics	David is a member of the School Management Committee (with responsibility for E&D issues) and was previously the School's Director of Research and Head of the Graduate School.
Fiona Alderson Technical Services Manager	Fiona manages 2 female and 24 male technicians who provide technical support for all research and teaching areas. Previously she worked for 34 years in the contract research industry, 18 of these on a part-time basis whilst her children were growing up.
Dr Hannah Chalmers School E&D Coordinator, Co-chair of the School E&D Committee and Senior Lecturer	Hannah has experience of the promotion process and attends the College E&D committee.
Anna Creery PGT Conversion Officer	Anna works within the School's Student recruitment team. She is Canadian and prior to joining the School of Engineering was employed in Canadian higher education institutions. She is in a dual career marriage.

<p>Laura Finlay</p> <p>Research Associate</p>	<p>Laura is a Research Associate in ocean energy, working on a fixed term contract.</p> <p>She has recently returned from maternity leave and now works a four day week.</p>
<p>Stephen Graham</p> <p>Graduate School Administrator</p>	<p>Stephen has responsibility for Research students and the administration of the Industrial Doctoral Centre for Offshore Renewable Energy.</p> <p>Prior to joining the School of Engineering, he worked with the Business School for two years.</p>
<p>Dr Yuner Huang</p> <p>Lecturer</p>	<p>Yuner joined the School in 2015.</p>
<p>Dr Jiabin Jia</p> <p>Lecturer</p>	<p>Jiabin joined the School in his first academic position in 2013.</p> <p>He is married with a five year old son and always tries to balance work and family life.</p>
<p>Monika Kreitmair</p> <p>PhD student</p>	<p>Monika is a 3rd year PhD student, having completed her taught MSc in the School and holding a MPhys from the University of Oxford.</p> <p>Though she has not needed to make use of flexible working schemes she nonetheless recognises the great impact this can have on career paths, especially in the case of early-career researchers.</p>
<p>Bridgeen McCloskey</p> <p>Director of Professional Services</p>	<p>Bridgeen has been the Director of Professional Services in the School for 10 years.</p> <p>Bridgeen is in a dual career marriage and has two primary school age daughters.</p>
<p>Professor Alan Murray</p> <p>Assistant Principal, Academic Support and Head of the Institute for Bioengineering</p>	<p>Alan was Head of the School of Engineering between 2008 and 2012 and a member of the University Athena SWAN Silver Application Self-Assessment Team.</p>
<p>Dr Pankaj Pankaj</p> <p>Reader and International Dean for South Asia</p>	<p>Pankaj is responsible for enhancing the University's engagement with South Asia.</p>

Laura Sturgeon Student Support Coordinator	Laura provides pastoral support to the taught student cohort. She has worked within the education sector for 6 years. She is in a dual career relationship.
Professor Ian Underwood Head of the Institute of Integrated Micro and Nano Systems	Ian co-led our 2013 Athena SWAN application. He is in a dual-career marriage, has two teenage children and in 2008 returned to academia after a 10-year career break during which he worked in a technology spin-out company that he founded.

- 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 responsibility of overseeing the completion of our previous application plan was included in the remit of the School's Equality and Diversity (E&D) committee. In January 2016 this committee formally began the self-assessment process for this application, complemented by co-opted members of staff. The team met five times to assess the data and prepare the submission. During the process, the School's Management Committee considered a list of potential action areas and identified a range of proposals that were used as the starting point for our action plan.

We have sought wider input by surveying all staff in the School in April 2015. This was the second time we had run this survey and number of participants increased by 88%. We also conducted a focus group on career development. The panel was made up of 3 PDRAs, 1 Chancellor's Fellow, 2 Lecturers, 2 Senior Lecturers and 3 Professors. The balance was 5 female, 6 male. This was run as part of our Career Development Review but also fed into the report Equate Scotland produced on our Coaching for Success partnership. This partnership provided career coaching for 6 female members of staff and an end of project report identifying organisational themes which influenced our action plan.

Outside of the School we have benefitted from support from Caroline Wallace, the University's Senior Partner – Equality, Diversity & Inclusion, the University's Athena SWAN network and the College of Science and Engineering E&D committee. Dr Jane Smallman, the President of the Institute of Marine Engineering, Science and Technology and a visiting professor in the School also provided advice and support.

- 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.

At the end of the self-assessment process the E&D committee will have responsibility for ensuring the action plan is implemented and continue to meet quarterly. Administrative support (10% FTE) will be provided from the School and there will be succession planning put in place to ensure continuity while new ideas are brought into the process. We will continue to survey the staff biennially to monitor progress.

3. A picture of the department: 2032/2000 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 is one of the largest in the University, comprising 118 academic staff, 93 research staff, 96 support staff, with around 1,500 undergraduate students, 170 taught MSc students and 380 doctoral students. The School occupies approximately 10,000 m² over eleven closely located buildings on the University's King's Buildings site in South Edinburgh.

Each member of academic staff teaches in one or more of the five engineering teaching disciplines Chemical Engineering; Civil & Environmental Engineering; Electrical Engineering & Electronics; Mechanical Engineering; and Engineering Mathematics (not a graduating discipline). Each member of academic staff is also a part of at least one of the six Research Institutes: Bioengineering; Digital Communications; Energy Systems; Infrastructure and Environment; Integrated Micro and Nano Systems; and Materials and Processes.

The School currently offers 30 degree programme titles including combined degrees with Computer Science, Management and Architecture. The School offers the 4-year BEng and 5-year MEng undergraduate degree programmes and 7 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.

N/A - The School of Engineering does not have any foundation courses.

- (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.

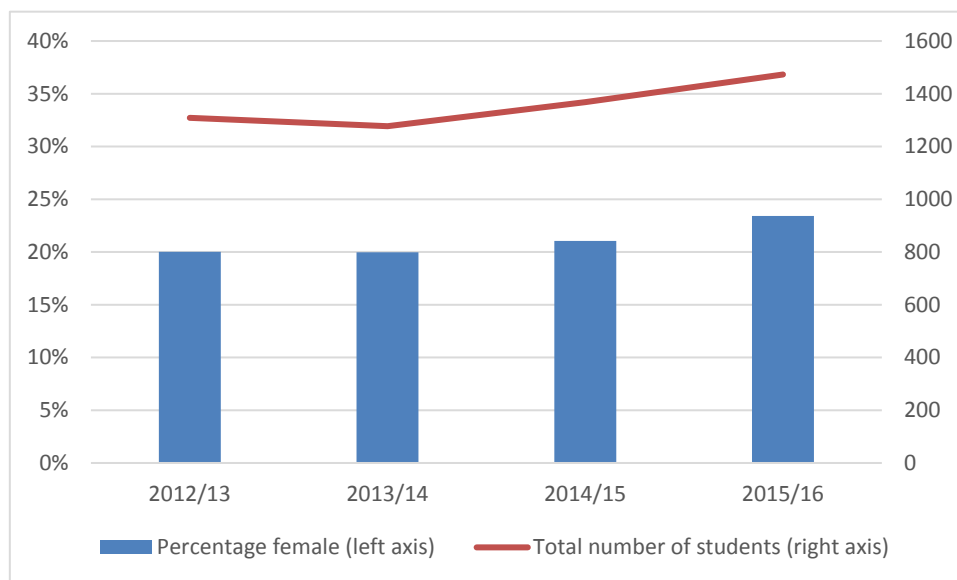


Figure 1: Percentage of female and total number of undergraduate students

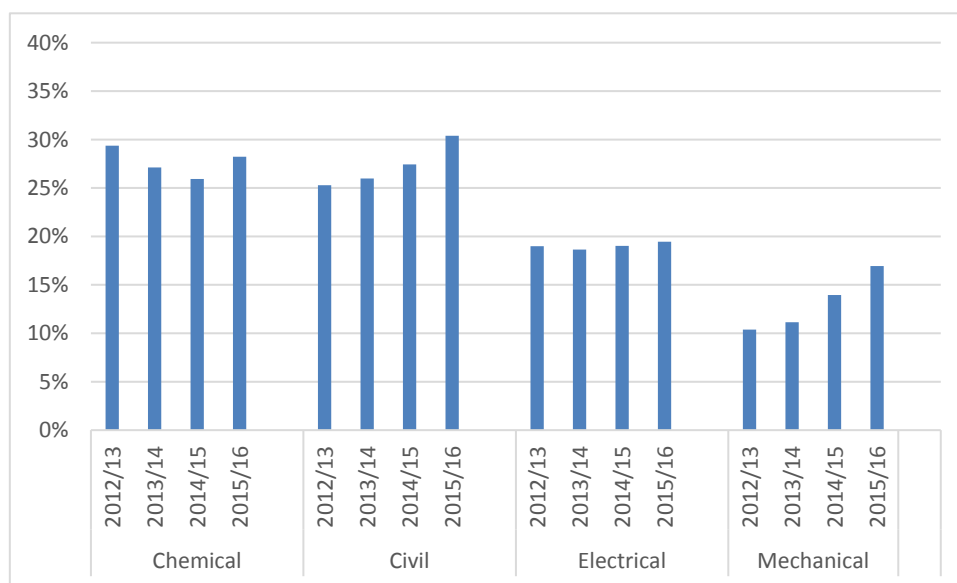


Figure 2: Percentage of female students by discipline (E&M joint honours students are included in the Mechanical numbers)

Table 1: Total number Engineering Student numbers by discipline

	Chemical		Civil		Electrical		Mechanical	
	% female	Total number	% female	Total number	% female	Total number	% female	Total number
2012/13	29%	269	25%	352	19%	258	10%	424
2013/14	27%	284	26%	308	19%	279	11%	404
2014/15	26%	351	27%	277	19%	305	14%	430
2015/16	28%	411	30%	283	19%	293	17%	478
Comparator	26%	N/A	17%	N/A	11%	N/A	9%	N/A

Since 2013 the overall UG student numbers have grown within the School by nearly 200 (Figure 1). In that time the overall percentage of female students has also increased from 20% to 23%. This compares favourably to the National comparator data¹ of 14%. Within individual disciplines, it can be seen that Civil and Chemical engineering have the largest proportion of female students (Figure 2). In all disciplines, we have a higher proportion of female students than the national average, some significantly larger (Table 1).

In our previous action plan we committed to ensuring there were a minimum of two female members of academic staff and two female students present at all open days. This was achieved and newly arrived female students have commented that they felt Edinburgh would be a good place to come because of this.

We are committed to maintaining this position and hope to grow our percentage of female students further. **Action 1.2** reflects the differences in the disciplines and we intend to use all year student questionnaires to identify good practice in individual disciplines that can be shared across the School.

¹ All comparator data is from the HEIDI 2014/15 dataset

- (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.

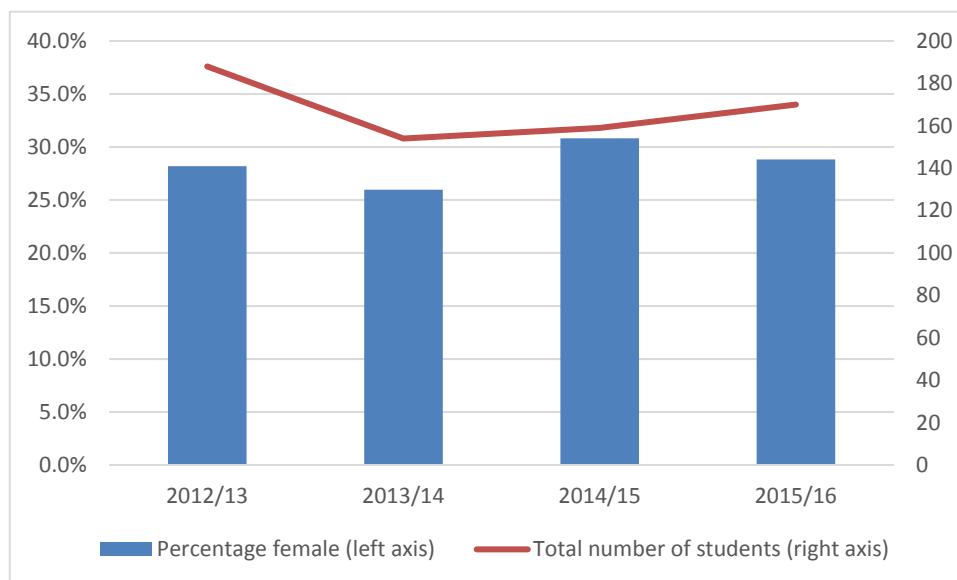


Figure 3: Percentage of female and total number of postgraduate taught students

We have seen a relatively stable proportion of female PGT students from 2012/13 to 2015/16 (Figure 3). While the proportion of female students has dropped slightly from 2014/15 to 2015/16, our female student averages remain considerably higher than the national average of 21%.

PGT recruitment is a strong priority within the School. We are committed to strengthening all PGT student numbers and intend to ensure female student recruitment is particularly emphasised. Full details of how we engage with student PGT applicants can be found in section 3b(v).

- (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.

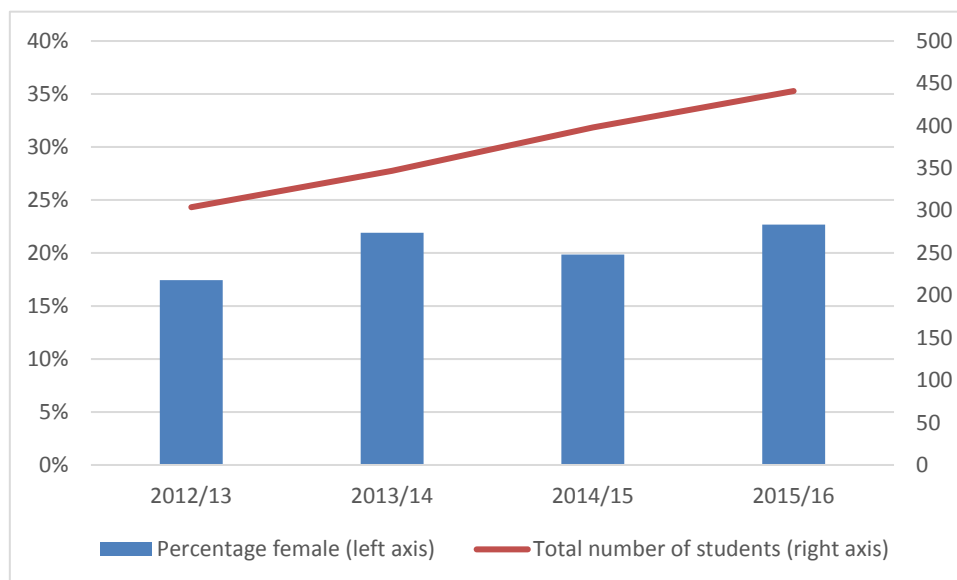


Figure 4: percentage of female and total number of postgraduate research students

Our PGR population has been growing since our last Application (Figure 4). Overall the proportion of female students has been growing but our 2015/16 position of 23% is still slightly below the comparator position (24%).

To encourage more female applicants we have been including the Athena SWAN logo (and our WISE membership logo) in all PGR literature. In addition, we plan to expand our PGT ambassador programme, described in 3b(v), to include PGR applicants [**Action 1.1**] to increase conversion rate and consequently student numbers.

There are more details on our attempts to increase student numbers and encourage female applicants at all levels in section 3b(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.

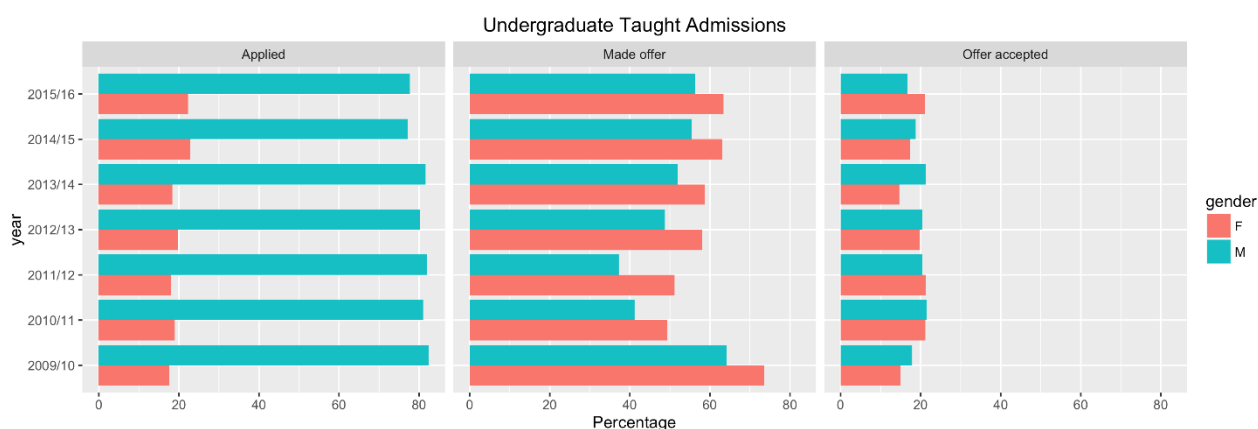


Figure 5: Percentage of total undergraduate student applications, offers and acceptances made by/to female and male students

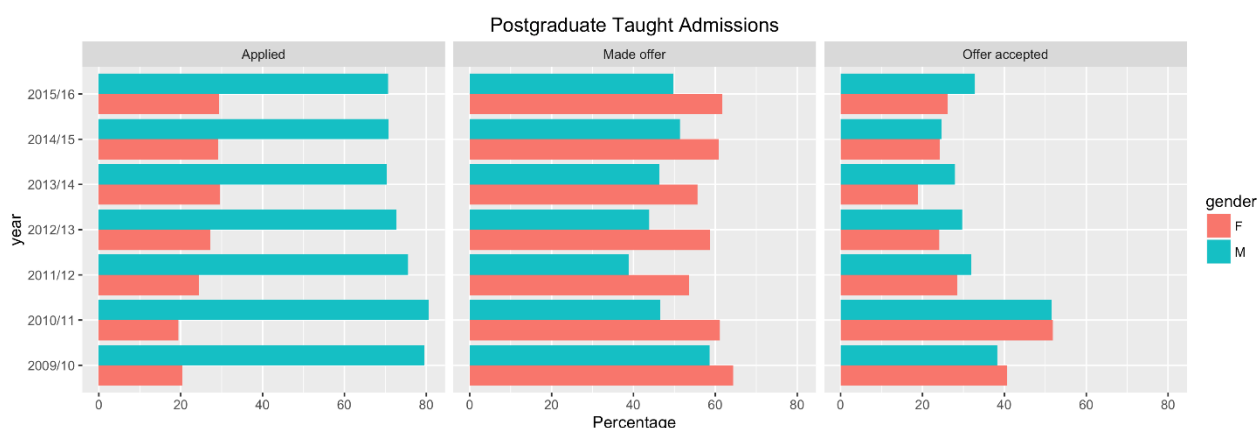


Figure 6: Percentage of total postgraduate taught student applications, offers and acceptances made by/to female and male students

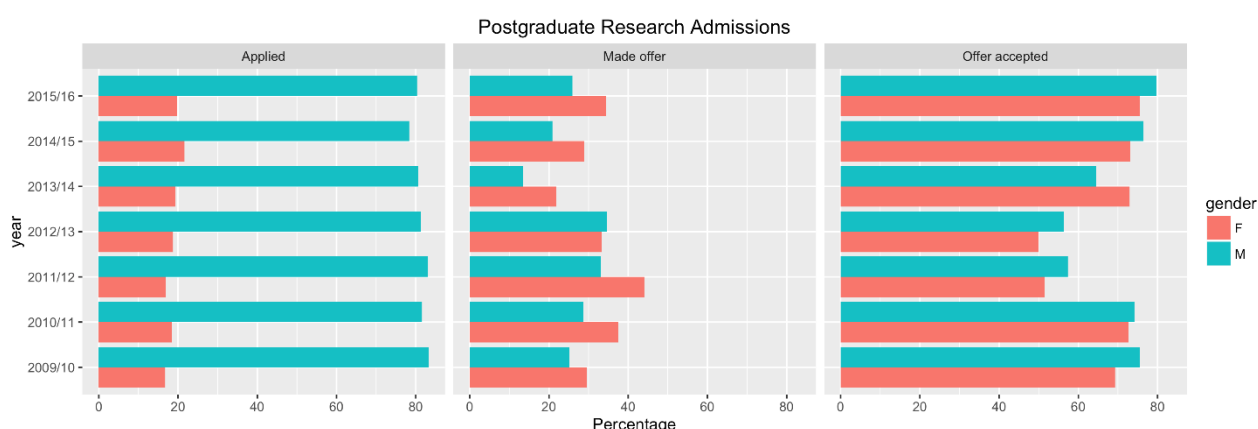


Figure 7: Percentage of total postgraduate research student applications, offers and acceptances made by/to female and male students

These graphs (Figure 5, Figure 6, Figure 7) show the proportion of applications by female and male students, the proportion of female/male applicants that are made an offer and the proportion of female/male offer holders that accept for UG, PGT and PGR students.

At all levels a higher proportion of female applicants are made offers. This is consistent with a higher level of entry qualification. (It will be seen in section 3b(vi) that female students on average receive more degrees of 2:1 and above.)

For UG students the acceptance rate has stayed relatively constant over the last few years with rates typically similar for male and female students.

The PGT and PGR acceptance rate has been consistently lower for female applicants than for male applicants and this continues to be a cause for concern.

PGT students receive communications from the School about their programme and the particulars of getting settled at Edinburgh 9 months prior to their arrival at the School. With these communications we aim to introduce the female students to female academics within their programme as well as providing personalised information about the University, student support, academic services, student funding opportunities and life at Edinburgh. We have also strengthened our virtual visiting days to include talks from current female academics and students. Our recruitment material (both print and online) incorporates images that provide a focus on female students and female academics and now includes guest blogs from female students. We will continue to monitor the effectiveness of these and adapt as necessary.

The PGT recruitment office has piloted a student ambassadors programme for our MSc courses. This programme is aimed at providing applicants with information about their programme from a student perspective, to ease the transition into postgraduate study at Edinburgh. Female students from the current MSc cohort have been recruited as ambassadors. We plan to roll this programme out to the PGR cohort [**Action 1.1**] now the pilot phase has completed successfully. We expect this will increase the acceptance rate.

At all levels we would like a higher proportion of female applicants. We will review all prospectus entries and recruitment material in light of material such as the WISE “People like me” resource pack [**Action 1.3**]. We are delighted that two of our female alumni are included as case studies in the WISE/UKESF joint materials.

We also plan to increase our outreach activities with an expanded Schools engagement programme [**Action 1.4**] which will include engaging with Primary Engineer. Additionally, we will introduce enhanced PhD studentships which will include a remit to be involved in Women in Engineering outreach [**Action 1.6**]. While these are likely to produce slower results, as the key target audiences are school pupils as young as 10, we consider this an important investment in the future of engineering.

- (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.

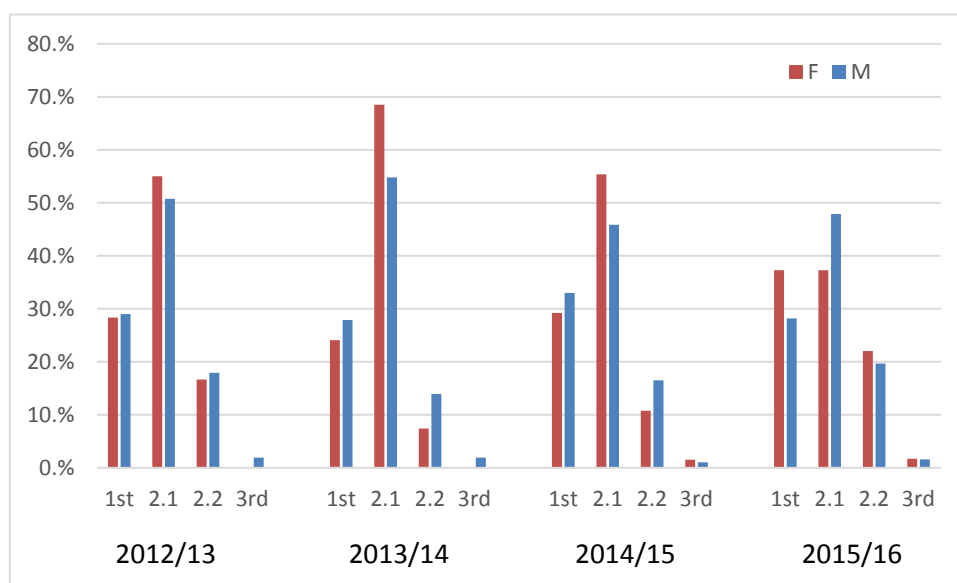


Figure 8: UG Degree classification by gender

In most years a higher proportion of female students received either a 1st or 2:1 degree than their male colleagues (Figure 8). In 2015/16 it was slightly lower (74% against 76%). In that year, however, the proportion of female students achieving a 1st class degree was higher than for male students. During this time we have awarded 31 non-honours UG degrees, of which 5 (16%) were for female students. Additionally, 67 students withdrew after successfully completing 1st or 2nd year, of which 13 (20%) were female. This is proportionate with our student population and not a cause for concern.

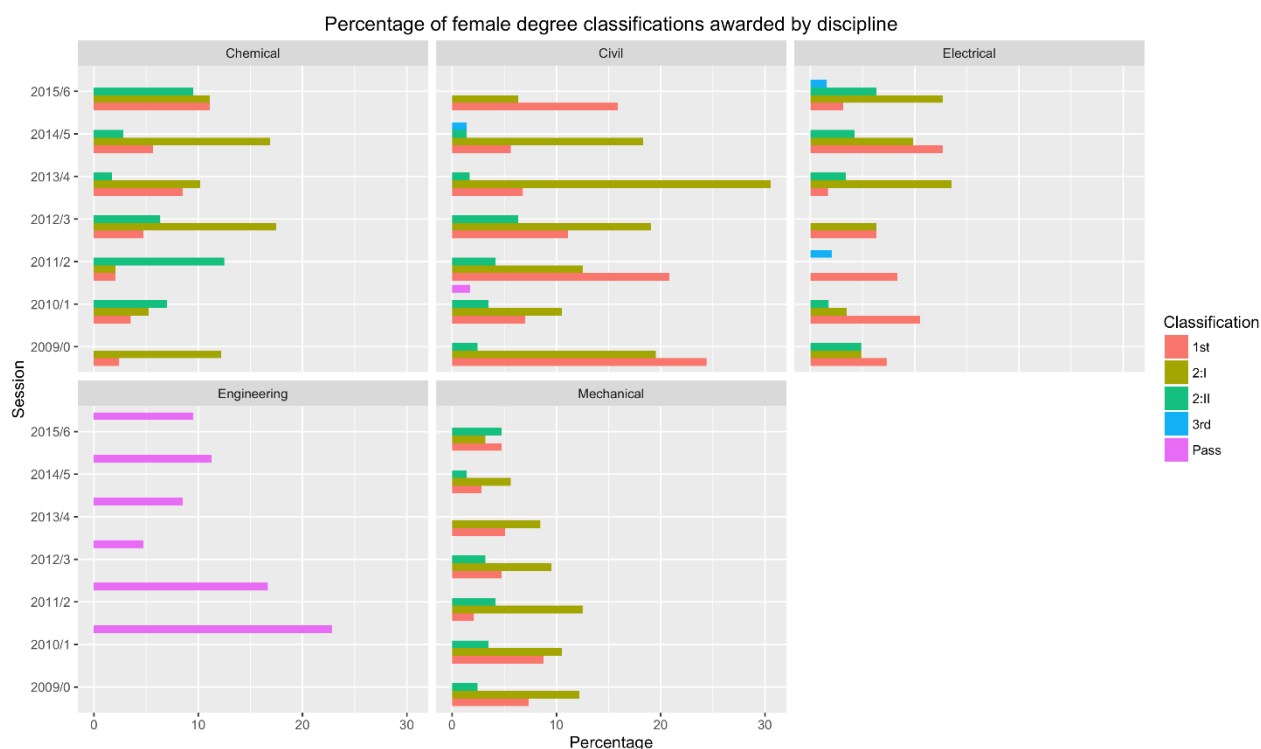


Figure 9: Degree classification by discipline as a percentage of the entire female UG graduating cohort by year

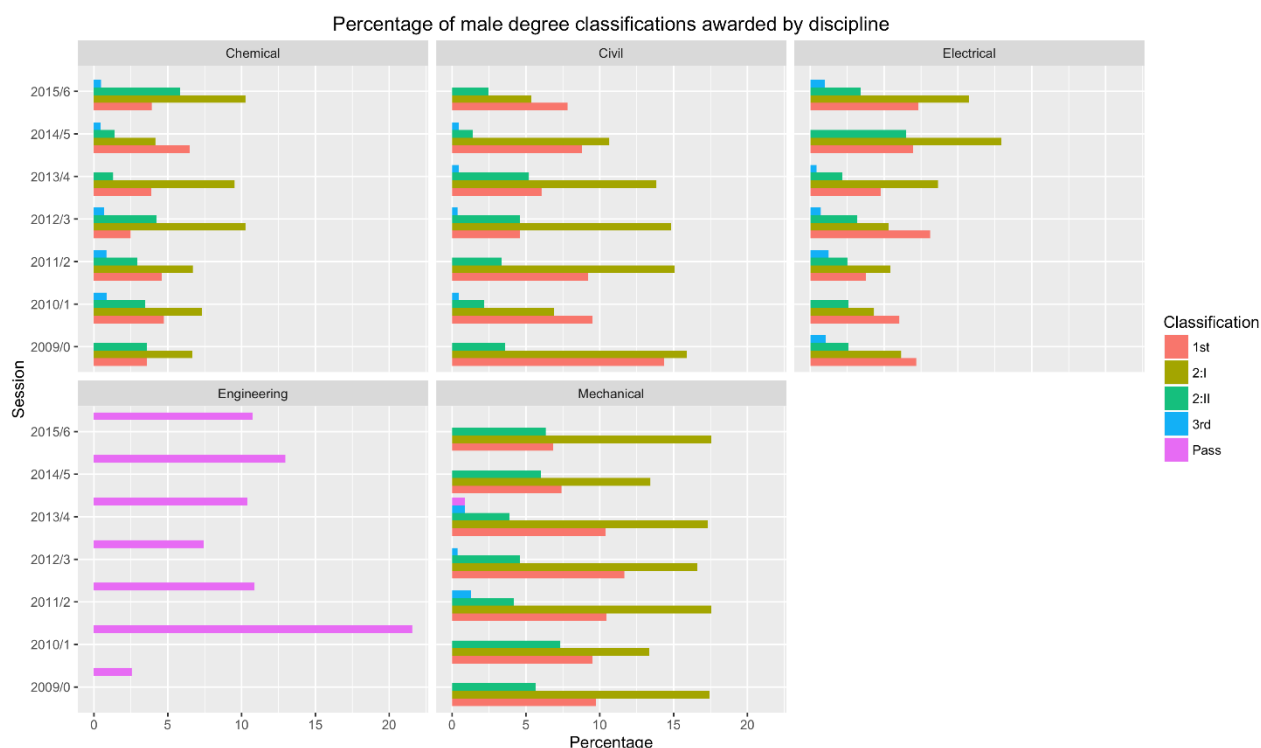


Figure 10: Degree classification by discipline as a percentage of the entire male UG graduating cohort by year

At a whole-School level, female students do not appear at a disadvantage. As part of our previous Action Plan we committed to reviewing graduate exit award by discipline. Figure 9 and Figure 10 show the breakdown of graduating cohort by discipline and year. Those graduating from Engineering are those leaving with a non-honours exit award. The graduating cohort is approximately 300 per year with around 60 of those being female. Over the period 2012/13 - 2015/16 female students received a higher proportion of 2:1 and 1st class degrees than their male colleagues in all but mechanical engineering. In mechanical engineering the percentage is equal.

It, therefore, does not appear that there are any specific discipline related issues. We will continue to monitor this information and pass it to the Learning and Teaching Committee as is now standard practice.

We have also reviewed PGT degree classification². The number of female PGT students who received a distinction dropped significantly in 2014/15 and 2015/16 (Figure 11). We are unsure of the reasons and are continuing to track these results. From Figure 13 and Figure 14 we can see there has been a significant change in award rate in most areas and that the Electronics area has never awarded a distinction to a female student.

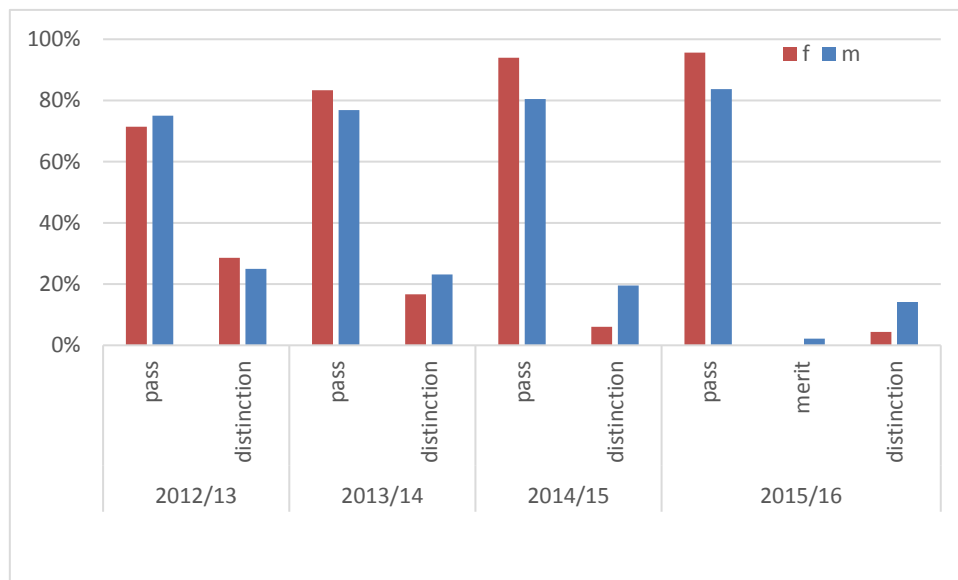


Figure 11: PGT Degree classification breakdown by gender



Figure 12: Percentage of male and female PGT students graduating by area

² In 2015/16 the University started awarding merit classifications.

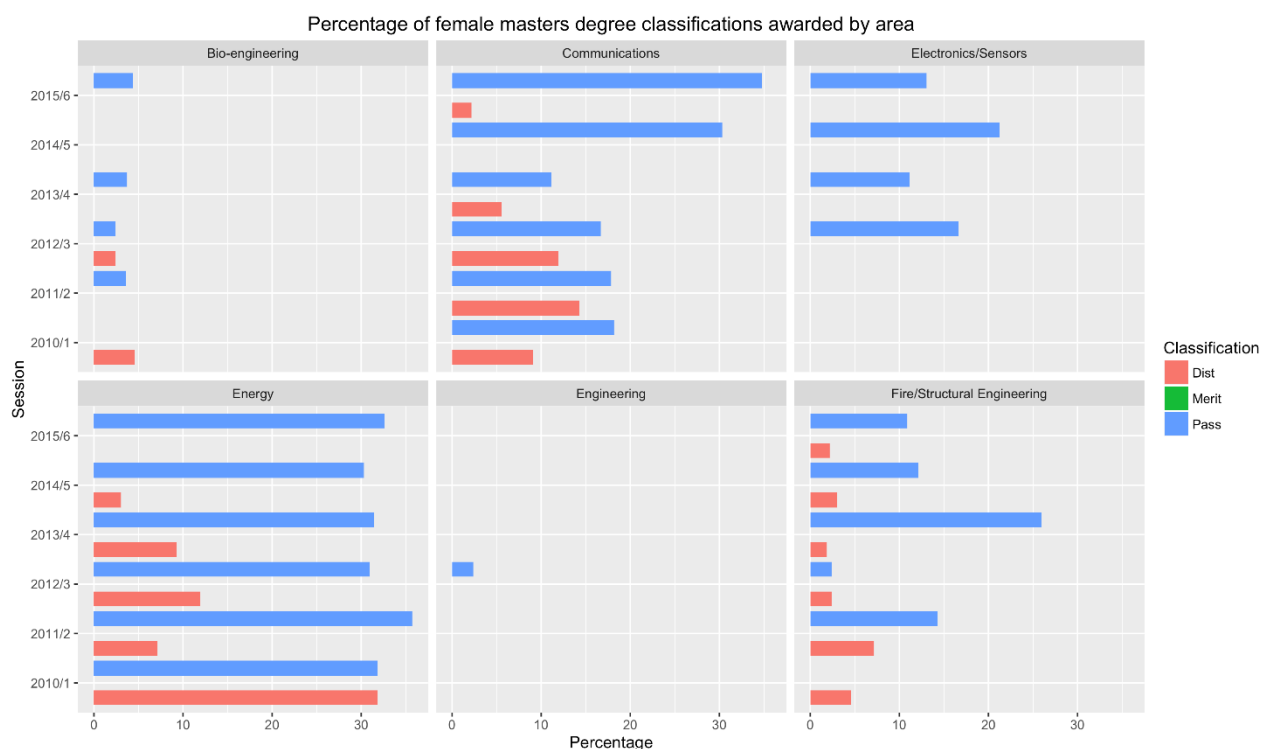


Figure 13: Degree classification by discipline as a percentage of the entire female PGT graduating cohort by year

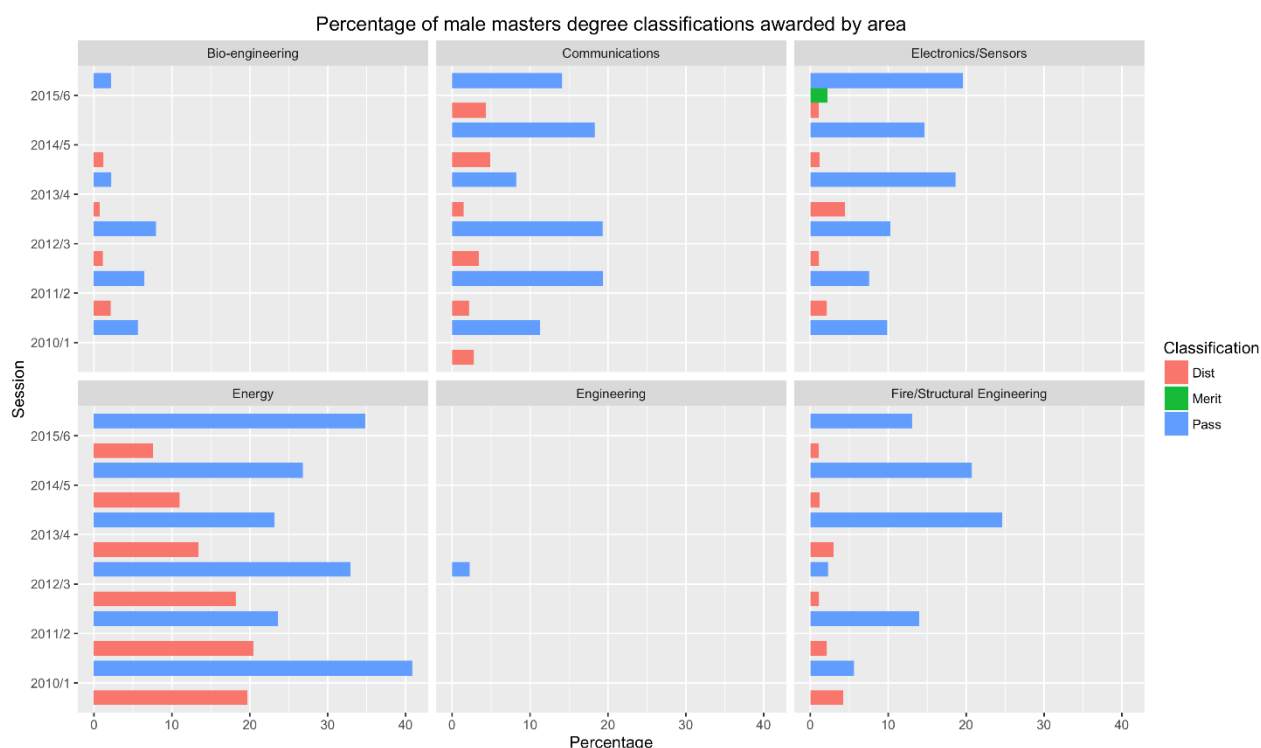


Figure 14: Degree classification by discipline as a percentage of the entire male PGT graduating cohort by year

Our high percentage of female PGT students is linked to a high number of international students, particularly from China, in our PGT programmes. As many of these students are studying in the UK for the first time we have introduced various measures to improve student support. These measures include programme-specific sessions run at the beginning and mid-point of the year in conjunction with the Institute for Academic Development. These sessions are aimed at ensuring

students are aware of the academic rigor involved in successfully completing an Edinburgh MSc degree and recommending study strategies. We have also implemented a test of English at matriculation, to ensure that students with lower-level English language skills are identified and their requirement for English language assistance is known to the Programme Director. In addition to these measures **Action 1.7** commits us to investigating these degree classification patterns further. This will include examining if differences are typically in taught course or dissertation performance. We are also engaging with a PhD student from the School of Education at the University of Edinburgh who is studying the transition of Chinese students from completion of an undergraduate degree in China to a postgraduate degree in the UK. This study is aimed at discovering what unique challenges Chinese students face when they arrive in the UK and how we can best help to mitigate those challenges. We hope to be able to draw out gender factors from this study.

More generally we will work with the University surveys unit to ensure the class teaching surveys enable us to identify any gender bias in the reported effectiveness of our teaching methods [**Action 1.8**].

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

Table 2: Grading System for Academic and Research 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

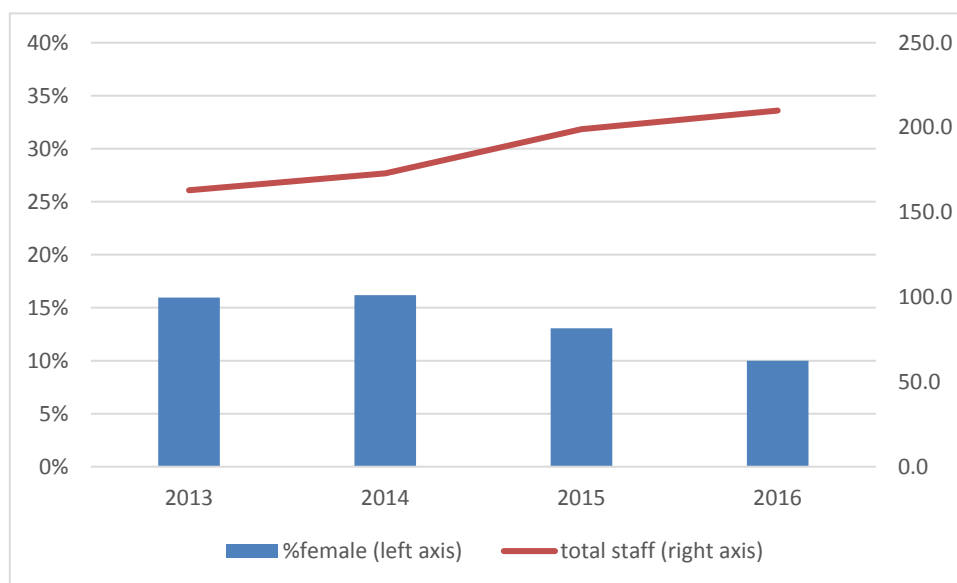


Figure 15: Percentage of female and total number of academic and research staff

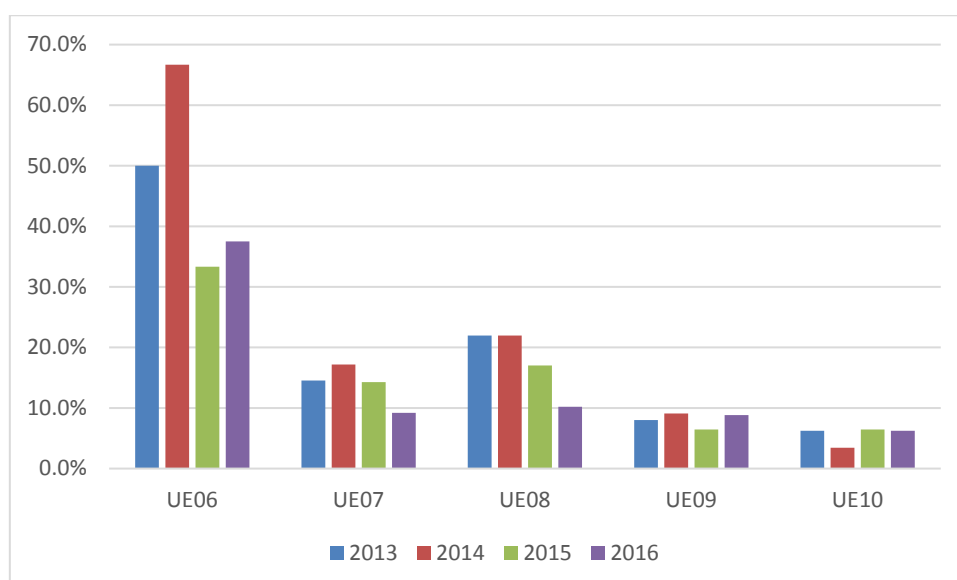


Figure 16: Percentage of Grade X staff that are female by year. (X equals UE06, UE07 etc.) Note that low numbers of staff at UE06 mean large percentage changes can result from a single person.



Figure 17: Distribution across the grades of Female/Male staff by year

Since 2013 our academic staff numbers has risen by 47 (29%). Figure 15 shows that we have not been able to recruit women at a rate that would maintain the percentage of female staff in the School. This has also impacted on the proportion of women at UE08 and UE09 (Figure 16). Figure 17 shows the distribution of female and male staff each year across the grades. While it can be seen that the drop off between grades UE07 and UE08 is less for our female staff, the drop between UE08 and UE09 is steeper. We are keen to address the under-representation of women at higher grades and have taken steps to support women through the promotion process and to seek a greater number of female applicants for new posts. As part of our previous action plan, we have run annual promotion process awareness meetings resulting in 84% of surveyed academic staff agreeing they understand the process. We worked with Equate Scotland to provide career coaching for female academic staff and 75% of the coachees have now applied for promotion. A review of career development support within the School was undertaken. The aim of this review was to understand how best to support staff with their career development. The outputs from this review have fed into our new action plan and are discussed in Section 4.

Actions 2.11-2.13 relate to our continued efforts to encourage a larger number of female applicants and are detailed in section 4b(ii).

- (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

	2013		2014		2015		2016	
	F	M	F	M	F	M	F	M
UE06	Data removed to avoid identifying individuals							
UE07								
UE08								
UE09								
UE10								

The university reports voluntary turnover³, as shown in Table 3. The largest number of staff leaving is at grades UE06 and UE07 as these are the grades that contract research staff are most commonly employed on.

The reasons female members of academic staff left over this time period are consistent with the most common reasons for leaving cited by both male and female staff, i.e. appointment at another institution at a higher grade or personal reason relating to family circumstances (e.g. two body problem). The University has introduced a relocation policy for staff at UE08 and above which we advertise to all relevant interviewees to help families settle in Edinburgh in an effort to reduce losses from the latter reason.

³ Voluntary turnover records those who resign from a post and not those reaching the end of a fixed term contract.

4. Supporting and advancing women's careers: 4991/5000 Words

Key career transition points

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

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

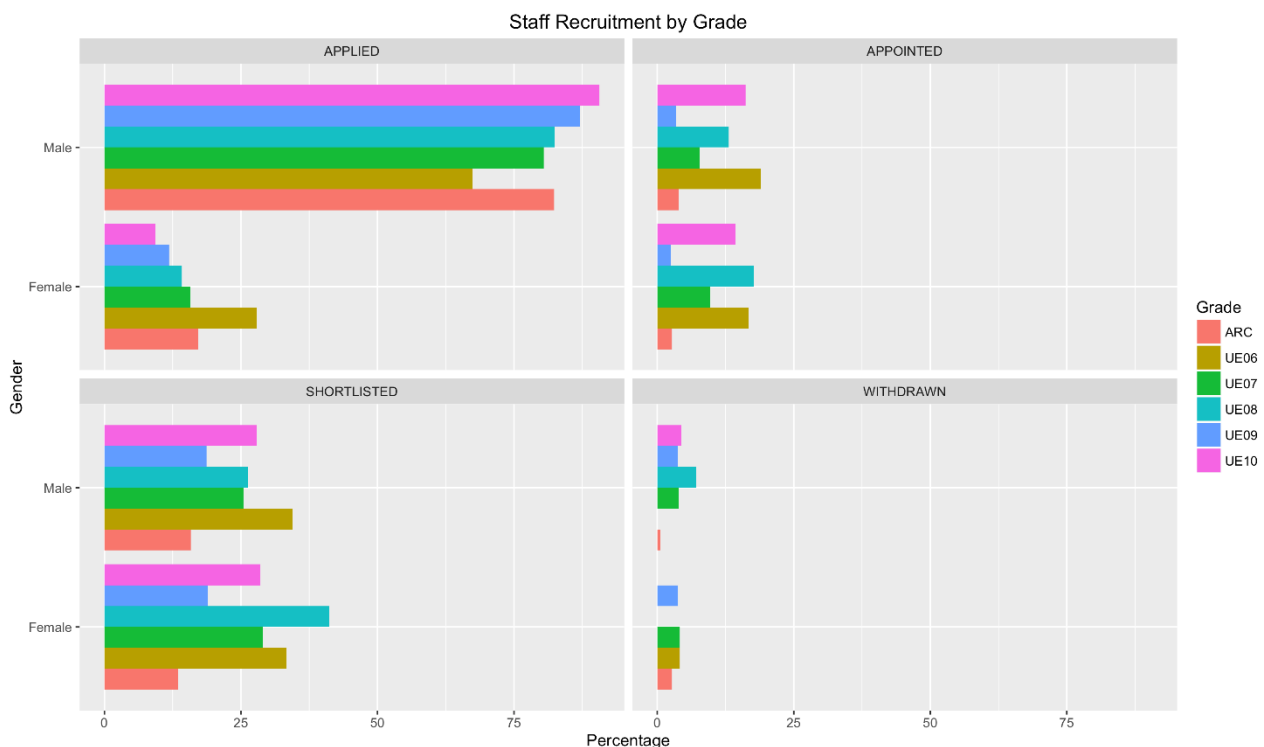


Figure 18: Percentage of female applicants for academic positions between 2012 and 2016

Figure 19 shows the proportion of applications made by male and female applicants between 2012 and 2016. It also shows the percentage of those applications that are shortlisted, appointed and withdrawn. There is a significant difference in number of applications we receive from male and female candidates and this difference is more significant at higher grades. We shortlist and appoint a similar proportion of male and female applicants and are confident that our process after an application is received is gender blind. However, our appointment rate suffers greatly from the low application rate.

To try to improve the application rate, we have included family friendly wording in our job adverts which led to this becoming University practice. We also joined WISE on behalf of the University and advertise our permanent academic positions on their website.

Going forward, we intend to be more proactive in seeking female applicants when positions open [Action 2.11]. Additionally, Action 2.12 commits us to improving the assessment of teaching within the recruitment process. This has been introduced to help distinguish between (predominantly male) candidates with an excessively strong research focus and applicants who bring a more rounded approach to teaching and research. We are also engaging with Equate

Scotland to review our recruitment materials to ensure we do not have adverts that inadvertently dissuade female applicants [Action 2.13].

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

Table 4: Number of promotions by gender and grade. (The number of applications is shown in brackets)

	2012		2013		2014		2015		2016	
Grade applied for	F	M	F	M	F	M	F	M	F	M
UE07	Data removed to avoid identifying individuals									
UE08										
UE09										
UE10										

Table 4 shows that in the last five years we have had 7 applications for promotion from female staff of which 6 were successful (86%). In the same time we had 37 applications from male staff of which 28 were successful (76%). During this time period, female staff made 16% of the applications for promotion and were awarded 18% of the promotions. These numbers are proportionate to the size of the female staff cohort.

There is normally a two stage process for promotion applications. First the Line Manager brings the applications to the School Management Committee. The Committee then review them and, after providing support to revise and strengthen applications, pass on to College the applications they feel meet the promotion criteria. A College or University (the latter only for promotion to UE10) committee makes the final decision. If a member of staff chooses, they can submit their promotion case directly to the College but this is rare and has not been seen during this submission period.

Since our last application in 2013 the structure of the School has changed and line management for academic staff is now through the teaching discipline. Research staff continue to be managed by their project's Principal Investigator. Heads of Research Institute provide research leadership for all Research Institute staff and provide an input to the Annual Review process. Staff may teach in more than one discipline or have affiliations to more than one Research Institute.

The new line management structure balances research and teaching more effectively making it easier for the Line Manager to identify potential promotion candidates. Information from our new annual promotion process workshops and general promotion information is made available on our

School Wiki. Within these workshops we have included advice for staff managing research associates as promotion from UE07 to UE08 is rare and we would like researchers (and their Line Managers) to be aware that it is a possibility.

The Annual Review process has also been updated to more closely link to the promotions process and it is now easier for staff and line management to identify gaps in a member of staff's professional development.

- 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

The School has a set of recruitment procedures which address advertising, shortlisting and appointing a member of staff. Shortlisting and interview panels must contain a mix of genders. All panel members are expected to have completed three online training courses before interviewing (Recruitment Selection and the Law, Unconscious Bias and Equality and Diversity in the Workplace). **Action 3.5** reflects our ongoing commitment to ensuring all relevant staff have completed this training.

From the statistics presented in section 4a(i) we are confident that our selection process is gender blind but we do suffer from a low application rate for females similar to other Universities.

Actions 2.11-2.13 aim to increase the attractiveness of our positions to potential female applicants.

- (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.

Our most significant area of female attrition is currently between UE08 and UE09. There is also a low level of movement between UE07 and UE08 either by promotion or appointment to a lectureship within the School. We have undertaken a review of career development support available in the School. This review indicated that support within the School has improved significantly in recent years but also identified scope for further improvements that have fed directly into our action plan.

Equate Scotland has worked with us to provide six UE07/UE08 female academics with career coaching during 2015/16. This process was particularly useful as the School was provided with an anonymised report at the end of the process evaluating the scheme and identifying common threads that came up during the coaching. All participants rated the coaching experience as useful with 75% deeming it extremely useful.

Through conversations with our staff it became apparent that our research staff were not fully aware of the standard required to be promoted or appointed at UE08. To help research staff make the transition from UE07 to UE08 we will develop illustrative profiles of candidates who are shortlisted for lectureship positions [**Action 2.1**]. This is combined with introducing bi-annual researcher meetings focused on career development [**Action 2.2**], to support better informed choices about career progression.

The value that good quality mentoring can have on career development is fully understood and the School has a mentoring champion who advertises the University's mentoring scheme to staff, including during new staff inductions. Where there have been difficulties finding a mentor through the University scheme, the School has successfully identified additional mentors to meet the demand. The staff survey showed an increase of 25% in academic staff feeling they were provided with useful mentoring opportunities and we will continue to support this [**Action 2.4**].

For a number of years the University has advertised Chancellor's fellowships which are 5-year tenure-track positions for early career researchers. The fellowship initially focuses on research but over the five years the fellows are trained in teaching and student development skills. Fellows are appointed a mentor as part of this process but it was raised at the career development review that shadowing would also be useful. In response to this, **Action 2.17** introduces a shadowing programme for both grant applications and teaching to take place during the early years of the fellowship.

The School has a long-running engagement with the University's leadership programme, including two successful applications for female academic staff to take part in the Aurora Leadership programme in the last two years. We have also run School-specific training for those new to leadership positions. This ties in directly with some of the recommendations from the Coaching programme to ensure managers are trained in empathic listening and coaching skills. We recognise that it would be beneficial for staff to have some "Preparing for Leadership" training before reaching a leadership post and **Action 2.16** formally acknowledges this. We also plan to launch PI training based on a model successfully used in the College of Medicine and Veterinary Medicine [**Action 2.15**]. This will cover all aspects of managing a research project including supporting research staff, managing budgets and equality and diversity.

Career development

- a) 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?

Since our last application we have made significant changes to our Annual Review process and are pleased that we have had a 100% completion rate for the last two years. The Annual Review paperwork for academic and research staff now reflects the structure of the promotion paperwork (including sections on research, teaching and administrative duties) enabling easier identification of suitable candidates for promotion and gaps in a promotion case. The improved process has led to a 14% increase in staff saying they received a helpful Annual Review in the staff survey and was commended during the career development review. We are committed to continuous development of this process, including taking into account best practice from other Schools [Action 2.9] and plan to seek feedback after each Annual Review round to identify areas that could be further improved [Action 2.7]. To support Line Managers in their Annual Review responsibilities, we will ensure that all reviewers are aware of the support and training opportunities that are available to staff they are reviewing [Action 2.8]. We are also committed to resolving one minor issue with the existing system. The School staffing team are developing processes to ensure that research staff who change project or work on more than one project consistently have a clearly identified Line Manager [Action 2.10].

We continue to recognise that research staff face a slightly different set of challenges to permanent academic staff. For example, we have found that researchers are unsure how to put themselves in the best possible position to apply for permanent posts or apply for promotion. To address this the researcher career development meeting [Action 2.2] aims to help researchers start thinking about their next move as soon as they arrive in the School. We will also ensure there are spaces for researchers on our grant writing workshops [Action 2.3]. Additionally, we plan to appoint a School PDRA champion [Action 2.6] who, among other things, will be responsible for developing a School-wide research conference [Action 2.5] to allow collaboration opportunities between research staff to be identified more effectively.

The promotions process within the School is formally separate from Annual Review and follows a University-wide protocol, see section 4a(ii). The promotions process takes into account performance in research, teaching and administration/leadership. A member of the School self-assessment team (Prof. Alan Murray) was involved in developing the University exemplars for promotion through teaching and new criteria for promotion to Reader that consider non-research responsibilities for the first time at this University.

- (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 has a comprehensive induction package which includes written material and meetings with a new member of staff's Line Manager, Head of Research Institute, School Staffing Team, Technical Services and the School Health and Safety representative. As part of the induction new staff are required to complete the University online Equality and Diversity training and are provided with introductory information on flexible working and University leave policies. As new staff are provided with a lot of new information in a short period of time we have developed Wiki pages which contain further information on many of the topics. Additionally, quarterly reviews are held with the Line Manager in the first year.

The University provides a networking reception for new staff and the Institute for Academic Development provides a programme of courses that research and academic staff are encouraged to participate in, as appropriate to their needs. Additionally, cross-School Envisage seminars and seminars and other activities within Research Institutes, provide internal networking opportunities.

There is comprehensive support for relocation for UE08 and above, including a Partner Career Transition programme. A Facebook group is also used to put all arriving staff in similar circumstances in touch and help ensure visibility of relevant activities. For example, the University has an International Women's Club which can help to support development of English language skills for partners.

- (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.

Undergraduate and taught postgraduate (e.g. MSc) students are assigned a personal tutor as a first point of contact for academic, career or pastoral queries. Students can seek advice from a female member of staff if they wish but to ensure that students are aware of this **Action 1.11** commits the School to creating a robust process for accessing this support. Enhanced Personal Tutor training has been initiated in the School and we will ensure that all tutors are given appropriate training in the pastoral support aspects of the role. [**Action 1.10**].

At the PhD level, students are assigned at least two supervisors to monitor their academic progress and tend to their personal development. New PhD students are expected to attend a School induction day, where they are given guidance on the various places of contact for issues

ranging from pastoral care to tutoring queries as well as hearing from current research students. Further information on support and training is available through the School PGR wiki.

Students are also informed frequently of courses and workshops for skill improvement and acquisition via weekly and pop-up emails. These events are offered on different levels, from a sub-School basis (e.g. a SolidWorks workshop organised by the Institute for Energy Systems) to University wide (courses offered through the Institute for Academic Development).

Acknowledging the existence of female-specific issues, particularly prevalent in STEMM subjects, the School has made efforts in supporting young female students specifically. 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. We are also in the process of setting up a Women in Engineering group [**Action 1.5**].

In 2015, the School hosted the 4th annual University of Edinburgh "Women in STEMM" Workshop. This was designed to encourage and inform women and men at various stages in their academic career through keynotes given by inspiring women reflecting on their life choices. The event was successful in attracting considerable interest from students, not only from other Schools but also from other institutions.

The School has engaged with the Careers Service to support the running of a Women in STEMM networking event which has had an engineering guest speaker for two of the last three years. We are now planning a similar event, but engineering specific, where alumni will be invited to speak to our female students at all levels. This will be part of the steps taken to complete **Action 1.9**.

The Careers Service also runs a PhD horizons conference which we encourage our PhD students to attend. This is an opportunity to hear about the variety of destinations possible after PhD study and Engineering has provided a female speaker at the conference for the last two years. Our own researcher society are running events in the up-coming months on the transition from PhD to industry or academia at which some of our female alumni will speak.

Since 2013, the School has offered at least one student internship through Equate Scotland's Careerwise initiative. This paid summer work placement is open for 3rd year female undergraduate students across Scotland and presents a unique opportunity for young students to gain valuable work experience in key STEMM fields. This year we are pleased to be offering five.

Organisation and culture

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

- Management Committee
- School Learning and Teaching Committee
- School Research Committee
- School Health & Safety Committee
- IT Services Committee
- 2 Postgraduate School Committees
- Equality & Diversity Committee

The post holders for these committees are listed before the male/female breakdown. For many of the committees the membership has been static over the last three years due to the timing of the restructuring of the School. For the first three committees, all members occupy specific management roles within the School. These management roles can be permanent or fixed term positions. Posts marked with a * are permanent positions, those marked with a † are fixed term positions. For fixed term positions there is a transparent application and interview process before appointment.

Management Committee

Chaired by the Head of School[†] and until September 2015 consisted of the Director of Research[†], the Director of Teaching[†], the Head of the Graduate School[†], the 5 Directors of Discipline[†], the six Heads of Research Institutes[†], the Director of Internationalisation[†], the Director of Professional Services* and the Deputy Director of Professional Services* (covering Finance/PGR). From May 2014, the line management of academic staff was transferred to the newly created positions of Director of Discipline. In September 2015, at the end of the transition period, the HoRIs left the committee. Their input to School Management comes through the reformed School Research Committee.

Table 5: Number of Male and Female members of the Management Committee

	Number of Men	Number of Women	% Female
2013	16	2	11%
2014	16	2	11%
2015	10	2	13%

School Learning and Teaching Committee

Chaired by the Director of Teaching[†] and consists of the Director of Quality[†], 5 Directors of Discipline[†], 4 Degree Programme Managers[†] and the Teaching Organisation Administrator*.

Table 6: Number of Male and Female members of the Teaching & Learning Committee

	Number of Men	Number of Women	% Female
2013	9	3	25%
2014	9	3	25%
2015	9	3	25%

School Research Committee

Chaired by the Director of Research[†] and consists of the Deputy Director of Research[†], 6 Heads of Research Institute[†], Deputy Director of Professional Services*, Edinburgh Reach and Innovation representative*, Technical Services Manager*, Head of Graduate School[†] and Research Administrator*.

Table 7: Number of Male and Female members of the Research Committee

	Number of Men	Number of Women	% Female
2013	10	3	23%
2014	10	3	23%
2015	10	3	23%

School Health & Safety Committee

Meets 3 times per year supported by five sub-committees that focus on health and safety within specified geographical locations. The School Health & Safety Committee consists of the Head of School (HoS), the School Safety Advisor (appointed by the HoS), Director of Professional Services (DoPS), 5 School Safety Sub-Committee Convenors (appointed by the HoS in consultation with the Heads of Research Institute and DoPS), 4 specialist safety advisors, the Technical Services Manager, the Building Coordinator and Director of Teaching.

Table 8: Number of Male and Female members of the Health & Safety Committee

	Number of Men	Number of Women	% Female
2013	13	2	13%
2014	13	2	13%
2015	13	2	13%

IT Services Committee

Chaired by an academic appointed by the 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 Head of Research Institute), the Deputy Director of Professional Services and the Director of Teaching. This committee meets annually.

Table 9: Number of Male and Female members of the IT Services Committee

	Number of Men	Number of Women	% Female
2013	11	1	8%
2014	11	1	8%
2015	10	2	17%

Post Graduate School Committees (2)

The School Postgraduate Progression Committee (SPPC) develops postgraduate support in Engineering. There is one Postgraduate Adviser in each Research Institute nominated by the Head of Research Institute. The PGR Advisers are academics who should be the first point of contact for PGR Students and Supervisors who need independent advice on Graduate School matters. The remainder of the committee consists of the Head of Graduate School; Deputy Head of Graduate School; the Graduate School Administrator (secretary); the Deputy School Administrator (Finance/PGR); the Graduate School Supervisor and the Director of Quality.

Table 10: Number of Male and Female members of the Postgraduate Progression Committee

	Number of Men	Number of Women	% Female
2013	6	4	40%
2014	6	5	45%
2015	6	5	45%

The School Postgraduate Experience Committee (SPEC) is a forum for discussing postgraduate research matters within the School of Engineering. It shares best practice across the Institutes and is actively engaged with the running of the Graduate School. SPEC also influences academic PGR matters via input on the College of Science and Engineering Research Training Committee. SPEC is made up of the SPPC committee members, a PDRA and PhD student from each Research Institute and a representative of the Engineering Grad Society.

Table 11: Number of Male and Female members of the Postgraduate Experience Committee

	Number of Men	Number of Women	% Female
2013	10	10	50%
2014	13	11	46%
2015	18	10	36%

Equality & Diversity Committee

Co-chaired by the School E&D Co-ordinator and a member of the School Management Committee. In addition there are academic representatives, a representative of research staff, a representative of PGR students, the Director of Professional Services, a member of our student support team, the Athena SWAN champion, and administrators from student recruitment and the Graduate School.

Table 12: Number of Male and Female members of the Equality & Diversity Committee

	Number of Men	Number of Women	% Female
2014	2	7	78%
2015	4	8	67%
2016	6	9	60%

The percentage of women on the Management, Teaching and Learning and Research committees is limited by the number of women at grades UE09 and UE10 where the Directors of Discipline, Degree Programme Managers and Heads of Research Institute are appointed from.

The Equality and Diversity committee started as a very female orientated committee as it was populated with a number of support staff who have responsibility for areas covered in our previous Action Plan. Over the last two years we have actively addressed this imbalance.

The Management and Equality and Diversity committees were instrumental in forming the Action Plan.

- (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 13: Percentage of male and female staff on fixed term and permanent contracts

	Female					Male				
	Fixed term		Permanent		Total	Fixed term		Permanent		Total
	N	%	N	%	N	N	%	N	%	N
2013	16	51.6%	15	48.4%	31	65	43.9%	83	56.1%	148
2014	16	57.1%	12	42.9%	28	66	45.5%	79	54.5%	145
2015	15	57.7%	11	42.3%	26	91	52.6%	82	47.4%	173
2016	12	57.1%	9	42.9%	21	96	50.8%	93	49.2%	189

There is a higher proportion of women on fixed term contracts. This reflects the fact that a larger proportion of our female staff are employed at contract research staff grades UE06/UE07. **Actions 2.11, 2.12 and 2.13** aim to increase the number of permanent female academic appointments to grades UE08-UE10.

- 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) **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?

Appointments for leadership roles such as Director of Discipline or Head of Research Institute are made through internal advertisements and are for fixed periods permitting different individuals to take on these roles. However, as they are mostly populated from grades UE09 and UE10, where we have very few female members of staff, they are predominantly filled by men. This has a knock on effect on the population of committees which have ex officio members. Support for women to be promoted to higher grades and an increase in the number of female applicants for academic positions should improve this position.

Committee overload can be a problem particularly for female PhD students and RAs where there a number of competing committees all of which seek female representation. For female academic staff, a more significant concern is the need for sufficient female staff to be available to ensure gender balance in staff recruitment (shortlisting and interview). Where possible, involvement in recruitment activities is rotated among relevant female staff. This will also be actively monitored through more formal recording of Civic Activities (see section 4b(ii)).

- (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.

The School introduced a “Contribution Model” in June 2014, which has been used in the past two years to take into account the relative contributions of academic staff to the School's research and teaching activities. This model was considered essential in order to: allocate teaching duties; quantify research contribution; and take account of administration/leadership duties. The final output of the Contribution Model is, for each member of academic staff, a pair of numbers which are: normalised teaching points and normalised research points. Both research and teaching points are normalised for staff who are part-time (e.g. on a 0.4 FTE contract) or are full-time with significant leadership/administrative responsibilities. For example, both the Director of Quality and the School E&D Co-ordinator have 10% time allocated to Management and Leadership duties while Head of Graduate School has 40% time allocated to their role; the raw teaching and research points for these individuals are divided by 0.9 and 0.6 respectively to obtain the normalised score.

The current contribution model does not attempt to quantify the cumulative effect of small civic activities. We are, therefore, introducing a School-wide system to record civic activities in areas such as committee membership, recruitment activities, mentoring and outreach [**Action 2.14**].

An individual's Annual Review considers the past year's achievements in: research; teaching and learning; academic leadership and management; and internationalisation. These are also considered in promotions. During the review process, attainment metrics, personal action plans and areas for support are discussed to enable career planning and to support the development of a promotion case. Teaching and learning achievements are increasingly becoming important in a system that has traditionally given greater importance to research in promotion cases to (and within) UE09 and UE10. This is something the School has contributed to significantly through Prof Alan Murray's work at University level.

- (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.

The School takes care that meetings are scheduled with consideration. “All staff” School meetings start at lunchtime and finish by 3pm. Most other meetings are held within the hours of 10am-4pm and never outside of 9am-5pm. It is the meeting organiser’s responsibility to be aware of invitees working patterns and staff are encouraged to mark time they are unavailable in their diaries. Research seminars are typically scheduled at lunchtime.

“All staff” social gatherings (e.g. Christmas reception) are also mostly held in the afternoon (typically a 2pm start). Student-led events often start later but are always planned well in advance. The PhD students ensure a balance by having monthly social events during work hours.

- (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.

The Equality and Diversity committee has a regular slot at the School “All Staff” meetings where we will continue to share information about our Athena SWAN activities and wider E&D issues [Action 3.4]. The most recent School survey on E&D matters had an 82% increase in the number of staff completing the survey compared to our previous survey. This indicates that staff are now more engaged with and aware of E&D issues, including Athena SWAN.

School staff and facilities are located over eleven buildings, so staff and students often feel more closely tied to their research group or discipline than the School as a whole. We are currently planning new buildings and high quality social space is included in the plans [Action 3.1] as we recognise the benefits of creating a welcoming environment and the space for informal discussion. We have recently formed a School social committee [Action 3.2] to try to bring the School together through a series of events, including our celebration of 150 years of Engineering at Edinburgh (in 2018), as a way to engage across the whole - School staff, students and alumni [Action 3.3].

- (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.

Outreach activities are organised through the teaching organisation. Female staff and students are always included at open days and some of our female staff and students have registered as STEM ambassadors and visit Schools in and around Edinburgh.

The School of Engineering has been actively involved since 2009 in an initiative to encourage girls in the schools around Edinburgh and Glasgow to take STEM subjects at Higher through a series of engaging workshops and talks from female scientists and engineers. As well as being involved in all of the events, we have provided around 20 workshops.

To further develop our Women in Engineering outreach we plan to create a PhD position with a remit for Women in Science and Engineering outreach, carrying an enhanced stipend, [Action 1.6] and the STEM ambassador programme will continue to be promoted across the School.

The new process to record civic activities will allow us to acknowledge the outreach activities that staff undertake.

Flexibility and managing career breaks

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

- (i) **Maternity return rate** – comment on whether maternity return rate in the 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.

Table 14 details all academic and research staff who have taken maternity leave for the three years from November 2013. At the time of writing, all of these women are still working in the School of Engineering. Additionally, one UE07 researcher received a lump sum payment of statutory maternity pay since she was employed during the qualifying period of her pregnancy, but her fixed term contract ended before her baby was due. To ensure that we continue to have high levels of maternity return we will arrange an informal discussion with individuals returning from maternity leave [Action 4.2] and participate in piloting the University maternity coaching scheme [Action 4.3].

Table 14: Academic staff taking Maternity leave during period 2013-2016

Staff Type and Grade	Maternity Leave Start Date	Date of Return to Payroll
Data removed to avoid identifying individuals		

- (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 15: Academic staff taking paternity leave from 2013-2016

	UE06/UE07	UE08	UE09	UE10
2013	Data removed to avoid identifying individuals			
2014				
2015				
2016				

Our records show an increasing uptake of paternity leave, although no applications for shared parental leave have been received so far. The University offers paternity leave with one week full pay and one week at statutory pay so staff often choose to only take the first week as paternity leave. In previous years uptake of paternity leave was poorly recorded or not used. Our School Staffing Team are keen that paternity leave is used as the norm rather than annual leave, so that we can provide appropriate support to new parents. We will continue to explore and implement effective ways to further promote use of University paternity and shared paternal leave [**Action 4.1**].

- (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.

Table 16: Formal flexible working requests during the period 2013-2016

Staff Type and Grade	Date	Flexible working request
Data removed to avoid identifying individuals		

Many of our academic staff have informal flexible working practices which results in very few formal requests. Three requests have been placed in the last 4 years, all by female staff members, and all have been successful. As far as we are aware no request for flexible working has been denied.

- 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) **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 University has a formal policy, with associated procedures, for requesting flexible working. As noted previously, 3 applications for formal flexible working have been made by research/academic staff in the School of Engineering in the period 2013-2016. There are several additional staff who have informal agreements for flexible working with their Line Managers, which are not documented.

The School Staffing Team provides support to managers considering flexible working requests and their implementation on a case by case basis, although there is currently no specific training provided for managers on this topic. Flexible working is currently not actively promoted by the School to staff and/or their managers, although relevant information is available for interested employees on the University website.

To address these short-comings, the new PI Training will include advice on supporting staff through flexible working [Action 4.5] and we will develop illustrative profiles of the types of flexible working arrangements that are used in the School, which will be made accessible on the School website [Action 4.4]. We have a wider range of examples when support staff are included.

- (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.

Support for individuals preparing for maternity and adoption leave, cover during leave and support on return is currently arranged on a case-by-case basis. This approach is supported by a School maternity leave procedure document to help staff plan their maternity leave and to give guidance to managers of pregnant staff.

The School has established a Parents Network that encourages all staff with parental responsibilities to share their experiences informally. Additionally, one woman who has recently returned from maternity leave has received support from the School to find an appropriate mentor to help her achieve a suitable work-life balance on her return to work.

A projected ongoing increase in staff numbers is expected to lead to an increased number of staff taking maternity and adoption leave. The School will develop a structured communications approach to ensuring that staff are made aware of the support that is available for maternity and shared parental leave on arrival (induction), through enhanced website information [**Action 4.1**] and via facilitated networking among line managers to encourage shared approaches to support for this. The School has been an active participant and contributor to the University maternity coaching scheme pilot and will continue to promote this [**Action 4.3**].

Given the low numbers of female staff, and the fact some academic line managers hold this role for a limited period (of the order of 3 years), line managers in the School may not encounter the policies and support available for female staff going on maternity/adoption leave or returning from maternity/adoption leave very often in their career. It is anticipated that the actions we have proposed in our Action Plan will support these line managers and the staff who would potentially avail of maternity/adoption leave. To continue to develop and identify areas where support could be augmented, we will setup informal discussions with individuals who have recently returned [**Action 4.2**].

5. Any other comments: 341/500 words

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

A new Head of School was appointed shortly before our previous Athena SWAN submission. Professor McCann understood that there were significant challenges with the line management and career development support within the School and one of his first undertakings was to address this. He restructured the School in such a way that academic staff would feel more supported and the pathway to promotion would be clearer. These were more significant changes than had been described in our Action Plan and required the Action Plan to adapt over the three years in response to the changed circumstances. According to survey responses and discussion during the Career Development focus group the restructuring has had a positive effect.

There has been support for the Athena SWAN process from across the entire School (academic, support staff and students). Our self-assessment team has a number of support staff members. In part as they have responsibility for supporting staff and students in some of the areas relevant to Athena SWAN but also in recognition that gender equality is relevant for all members of the School population. As a formal commitment to ongoing administrative support for the Athena SWAN process, the Staffing Officer post that was created during this assessment period has support for Athena SWAN as 10% FTE. The School Staffing Team have worked incredibly hard to support the changes in Annual Review and are actively engaged in seeking ways to attract a higher number of female applicants.

We currently have a small number of female academics which in turn limits the number of female role models for our female students. This has made it all the more important that we continue to introduce female alumni to our current student population. We were delighted when alumni Naomi Mitchison and Clare Lavelle were awarded the IET Young Woman of the Engineer Award in 2014 and the WES 2016 Karen Burt Award respectively. Both achievements have been featured in our School newsletter and on our website. In addition, Naomi and Clare have been invited to speak to our students.

6. Action plan

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

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

The Action Plan is contained in Appendix 1.

Objective	Actions already taken	No.	Actions Planned	Responsibility	Timescale	Success Measure
1. UG & PG Students.						
Work to ensure Engineering at the University of Edinburgh is seen as a good choice for female students	PGT buddy mentor scheme initiated for 2016 intake.	1.1	Rollout buddy/mentor scheme for PGR applicants at the offer-conversion stage	Head of Graduate School	From May 2017	<p>All applicants offered a buddy/mentor at the offer-conversion stage</p> <p>Positive feedback from applicants (collected through applicant survey)</p> <p>Increase in conversion rate from offer to acceptance</p>
	<p>The School of Engineering joined WISE on the behalf of the University.</p> <p>School website and internal promotional documents contain the Athena SWAN and WISE logos.</p>	1.2	<p>Work with Student Surveys team to ensure that support for students is covered in student questionnaires</p> <p>Consider any differences and opportunities to share best practice between disciplines identified in responses</p>	Director of Teaching and School E&D Committee Co-chairs	Sep 2016 for EvaSys survey design, for survey to students in spring 2017	<p>Student support information captured in EvaSys survey</p> <p>Good practice disseminated and further actions identified for implementation during the timescale of this action plan</p>

		1.3	Review prospectus entries and web materials to encourage female applicants using a cross disciplinary working party	Deputy Director of Teaching	Updated material available to support recruitment for 2018 entry with initial changes made earlier, where possible	Increased number of female applicants
		1.4	Build on experience in schools engagement to implement an expanded scheme for promoting Engineering to school teachers and pupils	Deputy Director of Teaching	Launch expanded scheme in autumn 2017	Increase in number of school visits and number of staff/students involved in visits
		1.5	Promote the formation of an active WISE Chapter and/or Women in Engineering Society branch in Edinburgh and provide support for this from the School	School E&D Committee Co-chairs	From Sep 2016, with aim of starting in Jan 2017	Chapter/branch established with robust succession planning
		1.6	Create enhanced stipends for PhD students which include a remit to be involved in Women in Engineering outreach	Head of Graduate School and School E&D Committee Co-chairs	From Sep 2016, with enhanced stipends available from Sep 2017	Stipends awarded and funded students play active role in relevant outreach activities

Monitoring the gender impact on teaching and assessment	UG Degree classifications have been and continue to be examined by engineering discipline so that any gender discrepancies will be noticed.	1.7	Investigate further emerging patterns in male/female MSc degree exit classifications	Relevant MSc Programme Directors with E&D Committee Co-chairs	Review after all Stage II (programme) exam boards	Action plan developed and implemented in response to findings, if/as necessary
		1.8	Work with the University Surveys unit to identify and analyse any gender bias in reported effectiveness of teaching	Director of Teaching and School E&D Committee Co-Chairs	Sep 2016 for survey design, for survey to students in spring 2017	Action plan developed and implemented in response to data provided from University Surveys unit, if necessary
Provide targeted support for female students (UG, PGT, PGR), including from female staff and role models, where appropriate	<p>PGR students were invited to the women in STEMM event run in the School in 2015.</p> <p>The School coordinates with the Careers Service to support the women in STEMM networking event run as part of the careers fair.</p>	1.9	<p>Develop a strengthened programme of School-led support for under- and post-graduate student career planning. This may include:</p> <ul style="list-style-type: none"> • development of an Engineering careers microsite • running alumni evenings where students can see what professions female students have progressed to • working with visiting staff from industry to illustrate the transferable skills students are gaining 	Student Industry Liaison Office with University Careers Service	Ongoing from Sep 2016	<p>Website up and running with relevant events advertised</p> <p>Increased attendance of Engineering students at careers events</p> <p>Students show increased confidence in their employment prospects</p>

	The School has provided a female speaker for the Careers Service PhD Horizons conference for the last two years.	1.10	Ensure Personal Tutors have received appropriate training in pastoral support of students this may include: <ul style="list-style-type: none"> • mental health first aid • overview of the University support services 	Senior Tutor	Ongoing from Sep 2016	All Personal Tutors training updated by Sep 2017 with appropriate plans for refreshers developed
	The School has hosted 4 female UG interns as part of the Equate Scotland Careerwise scheme.	1.11	Ensure that female students are able and aware of how to seek pastoral support from a female member of staff if desired	Senior Tutor	From January 2017	Robust process for accessing pastoral support in place and improved student feedback in EvaSys survey

Appointment, Career Support, Appraisal, Promotion						
Continue to improve Career Development Support across the School	The School ran a career development review with Equate Scotland to establish development needs for academic and research staff across all grades with actions feeding into this plan. Staff have been encouraged to take up mentoring opportunities and the School mentoring champion has helped find additional mentors when the University scheme could not supply one.	2.1	Develop illustrative profiles to help focus career development planning	School Staffing Team	From Sep 2016, with profiles available for 2017/18 promotion round	Profiles developed with support from line managers and distributed effectively to School staff
		2.2	Introduce an additional biannual meeting targeted at new PDRAs (but open to all PDRAs and experienced PhD students) with a focus on career development	School PDRA Champion	From Sep 2016, with first meeting during 2017	Meetings established and well attended Positive feedback from meetings Increase in PDRAs survey responses agreeing that the promotions process is clear and that they are supported to undertake career development opportunities
		2.3	Ensure availability of spaces for PDRAs on School grant writing workshops	Director of Research	From Sep 2016	PDRAs regularly attending relevant workshops Increase in number of PDRAs working on grant submissions

		2.4	Continue to support/encourage School staff wishing to engage with University mentoring programme	School Mentoring Champion	Ongoing	More School of Engineering staff active as mentors or mentees in the University mentoring programme
		2.5	Introduce a School-wide RA research conference	School Postgraduate Experience Committee	Develop during 2017 for first conference in 2018	Conference delivered with positive feedback from participants and attendees
		2.6	Introduce a School PDRA champion	Head of School and Head of Graduate School	From Sep 2016, job description by Dec 2016 with appointments by Mar 2017	PDRA champion position established including robust succession planning
Continue to improve Annual Review quality and perceived value	<p>Annual Review completion rate has been at 100% for two years.</p> <p>Annual Review training has been advertised to all staff undertaking review.</p>	2.7	All-Staff anonymous survey of Annual Review process completed annually shortly after reviews	School Staffing Team	Spring 2017 (on completion of 2017 Annual Reviews) and then annually	<p>Survey completed and insights fed into future Annual Review cycles</p> <p>Increased % of staff agree that they receive a valuable Annual Review in School staff survey</p>

	Making arrangements for local Annual Review training.					
		2.8	Ensure all reviewers are aware of the support and training opportunities that can be offered to reviewees through relevant training and support for reviewers (e.g. how to access budget for School training)	School Staffing Team	Ongoing, with enhanced material available by Dec 2016 for 2017 Annual Review cycle	Material available and used by reviewers
		2.9	Continue to implement evolving best practice in developing the School Annual Review process	School Staffing Team	Ongoing	Continued improvement in perception of Annual Review reported by Staff
		2.10	Ensure that all PDRAs have a clearly identified Line Manager (particularly in cases where staff are working on multiple projects and/or are changing or extending contracts)	School Staffing Team	Ongoing	All PDRAs continue to have clearly identified Line Manager
Increasing the number of female applications	Advertised lectureship and more senior positions on the WISE website.	2.11	Take proactive measures to increase the number of female academics to whom information about forthcoming/open posts is sent	Directors of Discipline and/or Heads of Research Institute	Ongoing	Increased number of female applicants for academic positions

	<p>Asked the University to include a statement about the family friendly policies in the standard advert text.</p> <p>Athena SWAN membership is mentioned in all adverts.</p>	2.12	Improve the assessment of teaching skills in the academic recruitment process	School Management Committee	Enhanced assessment introduced by Sep 2017 at the latest	Enhanced assessment of teaching skills implemented for all academic recruitments
		2.13	Work with relevant HR professional/consultant to develop further improved materials to encourage female applicants	School Staffing Team	Process decided by mid-2017 with improved materials by 2018	Improved and updated recruitment materials leading to increased number of female applicants
Encouraging and supporting leadership	<p>The School has run leadership training for all its management level staff and also actively encourages staff to participate in relevant University courses (e.g. two successful applications to Aurora in the past two years).</p>	2.14	<p>Introduce a School-wide system to ensure that a record of civic activities is available to line managers and other relevant staff. This should include activities such as :</p> <ul style="list-style-type: none"> • Committee membership • Mentoring • Outreach activities 	School Management Committee	Recording system developed from Sep 2016, with information first gathered for Feb 2017 census of staff activity	Formal recording of School-wide civic activities introduced and used to monitor balance of responsibilities taken on by different staff and also to provide appropriate career development advice
		2.15	Introduce additional mandatory training for PIs based on best practice from College of Medicine and Veterinary Medicine	Director of Professional Services	Pilot in 2017	Pilot completed and effectiveness assessed before establishing regular training programme

		2.16	Continue to identify and support UE08/UE09 staff to undertake 'preparing for leadership' training	Directors of Discipline (and any other relevant line managers)	Ongoing within Annual Review cycles	Cohort of individuals identified and provided with appropriate training opportunities
		2.17	(a) Introduce opportunities for grant application shadowing for Chancellor's Fellows (b) Introduce opportunities for teaching shadowing for Chancellor's Fellows	Heads of Research Institute Director of Teaching	From Sep 2016	Opportunities available and considered to be useful by Chancellor's Fellows
School Culture and Environment						
Create opportunities to improve the social culture across the School	Members of staff interested in being part of the social committee have met. A competition to suggest ways to celebrate Engineering 150 has been publicised through the School website and e-mail.	3.1	Ensure high quality social space continues to be included in the plans for the new Engineering Village	New Building Vision Group	Ongoing	Plans include high quality social space
		3.2	Set up a School Social Committee	Director of Professional Services	Ongoing	School Social Committee established with a programme of inclusive activities scheduled. Robust succession plans in place
		3.3	All staff and students to be encouraged to participate in the Engineering 150 celebrations	Engineering 150 Committee	Ongoing	Good range of staff and students participate in Engineering 150 celebrations

Embed Knowledge and awareness of Athena SWAN principles and related policies	“All-staff” meetings have included an Athena SWAN/ E&D section since the last submission.	3.4	Continue to use regular contributions to All-Staff meetings to keep Staff informed of University (and, where appropriate, other) E&D activities and best practice	School E&D Committee Co-chairs	Ongoing	Regular contributions to All-Staff meetings maintained and effectiveness of aware raising monitored through regular biennial staff survey
	School providing support to a student-led initiative to develop a ‘Women in Engineering’ society.	3.5	Ensure that all staff involved with recruitment maintain up-to-date recruitment training	School Staffing Team	Ongoing	Full compliance with recruitment training requirements
Flexible Working and Career Breaks						
Maternity/Paternity/Adoption Leave	School parenting network has been set up to provide mutual support. A maternity leave checklist was developed.	4.1	Promote University paternity and shared parental leave policy through effective use of School website	School Staffing Team and Web Team	Ongoing	Improved material available to current staff and potential applicants

		4.2	Arrange an informal discussion with individuals returning from maternity, shared parental and adoptive leave to ensure an effective School support culture	E&D Committee and School Staffing Team	From Sep 2016	Agreed set of discussion points drawn up and used with relevant returners. All returners offered opportunity for informal discussion and arising themes fed into School procedures.
		4.3	Participate in piloting the University maternity coaching scheme	Director of Professional Services	From Sep 2016	Formal feedback shows that staff feel supported in their return to work.
Flexible Working		4.4	Develop illustrative profiles to improve understanding of options available and make available to all staff using the School website and Parents' Network	E&D Committee and School Staffing Team	Development from Sep 2016 with profiles available by Sep 2017	Profiles developed and available in consultation with Parents' Network and other relevant stakeholders
		4.5	Ensure that enhanced PI training includes flexible working options	Director of Professional Services	Included in 2017 pilot	Flexible working included in pilot activity and established regular training programme (see Action 2.15).

Appendix 2 - University of Edinburgh - School of Engineering - Athena SWAN Action Plan 2013-2016 - Progress pg. 1

Aim	No.	Action	Timescale	Success Measure	Progress
UG & 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 outreach volunteers	December 2013	Increase of numbers while ensuring proportionate representation of female students across each discipline	<p>Good Progress</p> <p>Female students were encouraged to be part of widening participation events such as the Sutton Trust Summer School and Kickstart Summer School.</p> <p>The Schools Liaison Officer visits schools regularly during the year to participate in "Girls into STEM", a programme that targets S4 girls. When available, female students from the School participate and run the workshops.</p> <p>We have encouraged female students to take up STEM ambassador roles.</p>

	1.2	Ensure female staff and students participate at open days. Participation to be recorded to ensure equal share of the workload.	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	<p>Good Progress</p> <p>Female staff participate in all Open Days to provide a visible representation of women working in Engineering. Female students regularly act as tour guides and student hosts, to ensure that applicants see women both studying and teaching in Engineering. The significance of this has been commented on by applicants. The new record of civic duties [Action 2.14] will record participation to ensure this continues and no particular member of staff is overloaded.</p>
	1.3	<p>Survey all UG 1st year students to establish reasons for choosing Edinburgh.</p> <p>Analyse results and feedback into subsequent recruitment exercises</p>	September 2013 and annually	<p>Improved understanding of the factors influencing successful recruitment.</p> <p>Updated action plan for recruitment</p>	<p>Variable Progress</p> <p>We ran this survey for two years with a high completion rate. However incoming students replied that the most significant reason for choosing Edinburgh was the prestige of the University rather than anything we have control over.</p> <p>In light of this we will look at other opportunities to survey the students and address gender issues [Actions 1.2 & 1.8].</p>

	1.4	<ul style="list-style-type: none"> • Monitor degree qualification data disaggregated by discipline. • Report to teaching committee • Implement further actions as necessary 	annually from August 2013	Action plan developed to support female students	<p>Good Progress</p> <p>Discipline reports are provided to the School Learning and Teaching Committee after graduation results are finalised. The UG results showed no differences between disciplines and female students consistently outperform their male counterparts.</p> <p>This is now being broadened out to include PGT classification [Action 1.7].</p>
	1.5	Assign all PGR applicants a student ambassador who will contact them during the period between an offer and & acceptance	Academic year 2013/14	Increase in female PGR students	<p>Limited Progress</p> <p>The ambassador programme we planned to model our scheme on was not directly applicable. This delayed the start of the project and we decided to pilot our own programme with the PGT students instead. This is now up and running and will now be rolled out to PGR students [Action 1.1].</p>

	1.6	Revise PGR recruitment materials. Include Athena SWAN logo, male and female students in pictures and information about relevant policies	Academic Year 2013/14		<p>Good Progress</p> <p>The PGR website and handbook now have the Athena SWAN logo on it and female students appear in promotional material.</p> <p>This will be further developed in Action 1.3.</p>
Appointment, Career Support, Appraisal, Promotion					
Improve Career Development Support across the school	2.1	<p>Set up Career Development Review with the following remit:</p> <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 	By September 2013	<p>Review in existence with action plan covering Academic Year 2013/2014</p> <p>Promotion meeting held annually in the autumn 2013</p> <p>Staff Survey results show an increase in understanding of the promotion process</p>	<p><u>Variable Progress</u></p> <p>Delayed results</p> <p>The start of the Career Development Review was delayed due to the restructuring of the line management within the School and the overhaul of the Annual Review paperwork. As this would change the environment in which career development was provided it was agreed that we should wait until the new processes had bedded in. The focus group findings from this review have now fed into our new Action Plan.</p>

					<p>Good progress</p> <p>The mentoring programme is now widely known within the School and anyone who has expressed an interest in having a mentor has been paired with one.</p> <p>Good progress</p> <p>Promotion workshops have been run annually with good uptake from staff. There has been limited interest from research staff so the sessions have been amended to include information for line managers on how to promote their research staff. Action 2.2 gives a new route to provide this information to research staff.</p>
	2.2	School will fund career coaching for three members of female academic staff annually	Annually	Staff feel more supported in career development as shown by staff survey and response at staff meetings	<p>Excellent Progress</p> <p>Initially three staff members undertook career coaching and found it useful. Two of these had used Equate Scotland's scheme and praised it. As a result we arranged for 6 further members of staff to be coached through Equate Scotland. We have received a report from this coaching programme which has emphasised the value of the coaching and provided suggestions on how to support all staff.</p>

	2.3	Start a Researcher society to provide peer support for post-docs and PhD students	By December 2013	<p>Meets regularly</p> <p>Effective reciprocal flow of information between researchers and academic staff</p>	<p>Good progress</p> <p>Eng Grad Soc has been set up and PDRAs and PGR students meet regularly for coffee. There are also more formal events scheduled such as quiz nights and a PhD careers event.</p> <p>Arriving PGR students are informed of it through the PGR handbook and at their induction session. PDRAs hear through emails but it will be actively promoted through the PDRA induction.</p>
Improve PDR perception and uptake	2.4	University PDR training to be compulsory for all staff performing PDRs	By end of 2013	<p>Report to management committee shows 100% completion of academic PDRs</p> <p>All staff performing PDRs to have undertaken training</p> <p>Staff are more aware of the purpose of PDR and engage fully it with it resulting in</p> <p>Improvement of 5% per annum in</p>	<p><u>Variable progress</u></p> <p>Excellent progress</p> <p>For the last two years the School has had a 100% completion rate for Annual Review. There has also been an increase of 14% in staff agreeing that they receive a helpful Annual Review.</p> <p>Limited progress</p> <p>Staff have been encouraged to undertake Annual Review training but uptake has not been high. To address this the School will arrange for training to be held within the School for the main line managers.</p>

				perception that PDR is effective from 50%	
	2.5	Advertise PDR appraisee training	August 2013		Good Progress Emails about Annual Review include links to the relevant online training. We will continue to monitor uptake.
	2.6	Ensure Promotion is discussed at PDR	By 2014		Good Progress The restructuring of the Annual Review paperwork to be in line with the promotion case has enabled an easy way for staff to discuss promotion with their line manager.
	2.7	Improve information exchange between HoRIs and DoD before and after PDRs	End 2014		Excellent Progress The restructuring of the School and the changes to the Annual Review paperwork have made this process much more robust.
Increasing the number of female applications	2.8	Job adverts to include family friendly section	By September 2013	Female academic applicant numbers to rise. Increased understanding of gender differences in recruitment	<u>Variable progress</u> This text was added to all University job adverts at the request of the School of Engineering. However, we are yet to see an increase in female application rate. We have additional actions in our new plan to address this [Actions 2.11 & 2.13].

	2.9	Provide School Management with unconscious bias training supported by SRC and promote and engage with the university provided unconscious bias training when rolled out.	End 2013		<p>Good progress</p> <p>The Head of School has undertaken face-to-face Unconscious Bias training and the University has provided online training. This training is mandatory for all staff who are taking part in an interview panel.</p>
	2.10	Analyse and report on two recent recruitment exercises that attracted significantly different numbers of female applicants	By March 2014		<p>Limited Progress</p> <p>Data was analysed from two large recruitment exercises, a chancellor's fellowship round and a lectureship/senior lectureship advert. Although there were differences in the number of applications on detailed analysis it became clear that they were not statistically significant.</p> <p>As we are interested in learning from best recruitment practice we will engage with Equate Scotland to look at our adverts and other recruitment material [Action 2.13].</p>

Workload modelling	2.11	Develop a robust workload model covering teaching, admin and civic duties which is reviewed annually by HoS	January 2014	Survey results show an increase in proportion of staff who feel work is allocated equitably and transparently.	<p>Excellent Progress</p> <p>The School now has a contribution model with measures research, teaching and significant administrative duties.</p> <p>Action 2.14 introduces a record of smaller civic activities as an addition to this contribution model.</p>
	2.12	Feed workload model into PDR	From January 2014		<p>Excellent Progress</p> <p>All Directors of Discipline (academic line management) are provided with the contribution model data.</p>
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	Ongoing	Athena SWAN activities become a natural part of School strategy and planning and are considered in any decision making.	<p>Excellent Progress</p> <p>From late 2013 E&D has been a standing item at Management Committee meetings. The Management Committee were heavily involved in the creation of the 2016-2019 Action Plan.</p>

	3.2	Annually, at a whole School meeting, discuss progress on actions to allow staff to give feedback on the perceived impact of actions	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.	<p>Good Progress</p> <p>E&D has been an agenda item at every "all staff" meeting since April 2014.</p> <p>The number of staff who completed the staff survey increased by 84% which shows an increased awareness and engagement with the Athena SWAN agenda.</p>
	3.3	E&D online training to become part of induction	By September 2013		<p>Fair Progress</p> <p>E&D training is now a formal part of the induction process. However, we need to monitor completion rates which are variable.</p>
	3.4	Dignity and Respect statement to be added to staff and student induction packs	By September 2013		<p>Good progress</p> <p>This has been added to all student handbooks and the staff induction pack.</p>

	3.5	Add webpage providing details of the School's implementation of local policies including PDR, promotion, flexible working.	September 2013		<p>Good progress</p> <p>A Promotions page has been added to the School Wiki with details of the promotions timetable in the School and slides from the Promotions workshop. Links to the University's documents are also provided.</p> <p>The Annual Review page has access to the forms, links to the online training and the management processes for arranging Annual Review.</p> <p>The E&D Wiki hosts a copy of the School maternity procedure.</p> <p>We are in the process of developing our School website. There will be enhanced E&D pages with more information about all of these topics.</p>
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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	March 2014	Staff taking maternity/paternity/adoption leave feel supported before and after returning from leave	Excellent progress A maternity procedure for pregnant staff and line managers was developed covering before, during and after maternity leave. This was trialled in 2014 and is now available on the School E&D wiki. When a staff member notifies the School Staffing Team of their pregnancy a copy is supplied to them and their line manager.
	4.2	Develop guidance for leave for staff on fixed term contracts	March 2014		Limited progress We have been sharing a document produced by Biological Sciences with our PDRAs but as the law regarding parental leave was changing we decided to postpone this action. Examples will go on to our improved E&D website.
	4.3	Define and implement a cover procedure	March 2014		Fair Progress The new maternity procedure for staff gives guidance to line managers on arranging cover, making sure it is understood that it is not the expectant parent's responsibility.

Flexible Working	4.4	Ensure teaching requirements are considered as part of flexible working discussions	From April 2013	Fewer conflicts between flexible working requests and teaching scheduling	<p>Good progress</p> <p>Due to the restructuring of the School line management is now undertaken through the teaching discipline meaning that teaching will always be considered as part of flexible working discussions.</p>
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