Athena SWAN Bronze department award application

Name of university: Heriot-Watt University

Department: School of Mathematical and Computer Sciences

Date of application: 30 April 2015

Date of university Bronze and/or Silver SWAN award: Bronze award November 2013.

Contact for application: Catherine Donnelly

Email: C.Donnelly@hw.ac.uk

Telephone: 0131 451 3251

Departmental website address: http://www.macs.hw.ac.uk/

Heriot-Watt University, School of Mathematical and Computer Sciences

Athena SWAN Bronze Departmental Application

This application has been granted an additional 1000 words by ECU as per the email dated 22nd January 2015 from ▮▮▮▮▮▮, Athena SWAN Adviser, to be used throughout the whole application.

GLOSSARY	
Abbreviation	**Meaning**
AMS	Department of Actuarial Mathematics and Statistics
CS	Department of Computer Science
ECU	Equality Challenge Unit
GPC	Good Practice Checklist
HR	Human Resources
Maths	Department of Mathematics
PDR	Performance and Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
SAT	Self-Assessment Team of the School of Mathematical and Computer Sciences
School	School of Mathematical and Computer Sciences
SICSA	Scottish Informatics and Computer Science Alliance
UG	Undergraduate
University	Heriot-Watt University

30 April 2015

Dear Athena SWAN Assessment Panel

As Acting Head of the School of Mathematical and Computer Sciences, I am pleased to endorse the School's application for an Athena SWAN Bronze Award. Under my stewardship, I am ensuring that we move forward with our Athena SWAN ambitions. The School is fully equipped to implement our action plan; additional financial resources have been ring-fenced and dedicated administrative support assigned. Delivery of our action plan should be well underway by the time our new Head of School is appointed.

Our application has been compiled by our Self-Assessment Team (SAT), led by Dr Catherine Donnelly. I am grateful to the SAT for assembling the invaluable body of evidence that informs this submission and provides the rationale for our action plan, which I am certain will provide a sound basis for positive culture change across our School.

The self-assessment has confirmed some of our existing concerns, including the low ratio of women academics in Mathematics and of female undergraduates in Computer Science. We are taking urgent action to address these: training on unconscious bias for panels, and a review of our undergraduate Computer Science recruitment strategy are already underway.

The research has also revealed some new areas of concern, particularly a gendered difference in perception of the working environment within the School: 63% of female survey respondents felt valued versus 93% of men; 38% of women agreed that the institutional value, "valuing and respecting everyone'', was understood and embedded across the School versus 71% of men. We

have some real work to do to create a sense of community and of feeling valued among *all* of our staff and students.
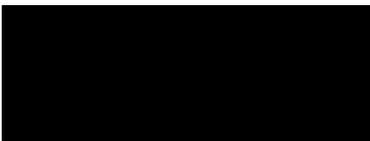
We will begin by introducing a new induction process, and take forward via improved transparency in key areas, for example in criteria applied in promotion, work allocation, and in ratings in annual reviews. We commit to establishing a culture of mentoring to provide support and enhance our sense of community. In terms of staff review, training and promotion, we have learned that there is existing good practice at the University level, and that we have a key role to play in disseminating and delivering this locally. Our action plan details a range of initiatives to make sure our staff can more readily access everything the University has to offer.

We want our commitment to supporting family-friendly working to be understood and visible. For example, we will improve support for staff taking career breaks, implementing guidance to ensure a robust and consistent approach rather than the current case-by-case lottery-style approach. We will give greater consideration to the organisation of meetings and seminars within appropriate hours. Academic staff tell us that flexible working works well currently, but we will make our support of this more visible. These measures will assist in creating a sense of belonging for carers, male and female, across our whole team.

We know that the actions we're taking forward are right for the School and endorse the approach of the Heriot-Watt leadership in ensuring that the new Head of School has gender equality at the heart of their thinking by asking candidates specifically about their commitment to Athena SWAN.

We are ready for the journey we are embarking on and committed to making tangible change happen.

Best wishes,

Professor Gavin Gibson

Head of School

Tel: 0131 451 8306

Email g.j.gibson@hw.ac.uk

[500 + 47 words.]

The School of Mathematical and Computer Sciences (the "School") makes this application as a school with the approval of the ECU. The School consists of three academic departments: Actuarial Mathematics and Statistics ("AMS"), Computer Science ("CS") and Mathematics ("Maths"), with key management, decision-making and professional services carried out at the School-level.

Figure 2.1: Broad structure of the School.
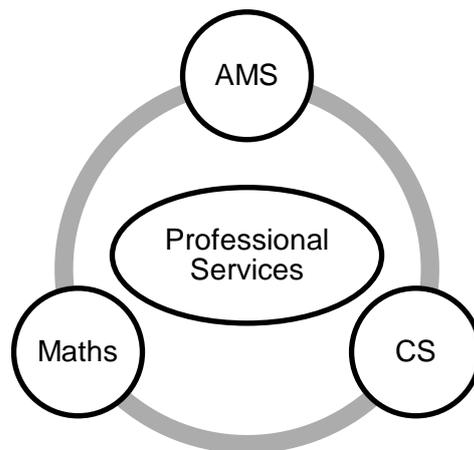
The Self-Assessment Team

The Self-Assessment Team ("SAT"), established in March 2014, was initially chaired by Professor Judy Robertson, who subsequently took up her professorship at the University of Edinburgh, and has been chaired by Dr Catherine Donnelly since September 2014.

Note that in 2014, academic job titles were revisited to accommodate international parlance. There is not a one-to-one mapping between the old academic job titles and the new ones used by the University. For this reason, we have used salary grades to represent academic and research job titles. The correspondence between the salary grade, the University's new job titles and the usual UK academic and research job titles are shown in Table 2.1.

Table 2.1: Salary grades and corresponding job titles.

Grade	New HW job titles	UK academic job titles
6	Research Assistant	Research Assistant
	Teaching Assistant	Teaching Assistant
7	Research Associate	Research Associate
	Assistant Professor	Lecturer A, Teaching Fellow A
8	Research Fellow	Research Fellow
	Assistant Professor	Lecturer B, Teaching Fellow B
9	Associate Professor	Senior Lecturer, Reader
10	Professor	Professor, Professorial Fellow

The SAT has 24 members, 12 women and 12 men, with their names and roles in Table 2.2 and work-life experiences in Table 2.3. These are shown separately for reasons of confidentiality.

The SAT was assisted by Ms Tina Donnelly, University Athena SWAN Project Officer, who gave advice on the self-assessment process, and Ms Kate Graham, the School's Human Resources Partner. Dr Fiona McNeill, Assistant Professor (CS), a member of the University's Athena SWAN Strategy Committee, acted as an observer.

Staff were invited to join the SAT from all three departments and Professional Services, and from all levels of staff and PGR students. The SAT has met monthly since September 2014, with more frequent meetings for sub-teams taking place as and when required to meet their team goals. In addition to these, the SAT Chair and the University Athena SWAN Project Officer met each month to ensure progress was as planned.

The SAT has formal Terms of Reference and reports fortnightly to the School Management Board. The School Management Board has been actively engaged throughout the self-assessment process, with progress discussed at its fortnightly meetings. In addition, the SAT Chair reports regularly to the University Champions Group - a committee of all the SAT chairs in the University - and to the University-level Athena SWAN Strategy Committee.

Athena SWAN was introduced to the School's staff in March 2014, with a follow-up briefing on progress to date held in December 2014. There will be presentations on the progress to all staff annually from May 2015, with feedback welcome from all.

Table 2.2: The members of the SAT.

Name	Role in School (sub-unit)
██████████	██████████
Nina S Dethlefs	Research Associate (CS)
Mary E Foster	Research Fellow (CS)
Fraser Daly	Assistant Professor (AMS)
Gavin Reid	Assistant Professor (AMS)
Sandy Louchart	Assistant Professor (CS)
Jessica Chen-Burger	Assistant Professor (CS)
Monica Farrow	Assistant Professor (CS)
Lilia Georgieva	Assistant Professor (CS)
Andrea Sneddon	Associate Professor (AMS)
Catherine Donnelly	Associate Professor (AMS) and Chair of the SAT
Peter Ridges	Associate Professor (AMS)
Robert Weston	Associate Professor (Maths)
Anastasia Doikou	Associate Professor (Maths)
Gavin Gibson	Professor (AMS) and Acting Head of School
Nick Taylor	Professor (CS)
Greg Michaelson	Professor (CS)
Nick D Gilbert	Professor (Maths)
Des Johnston	Professor (Maths)
James Howie	Professor (Maths)
Darren Cunningham	Director of Administration (Professional Services)
██████████	██████████████████████
██████████	██████████████████████
██████████	██████████████████████

Table 2.3: Collected work-life experiences of the School's SAT (some members did not wish to publicise their work-life experiences).

Work-life experience of SAT members
██
██████████████████
████████
███████
██████████
█████
█████
█████████
██████
████████████
███████████████
██████████████████████████
████████████████████████
████████████████████
████████████████
██████
████████████
███████████████████████
████

The Self-Assessment Process

The self-assessment process rests on four pillars of evidence and analysis, as shown in Figure 2.2. These are described next.

Figure 2.2: Foundations of the self-assessment process.

School's self-assessment process

| Good practice checklist (GPC) | Focus groups / Taskforces | Staff and student data | Academic and research staff survey |

Good Practice Checklist

The SAT used the benchmark practices in the Good Practice Checklist ("GPC") - available from the company Oxford Research & Policy - to analyse policies and practices currently in place in the School. The SAT graded the School against these benchmark practices and where the School demonstrated a poor grade, further analysis was carried out by the appropriate SAT sub-team shown in Figure 2.3. The sub-teams then determined the actions needed to ensure the School improved its ability to deliver good practice. The actions were prioritized and further refined through consideration of the remaining pillars of evidence and analysis.

Figure 2.3: Teams who analysed why the School was not at a GPC benchmark practice.

Key Career Transitions Team	Career Development Team
Good Practice Checklist analysis	
Organisation and Culture Team	Flexbility and Managing Career Breaks Team
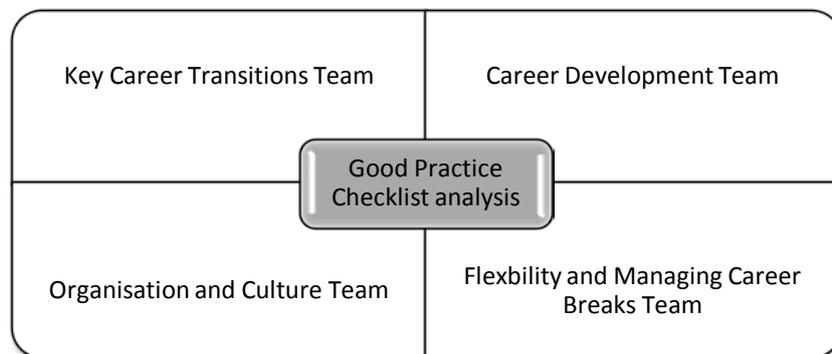
Focus groups/taskforces

Alongside completion of the Good Practice Checklist, a series of focus groups were established to investigate some known issues across the School. The focus groups discussed set questions and a summary report was produced. Small taskforces, shown in Figure 2.4, were set up to analyse in more detail some specific issues raised by the focus groups. The taskforces came up with recommendations for the SAT on how to address these issues.

Figure 2.4: Taskforces. The taskforces determined how to improve the experience of the group of staff and/or students implied by their taskforce title.

Flexible and part-time working taskforce	PGR student taskforce	Work and social integration taskforce
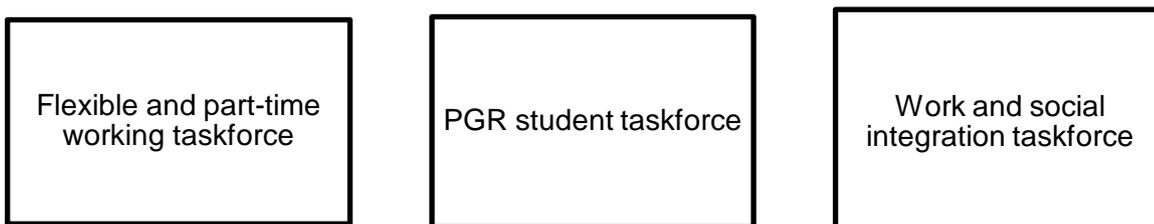
Quantitative staff and student data analysis

The staff and student data was analysed by a sub-team of the SAT. They looked for trends, anomalies and deviations from benchmark national averages in the data. Each department was represented in the sub-team.

The last three closed reporting years are presented where possible. Where operational challenges prevented us from gathering the data, we have presented what we have. As we regularise data collection for these items, we do not anticipate any obvious challenges.

Academic and research staff survey

The SAT consulted the School's academic and research staff via a web-based survey designed to correspond to the broad themes of the GPC. The survey was open to all academic and research staff, and secured a response rate of 72% (76 respondents). Anonymised results were analysed by a fifth sub-team of the SAT.

As well as quantitative data in the form of Likert-scale responses, 59 qualitative data items were received. For the quantitative data, the analysis identified areas of practice where: (a) regardless of gender, the staff experience was excellent or poor; (b) there was a differential experience dependent on gender. This information guided the SAT to where the staff would most appreciate action being taken, including action specifically required to improve the experience of female staff. The narrative comments were analysed using a thematic analysis. Qualitative differences in a number of areas were identified and these informed the action plan.

Review prior to submission

The University conducted a mock panel prior to the submission. A 'critical friend', ▮▮▮▮▮ ▮▮▮▮ of the Faculty of Natural and Mathematical Sciences at King's College London, provided welcome constructive feedback.

Future plans for the SAT

The aim is to embed the action plan into the School's structure and processes. The SAT membership will be revisited to reflect the named individuals in the School responsible for the actions, and also to continue to reflect the diversity of career stage, discipline and life experience within our School.

The SAT will meet quarterly with regular and defined reporting on each action to allow monitoring of progress, and provide the opportunity to suggest any necessary revision or review. Interim meetings of sub-groups of the SAT with School members will take place as required to ensure that the action plan is implemented.

[1000 + 410 words.]

3. A picture of the department: maximum 2000 words

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

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.

(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.

(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.

(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.

(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.

(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.

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

(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.

3a) Pen picture of the School

The School of Mathematics and Computer Science is one of six schools within Heriot-Watt University ("the University") that were formed after a major restructure in 2002. The School has autonomy over its budget, appointments, research strategy and teaching. It has a dedicated administration team embedded in the School and an HR partner directly linked to the School. Professor Gavin Gibson has been Acting Head of School since June 2014, when the previous incumbent, ▇▇▇▇▇▇▇▇▇▇▇▇▇▇, left after seven years of leading the School.

The School encompasses three departments: AMS, CS and Maths, delivering research and teaching in all subject areas. The School offers 24 undergraduate and 14 taught postgraduate degree programmes, as well as PGR degrees in all subject areas. The University has a strong international presence with overseas campuses in Dubai, United Arab Emirates (with seven School academic staff members) and Malaysia (with two School academic staff members), and the School delivers teaching and research at these locations.

Based on advice from ECU, the application considers only students and staff based at the Edinburgh campus. However the aim is to roll out good practice across the School, regardless of geographical location, wherever possible.

Table 3.1: Departments, and academic and research staff numbers in 2013.

Department	Head of Department	Number of academic and research staff (Number of female staff)	Percentage of female staff (National average[1])
AMS	Professor Gavin Gibson	23 (4)	17% (23%)
CS	Professor Andrew Ireland	66 (20)	30% (22%)
Maths	Professor Bernd Schroers	34 (1)	3% (23%)
Total		**123 (25)**	**20%**

Footnotes to Table 3.1: [1]National averages are calculated from the Athena SWAN benchmarking data 2012/13 file provided by ECU. Both AMS and Maths are compared to the Mathematics SET national average. CS is compared to the IT, systems sciences & computer software engineering SET national average.

The School in Edinburgh is based in two adjoining buildings with a shared common room in one of the buildings. In 2014 it was the working environment for 103 academic and research staff (21% female), and 20 professional services staff (75% female). Academic and research staff belong to one of three departments, as shown in Table 3.1. Line management for academic staff is delivered by the appropriate Head of Department. For research staff, their line manager is generally the principal investigator for the project on which they are employed.

3b) i) Numbers of males and females on access or foundation courses
N/A.

3b) ii) Undergraduate male and female numbers

The full-time CS female UG student ratio has been a steady 11%, which is below the national average of 17% for Computer Science (Figure 3.1). A female applicant rate of 12% of the total number of applicants and a healthy conversion rate from application to acceptance, both shown later at Figure 3.2, suggest that if we can improve our low applicant rate we are likely to see a rise in overall percentage of female UG students. **To investigate the reasons why the School is not attracting more females to its CS UG programme, and to determine actions to bring the proportion of CS female UG students up to national average and beyond, we have set up a working group (Action 1).**

The ratio for full-time Maths UG students is above the relevant national average, but declining (Figure 3.1). The female ratios for full-time AMS UG students are below the relevant national average. **We will monitor this data set carefully (Action 26)** and apply any learning from action on CS to these disciplines.

There are very few part-time UG students in the School, fewer than six students (Table 3.2) which represents less than 0.7% of the School's UG population. The number of female part-time students has been at most one in the last three years. **We will continue to monitor the gender balance of the part-time students (Action 26)** but propose no further action here.

Figure 3.1: Percentage of undergraduates (UG) in each department split by gender. The numbers of students are shown in the bars.

Table 3.2: UG male and female numbers, full-time and part-time, by academic year.

Department	Number of FULL-TIME UGs students (number of females)			Number of PART-TIME UGs students (number of females)		
	2013/14	2012/13	2011/12	2013/14	2012/13	2011/12
AMS	328 (123)	302 (115)	286 (103)	2 (0)	2 (0)	1 (0)
CS	250 (28)	219 (26)	249 (31)	0 (0)	1 (0)	1 (0)
Maths	305 (142)	283 (135)	272 (140)	4 (1)	1 (0)	3 (0)
Total	**883 (292)**	**804 (276)**	**807 (274)**	**6 (1)**	**4 (0)**	**5 (0)**

Figure 3.2: Percentage of potential undergraduates who are female. Each bar shows the percentage within the category (applied, accepted or offered a place) who are female.
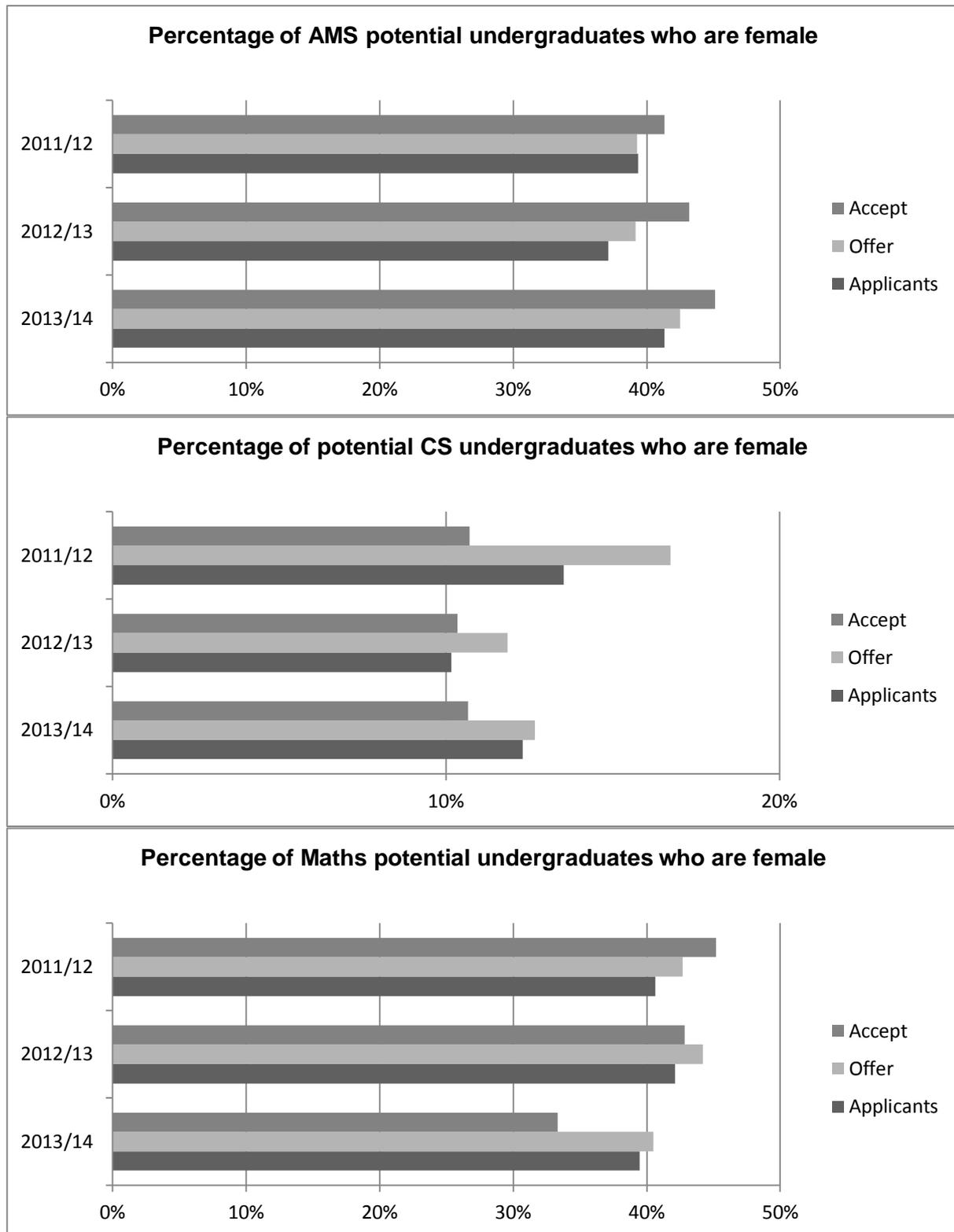
**3b) iii) Postgraduate male and female numbers completing taught courses**

The split of postgraduate taught (PGT) female and male students enrolled in each department is shown Table 3.3a.

Table 3.3a: PGT male and female enrolment numbers by academic year.

Department	Number of FULL-TIME PGT students enrolled (number of females)			Number of PART-TIME PGT students enrolled (number of females)		
	2013/14	2012/13	2011/12	2013/14	2012/13	2011/12
AMS	111 (46)	96 (40)	164 (81)	1 (0)	2 (1)	1 (1)
CS	47 (15)	49 (17)	59 (12)	8 (2)	2 (1)	1 (1)
Maths	30 (14)	27 (8)	27 (8)	0 (0)	3 (1)	3 (2)
Total	**188 (75)**	**172 (65)**	**250 (101)**	**9 (2)**	**7 (3)**	**7 (3)**

The female ratio of enrolled full-time PGT students in AMS is broadly similar to the Mathematics national average (41-49% for AMS versus the national average of 40%; Figure 3.3). However, there is a jump in the Maths full-time PGT female proportion to 47% in 2013/14 from 30% in 2012/13 and 2011/12. Similarly, the female ratio for CS has increased from just below the Computer Science national average of 22%, to above 30% in 2012/13 and 2013/14 (Figure 3.3). In both cases, we have been unable to determine why this happened, but **we will continue to monitor the female ratio to see if it is an anomaly or a trend (Action 26).**

Figure 3.3: Percentage of full-time PGT students in each department split by gender. The numbers of students are shown in the bars.
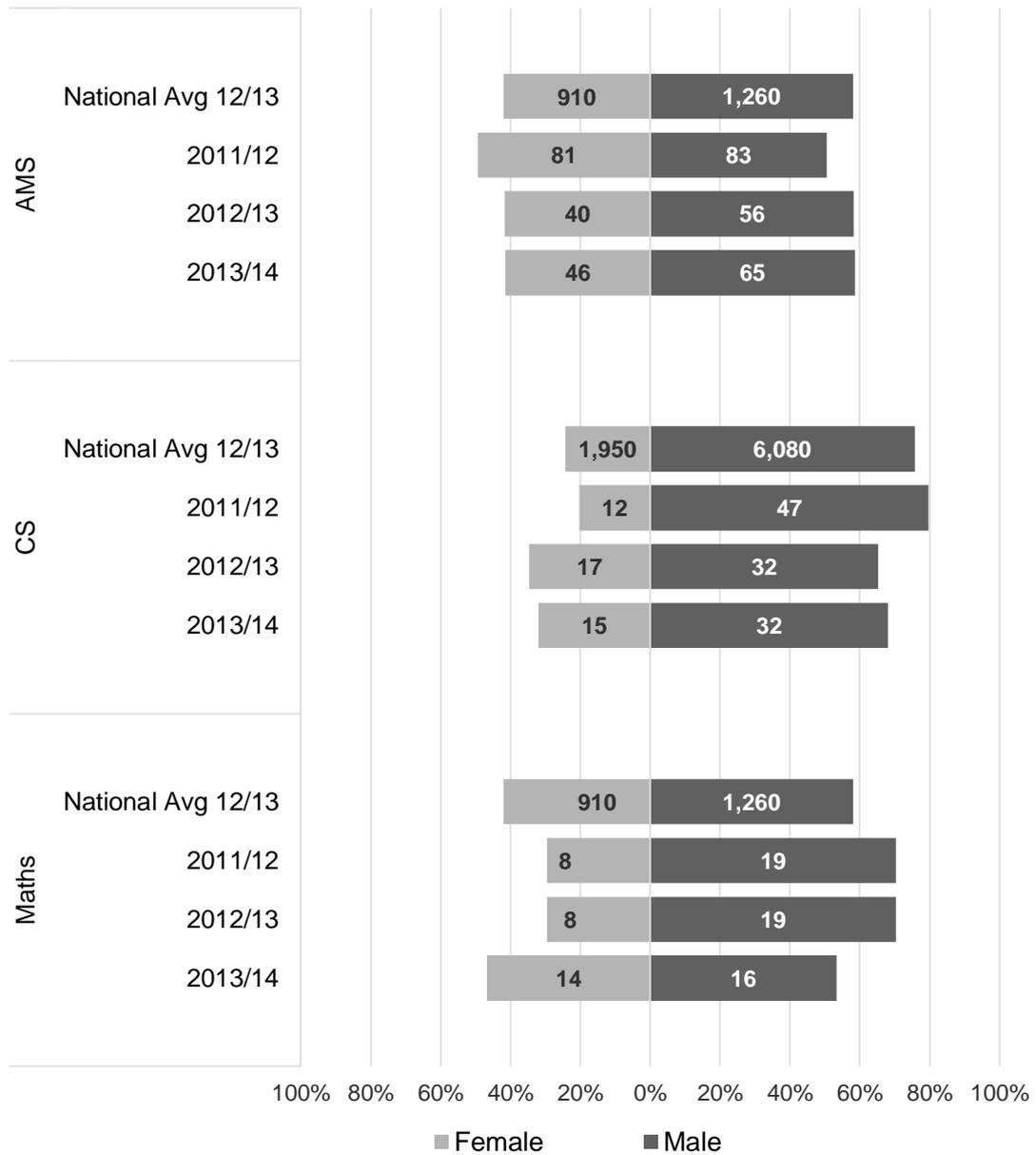
Our institution does not have a history of collecting completion data for PGT students due to the complexity of different course structures and graduation outcomes available to our students. As a starting point we have collected completion rates for the academic year 2013/14, for full-time students on courses with duration of 12 months only. The data demonstrates that our female students have excellent completion rates in this single year. **We will continue to monitor this (Action 26).**

Table 3.3b: PGT male and female completion numbers for the academic year 2013/14. Since part-time students and resit students have been excluded from the numbers, as well as students on a joint MSc programme with University of Edinburgh, these numbers do not reconcile with those in Table 3.3a.

Department	Number of students completing in same academic year / Number enrolled at start of 2013/14			Percentage completing PGT programme in same academic year		
	Female	Male	Total	Female	Male	Total
AMS	20 / 20	43 / 44	63 / 64	100%	98%	98%
CS	11 / 11	25 / 25	36 / 36	100%	100%	100%
Maths	12 / 12	12 / 13	24 / 25	100%	92%	96%
Total	**43 / 43**	**80 / 82**	**123 / 125**	**100%**	**98%**	**98%**

There were nine or fewer part-time students who completed post-graduate taught courses in the School, representing less than 5% of the postgraduate taught population. Due to the low numbers, it is not reasonable to draw a conclusion from the female part-time ratio in the three departments. However, **we will continue to monitor the gender balance (Action 26).**

3b) iv) Postgraduate male and female numbers on research degrees

The split of postgraduate research (PGR) female and male students in each broad discipline is shown in Table 3.4 and Figure 3.4.

**Table 3.4:** PGR male and female numbers by academic year.

Department	Number of FULL-TIME PGR students (number of females)			Number of PART-TIME PGR students (number of females)		
	2013/14	2012/13	2011/12	2013/14	2012/13	2011/12
AMS	17 (5)	13 (3)	4 (1)	2 (0)	1 (0)	1 (0)
CS	38 (9)	45 (11)	35 (10)	3 (1)	7 (1)	6 (0)
Maths	33 (12)	34 (11)	26 (10)	1 (1)	1 (1)	1 (1)
Total	**88 (26)**	**92 (25)**	**65 (21)**	**6 (2)**	**9 (2)**	**8 (1)**

For CS and Maths full-time PGR students, the female ratio is at or above the comparable national average (23-24% for CS versus the national average of 24%, and 34-41% for Maths versus the national average of 30%; Figure 3.4).

For AMS PGR full-time students, the female ratio has been increasing in the range 20-26%, which is below the national average of 30% (Figure 3.4). The number of students has increased from 4 AMS full-time PGR students in 2011/12 to 17 students in 2013/14. Since the female ratio has been increasing and the absolute student numbers have not been stable, we do not think there is enough evidence to warrant an action at this moment but **we will continue to monitor it (Action 26).**

There are very low numbers of part-time PGR students in the School (Table 3.4). Currently, they represent less than 7% of the PGR student population. Due to the low numbers, it is difficult to draw a conclusion for differences in the female ratio compared to the comparable national averages. Therefore, we do not have immediate plans for the future for this item, but **will continue to monitor it (Action 26)**.

Figure 3.4: Percentage of full-time PGR students in each department split by gender. The numbers of students are shown in the bars.
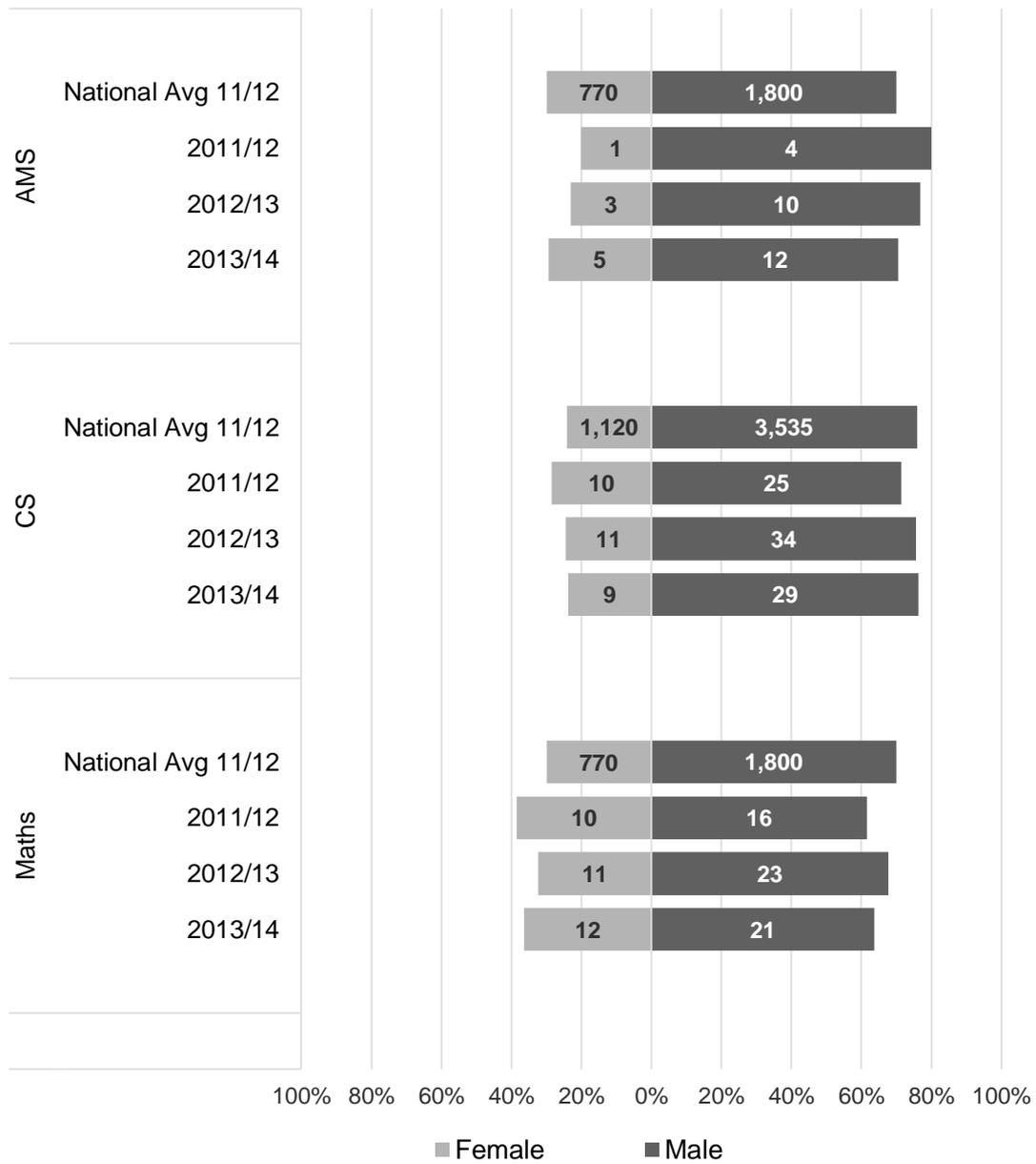
3b) v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

The School has stable conversion rates from offers to acceptances for female across all degrees, as can be seen from Figures 3.2, 3.5 and 3.6.

We note that in 2013/14, the conversion rate declined for UG females in CS and Maths. However, as this is not consistently seen in the last three years, **we will continue to monitor the rate to see if it is a trend or random fluctuation (Action 26).**

The only female ratio of note is for AMS PGR students in 2013/14. None of the 10 female applicants were made an offer. In contrast, 4 of the 30 male applicants were made an offer for a PGR degree place. However, it is not sensible to draw an immediate conclusion from this single data item and we will continue to monitor the gender balance.

Figure 3.5: Percentage of potential PGT students who are female. Each bar shows the percentage within the category (applied, accepted or offered a place) who are female.

Percentage of AMS potential PGT who are female

Percentage of CS potential PGT who are female

Percentage of Maths potential PGT who are female

Figure 3.6: Percentage of potential PGR students who are female. Each bar shows the percentage within the category (applied, accepted or offered a place) who are female.
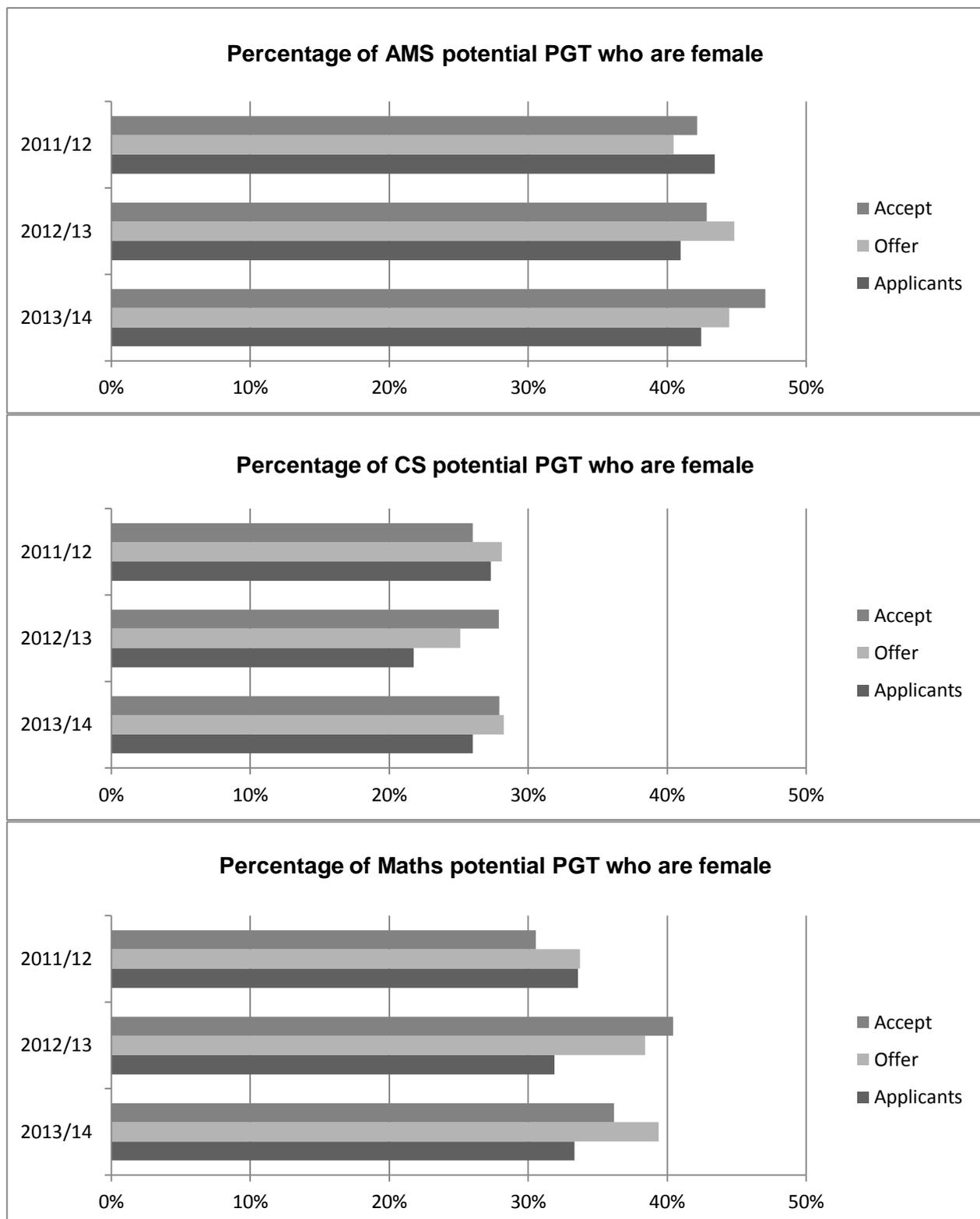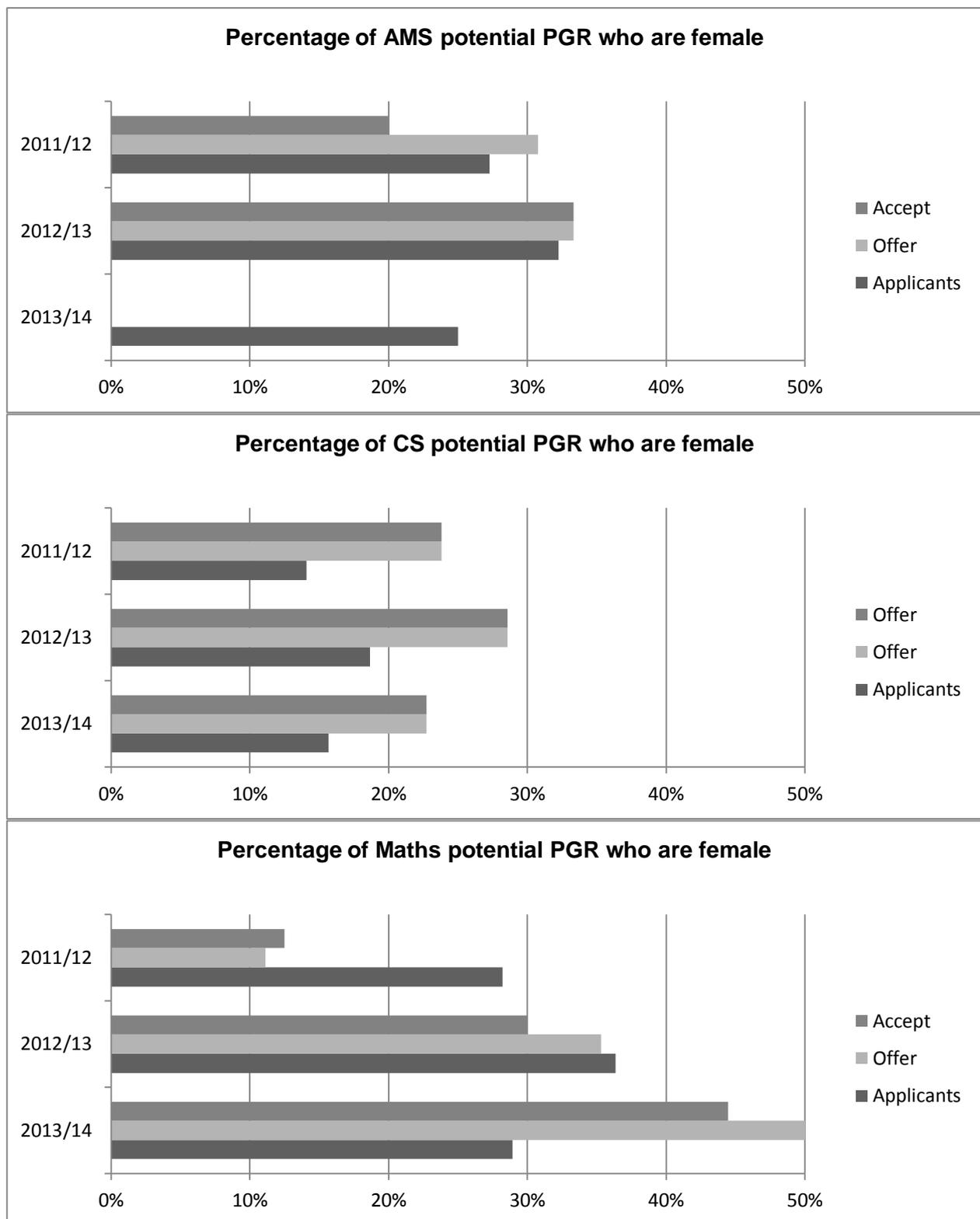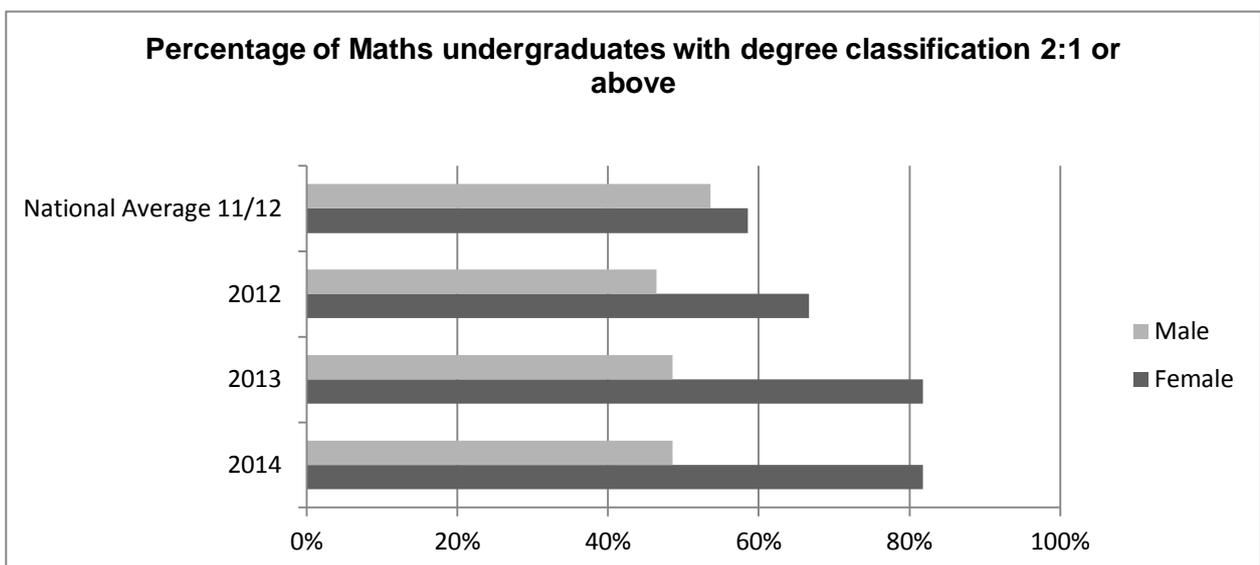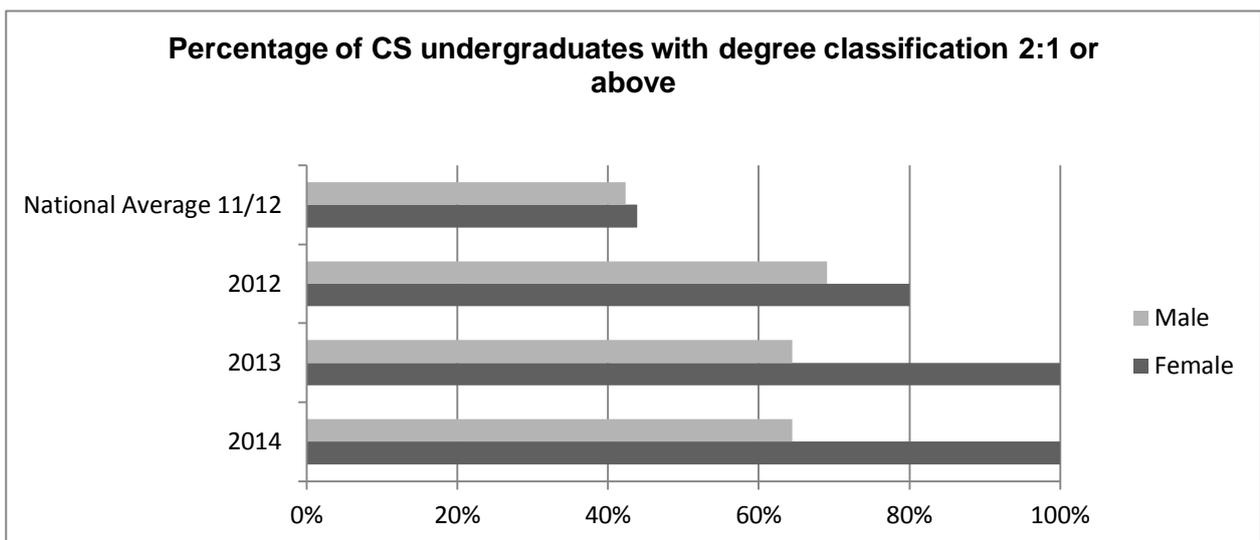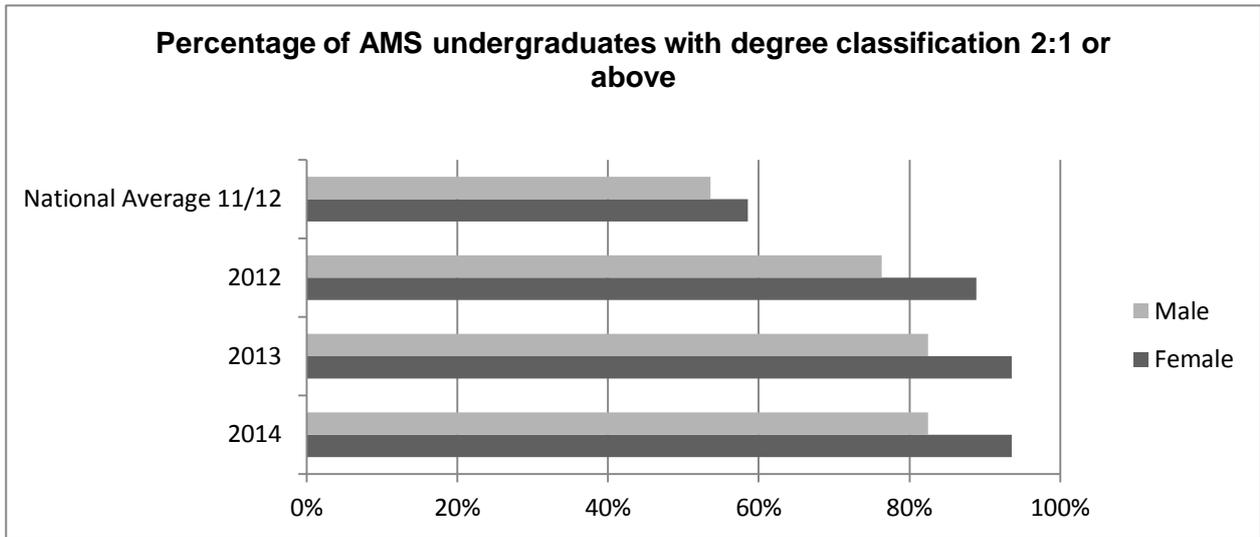
3) b) vi) Degree classification by gender

The School's female students perform excellently academically (Figure 3.7). They are at or above the comparable national average for the female ratio obtaining 2:1, first class or enhanced first degrees. Among the proportion of the School's students who gained first class honours degree, a constant 56% have been female from 2012 to 2014. For 2:1 honours classification, a steady 38-41% was female from 2012 to 2014. It highlights the need to focus on recruitment, as mentioned in subsection 3(b)(ii) above, to increase the proportion of female CS undergraduate students.

Figure 3.7: Degree classification by gender, including enhanced first degrees. Each bar shows the percentage of each gender obtaining a first class honours, 2:1 or enhanced first degree.

Percentage of AMS undergraduates with degree classification 2:1 or above

Percentage of CS undergraduates with degree classification 2:1 or above

Percentage of Maths undergraduates with degree classification 2:1 or above

3b) vii) Female:male ratio of academic staff and research staff

Women constitute 20% of the academic and research staff in the School in 2013. The total number of women has been relatively stable, between 24 and 26, over the three years to 2013 (Table 3.5). The headcount of the School has grown since 2011, with only one of nine appointees in 2012/13 being female. As a result, the overall percentage of female academic and research staff has declined. Moreover, the female percentage at Grades 8 to 10 has not changed significantly over the last three years. It is clear that the gender grade profile is static and that action is needed.

Table 3.5: Academic and research staff numbers in the School by salary grade.

Grade	Number of academic and research staff (number of females)			Percentage of academic and research staff at grade who are female		
	2013	2012	2011	2013	2012	2011
6	7 (1)	3 (0)	3 (0)	14%	0%	0%
7	27 (5)	32 (8)	33 (11)	19%	25%	33%
8	37 (11)	28 (10)	29 (9)	30%	36%	31%
9	24 (6)	21 (4)	19 (4)	25%	19%	21%
10	28 (2)	30 (2)	29 (2)	7%	7%	7%
Total	**123 (25)**	**114 (24)**	**113 (26)**	**20%**	**21%**	**23%**

Between departments, there are large variations in the gender profile in 2013 (Table 3.6). CS is 31% female (20 staff members) which is above the national average of 22% for its discipline, whereas AMS at 22% female (5 staff members) is near its national average of 23%. Maths at 3% female (1 staff member) is far below its national average of 23%. We note that the number of female academic staff in Maths is already improving, with two currently employed in 2015 and two more anticipated to start in 2015.

Furthermore, the academic staff survey results highlighted a difference between the genders in their perception of the work environment. 71% of male respondents agreed or strongly agreed that ``valuing and respecting everyone'', a Heriot-Watt institutional value, is understood and embedded across the School. The figure for female respondents was 38%. Similarly, 93% of male respondents agreed or strongly agreed that they felt valued as a member of staff in the School, with only 63% of female respondents feeling the same way. These differences in perception were gender-specific as the differences among grade groups were slight.

Through the focus groups that we conducted and from the qualitative responses received in the survey, we believe that these perceptions can be improved if we make our workplace more open and transparent. Our main aims in the action plan are to increase transparency and support in the School around staff development and promotion, in workload allocation and to improve staff knowledge of and School support for career breaks. These individual items are discussed later in the relevant section.

Table 3.6: Academic and research staff numbers in 2013 by department.

Grade	Number of academic and research staff (number of females)			Percentage of academic and research staff at grade who are female		
	AMS	CS	Maths	AMS	CS	Maths
6	0 (0)	7 (1)	0 (0)	0%	14%	0%
7	1 (1)	20 (5)	6 (0)	19%	25%	0%
8	8 (1)	21 (10)	8 (0)	13%	48%	0%
9	8 (3)	5 (2)	11 (1)	38%	40%	9%
10	6 (0)	11 (2)	9 (0)	0%	15%	0%
Total (National average[1])	**23 (5)**	**64 (20)**	**34 (1)**	**22% (23%)**	**31% (22%)**	**3% (23%)**

Footnotes to Table 3.6: [1]National averages are calculated from the Athena SWAN benchmarking data 2012/13 file provided by ECU. Both AMS and Maths are compared to the Mathematics SET national average. CS is compared to the IT, systems sciences & computer software engineering SET national average.

3b) viii) Turnover by grade and gender

Table 3.7 shows the turnover within a grade and gender across the School. The highest turnover is among Grade 6 and 7 staff, as many of these staff are on fixed-term contracts (100% and 81%, respectively, in 2013). Comparing the female turnover at each grade (Table 3.7) with the percentage of staff within each grade who are female (Table 3.6), and combined with the low numbers of leavers, the female turnover does not cause concern.

The numbers of staff leavers over 2011 to 2014, by contract type and reason for leaving, is shown in Figure 3.8. Again, there does not appear to be any cause for concern.

However, as noted in the last section, since the percentage of women has been declining slightly over the last three years, it is important that we do not lose female staff members. We propose to have an exit interview for any staff member who does leave, to know why. This would be conducted with either HR or an appropriate senior manager, depending upon the circumstances of the departure. **The reasons for departure will be reviewed and reported upon annually (Action 24).**

Table 3.7: Academic and research staff turnover.

Grade	Number of academic and research staff leavers (female)			Percentage of academic and research staff leavers at grade who are female		
	2013	2012	2011	2013	2012	2011
6	5 (0)	3 (1)	2 (0)	0%	33%	0%
7	14 (2)	8 (2)	5 (2)	14%	25%	40%
8	3 (2)	5 (1)	2 (1)	67%	20%	50%
9	0 (0)	0 (0)	2 (0)	0%	0%	0%
10	2 (0)	0 (0)	0 (0)	0%	0%	0%
Total	24 (4)	16 (4)	11 (3)	17%	25%	27%

Figure 3.8: Total number of staff leavers over 2011 to 2014, by contract type and reason for leaving.
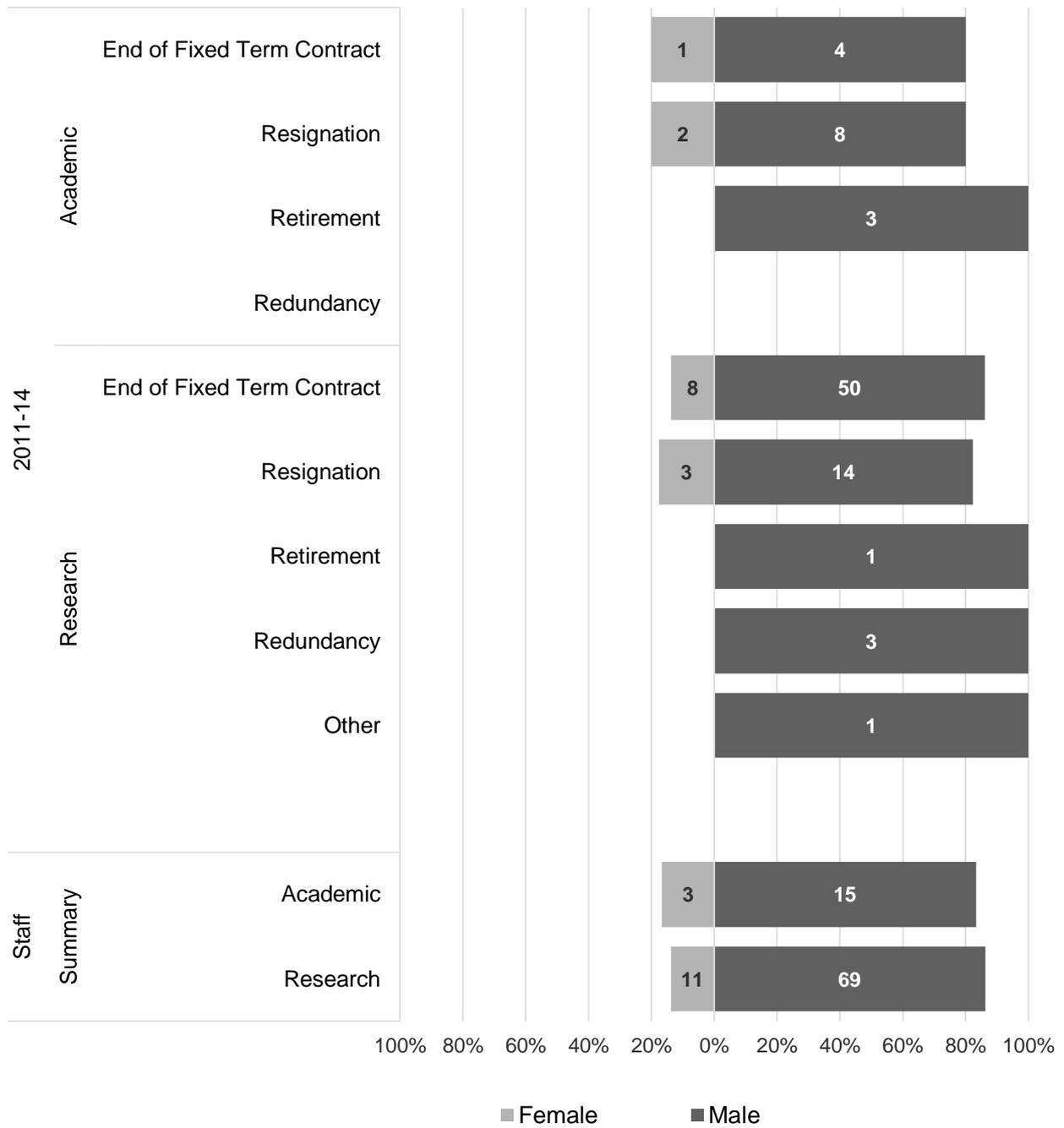
[1775 words.]

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

4.1 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.
   (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.

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.

   (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.

4.1) a) i) Job application and success rates by gender and grade

Job application and success rates for academic and research posts in the School are shown in Table 4.1 for 2012 to 2014. We have not analysed by grade or discipline, due to restrictions in resource to do so.

For a large number of the applicants, the gender is unknown and this limits any analysis. The University recognises that this is an issue and has an action in its Athena SWAN Bronze application to improve recovery of equality and diversity data from applicants. A new, electronic recruitment system to be launched in 2015 will further improve our ability to monitor this area. Disclosure of gender by applicants is improving and appointment rates for women have been above the existing female staff population rate of 20%. The female rate appointment rate was 42% in 2013, from a significantly smaller pool of applications than in other years.

Table 4.1: Academic and research staff job applications and appointments.

Year	Applicant numbers (Percentage of total applicants)				Appointed numbers (Percentage of total appointed)		
	Female	Male	Unknown	Total	Female	Male	Total
2014	43	200	56	**299**	2	5	**7**
	(14%)	(67%)	(19%)	**(100%)**	(29%)	(71%)	**(100%)**
2013	5	16	1	**22**	5	7	**12**
	(23%)	(73%)	(5%)	**(100%)**	(42%)	(58%)	**(100%)**
2012	34	95	60	**189**	3	8	**11**
	(18%)	(50%)	(32%)	**(100%)**	(27%)	(73%)	**(100%)**

The University has a non-discipline-specific, ongoing advertisement for high-performing academics called `Global Platform'. The numbers and gender of the appointees for the School are shown in Table 4.2. It is not possible to draw definitive conclusions from the data shown, due to the low numbers of appointees in 2011 and 2012, followed by an expansion in 2013.

Table 4.2: `Global platform' academic staff job appointments.

Year	Appointed numbers (Percentage of total appointed)		
	Female	Male	Total
2013	5 (43%)	7 (57%)	12 (100%)
2012	0 (0%)	1 (100%)	1 (100%)
2011	1 (33%)	2 (67%)	3 (100%)

4.1) a) ii) Applications for promotion and success rates by gender and grade

Figure 4.1 shows that the percentage of promotion applicants who are female (27%-46% in 2012 to 2014) is above their proportion of the staff population (20%-23%). To ensure staff confidentiality, we do not show the data by grade.

Figure 4.1: Staff applications for promotion and success rates by gender from 2012 to 2014.
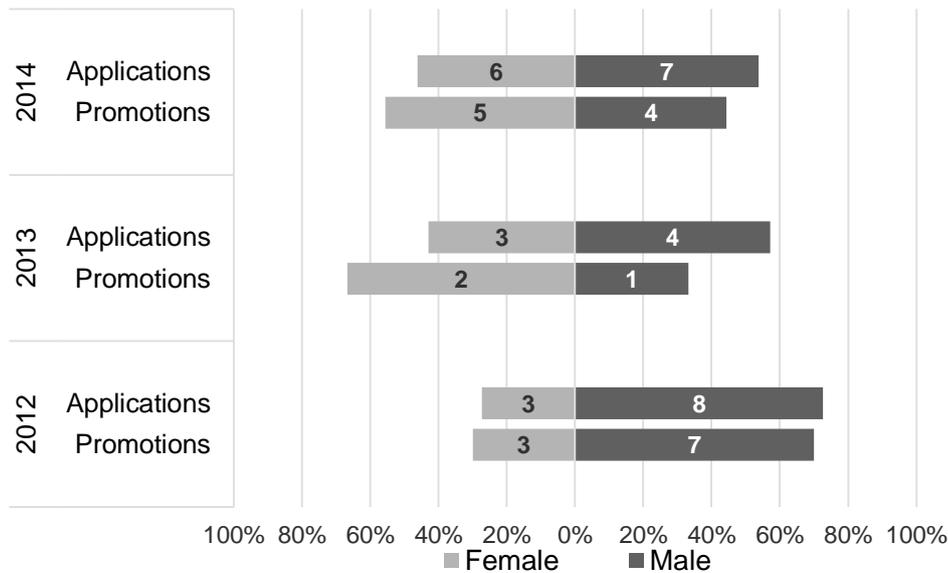
In 2014, as part of the University's Athena SWAN Bronze action plan, the promotions process was streamlined and simplified with changes communicated to managers and staff in a series of open presentations by Professor Gillian Hogg, the University's Deputy Principal and Athena SWAN Lead. Key information describing the grade expectations, timetable, promotions and appeals process is now easily accessible via the University website and advertised widely. Email announcements precede important dates in the promotions calendar and managers are encouraged to identify promotions candidates. The School has established a school-level promotions panel, and all staff are automatically considered for promotion by this panel without the need to self-nominate.

It is too early to show the full impact of these latest changes but the early signs are that applications from both genders have increased, with 100% increase in applications from women between 2013 and 2014, with five of the six female applicants being successful. This reflects the broader picture that when women do apply they are more likely to be successful than their male counterparts.

In the survey, 50% of female respondents and 65% of male respondents agreed or strongly agreed that their progress towards and preparation for promotion was discussed in their annual Performance and Development Review (''PDR'') meeting. **We will ensure managers are appropriately briefed to discuss career development and promotion plans with all staff (Action 8).**

Regarding advice on the promotions process, 75% of respondents received useful advice from their line manager. The other significant source of useful advice was from someone who had recently been through the promotions process (35% of all staff, with 45% of male and 25% of female respondents) and 'another party within the School' (50% of all staff, with 55% of male and 25% of female respondents). This suggests that mentoring for the promotions process would be appreciated, particularly for female candidates who, from the survey, did not appear to seek additional advice aside from anyone other than their line manager.

We will improve transparency and guidance around promotion (Action 8), offer mentoring for staff (Action 5), and advice for unsuccessful promotion candidates (Action 9), with the ultimate aim of attaining a more gender-balanced grade profile.

4.1) b) i) Recruitment of staff

Since 2014, every recruitment document for an academic post has stated, *'Heriot-Watt University is committed to equality of opportunity. Applications are particularly welcome from women and black and minority ethnic candidates, who are under-represented in academic posts at Heriot-Watt.'.*

University guidance since 2014 is that, wherever possible, there should be at least one member of each sex involved at all decision stages of staff appointments. Our Survey found that 38% of female and 51% of male staff respondents had served on School interview panels, with 75% of all respondents reporting that those panels had been mixed gender in the last three years. The majority of survey respondents (44% of females and 56% of males) did not know of the University guidance until we actively promoted awareness via the survey. Most importantly, all the survey respondents now understand this guidance and the actions below will reinforce it.

University policy requires staff to complete a Recruitment and Selection online training course prior to sitting on an interview panel. Staff are also encouraged to attend the University's separate face-to-face Recruitment and Selection training session. However adherence is not currently monitored effectively. **We will ensure that all current panelists meet the University's minimum requirement (Action 3)**.

To improve the monitoring of job applications and successes, we have identified several actions**: we will formally monitor who is part of any appointments shortlist and we will collect and audit data on the appointments process (Action 2).**

From the analysis of the Good Practice Checklist, **we identified that job advertisements should include information on family-friendly policies at the University, as well as flexible working policies, and we will ensure this is the case (Action 4).**

4.1 b) ii) Support for staff at key career transition points

Within each department, there is a different profile for the 'career pipeline' (Figures 4.2-4.4). However, common to all three departments is a low and static percentage of female at Grade 10 (professorial level). We outlined in Section 3b(vii) our actions on promotions, mentoring, workload allocation and career breaks to improve the profile.

Grade 6 staff are excluded from the career pipeline since they are concurrently PGR students.

AMS academic pipeline

Examining the career pipeline graph of AMS (Figure 4.2), the percentage female at the Grade 7 level has been volatile, due to the low numbers of staff at this level (at most three members). It is uncommon for staff to be appointed at Grade 7 due to the lack of postdoctoral positions in this discipline area.

The percentage female at Grade 8 has been stable at 13% (1 staff member), but below the female PGR student percentage of over 20% (5 students). We recognise that this is an issue. However, as we do not have complete data on job applications and success rates by gender, we do not know if this is because of a lack of female applicants or women not being shortlisted. We will gather sufficient evidence on the origins of this low percentage before proposing an action.
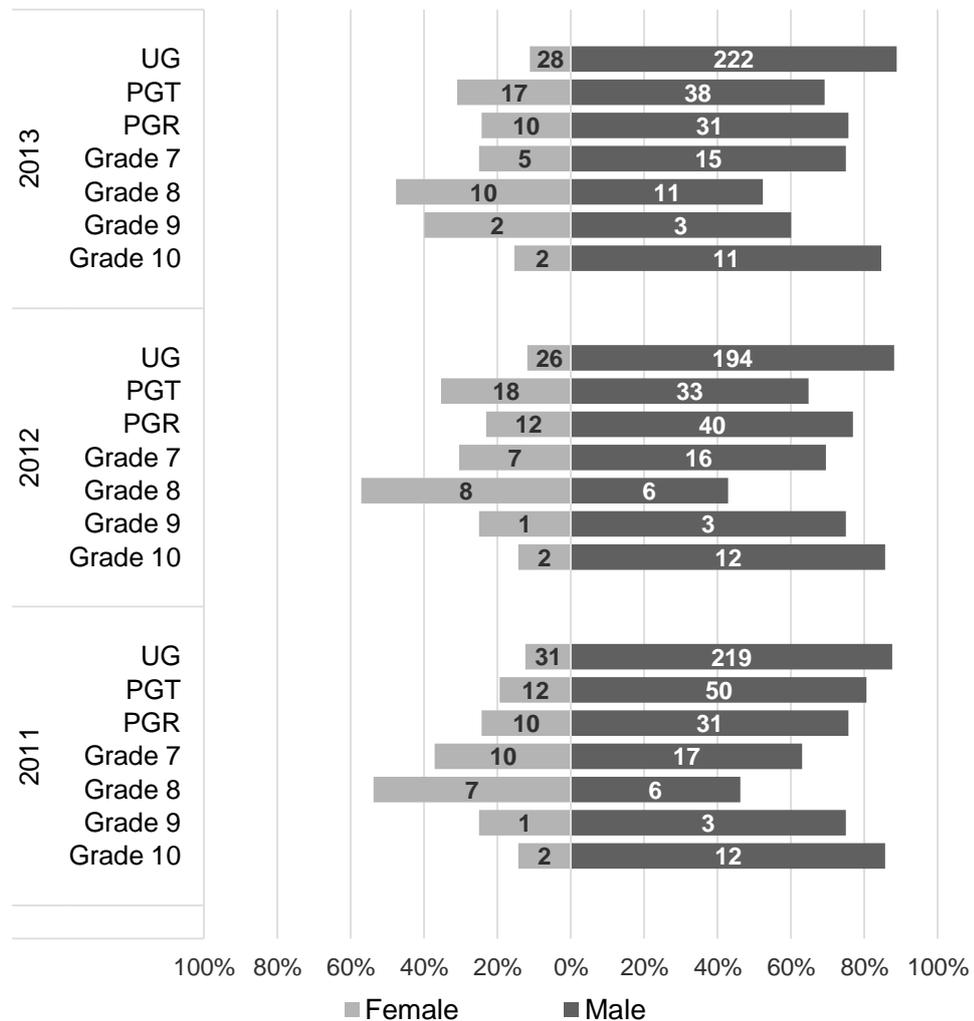
Figure 4.2: Academic pipeline in AMS from 2011 to 2013, showing number and percentage female.
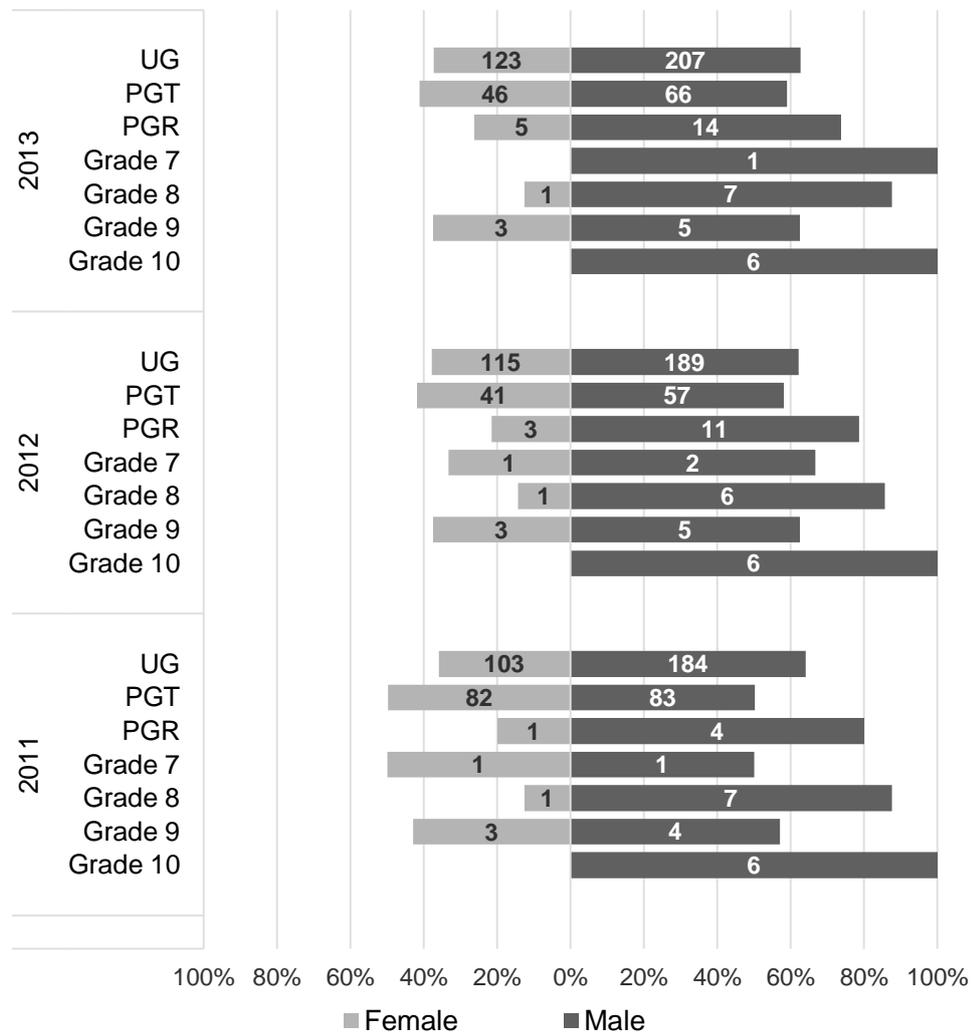
CS academic pipeline

For the CS academic pipeline (Figure 4.3), a key attrition point is consistently from Grade 9 to Grade 10, with the percentage female falling from 40% at Grade 9 in 2013, to 14% at Grade 10. The transition from Grade 8 to 9 has improved in 2013, and we expect this to continue to improve as the changes in the University promotion policies take full effect.

Figure 4.3: Academic pipeline in CS from 2011 to 2013, showing number and percentage female.

Maths academic pipeline

Turning to the Maths academic pipeline (Figure 4.4), the attrition point is from PGR student to being employed as a staff member. Whilst we note that to date in 2015 we have two female appointments at grade 8 and 9, we recognise that this is an issue. We anticipate that the actions outlined in Section 4.1(b)(i) around the recruitment of staff will increase the percentage female among Maths staff. To further help, **we will introduce mandatory training for staff (not only for Maths) on an appointments panel, which will include unconscious bias training (Action 3).**

Figure 4.4: Academic pipeline in Maths from 2011 to 2013, showing number and percentage female.
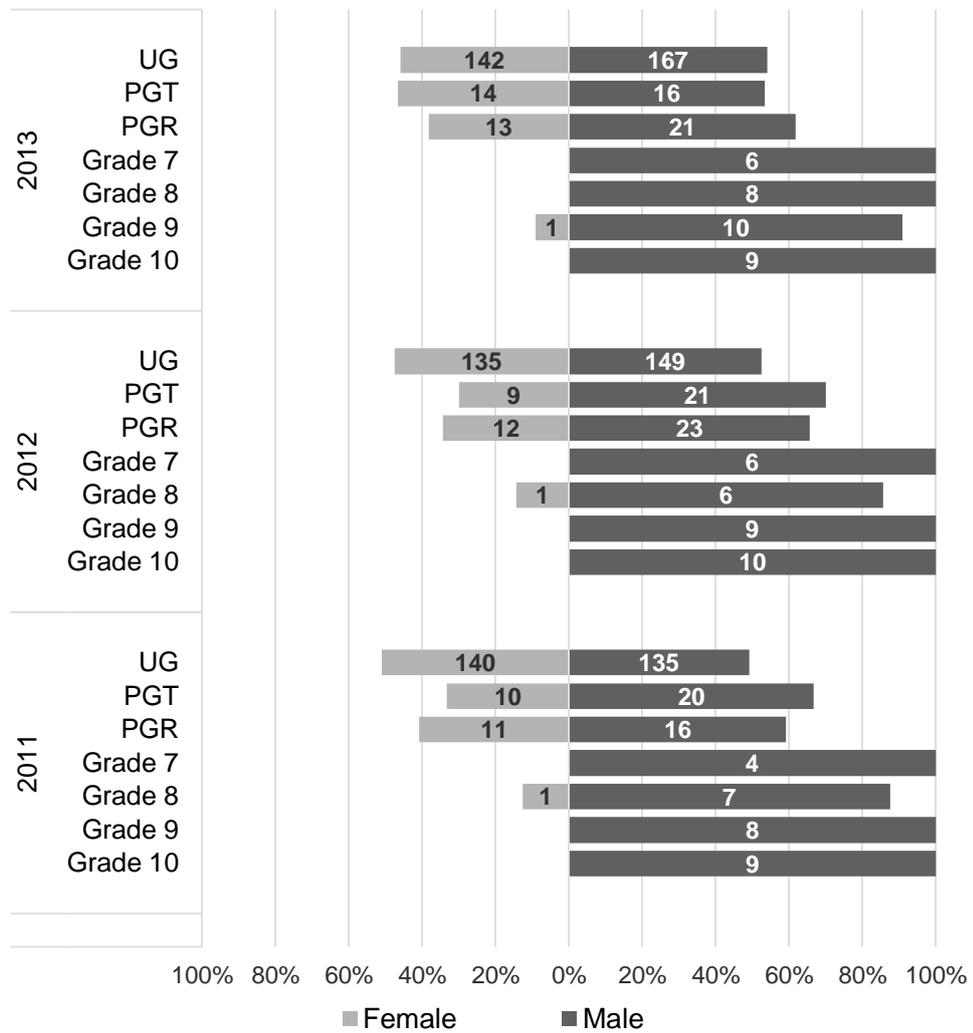
We have the following initiatives in place in the School:

- **Mainstreaming gender equality**. Dr Fiona McNeill piloted a lecture to first year undergraduate students on gender equality in computer science. This will be repeated next year, with more engagement activities incorporated for the students.

- **Peer networks**. ███████████, a CS undergraduate student, was encouraged and mentored by Dr Verena Rieser to establish a local chapter of Equate Scotland[1]'s Interconnect. This is a peer support network for students in STEM subjects and a forum for organising events such as visits to future employers, as well as for experience and information sharing. Since its establishment in Autumn 2014, Interconnect HW now has 88 members across the university. One student has won an award to attend a conference and another is presenting at the 2015 BCSWomen Lovelace Colloquium, all opportunities advertised via the network. All School students are encouraged to access the HW Interconnect group.

- **Work placements**. In 2014, Professor Greg Michaelson co-ordinated a summer research placement programme for nine female UG students, with each student assigned a supervisor in CS (both male and female staff participate) and a research project of their own. The work placement experience encouraged at least one student to go on to PG study. This was part of Equate Scotland's Careerwise programme, which encourages SET employers to offer work placements to female undergraduate SET students. We are continuing our involvement in 2015.

  Mentoring. The School runs a mentoring programme as part of the probationary period for all newly recruited academics. This mentoring aims to provide guidance and support for new staff to help develop their academic career. The survey highlighted that staff, particularly females, would appreciate a mentor even if they are not newly employed; 31% of female survey respondents said that they did not have a mentor but would find one helpful, compared to 7% of male respondents. **We will encourage a culture of mentoring, supporting staff to act as mentors and to be able to access mentorship (Action 5). We will reinforce this by formally recognising mentoring activity in a new workload model (Action 15).**

---

[1] http://www.equatescotland.org.uk/

- **Leadership development for women**. Since 2013, the University has participated in the Leadership Foundation for Higher Education[2]'s Aurora programme, which offers women-only leadership development training, and includes mentorship. To date, there have been two School participants. Feedback has been positive.

- **Research leadership**. ``Scottish Crucible'', for early career researchers, and ``Heriot-Watt Crucible'', for all academic staff, are leadership and development events that provide an excellent networking opportunity for participants. New staff are encouraged to participate in them to allow them an opportunity to broaden networks and inter-disciplinary awareness. A staff member has attended the Scottish Crucible each year for the last four years (two female and two male), with their place won on a competitive basis. In the last three years, six staff members (three female, three male) have gone to the Heriot-Watt Crucible, with staff nominated by the School. Experience has been universally positive.

From the analysis of the GPC, **clarifying career progression responsibilities to early-career researchers came out as a priority action (Action 6).**

[2] https://www.lfhe.ac.uk/

4. Supporting and advancing women's careers

4.2 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?

    (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?

    (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.

4.2) a) i) Promotion and career development

The University operates an annual Performance and Development Review (PDR) process. Typically, the individual's line manager or a professor is the reviewer. Each year the individual and the reviewer agree objectives and development goals for the year ahead, and these are formally reviewed the following year. Identified as a priority from the SAT's analysis of the Good Practice Checklist, to build careers it is necessary to set longer-term objectives for individuals. **The need for the PDR meeting to encompass a longer term career plan, e.g. five years, with specific objectives required to be ready for promotion within an agreed timescale will be communicated to all parties (Action 8).**

The review element involves the reviewer assigning a performance rating on a five point scale dependent on performance against the University's ``Expectations for Performance Excellence''. The expectations outline a wide range of activities such as research, learning and teaching, professional service, leadership and engagement with the University values.

However, there are no guidelines known to staff for determining the performance rating. This was identified as a priority action area through the SAT's analysis of the ``Good Practice Checklist''. **We will establish clear guidance for mapping of assessment criteria to the performance rating, taking into account subject-specific norms for academic and research staff and the overall job profile of individuals (Action 7).**

In 2014, as part of the University's Athena SWAN Bronze action plan, promotion processes were reviewed and improved. These changes were communicated via all-School meetings hosted by the Head of School and Deputy Principal, demonstrating how the academic promotions process works and what a good application looks like.

Since 2014, all eligible staff are proactively considered by a School panel for nomination for promotion to the University-level decision-making board. Feedback is provided to all by the School panel, including those not yet considered ready, and individuals can still nominate themselves for promotion even if the panel is not supportive.

Staff whose promotion is unsuccessful at University-level are given feedback via a letter from the Chair, and it is anticipated that they receive oral feedback from the Head of School. 30% of all survey respondents who had applied for promotion in the last three years said that they hadn't received feedback following consideration of their promotion case. **We will monitor to ensure that timely and specific feedback is provided to unsuccessful candidates (Action 9).**

Whilst 71% of eligible respondents said that they had received encouragement and support to apply for promotion, with no significant difference in percentage between the genders, only 51% of all respondents agreed or strongly agreed that the process for being considered for promotion from within the School is fair and transparent. This figure fell to 38% among female respondents. Only 38% of staff agreed or strongly agreed that the criteria for achieving academic promotion are clearly explained and effectively communicated within the School. This fell to 30% among non-professorial academic staff, and 20% among research staff.

It is possible that the perception of lack of transparency is due to the new promotion procedures not yet having fully embedded. Actions 8 and 9 around promotions should enhance transparency for staff.

4.2) a) ii) Induction and training

The University provides new members of staff with a general induction including information on areas such as the use of the University library, the University's strategy and future vision and a broad guide to the structure of the University.

We could not identify a systematic and structured practice regarding induction in the School. For example, there is no staff induction handbook. To address this, **we will establish a School-level induction (Action 10).**

Depending on their prior experience, new academic staff may be required as part of their probation to complete a two-year, part-time Postgraduate Certificate of Academic Practice which provides training on teaching and education theory. Staff with a probationary period are assigned a mentor, generally a professor in their department, during their probation.

There is ample provision of short training courses provided by the University for all staff on many areas of professional development (e.g. research, administration, academic and non-academic and university systems or practices). Considering training needs is part of the annual PDR meeting.

The training courses are generally communicated via a dedicated University website or in the weekly University staff newsletter email. Members of staff are most likely to look at the training courses at the beginning of the calendar year, in preparation for their upcoming annual PDR meeting. As this is not the best practice for staff to keep up to date with training opportunities offered to them, **a review will take place to identify a more efficient means of supporting professional development throughout the year (Action 11).**

4.2) a) iii) Support for female students

Formal support for undergraduates interested in research is provided through their assigned staff mentor, departmental talks and the University's Careers Service.

To address the CS disciplines front-loaded leaky pipeline, the following initiatives were established in 2014: (1) a welcome party for female CS undergraduates to help them to feel part of the CS community; (2) a gender equality lecture pilot; (3) the "Interconnect" peer network for all University female STEM students, championed by CS; (4) a CS work placement programme to encourage female students to consider a research career.

The CS department is an active member of the Scottish Informatics and Computer Science Alliance (SICSA). Professor Greg Michaelson is a research theme leader on the SICSA theme ``Towards a School-University Educational Continuum in Computing''. SICSA is very aware of the low proportions of female undergraduates in Scotland, and has allocated funds for an Education Short-Theme "Supporting and Recruiting Women in Computing". The School has supported this theme through various measures including an Ada Lovelace Day podcast on inspiring STEM women. The CS working group (Action 1) will strengthen their existing links with SICSA where appropriate, in order to meet its aims.

Every PGT student is assigned a staff member as their mentor, offering both academic and pastoral support. Students interested in research can attend departmental talks and can speak with their mentor and other staff.

PGR supervisors routinely mentor their students; they provide career development advice and suggest appropriate training, both informally and formally as part of the annual review of the student's progress.

Following a focus group discussion with female PGR students, a taskforce consisting of PGR students was set up on to investigate how to improve the PGR student experience. The taskforce consulted with the PGR student body. They found that the PGR students do not feel part of the School or their department; their staff interaction is often with their supervisor only. Neither do they feel part of a community of students. To start addressing this, we will act to **increase the PGR students' sense of community both among each other and the staff (Action 12), provide a formal induction (Action 13) and establish well-defined student representation (Action 14).**

4. Supporting and advancing women's careers

4.3 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.

  (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.

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?

  (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.

  (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.

  (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.

  (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.

4.3) a) i) Male and female representation on committees

At the School-level, there are three committees:

- School Management Board, responsible for the management of the School. Membership of the Board is *ex officio* and includes, for example, the Head of School, the Heads of Department, the Director of Learning & Teaching and the Director of Administration.
- School Learning & Teaching Committee, which oversees the UG and PG programmes. Membership of the Committee is *ex officio* and includes the Programme Directors and the Heads of Department.
- SAT, responsible for the delivery of this application and the subsequent action plan. Membership is voluntary, and anyone who is interested in helping out is welcome.

Research in CS revolves around nine research groups, three of which are led by (different) females. AMS and Maths are part of a research centre, the Maxwell Institute for Mathematical Sciences, in partnership with the School of Mathematics, University of Edinburgh.

For teaching, there is a committee for each discipline-specific group of UG and PG programmes. These committees are called Boards of Studies. Composition of the Boards of Studies varies by department. In CS, all those involved in teaching courses are members, and thus their UG and PG Boards of Studies membership is very large and roughly reflects the gender split within CS. In AMS and Maths, membership of a Boards of Studies is defined by an existing role, for example being a director of studies of a year or a programme director. These roles are assigned to staff by their head of department.

Note that the Boards of Studies did not exist before 2012/13, although Maths and CS had equivalent committees operating. Therefore, there is no AMS UG Boards of Studies shown for 2012/13.

The membership of these committees broadly reflects the gender composition of the staff; the membership split by gender in the above committees over the past three academic years is shown in Table 4.3. The membership is shown only for the academic and research staff members; some of the committees also have administrative staff and students in their membership. The percentage of the academic and research staff members who are female is shown in Figures 4.5-4.6, along with the appropriate female split among all academic and research staff. The School Learning & Teaching Committee and the AMS/Maths PG Board of Studies are chaired by (different) senior female academic staff members.

Table 4.3: Gender split on School committees.

Committee	Number of academic and research staff on committee (number of females)			Percentage female academic and research staff on committee		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
School Management Board	10 (0)	10 (2)	9 (2)	0%	20%	22%
School Learning & Teaching Committee	7 (1)	10 (3)	11 (3)	14%	30%	27%
School SAT	N/A	14 (6)	18 (7)	N/A	43%	39%
AMS UG Board of Studies	N/A	6 (1)	7 (2)	N/A	17%	29%
AMS/Maths PG Board of Studies	N/A	6 (1)	7 (1)	N/A	17%	14%
Maths UG Board of Studies	5 (0)	5 (0)	8 (0)	0%	0%	0%
CS UG Board of Studies	32 (9)	35 (10)	38 (11)	28%	29%	29%
CS PG Board of Studies	20 (7)	22 (8)	23 (8)	35%	36%	35%
Total	**74 (17)**	**108 (31)**	**121 (34)**	**23%**	**29%**	**28%**

We note that the Maths UG Board of Studies had no female academic members; this is due to there being only one female academic staff member in Maths over this time period, who was either an early career researcher on probation or a new senior academic; new staff members are allowed time to understand the workings of the School, and not immediately given heavy administrative roles.

Figure 4.5: Academic female staff representation on School-wide committees.
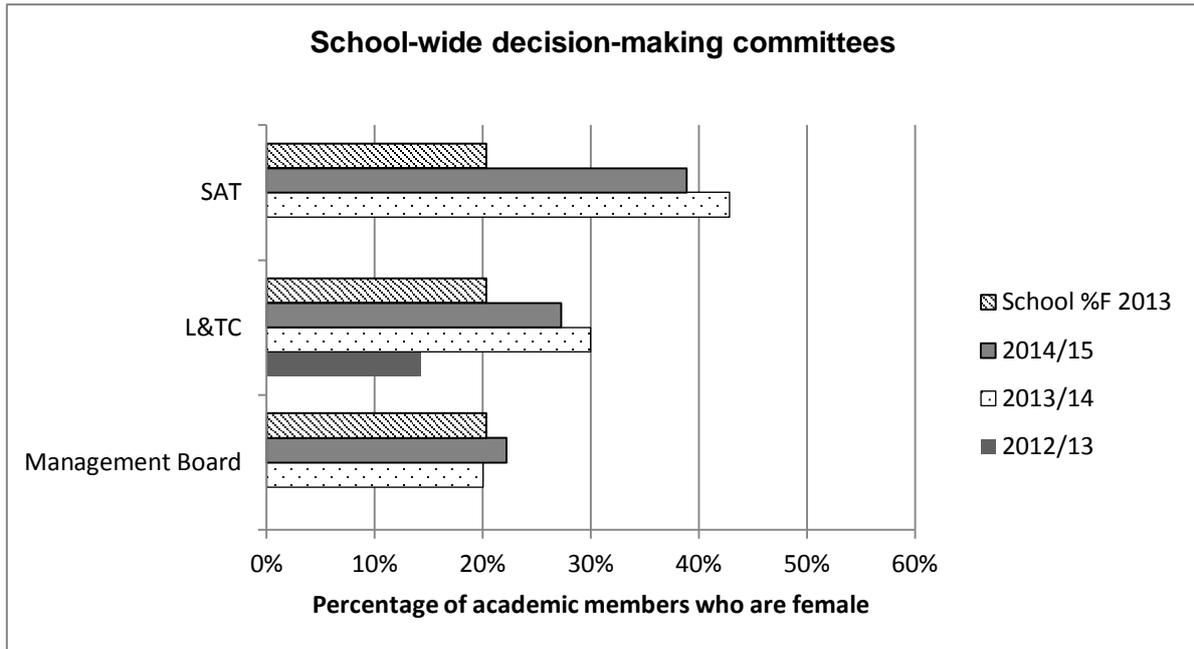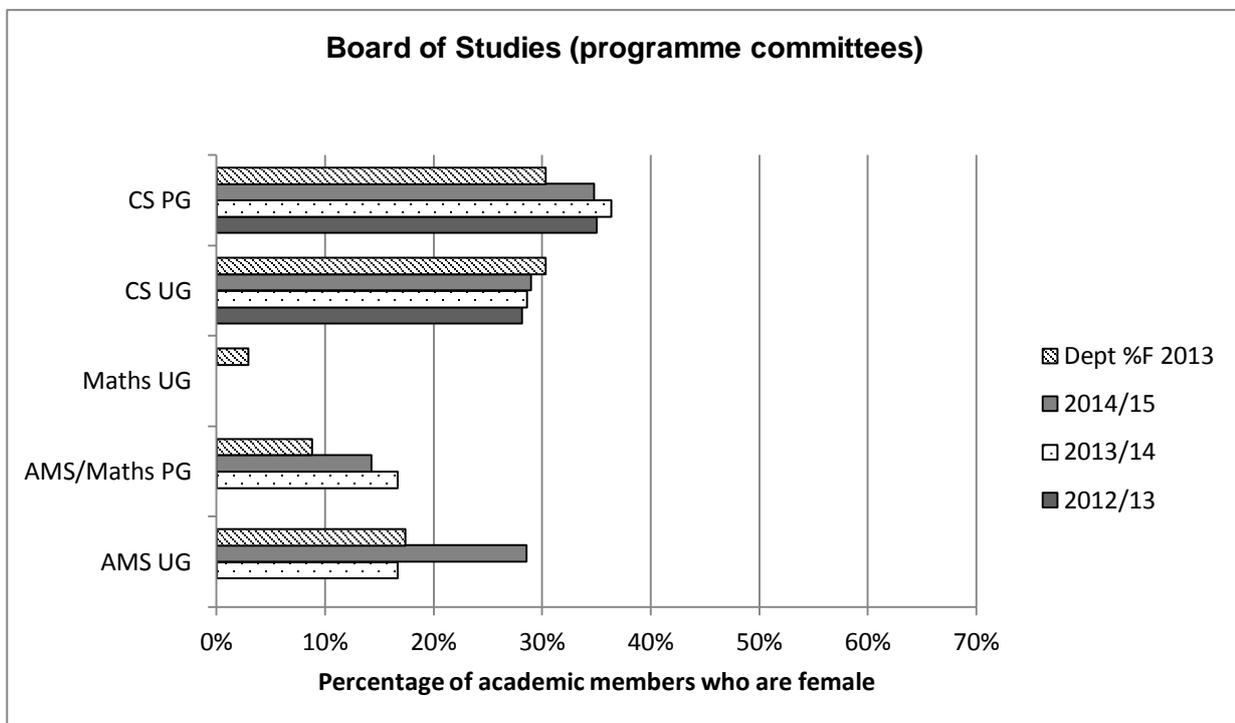

Figure 4.6: Female representation on Departmental committees. There are only UG and PG programme committees, called Boards of Studies, at the departmental-level. The `Dept %F 2013' for the AMS/Maths PG Board of Studies is the percentage of female academic and research staff across AMS and Maths in 2013.

4.3) a) ii)   Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

The number and percentage of research staff by contract type and gender is shown in Figure 4.7. That for academic staff is in Figure 4.8. The female:male percentage does not appear to show any appreciable gender difference by contract type. Therefore, we do not propose any action here but will continue to monitor the ratio.

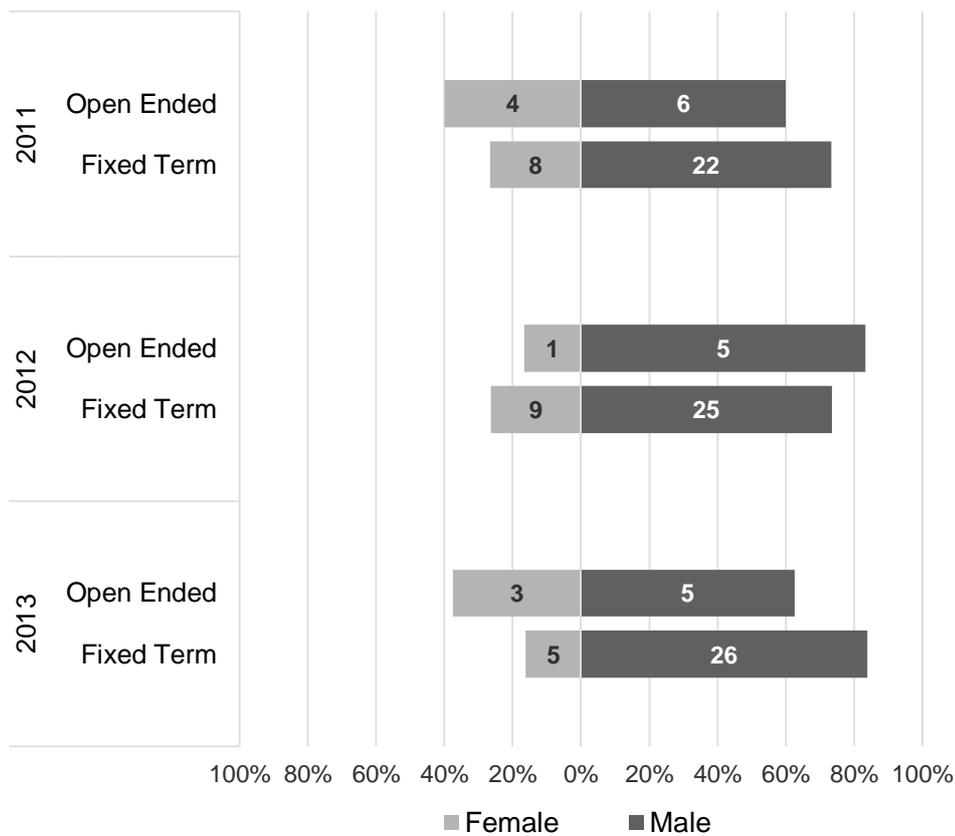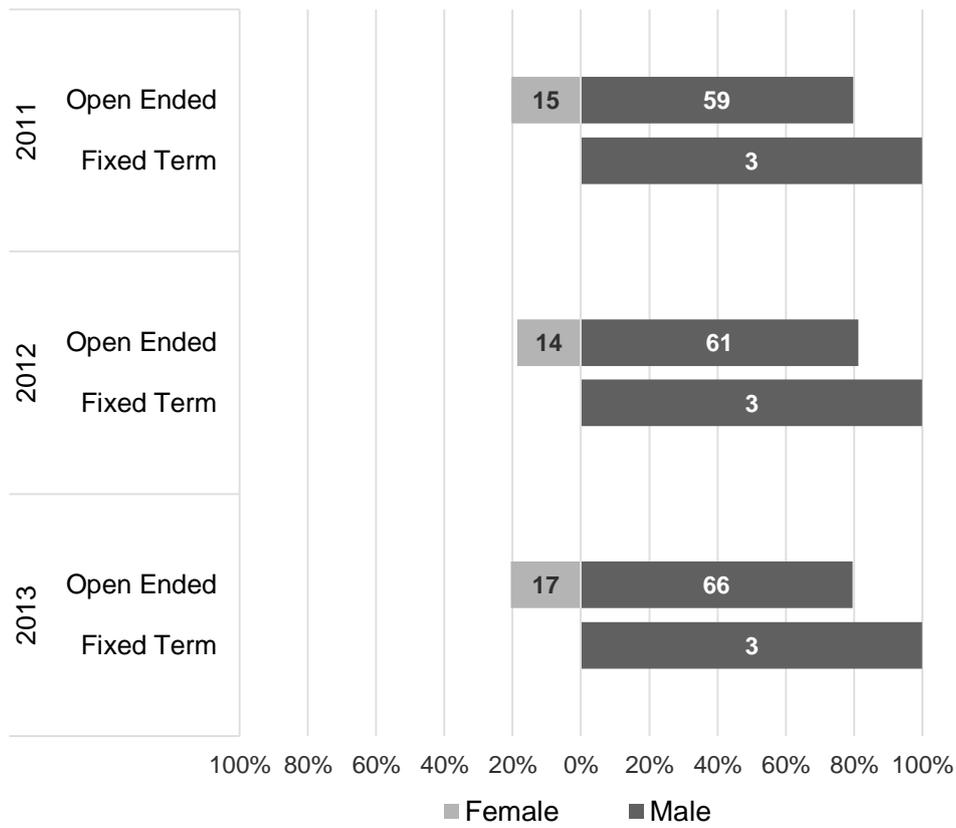**Figure 4.7:** Research staff split by contract type and gender.

Figure 4.8: Academic staff split by contract type and gender.

4.3) b) i) Representation on decision-making committee

In line with the University policy, the School began in 2014 openly advertising roles to all staff. For example, the new roles of Director of Internalisation and Director of Academic Quality were advertised to all staff, and the positions filled by two women. As many committee roles are *ex officio*, this is important in ensuring that decision-making committee members are *de facto* populated through a transparent and open process. The School does not formally monitor the gender balance of its decision-making committees. **We will monitor the gender balance of our decision-making bodies from 2015 (Action 18)**, in line with the University Executive's guide on how to improve diversity on decision-making bodies.

In the survey, 73% of all staff agreed or strongly agreed that they are encouraged to represent the School and the University both internally and externally. Similar proportions were seen among female respondents (63%) as male respondents (76%). The issue of overload was not raised by any individual but we are alert to this potential issue.

4.3) b) ii) Workload model

Currently, the individual departments use different models for workload allocations, assigning weights to activities as is deemed appropriate for each individual discipline. Activities include research, teaching, administration, pastoral care of students and management duties. In all three departments, the overall allocations are accessible to all academic staff via the departmental intranets. In the survey, 54% of staff agreed or strongly agreed that workloads are managed in a fair and transparent manner. There did not appear to be a gendered response to this.

For pastoral care activities, 20% of respondents said that pastoral case activities were not taken into account in their workload allocation. For administrative duties, 8% of staff said that administration was not taken into account in their workload allocation. There were only very slight differences among the staff grades and gender in these survey responses.

To improve overall transparency in workload allocation, **we have set up a working group to recommend a single workload model to be implemented across the School (Action 15).** The workload model should cover the totality of each individual's duties and contribution to the School's activities.

Major administrative and management jobs within the department and School are rotated, usually on a three year cycle. There is no formal School policy on the rotation of these responsibilities, but rather an informal one. For example, in the year after their tenure ends, heads of department are assigned no heavy administrative and management duties. There is an expectation that those early in their academic career should not be overburdened with administrative jobs to allow them sufficient time to develop their research. However, again there is no formal School policy on the latter. An understanding of which roles are a valued in relation to promotion and which are perceived as more of a burden will be important in development of any workload model and guidelines around rotation of roles.

4.3) b) iii) Timing of departmental meetings and social gatherings

The School will organise meetings and seminars to start and finish within the hours of 10:00 to 16:00, where possible (Action 16). However, there are some meetings which must take place outside of these hours, as they are held jointly with staff in Dubai and/or Malaysia.

Currently, departmental-level meetings, such as Boards of Studies, are held within core teaching hours. The University has core teaching hours of 09:15-18:15 every day except Wednesday, when they are 09:15-13:15. Research seminars and colloquia are scheduled for early afternoon slots, room availability permitting.

In the survey, 63% of staff agreed or strongly agreed that the School arranges meetings, seminars and social gatherings in a way that makes it possible for the *majority* to attend. The focus groups attended by staff with caring responsibilities, and staff who work part-time or flexibly, suggest that the School could do more to suit better the latter staff. For example, part-time staff asked for social activities that did not require them to stay late at work. This strengthens the case for having meetings and seminars within 10:00-16:00.

We discuss recommendations around scheduling of meetings in Subsection 4.4(b)(i).

4.3) b) iv) Culture

The academic staff survey results highlighted a difference between the genders in their perception of the work environment. 71% of male respondents agreed or strongly agreed that ``valuing and respecting everyone'', a Heriot-Watt institutional value, is understood and embedded across the School. The figure for female respondents was 38%. Similarly, 93% of male respondents agreed

or strongly agreed that they felt valued as a member of staff in the School, with only 63% of female respondents feeling the same way. These differences in perception were gender-specific as the differences among grade groups were slight.

Through the focus groups that we conducted and from the qualitative responses received in the survey, we believe that these perceptions can be improved if we make our workplace more open and transparent. Our main aims in the action plan are to increase transparency and support in the School around staff development and promotion, in workload allocation and to improve staff knowledge of, and School support, for career breaks. These individual items are discussed in the relevant sections.

An annual School table quiz held for all staff and students during the evening has run successfully for many years. Before Christmas, the School invites the staff to a lunch. All have been well-attended. The common room serves as a main social hub for the School. Many staff and PGR students eat lunch and make tea and coffee in the common room, and there are newspapers to read. Despite all of this, the ``Work and social integration'' taskforce and the focus groups highlighted the desire for more interactions between staff. This was also desired by PGR students, as discussed in Section 4.2(a)(iii).

To further improve social interactions, we have recently initiated a weekly ``tea-and-biscuits'' organised by the PGR students for all staff and PGR students. **The first Annual Christmas Conference took place in 2014, followed by drinks and snacks (Action 12)**. To increase knowledge about what other staff are researching, **we will establish a staff seminar series (Action 17).** The new policy on such events taking place between 10:00-16:00 (Action 16) will apply.

In the survey, 83% of male respondents agreed or strongly agreed that there is a cooperative and collegiate atmosphere in the School, while only 50% of female respondents agreed or strongly agreed. We are hopeful that the actions proposed in this application will increase the latter figure.

We also identified too much emailed information as a problem, and **we propose to use more proactive, structured methods of information sharing (e.g. having a well-structured intranet that staff can easily navigate around) as much as possible (Action 25).** In this way, staff can find the information that they need quickly and easily.

4.3) b) v) Outreach activities

Staff, both male and female, are active in outreach activities. These range from workshops and other programmes directed at school pupils of various ages, through participation in major events, to subject-based workshops on the actuarial profession and computer science topics. However, there is no overall strategy on which outreach activities to do, and where to focus staff efforts. **We will develop a co-ordinated School outreach strategy (Action 19).**

In the last few years staff have run events for both primary and secondary schoolchildren, such as iPhone application design workshops at the University, as well as leading day or week-long events for the outreach programme 'Lothians Equal Access Programme for Schools' to encourage students to apply to university. A summer school on robotics and computers for potential female CS UG applicants is being organised for 2015 by Dr Patricia Vargas and Dr Katrin Lohan.

In 2014, staff organized workshops on the actuarial profession for school students and teachers (Mr Gavin Reid), attended school careers fairs (Mr Gavin Reid), contributed to the Edinburgh International Science Festival (Dr Tim Johnson) and to Café Scientific (Professor Gavin Gibson). Other staff have worked with primary schools on evaluating software (Professor Judy Robertson), worked with secondary pupils on access programs and given a public talk on robotics at a film festival (Dr Patricia Vargas).

Professor Ruth Aylett and Professor Judy Robertson spoke on BBC Radio 4 Women's Hour on "Girls and Robotics". Staff have been involved in maths masterclass sessions run jointly with Edinburgh University for secondary school pupils (Professor Des Johnston), and given public talks on topics as diverse as red squirrels (Professor Andy White) and the mathematics of juggling (Dr Robert Weston).

There is no formal recognition in the various departmental workload models for such outreach work (in the survey, 38% of staff said that it was not taken into consideration in their workload allocation), but this will be addressed by the taskforce who recommend a School-wide workload model (Action 15).

4. Supporting and advancing women's careers

4.4 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.

    (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.

    (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.

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.

    (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.

4.4) a) i) Maternity return rate

Seven women have taken maternity leave in the calendar years 2011 to 2014 (Table 4.4). All have returned on the day that they were due to return from their maternity leave, i.e. 100% maternity return rate.

Table 4.4: Number of academic and research staff on maternity leave.

Number of academic and research staff on maternity leave			
2014	2013	2012	2011

4.4) a) ii) Paternity, adoption and parental leave uptake

Six men have taken paternity leave in the calendar years 2011 to 2014 (Table 4.5). It is not reasonable to draw conclusions from the data, even though the uptake is strictly increasing.

Table 4.5: Number of academic and research staff on paternity leave.

Number of academic and research staff on paternity leave			
2014	2013	2012	2011

There was no uptake of adoption or parental leave in the calendar years 2011 to 2014.

4.4) a) iii) Numbers of applications and success rates for flexible working by gender and grade

There was only one formal flexible working request in the calendar years 2011 to 2013. The request was successful. In the survey, 11 respondents said that they had formally applied to work flexibly in the past. In all cases, they reported that their request was successful.

4.4) b) i) Flexible working

Whilst there was only one staff member working flexibly formally from 2011 to 2014, staff work flexibly informally. In the survey, 85% of staff agreed or strongly agreed that flexibility in working arrangements is easily available informally (with 88% of female respondents agreeing). Similar proportions of staff reported taking up the opportunity to work flexibly informally. 33 staff indicated that they frequently or very frequently, either currently or in the past, work flexibly.

A significant part of our action plan is devoted to improving management awareness of staff requirements with regard to flexible working and developing a supportive and transparent policy for the implementation of flexible working.

A number of staff (both male and female) are employed on part-time contracts. Those on part-time contracts are not always guaranteed that their teaching will be on the same days each semester, which is not suitable for staff with childcare arrangements in place. Committee and departmental meetings are regularly scheduled without checking availability of key part-time staff. We do not currently have a record of the information which would make appropriate scheduling straightforward.

A flexible working register will be developed to record all non-standard arrangements (Action 20), which will allow teaching and meetings to be scheduled appropriately, as well as provide useful information to assist with work allocation and support promotion cases. **We will promote the benefits and demonstrate commitment to flexible working for all staff and potential recruits through activities outlined in our action plan such as, published case studies of individuals working flexibly (Action 21), and publicising information on flexible working during the recruitment process (Action 4).**

4.4) b) ii) Cover for maternity and adoption leave and support on return

The School currently offers the University maternity package to support maternity leave, with no formal additions to it (although this may happen on an informal basis). Maternity leave is managed on a case-by-case basis by the appropriate head of department or line manager.

The focus groups conducted with female staff who had been on maternity leave strongly suggest that staff would value improved support before, during and after their maternity leave.

'*Unofficial contact during my maternity leave was inappropriate, frequent and intrusive. No formal contact at all as there was no process in place to indicate what was/was not appropriate and suitable. Thrown straight back in after return.*'   Female survey respondent.

Moreover, from the SAT's analysis of the GPC and subsequent action prioritisation, supporting staff before, during and after a career break was a high priority item.

A key part of our action plan is to develop a structured support plan for staff at all stages before, during and after a career break. In particular **we will incorporate a planned transition before leave commences with plenty of time for handover (Action 22), and a managed return to work so that staff do not have to hit the ground running (Action 23). We will also work closely with returning staff with the aim of accommodating their needs for flexibility and supporting their career to get back on track (Action 20).**

Our action plan also **involves collating and publicising all relevant information about career breaks for staff so that individuals understand the support they will get, and can see examples of colleagues who have returned from leave and now successfully balance their work and home lives (Action 21).**

[5000 + 521 words.]

5. Any other comments: maximum 500 words

As we outlined at the beginning of our application, on advice from ECU this application outlines the situation at our Scottish campus. We wanted to say a little about our campus, colleagues and students in Dubai, UAE.

The cultural environment in Dubai is such that the interventions suitable to address the issues on our UK campus might not be relevant or appropriate there. For example about 30% of students enrolled in Computer Science at our Dubai campus are women as compared to 11% at the Edinburgh campus.

Whilst our action plan will deliver many benefits for staff across the School regardless of campus, we are working with colleagues in Dubai wherever possible. Some of the Dubai activity is happening at a University level, e.g. engagement in a focus group for women returning after a career break, and some at School level. Dr Hind Zantout, a Computing Sciences staff member at our Dubai campus, sits on the University's Athena SWAN Strategy Committee, and has been a key link for us in promoting Athena SWAN principles within the School at the Dubai campus.

Two initiatives have been possible in 2014:

- Ada Lovelace Day was celebrated with a "letter-hunt" for students. Short biographies of women scientists and technologists from across the globe were posted on the office doors of female STEM faculty, and students applied their puzzle-solving skills as they hunted for clues to direct them to the prize.

- Full participation at an international Women in STEM conference organised by the Meera Kaul Foundation, held in Dubai. Dr Zantout was an invited speaker and some of our students attended the first ever women-only Hackathon in the UAE. Our two student hackathon teams won both Most Educational Game and Most Entertaining Game categories.

We will endeavour to ensure that our Dubai colleagues' needs are considered in delivery of our current action plan wherever possible and appropriate, and are giving formal consideration as to how best to engage with our Dubai campus in relation to Athena SWAN planning, monitoring and consultation in the future.

Table 5.1: Word count summary.

This application has been granted an additional 1000 words by ECU.

Section number	Word allowance	Number of words used from allowance	Additional word count used
1	500	500	47
2	1000	1000	410
3	2000	1775	0
4	5000	5000	521
5	500	398	0
TOTAL			**978**

[398 words.]

6. Action plan

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
A. Undergraduates				
1. Increase proportion of female CS undergraduates.	Taskforce to investigate why female high school students do not apply to study CS at the University and to recommend actions to try to remedy this. Taskforce to link up with SICSA where appropriate to meet its aims. Actions recommended by taskforce to be implemented, monitored and reviewed.	Jun 2015 – Jan 2016 Jan 2016 – Apr 2018	Chair of the CS UG Board of Studies.	Proportion of female CS UGs is at national average.
B. Key Career Transition Points				
2. Improve monitoring of job applications and successes.	Formal monitoring of who is part of an appointments shortlist with brief justification: introduce short form for use during shortlisting stage, to justify inclusion/exclusion of particular candidates in shortlist. Form to use essential/desirable criteria from advert, and can include 'tick boxes' for common justifications, and space for further comment. HR to collect data on appointment processes and outcomes monitoring and feed to School.	Jun 2016 onwards. Jun 2016 onwards.	Chair of Selection Committee.	On staff survey, 100% of staff agree or strongly agree that the recruitment and selection procedures in the School are fair and transparent.
3. Mandatory training for staff on an appointments panel.	Training for all staff on an appointments panel. Unconscious bias training for all staff on appointment panels.	Jun 2016 onwards.	Chair of Selection Committee.	On staff survey, 100% of staff agree or strongly agree that the recruitment and selection procedures in the School are fair and transparent.

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
4. Increase attractiveness of School to potential employees.	Adverts to include links to specific information about schemes for family-friendly working and flexible working. Add flexible working information to template for job adverts.	Jun 2017 onwards. Jun 2017 onwards.	Chair of Selection Committee.	Increase of 20% in numbers of applications to School.
5. Increase and improve mentoring for School staff.	Assign mentor to all new staff (not only ECRs). Existing staff without a mentor are given the option of having a mentor. Mentor assigned to promotions candidates. Roles of a mentor (i.e. in helping career progression/promotion) and mentee are clarified and clearly documented. Single, advertised source of information on roles of mentor/mentee, training opportunities available, general information and details of other available mentoring schemes.	Sep 2017 onwards. Jan 2017 – Jun 2017 Jun 2017 onwards.	Heads of Department.	On staff survey, 100% of staff say that they have been given the option of a mentor. There is a single source of information on the intranet. On the staff survey, 100% of staff say they know about the source.
6. Clarify career progression responsibilities to early career researchers (ECRs).	Hold an annual meeting in School for ECRs. Career progression responsibilities to be posted on intranet.	Jan 2016 onwards.	Head of School.	On staff survey, 100% of ECRs agree that they understand their career progression responsibilities.

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
C. Career Development				
7. Guidance for how PDR assessment criteria relate to performance rating.	Set up a working group to develop guidance, allowing for the needs of the individual departments.	Jun 2015 – Dec 2015.	Head of School.	On the staff survey, 100% of staff understand the connection between the PDR assessment criteria and their performance rating.
8. All staff include in the PDR process their longer-term career objectives as well as what they need to do to be ready for promotion within an agreed timescale.	Have guidance that reviewers should explicitly state on the PDR form what the reviewee needs to do to prepare for promotion within a reasonable timescale. PDR training session for reviewers within the School. Communicate to all that as standard practice the PDR process considers a five year career plan. Head of School to encourage such discussion to take place as part of PDR process in email sent out to School staff.	Dec 2015 onwards. Jan 2015 onwards.	Head of School.	On staff survey, 100% of staff agree that their PDR helps them to prepare for promotion.
9. Ensure that unsuccessful promotion candidates are given timely and specific suggestions to gain required experience/skills.	Chair of the School Promotion Board checks that promotions feedback is: (1) timely: given within 10 working days of the meeting; (2) specific: the feedback details reasons for lack of success, and specific actions to take to remedy this, i.e. promotions feedback in a specified format which is constructive and concrete.	Dec 2015 onwards.	Chair of School Promotion Board.	On staff survey, 100% of staff who were unsuccessful in promotion agreed that specific and useful feedback was given in writing to them.

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
10. School induction for new staff.	New staff members receive comprehensive School induction, tailored to individual departments or professional services as required.	Jun 2016 onwards.	Director of Administration.	On the staff survey, 100% of new staff say they received a comprehensive induction.
11. Improve knowledge of training provision.	Review of how training courses are communicated and promoted to staff throughout the year (e.g. details of training courses to be uploaded to intranet).	Jun 2017 onwards.	Director of Administration.	On the staff survey, 100% of staff say they are aware of training provision and know how to access it.
12. Increase the sense of community of PGR students.	Every 6 months, an open, informal and social feedback session between all PGR students and PGR coordinators, Head of School and any other relevant staff.	Sept 2016 onwards.	Chair of PGR staff/student committee.	On student survey, 100% of PGR students say that they feel part of the School community.
	Annual PGR poster session for staff and students.	Mar 2015 onwards.		
	Annual Christmas Conference, with talks by PGR students and staff.	Dec 2014 onwards.		
	Website for PGR students exists and is updated monthly.			
	Website updated with links to University and/or School events and activities.	Sep 2017 onwards.		
13. Improve the induction for new PGR students.	MACS induction session twice a year, including introduction by staff member in charge of research students.	Sept 2016 onwards.	Chair of PGR staff/student committee.	On student survey, 100% of PGR students say that they had a comprehensive induction within 6 months of arrival.
	Review and update PGR handbook to make it easy-to-read and informative.	Jan 2016 onwards.		

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
14. PGR students have well-defined student representation.	PGR students form a society that has a written constitution, available on the PGR student website hosted by the School. This would include the following: • PGR student representatives are elected using a written procedure, e.g. open election, available on the PGR student website hosted by the School. • PGR student representatives have documented responsibilities, e.g. organise social events, ensure web-blog is updated, represent students on PGR staff/student committee, which are available on the PGR student website.	Sept 2016 onwards.	Chair of PGR staff/student committee.	On student survey, 100% of PGR students say that they have a well-defined student representation.
D. Organisation and Culture				
15. Take account of totality of duties and contributions in work load planning.	Taskforce to recommend a workload model to the School Management Board.	Sep 2015 – Mar 2016.	Head of School.	On the staff survey, 100% of staff say that their workload allocation takes into account the totality of their duties and contributions.
16. Meetings and seminars to be held in hours 10:00 – 16:00 where possible.	All staff and PGR students to be informed of new policy.	May 2015.	Head of School.	
17. Research seminars from School staff.	Staff to present their research at regular seminar series.	Jan 2016.	Departmental seminar organisers.	At least two seminars per department are held each academic year.

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
18. School to monitor gender balance of committees.	Numbers of staff on School-wide committees split by gender to be reported annually to School Management Board, and action taken to encourage under-represented genders to sit on these committees.	Jun 2016 onwards.	Director of Administration.	Gender balance of School-wide committees reflects the School's gender profile.
	Numbers of staff on departmental-wide committees split by gender to be reported annually to relevant Head of Department, and action taken to encourage under-represented genders to sit on these committees.	Jun 2016 onwards.		Gender balance of departmental committees reflects each department's gender profile.
19. Improve the attractiveness of the School to students.	School-wide strategy on outreach activities: develop a strategy on outreach activities, with the 10 year aim of having equal numbers of female and male students at all levels.	Jan 2017 – Jun 2017.	Director of Learning and Teaching.	Trend towards the same numbers of female and male students at each level (i.e. UG/PGT/PGR).
	Strategy to be implemented, reviewed and monitored annually.	Jul 2017 onwards.		
	Annually review the external School website and programme marketing brochures to ensure that they would be attractive to both female and male students.	Jan 2017 onwards.	Director of Administration.	

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
E. Supporting and Advancing Women's Careers				
20. Staff get support, advice, info they want and need on flexible working/career breaks.	Survey staff about info they would like/need, support required, advice they want about flexible working. Create and update `flexible working register', to record non-standard working hours and days. This is to allow teaching and meetings to be scheduled appropriately; to assist with work allocation; and support promotion cases	Jun 2016 onwards.	Director of Administration.	On the staff survey, 100% of staff say that they get support, advice, info they want and need on flexible working/career breaks. On the staff survey, 100% of PT/flexible staff say that teaching and meetings are generally scheduled to allow them to attend without changing their contractual hours.
21. Case studies on staff intranet of flexible working and career break, to be refreshed tri-annually.	Staff for case studies to be identified and encouraged to be a role model.	Jan 2017.	Director of Administration.	On the staff survey, 100% of staff say that the case studies are a sign that the School supports flexible working and career break staff.
22. School actively supports individuals before, during and after a career break.	Before Career Break: • Develop section on intranet with all information for line managers need regarding career breaks. • Develop information for other staff about responsibilities/what's appropriate during career breaks. • Line managers to plan transition, allow plenty of preparation/handover time, staff member involved with plan, introduce	Jun 2016 onwards.	Director of Administration.	Staff returning from a career break agreed 100% on staff survey that the School actively supported them before, during and after their career break.

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
	possibility of flexible return at this stage. During Career Break: • Designate contact person for period of leave, e.g. line manager. • Prepare standard schedule of contact points during leave - who will contact who etc. • Offer use of Keeping-In-Touch days for School meetings/relevant discipline events. • Use technology to keep in touch, e.g. podcasts of meetings on intranet. After Career Break: • Develop process for transition back to work - not hit the ground running. • Meeting before return to discuss flexible options, work allocation after return. General: Establish Good Practice log - ask returners what worked well, what didn't.			
23. School has a process for getting career back on track for career break returners.	Special career development (PDR) meeting within two weeks of return: to check that everything's well and to plan getting career back on track. Maintain record for School to track e.g. dates of leave and part-time fractions, as a reference in, e.g. promotion cases and Research Excellence Framework submission.	Jun 2016 onwards.	Director of Administration.	Staff returning from a career break agreed 100% on staff survey that the School helped them to get their career back on track.

Priority	Action to be taken April 2015-2018	Timescale	Responsibility for Action	Measures of success
F. General				
24. Exit interview for leavers (leavers must actively opt-out of interview).	Exit interview for leavers, to be conducted by HR or an appropriate senior manager. Review and annually report to School Management Board with recommendations for action.	Jun 2016 onwards.	Director of Administration.	10% reduction in staff turnover.
25. Passive methods of communication rather than active.	Where possible, information is put on intranet, rather than being emailed.	Jun 2017 onwards.	Director of Administration.	Decrease in volume of emails sent within School.
26. Monitor gender balance of students.	Data on UG, PGT and PGR student numbers split by gender and part-time/full-time status, and showing enrolment and completion rates, is supplied to Boards of Studies annually.	Jun 2016 onwards.	Director of Administration.	Boards of Studies have data supplied annually.

END