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SCHOOL OF INFORMATICS

Strategy Committee – Wednesday 23 March 2016

Athena SWAN Renewal Application

Attached is the draft action plan for the School's application for renewal of its Athena SWAN Silver Award. The draft Athena SWAN renewal submission is available separately, online.

The current draft is a collection of potential actions arising from:

1. A review of the previous submission and action plan.
2. Issues identified through the 2015 staff and student culture surveys.
3. A workshop undertaken by the Athena SWAN self assessment team (the School's Equality and Diversity Committee supplemented by others with relevant functional responsibilities).

Strategy Committee is asked to review and comment upon the draft Athena SWAN renewal submission and, in particular, the draft action plan. In relation to the latter, Strategy Committee members should consider:

1. Whether the proposed actions are appropriate, deliverable and will achieve the desired outcomes.
2. Whether there are alternative or additional actions that should be considered for inclusion.

Whilst the action plan is structured around the required headings in the submission template, it may be useful to consider the following as the key issues which the School requires to address in relation to gender equality (and whether the action plan adequately and appropriately addresses these issues);

1. The need to recruit more female students at all levels (UGT, PGT and PGR) – statistics suggest that, once recruited, female students achieve success similar to that achieved by male students).
2. The need to recruit more female research and academic staff, especially at higher grades.
3. The need to improve career progression for female staff, especially to higher grades.
4. The need to ensure an inclusive culture within the School.
5. The need to ensure that equality and diversity is adequately and appropriately recognised within the governance and management of the School and that the policies, structures, processes and resources are in place to ensure an inclusive environment within the School and to deliver the action plan.

It should be noted that the current Athena SWAN covers gender equality and academic and research staff only. Further Athena SWAN renewals will address all aspects of equality and diversity and all staff.

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School of Informatics Athena SWAN Acton Plan 2016-20

Ref	Issue	Actions	Timescale	Responsibility	Outcome																	
<p>Section 3: A picture of the department: strategic overview</p> <p>Our achievements to date reflect effective analysis of data and engagement with staff and students at different levels through the self-assessment process. The leadership of the Head of School, support from the Director of Professional Services and oversight of our Equality and Diversity Committee by the Strategy Committee reflect high-level commitment to the principles of Athena Swan. However, the fact that some actions from our 2013 Action Plan are carried forward in this Action Plan reflect two of the key challenges that we face: (1) communication of policies and actions to staff; (2) resourcing, not least the availability of staff time dedicated to ensuring communication, implementation and monitoring of the impact of Athena Swan activities.</p> <p>As a result, in this Athena Swan Acton Plan for 2016-20, particular thought has been given to improving communication and the embedding of responsibility for actions in new or existing posts and processes, as well as on focusing on small practical changes that will mainstream the principles of Athena Swan over time. While there will continue to be overlap between the SAT team and the Equality and Diversity (E&D) Committee, membership will change, so that there is a greater balance between fair representation and capacity to action relevant tasks. Not least we plan to recognise and harness the work already being done by individual women, for women in Informatics, celebrating them and bringing them together as Champions of Women in Informatics.</p>																						
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		recruitment, unconscious bias) and include in PD&R documentation to encourage discussion with line manager of further opportunities.			
		Include a new 'Working with us' factsheet in induction material, which reflects our new web pages and includes reference to family friendly policies, equality and diversity and unconscious bias training, career development training, mentoring etc, with links to further information.	2016/17 and onwards	InfHR	Greater awareness of relevant policies and training, along with greater uptake of the latter
		Review format of annual 'Jamboree' and focus more clearly on equality and diversity, including such things as staff and student training workshops, external speakers, staff development information, posters around school with key equality messages, international pot luck lunch, etc.	April 2016 and annually	E&D Coordinator with support from E&D Committee	Greater awareness of the importance that the School places upon equality and diversity. Greater sense of community within the School.
	Lack of dedicated resource to support staff development activity.	New part-time admin role within InfHR to allow more senior admin staff to take specific responsibilities for promoting staff development opportunities, organising staff development workshops, monitoring uptake, etc.	June 2016 onwards.	Director of Professional Services	More consistent and continuous programme of staff development promotion and activities.
		Provide greater clarity of the purpose of the Staff Development Budget, how it is accessed and promote availability. Link support for staff development funding to identification of need through P&DR.	2016/17 and onwards	Director of Professional Services	Greater uptake of staff development opportunities requiring financial support.

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	Need for more consistent and sustained follow through on action plan.	Instigate Athena SWAN Implementation group with responsibility for taking forward actions in this plan, chaired by the Head of School and including key senior academic and functional managers.	First meeting June 2016, then three times per year.	Head of School	Actions consistently followed through and monitored.
	Need to increase the profile of women role models in Informatics and support women activists as champions of equality and diversity.	Recognise, bring together and harness existing enthusiasm, through an informal Women in Informatics group. Invite existing women in Informatics 'activists' to: (1) join an online email group to receive info on opportunities, activities and events relevant to women in Informatics (2) attend a reception to launch the group, celebrate success so far and encourage ongoing activity. Two informal receptions each year; one which looks ahead, the other recognising annual Champions of Women in Informatics.	2016/17 and onwards	E&D Coordinator with Head of School	Increased profile for the achievements of women in Informatics

Section 3: A picture of the department: student data					
	Proportion of female undergraduates has increased from 15.3% in 2011 to 21.73% in 2015, however the School needs to continue this trajectory.	Develop and communicate a set of positive gender balanced marketing messages to use in recruitment material, online and offline.	2016/17 – draft/agree 2017/18 – use in marketing material and promote to staff	Head of ISS with Communications Officer	Increase in female applicants
		Continue to ensure female applicants meet female students/staff at open days and visits.	Annual and ongoing	Recruitment and Communications Officers	Increased conversion rate for female applicants
		Investigate other ways to improve conversion of female applicants and offers to enrolments.	2016/17 – investigate 2017/18 - implement	Recruitment Officer with Head of ISS	Increased conversion rate for female applicants

Ref	Issue	Actions	Timescale	Responsibility	Outcome
			2018/19 - review		
		Continue support for the female-student-run Hoppers group	Ongoing	E&D Coordinator	?????????
		Continue to collect, monitor and analyse student data to inform future activity.	Ongoing	Knowledge Manager	Evidence based decision making and planning
	Although the % of female undergraduate applications has increased, we need to recruit more	Produce additional, more gender-balanced, online student recruitment videos. Two videos: (1) Women studying Informatics (2) Careers in Informatics	(1) 2017/18 (2) 2018/19	Communications Officer	Increase in recruitment of female undergraduates
		Produce presentation materials (slides and banner stand) with good female representation and ask students, including Hoppers and female student Ambassadors to use them to give talks at secondary schools, including their former secondary school, where appropriate.	Target: pilot two schools in year 1, four in year 2, six in year 3, eight in year 4, review in 2020	Recruitment Officer and Communications Officer	Increase in applicants (especially females) from targeted schools
	While the proportion of female postgraduate research students overall has risen from 17.3% in 2011/12 to 26.7% in 2015/16, there has been a decline in the number of offers made to women and some institutes have very few.	Ensure all prospective female students who visit the Graduate School have the chance to meet a current female student and/or staff member. <i>Action carried forward from 2013.</i>	2015/16 and onwards	Graduate School	Increase in recruitment of female PGR students
		Develop a strategic recruitment plan to attract the brightest and best UK/EU female PhD applicants, including targeted marketing of feeder universities and developing our Women in Computing event to include workshops on funding, finding the right research project and finding the right supervisor.	Recruitment plan for years 1-3, 3-5 and 5-10	Graduate School	Increase in recruitment of female PGR students

Ref	Issue	Actions	Timescale	Responsibility	Outcome
		Produce and promote a video featuring female PhDs, postdocs and staff: Informatics Women in Academia	2018/19	E&D Coordinator with Communications Officer	Increase in recruitment of female PGR students
		Continue to communicate funded PhD opportunities to taught MSc students and undergraduates.	Annual and ongoing	Graduate School	Increased recruitment from best of our UGT and PGT students
		Continue to run annual Women in Computing event.	Annual and ongoing	E&D Coordinator	Increase in recruitment of female PGR students.
		Invite Hoppers to dedicate one event per year to postgraduate study and PhD opportunities within the School.	2016/17 and onwards	Graduate School	Raised awareness of PGR opportunities amongst UGT and PGT students leading to increase in recruitment from these groups.
	Recent Postgraduate Research Experience Survey identified issues around support and barriers to completion of PhDs.	Introduce and establish a new PhD family peer support structure and monitor impact. Ensure every PhD 'family' includes a 'mother' or 'sister'.	2016/17 and onwards	Graduate School with Directors of Institutes	Enhanced peer support for PGR students.
	Address pockets of 'laddish' behaviour (identified as issue in student survey) to enhance student experience for all students.	All female students are automatically members of Hoppers. Approach University HR to explore opportunities to offer Hoppers assertiveness training.	2016/17 and onwards	E&D Coordinator with Head of ISS	Female students better able to respond to and address instances of inappropriate behaviour
		Continue to offer unconscious bias training through the 3rd year Professional Issues course.	2015/16 and onwards	Director of Teaching	Reduction in inappropriate behaviour
		Work with CompSoc, Hoppers and other student reps to develop a strategy and toolkit to address 'laddish' and other non-inclusive behaviours. Toolkit to include an amended student induction to include explicit explanation of expected standards of behaviour and highlight relevant policies and procedures.	Develop toolkit 2017/18 Pilot at induction 2018/19 and review Run annually with reviews every three years	E&D Committee sub group with Head of Student Services and student reps	Reduction in inappropriate behaviour

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		This action is carried forward from our last submission (Action 3.1.c) plus, eg. an amusing video with roles reversed to show women behaving inappropriately towards men; posters promoting positive behaviour messages.			
		Instigate a Good Citizen prize for a student in each year to celebrate and demonstrate good behaviour. Nominated by peers. Report on website/social media.	2018/18 and then annual	E&D Committee sub group with Head of Student Services and student reps	Reduction in inappropriate behaviour through identification of positive role models
	Recognise non-binary people in culture surveys (issue raised in response to 2015/16 survey).	Review student culture survey to make sure language is inclusive.	2017/18 for 2018/19 culture survey	E&D Committee	Staff and students who identify as non-binary see survey as relevant to them

Section 3: A picture of the department: staff data					
	Proportion of female academic and research staff has declined from 26.1% in 2012/13 to 19.4% in 2015/16.	Follow up the unconscious bias workshops offered to all staff in 2015 with a tailored session for senior staff in 2016/17, before rolling it out to all colleagues in 2017/18 and annually for new staff and refresher training, thereafter.	Increase proportion of staff who had had unconscious bias training	E&D Coordinator with InfHR	Potential of gender bias removed from recruitment and staff development processes
		Promotions workshops to be held annually.	2015/16 and onwards	InfHR	All staff are encouraged and supported to put themselves forward for promotion
		Encourage more staff to complete the University's exit survey, through line managers and by sending an email reminder.	2016/17 and onwards	InfHR	Improved understanding of reasons for staff leaving leading to evidence based actions
		Continue to collect and monitor relevant staff data.	Ongoing	InfHR	Evidence based decision making

Ref	Issue	Actions	Timescale	Responsibility	Outcome
		Review questions in culture survey in light of feedback in 2015 survey.	2017/18 survey and thereafter	E&D Committee	Greater engagement with the survey, greater validity of data and improved evidence based decision making
	Staff turnover reflects fixed term contract research positions (mostly UE06 and UE07), where the proportion of women recruited often exceeds that of men.	Offer excellent staff an option to extend their contract by a year, to give them the opportunity to secure further funding.	2017/18 and onwards	Head of School	Reduced staff turnover
	Some institutes have small numbers of female staff	Encourage affiliations with more than one institute to increase gender diversity among institutes.	2016/17 and onwards	Directors of Institutes	Improved gender balance within institutes
		Anonymise CVs in pre-shortlisting stage of all recruitment	2016/17 and onwards	InfHR	Improved gender balance within institutes
Section 4: Key career transition points					
	In our 2015 staff exit survey, discussion of opportunities for career advancement was rated particularly low.	Proactively promote University training suitable for PIs, currently advertised on MyEd	2016/17 and onwards	InfHR	Research staff better supported in relation to career development
	As line managers, Principal Investigators (PIs) play a key role in leading and supporting the development of academic and research staff however they achieve recognition as PIs based on their research and funding success and are not necessarily natural managers of people	Work with University HR Senior Partner (Equality) to design and organise tailored training for PIs in association with the University's Institute for Academic Development	Develop 2017/18 Pilot in 2017/18 Run in 2018/19 Review in 2019/20 with a view to making training compulsory in 2020/22	E&D Coordinator with InfHR	
	Women are under-represented at more senior levels within the School.	Publicise and fund (through Staff Development Budget) participation in the Aurora leadership development programme for women (subject to availability of spaces)	2015/16 and onwards	InfHR with Communications Officer	Increase in female staff in leadership roles

Ref	Issue	Actions	Timescale	Responsibility	Outcome
		Publicise and fund participation in Equate Scotland's Coaching for Success programme for women.	2016/17 and onwards	InfHR with Communications Officer	Increase in female staff in leadership roles
		Encourage more staff to undertake the University's four-day modular Leadership Programme for senior staff.	2016/17 and onwards	InfHR with Communications Officer	Enhanced leadership and management within the School
	Publicise the University's Mentoring Connections programme among staff.				
	Publicise the University's assertiveness programme among staff.				
Section 5: Career development					
	We need to assess the impact of activities to support induction, training, career development and promotion.	Routinely collect / document data and evaluation feedback required for regular monitoring and reporting.	Review 2016/17 to identify gaps, tools/other resources required then collect routinely from 2017/18	E&D Coordinator with InfHR	Continuous improvement of relevant processes
		Monitor and review impact of our unconscious bias training. HOW?	2017/18 and onwards	E&D Committee with InfHR	Continuous improvement of relevant processes
		Evaluate, monitor and review impact of proposed Principal Investigator training in association with University's HR Senior Partner (Equality) Institute for Academic Development (IAD).	2017/18 and onwards	E&D Coordinator with InfHR	More women applying for and being promoted
		Assess the impact of activities to support staff induction and training through a survey at the end of staff's first six months of service, monitor and review impact of our newly-	Devise survey 2016/17 Pilot Spring 2017 Revise Summer 2017	E&D Coordinator with InfHR	Continuous improvement of relevant processes

Ref	Issue	Actions	Timescale	Responsibility	Outcome
		revised induction process to ensure staff receive more structured support in their first few months.	Issue every six months from Oct 2017/18		
		Collate, monitor and report training evaluation feedback.	???????	E&D Coordinator with InfHR	Continuous improvement of relevant processes
		Assess the impact of activities to support female students to enable them to make the transition particularly from postgraduate to researcher through a Graduate School workshop, aimed primarily at first year PhDs, in which current researchers share their experiences, positive and negative, and practical advice on networking through conferences, etc.	Pilot in 2016/17 Annually thereafter	E&D Coordinator with Graduate School	Continuous improvement of relevant processes
		Ask Hoppers to complete evaluation forms after the postgraduate study day suggested above; include questions on whether they are more/less likely to apply for postgraduate study as a result.	2016/17 and onwards	Graduate School	Increase in progression of internal students to PGT study
	Performance and Development Review (P&DR) needs to be a positive and valuable experience for all staff	Investigate whether the School duties database can be used to make info on current teaching and admin duties available to appraisees and appraisers, to encourage discussion as part of the P&DR process.	2016/17 (progress depends on outcome)	Director of Professional Services with Strategy Committee	P&DR addresses wider contributions and personal development rather than sole focus on research
		Through surveys, monitor and review impact of our newly- revised Performance and Development Review documentation to assess its	Review 2017/18 Adapt in light of feedback 2018/19	Director of Professional Services with	Enhanced P&DR process and experience for staff resulting in increased uptake of relevant personal development

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		usefulness in terms of the support staff receive, career development and promotion, and to ensure non-teaching duties are reflected in appraisals and duty allocation.	Review again 2020/21	Strategy Committee	opportunities and improved career progression and better staff retention
Section 6: Organisation and culture					
	Committees [what is the 'issue?']	Support more women to take up roles which involve representation on committees (see actions under Key transition points)	????????	????????	????????
		Continue active participation in University & College Athena Network and Equality and Diversity committee structures	????????	????????	????????
	Fixed term contracts [what is the 'issue?']	Some institutes eg ILCC offer short-term bridging funds (continuation of salary) between grants. Explore how this might be formalised into a policy and rolled out across the School	2017/18 and onwards	Head of School with Strategy Committee	Pool of funds to which fixed term staff on UE06 and UE07 grades can apply for short term bridging funds
	Workload model [what is the 'issue?']	Implement and assess impact of our revised workload model	Implement 2016/17 Review 2018/19	Strategy Committee	Improved transparency/ compliance
		Undertake gender-informed analysis of the revised workload allocation model, to ensure roles such as outreach & mentoring get full recognition	2017/18	E&D Committee	Improved gender balance of workload /roles across School
		Monitor to ensure that the additional roles taken by female members of staff are not disproportionate.	2016/17 and onwards	Strategy Committee	Improved gender balance of workload /roles across School
Section 7: Flexibility and managing career breaks					
	Maternity [what is the 'issue?']	Provide maternity return support: coaching (fund places in new	2016/17 and onwards	InfHR	Maternity return support [output not outcome]

Ref	Issue	Actions	Timescale	Responsibility	Outcome
		provision currently being trialled by University)			
		Identify and implement changes in workload model to reduce load for academic staff returning from mat leave/shared parental leave, to allow them to focus on re-establishing research activities.	2017/18	DOPs, Strategy Committee	Clarity and transparency across all roles and grades [output not outcome]
		Subsidise childcare for PhD students	2016/17	Head of School with Strategy Committee	Support for PhD students with young families [output not outcome]
		Consider what equality of provision means across the School, for academic, research and support staff, and produce a clear School statement for the benefit of line managers and staff	Draft 2017/18 Consult 2018/19 Introduce 2019/20	Head of School with E&D Coordinator and Strategy Committee	Clarity and transparency across all roles and grades [output not outcome]
	Paternity, adoption and parental leave [what is the 'issue'?)	Detail any changes in workload model to reduce load for academic staff returning from mat leave/shared parental leave, to allow them to focus on re-establishing research activities.	Draft 2017/18 Consult 2018/19 Introduce 2019/20	DOPs, Strategy Committee	Clarity and transparency across all roles and grades [output not outcome]
	Flexible working [what is the 'issue'?)	Consider what equality of provision means across the School, for academic, research and support staff and produce a clear School statement for the benefit of line managers and staff.	Draft 2017/18 Consult 2018/19 Introduce 2019/20	DOPs, Strategy Committee	Clarity and transparency across all roles and grades [output not outcome]
	Cover to support return after maternity and adoption leave [what is the 'issue'?)	Consider what equality of provision means across the School, for academic, research and support staff and produce a clear School	Draft 2017/18 Consult 2018/19 Introduce 2019/20	DOPs, Strategy Committee	Clarity and transparency across all roles and grades [output not outcome]

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