

University of Edinburgh

School of Informatics

Athena SWAN Action Plan 2016/17 to 2018/19

This action plan is focused on increasing the representation and role of women in the School of Informatics at the University of Edinburgh.

This means achieving the following objectives:

1. Recruiting a greater proportion of female students at all levels (UGT, PGT and PGR) – statistics suggest that, once recruited, female students achieve success commensurate to that achieved by male students.
2. Recruiting a greater proportion of female research and academic staff.
3. Improving career progression for female staff.

In order to facilitate this, we need to provide the following enablers:

4. Ensure an inclusive culture within the School.
5. Ensure that equality and diversity is adequately and appropriately recognised within the governance and management of the School and that the structures, policies, processes and resources are in place to deliver the action plan and to achieve all of the above.

One of the challenges in recruiting more females into research and academic roles is, because of historical reasons, the relatively small pool of suitably qualified females upon which that recruitment draws. Increasing the School's own 'supply pipeline' is one, important, means of addressing this, however the School must also work with sector-wide initiatives if ambitious targets are to be achieved. This will require regular meetings by an Athena Swan Implementation Group which includes staff with mainstream responsibility in areas which require action.

The time lags involved in developing the supply pipeline and the success that the School has had in recent years in promoting women academics to the professoriate (depleting the pool from which further promotion can take place), mean that initial targets for staff recruitment and promotion are relatively modest, however longer term targets are more ambitious.

The current (2015/16) female/male profile of the School is as shown below, along with our targets for 2018/19 and 2022/23.

	2015/16 actual		2018/19 target		2022/23 target		Notes
	Female	Male	Female	Male	Female	Male	
Undergraduate taught students	21.7%	78.3%	25.0%	75.0%	30.0%	70.0%	Full-time only – part-time numbers are not significant, however representation of women would be anticipated to increase broadly in line with that of full-time students.
Postgraduate taught students	29.4%	70.6%	33.0%	67.0%	40.0%	60.0%	
Postgraduate research students	18.8%	81.2%	22.0%	78.0%	25.0%	75.0%	
Research staff (grades UE06 to UE09)	22.1%	77.9%	25.0%	75.0%	30.0%	70.0%	
Academic staff (grades UE08 to UE09)	12.5%	87.5%	15.0%	85.0%	20.0%	80.0%	
Academic staff (grade UE10)	19.0%	81.0%	21.0%	79.0%	25.0%	75.0%	

This action plan is structured around the above objectives and enablers.

1. Recruit a greater proportion of female students

Undergraduates						
No.	Issue	Action		Timescale	Responsibility	Outcome
1.1	<p>The proportion of applications from women to undergraduate programmes has increased from 16.9% (2011/12) to 20.7% (2015/16) and the proportion of women applicants who receive offers is consistently higher than men (52.3% to 44.8% in 2015/16).</p> <p>Whilst the proportion of women accepting offers fluctuates significantly year-to-year (in the range of 32.5% in 2011/12 to 21.1% in 2015/16), the acceptance rate in 2014/15 (26.3%) and 2015/16 (21.1%) is almost identical to that for men (26.0% and 21.9%).</p> <p><i>This suggests the need for targeted action to increase the proportion of applications from women and the rate of conversion for all students.</i></p>	1.1.i	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 proportion of female applicants to undergraduate programmes from 20.7% to 30%.
		1.1.ii	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	
		1.1.iii	Continue individual and School outreach initiatives to encourage more young females to pursue study and careers in Informatics-related areas, and engage with similar College, University and sector initiatives focused on STEM subjects, more widely	2016/17 and ongoing	Equality and Diversity Committee	
		1.1.iv	Continue to ensure female applicants meet female students/staff at open days and visits.	Annual and ongoing	Recruitment and Communications Officers	

Taught postgraduates						
No.	Issue	Action		Timescale	Responsibility	Outcome
1.2	<p>The proportion of applications from women to taught postgraduate programmes has increased from 24.2% (2011/12) to 30.3% (2015/16) and the proportion of women applicants who receive offers is consistently higher than men applicants (59.3% to 57.4% in 2015/16).</p> <p>Whilst the proportion of women accepting offers has increased from 25.8% (2011/12) to 39.2% (2015/16), the acceptance rate is consistently below the acceptance rate for men (43.7% in (2015/16).</p> <p><i>This suggests the need for targeted action to increase the proportion of applications from women and the conversion rate.</i></p>	1.2.i	Draw up a recruitment strategy which captures existing activity, including customer journey, and can provide the basis for targeted, evidence-based action.	2016/17	Recruitment Committee?	Increase in proportion of female applicants to taught postgraduate programmes from 30.3% to 35%.
		1.2.ii	Work with Hoppers to dedicate one event per year to postgraduate study opportunities within the School.	2016/17 and onwards	Graduate School	
		1.2.iii	Continue to ensure female applicants meet female students/staff at open days and visits.	Annual and ongoing	Recruitment and Communications Officers	Increased conversion rate (offers to acceptances) for female applicants to taught postgraduate programmes from 39.2% to 45% (offers to acceptances).
		1.2.iv	Assess resourcing and impact of student intern currently providing information and a point of contact for incoming students, with a view to continuing the initiative for future years.	2016	Head of Informatics Student Services	

Postgraduate research						
No.	Issue	Action		Timescale	Responsibility	Outcome
1.3	<p>The proportion of applications from women for postgraduate research degrees has increased from 18.5% (2011/12) to 20.2% (2015/16).</p> <p>The proportion of women accepting offers is high and has increased from 73.7% (2011/12) to 87.5% (2015/16). In 2013/14, 2014/15 and 2015/16, the proportion of offers to women applicants was below that of offers to men (most recently 19.5% to 23.9%).</p> <p>Overall the proportion of women in the postgraduate research student cohort has increased from 17.3% (2011/12) to 18.4% (2015/16).</p> <p>Further increasing the proportion of women in the PGR cohort requires targeted action to increase the proportion</p>	1.3.i	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 proportion of female applicants to taught postgraduate research degrees from 20.2% to 25%.
		1.3.ii	Develop a strategic recruitment plan to attract the brightest and best UK/EU female PhD applicants, including targeted marketing of feeder universities	Recruitment plan for years 1-3, 3-5 and 5-10	Graduate School	
		1.3.iii	Hold focus groups to review language and focus used to describe PhD opportunities in promotional material, to see if a focus on outcomes would broaden appeal.	2016/17	Head of Informatics Student Services, Communications Officer	
		1.3.iv	Work with Hoppers to dedicate one event per year to postgraduate study opportunities within the School.	2016/17 onwards	Graduate School	
		1.3.v	Produce and promote a video featuring female PhDs, postdocs and staff: Informatics Women in Academia.	2018/19	E&D Coordinator, Communications Officer	
		1.3.vi	Continue to communicate funded PhD opportunities to taught MSc students and undergraduates.	Annual and ongoing	Graduate School	
		1.3.vii	Continue to run annual Women in Computing event	Annual and ongoing	E&D Coordinator	
		1.3.viii	Provide workshops on funding, finding the right research project and finding the right supervisor.	2016/17 and onwards	Graduate School	
		1.3.ix	Work with Hoppers to dedicate one event per year to postgraduate study and PhD opportunities within the School.	2016/17 and onwards	Graduate School	

	<i>of applications from women and to increase the proportion of women applicants who receive offers to at least the same proportion as men applicants.</i>	1.3.x	All PGR selectors to have completed unconscious bias training.	2016/17 onwards	Graduate School	Increase in proportion of offers to applicants from female applicants to postgraduate research degrees from 19.5% to 24% (same as for male applicants).
		1.3.xi	Running tally of gender profile of offers to be maintained by Institute/CDT, and overall by School, and to be made available at each PGR selectors' meeting.	2016/17 onwards	Graduate School	

2. Recruit a greater proportion of female research and academic staff.

No.	Issue	Action	Timescale	Responsibility	Outcome	
2	<p>Overall, the proportion of female research and academic staff has declined from 26.1% in 2012/13 to 19.4% in 2015/16.</p> <p>Within this figure, there has been a decline from 31.3% (2012/13) to 18.0% (2015/16) in the proportion of staff who are female and who are on fixed term contracts (mainly research staff) and an increase from 20.0% (2012/13) to 21.1% (2015/16) in the proportion of staff who are female and are on open-ended contracts (mainly academic staff).</p> <p>Notwithstanding the above variations by category, the priority is to increase recruitment of female research and academic staff to all categories and grades.</p>	2.i	Advertise academic posts on the WISE website.	2016/17 and onwards	InfHR with College HR	<p>Increase in proportion of applications from women of 20% in all grades and increase in number of women appointments in all grades (small total number of appointments makes specific percentage target inappropriate).</p>
		2.ii	95% of female staff who responded to our 2015 survey said Informatics was a great place to work. Identify the benefits as they see them and promote them on our website.	2017/18	Equality and Diversity Coordinator	
		2.iii	Organise an annual Graduate School workshop, aimed primarily at first year PhD students interested in making the transition from PhD to researcher	2017/18	Graduate School	
		2.iv	Continue to develop visibility and content of information 'Working with us' on School website including promotion of family friendly policies and practices.	2016/17 and onwards	InfHR with Communications Officer	
		2.v	Continue to include a clear statement as to School commitment to gender equality in all job advertisements.	Ongoing	InfHR	
		2.vi	Feature case studies of successful women staff on School 'Working with us' web pages.	2016/17 and onwards	InfHR with Communications Officer	
		2.vii	Wherever possible, ensure that at least one 'contact for further information' identified in vacancy adverts is female.	2016/17 onwards	InfHR	
		2.viii	Recruitment panel chair to remind panel members that they must be aware of unconscious bias and make appropriate materials available to panel members (eg Royal Society video).	2015/16 onwards	InfHR and recruitment panel chairs	
		2.ix	All staff recruitment panel chairs to have undertaken online 'Diversity in the workplace' training (in addition to 'Recruitment, selection and the law' and 'Unconscious bias')	2017/18 and onwards	InfHR and recruitment panel chairs	

3. Improve career progression for female staff.

No.	Issue	Action	Timescale	Responsibility	Outcome
3	<p>The overall proportion of women staff in research and academic roles is 19.4%, with particularly low representation of women in academic roles at grades UE08 and UE09 (13.5%) and a higher proportion (19.0%) in grade 10 academic roles. These proportions reflect recent success in promoting women to professorial posts.</p> <p><i>Notwithstanding the above variations in percentages, the priority is to increase career progression of research and academic staff to all categories and grades.</i></p>	<p>3.1.i</p> <p>Ensure that all research and academic staff have access to a mentor with whom to discuss career development including by utilising the University's Mentoring Connections programme (see 3.1.ix).</p>	2016/17 and onwards	Directors of Institute	<p>In the immediate term at least maintaining the number of women staff applying for and achieving promotion whilst increasing this number in the longer term (small total number of promotions makes specific percentage target inappropriate).</p>
3.1.ii	<p>Build on current initiatives and events to provide an annual cycle which provides support and guidance to staff in making key transitions, including opportunities for more senior staff to share their own experiences. Events/workshops to cover the following transitions:</p> <ul style="list-style-type: none"> • Postgraduate research student to postdoctoral researcher; • Postdoctoral researcher to grade UE08 academic member of staff; • Grade UE08 member of staff to grade UE09 member of staff. 	2016/17 and onwards	InfHR working with College HR		
3.1.iii	<p>Introduce enhanced induction programme with greater emphasis on supporting new staff through transition to working within the School and looking towards longer term personal development.</p>	2016/17 onwards	Director of Professional Studies with InfHR		
3.1.iv	<p>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.</p>	2016/17 and onwards	Director of Professional Studies with InfHR		
3.1.v	<p>Improve recording of personal development training undertaken by staff (eg. management skills, recruitment, unconscious bias) and include in PD&R</p>	Implement for 2017/18 P&DR cycle.	InfHR		

			documentation to encourage discussion with line manager of further opportunities.		
		3.1.vi	Continue to promote and support participation in the Aurora leadership development programme for women (including making funding available for places additional to those funded by College - subject to availability of additional places).	Ongoing	Equality and Diversity coordinator with InfHR
		3.1.vii	Continue to publicise and fund participation in Equate Scotland's Coaching for Success programme for women.	2016/17 and onwards	Equality and Diversity coordinator with InfHR
		3.1.viii	Encourage more staff to undertake the University's four-day modular Leadership Programme for senior staff.	2016/17 and onwards	Head of School
		3.1.ix	Publicise the University's Mentoring Connections programme among staff.	2016/17 and onwards	Equality and Diversity coordinator with InfHR
		3.1.x	Continue to fund Informatics Research Staff Society to facilitate networking and career development events.	Ongoing	Head of School
		3.1.xi	Provide greater clarity of the purpose and use 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
		3.1.xii	Promote staff development opportunities through targeted communications, School newsletter and at School general meetings. This to include School events as well as relevant opportunities available through 'MyEd' and external providers.	2016/17 and onwards	InfHR with Communications Officer
		3.1.xiii	Provide dedicated coaching to staff returning from maternity leave through new University initiative.	2016/17 and onwards	InfHR

		3.1.xiv	Make provision in new workload model for reduced load of teaching and admin duties for maternity returners.	2017/18 and onwards	Strategy Committee	
	Recent Postgraduate Research Experience Survey identified issues around support and barriers to completion of PhDs.	3.2	Introduce and establish a new PhD family peer support structure and monitor impact.	2016/17 and onwards	Graduate School with Directors of Institutes	Improvement in average PhD completion time.
	Performance and Development Review (P&DR) needs to be a positive and valuable experience for all staff	3.3	Improve the information made available with P&DR documentation to include all aspects of a staff member's contribution including, research, teaching, outreach, etc in order to make review more holistic.	2017/18 and onwards	InfHR with Communications Officer	Staff report positive experience of P&DR, through staff survey.
	There is a need to enhance the management and supervisory skills of those with responsibility for line management of staff, including undertaking Performance and development Reviews.	3.4	Identify and/or develop a suitable training programme for staff with management and supervisory responsibilities.	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	Director of Professional Services with InfHR	All supervisory staff to have undertaken relevant training by 2018/19.

4. Ensure an inclusive culture within the School.

No.	Issue	Action	Timescale	Responsibility	Outcome	
4.	Need to maintain and build upon achievements in promoting an inclusive culture.	4.1.i	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.	Senior staff workshop 2016/17 Roll out 2017/18 Annual refresher training, thereafter.	E&D Coordinator with InfHR	All staff to have undertaken unconscious bias training by 2018/19.
		4.1.ii	Increase the profile and number of women role models and champions by establishing an informal Women in Informatics group with annual an annual event hosted by Head of School to celebrate successes.	2016/17 and onwards.	E&D Coordinator with Head of School	Event held annually.
		4.1.iii	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.	2016/17	E&D Coordinator with support from E&D Committee	Event reviewed and held annually.
		4.1.iv	Continue School support for 'Hoppers'.	Ongoing.	Head of School with E&D Co-ordinator	Full programme of Hoppers events and activities on rolling annual basis.
	Address pockets of 'laddish' behaviour (identified as issue in student survey) to enhance student experience for all students.	4.2.i	Continue to provide equality and diversity training through the 3rd year Professional Issues course.	2015/16 and onwards	Director of Teaching	All undergraduate students receive equality and diversity training.
		4.2.ii	Work with CompSoc, Hoppers and other student reps to develop a strategy and toolkit to address	Develop toolkit 2017/18	E&D Committee sub group with	Tool kit developed and implemented.

			'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. 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.	Pilot at induction 2018/19 and review Run annually with reviews every three years	Head of Student Services and student reps	
		4.2.iii	Promote a 'Respect Button' on the School intranet to encourage students and staff to report inappropriate behaviour through a web form (anonymously, if wished) so that action may be taken to address issues that arise.	2017/18 and onwards	Director of Professional Services (staff) and Head of Student Services (students)	Increased reporting of inappropriate behaviour and appropriate action taken.
		4.2.iv	Encourage affiliations with more than one institute to increase gender diversity among institutes and to engender more inclusive ethos.	2016/17 and onwards	Directors of Institutes	All institutes include at least 15% female staff and student members.
	Some institutes have small numbers of female staff	4.3	Directors of Institutes to report annually (as part of E&D reporting cycle) on success in improving gender balance within their institute.	2017/18	Directors of Institutes	All institutes include at least 15% female staff and student members.

5. Ensure that equality and diversity is adequately and appropriately recognised within the governance and management of the School and that the structures, policies, processes and resources are in place to ensure an inclusive environment within the School, and to deliver the action plan.

No.	Issue	Action	Timescale	Responsibility	Outcome	
5	Need for consistent and sustained follow through on action plan.	5.1.i	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 five times per year.	Head of School	Actions consistently followed through and monitored (as measured through annual reporting).
		5.1.ii	Monitor and evaluate all activities and update this action plan accordingly.	2016/17 and annually	Equality and Diversity Committee	Outputs of monitoring and evaluation and consequent actions included in annual reporting.
		5.1.iii	Report annually on progress towards achievement of targets in this action plan and update plan, as necessary.	2016/17 and annually	Equality and Diversity Committee	Report submitted annually to School Strategy Committee (senior School committee).
	Equality and diversity impact of potential policies, policy changes and committee decisions needs to be explicitly addressed at point of decision.	5.2.	Ensure that all proposals put to School Committees explicitly address any equality and diversity issues through standard committee paper template and develop online guidance for paper authors and committees.	2017/18 and onwards	Director of Professional Services	Standard committee paper template and online resources available for academic year 2017/18.
	There is a need for greater awareness and accessibility of policies and processes relevant to those with caring responsibilities.	5.3	Develop and implement a communications plan to include web, School newsletter, events and other activities.	2017/18	E&D Co-ordinator with Communications Officer	Communications plan developed and implemented.

	Additional resources are required to ensure to support action plan implementation and mainstreaming of activities.	5.4	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	Specific responsibilities agreed with School HR admin team for academic year 2017/18 and beyond.
	Equality and diversity within the School needs to extend beyond gender equality and to include all staff and students.	5.5	Produce and implement a project plan to collect data and work towards an action plan that addresses all aspects of equality and diversity and all staff and students.	2017/18 and onwards	Equality and Diversity Committee	Project plan approved by School Strategy Committee in 2017/18.
	The School needs to be aware and address any specific issues within its control which may be detrimentally affecting staff retention.	5.6	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.
	Recognise non-binary people in culture surveys (issue raised in response to 2015/16 survey).	5.7	Review staff and student culture survey to make sure language is inclusive.	2017/18 for 2018/19 culture surveys	Equality and Diversity Committee	Surveys are recognised as inclusive of non-binary people (as measured by response to surveys).