



Athena SWAN Silver department award application

Name of university: University of Edinburgh

Department: School of Informatics

Date of application: 30/04/13

Date of university Athena SWAN award: Bronze 2006, renewal 2009, 2012

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

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

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

Sections to be included

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

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

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

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

Professor Dave Robertson, Head of School, has provided a letter of support also included with this application (492 words).

2. The self-assessment process: maximum 1000 words

Describe the Self-Assessment Process. This should include:

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

The self-assessment team (SAT) was constituted with representatives of each of the research institutes within the School and all career stages, and the Informatics Professional Services team who deal with recruitment and monitoring of students and the recruitment and retention of staff. Within these constraints, the team members were self-selecting on a volunteer basis (25% male, 75% female). The team members are listed in the table below:

| |
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| <p>Jane Hillston, CONVENER, is a Professor and Director of the Laboratory for Foundations of Computer Science. She joined Edinburgh as a research assistant and part-time PhD student in 1989 and joined the permanent academic staff in 1995. She has taken two periods of maternity leave, and worked part-time for several years, is in a dual career marriage and has caring responsibilities for two school age children and an elderly relative.</p> |
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| <p>Liz Elliot is the Director of Professional Services. After completing her PhD she spent 7 years in the biotechnology industry before returning to academia as a professional business manager. She brings public and private sector experience as a full-time working mother.</p> |
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| <p>Guido Sanguinetti is a Lecturer and leads a small group of researchers. He has three young children (ages 2-7).</p> |
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| <p>Maria Wolters joined in 2004 and was promoted to Senior Research Fellow in 2006. She is married with two young children.</p> |
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| <p>Kira Mourão is a new Postdoctoral Researcher. During her PhD in Edinburgh she took maternity leave and studied part-time. She has also worked in the private sector. She is in a dual-career marriage with a 4-year old daughter.</p> |
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| <p>Effie Dickson is the Publicity Officer for the School. Effie has recently returned from maternity leave after having her first child and now works part-time.</p> |
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| <p>Vashti Galpin is a part-time Postdoctoral Researcher. Her research interests include computer science education and women in computing. She brings experience of part-time and fixed contract working, a non-standard career path and a dual-career relationship.</p> |
| <p>David Robertson is Head of School. His role enables a comparatively high level of engagement with other universities, industry and government. His childhood was in a remote part of the UK so he has personal experience of some of the issues of access to higher education from a less privileged section of society.</p> |
| <p>Mirjam Wester joined as a Research Fellow in 2003. She has taken maternity leave three times and worked part-time since 2005. She is in a dual-career marriage and has three young children.</p> |
| <p>Clare Llewellyn is a second year PhD student. She has also worked as a research assistant and now brings experience of returning to full time study whilst also looking after a young family.</p> |
| <p>Kate Weston works as a Teaching Administrator as part of the Informatics Student Services team, with responsibilities including postgraduate taught programmes, exam setting, Board of Examiners meeting preparation and support.</p> |
| <p>Elham Kashefi is a Reader, having joined as a Lecturer in 2008. She was elected to the Young Academy of Scotland, Royal Society of Edinburgh, in 2011. She has a young baby and has recently returned from maternity leave.</p> |
| <p>Christophe Dubach is a Lecturer, having obtained his PhD from the University of Edinburgh in 2009. After graduating, he spent time as a research fellow and conducted several visits to other research institutes worldwide.</p> |
| <p>Fiona McNeill is a part-time Research Fellow. She has completed full and part time research posts, was promoted to Research Fellow shortly after her second maternity leave in 2009 and has much experience of balancing work and family life.</p> |
| <p>Marjorie Dunlop provides executive administrative support for Informatics. Marjorie has lived in the UAE and taught business and computer applications to female Emirati women, initiating the first female leadership conference in her college system.</p> |
| <p>Subramanian Ramamoorthy is a Lecturer in Robotics and joined Informatics in 2007. An 8 year period in industry gave him experience of juggling responsibilities at the industry-academia interface. He is in a dual-career marriage with a 7-year old daughter.</p> |

- b) An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission;*

Data gathering was a phased process, some data was collected and analysed regularly as part of existing management processes (for example appraisals, staff recruitments and promotion, student gender analysis). Other data was collected immediately prior to or during the self assessment process and we were supported in this by an Athena SWAN support post funded by our College. The SAT met approximately every six weeks from early June 2012 to consider the gathered data and help formulate the action plan. Team

members also acted as advocates within their own research or administrative groupings to encourage wider engagement with the process. We conducted a survey of all staff and students in September 2012, and this was used to inform us about current levels of awareness, attitudes and experiences within the School. Some of the larger research institutes also held briefing sessions to inform staff and research students about the process and elicit input. We also consulted with the student-hoppers group for female undergraduates (formed in 2005) to gain their perspective on the process.

The convener, Hillston, has a long association with women in science initiatives in the School, including involvement in the Girls Get SMART initiative in the 1990s and developing computer science activities for SCIFUN. The School has had links with the Scottish Resource Centre for Women in Science, Engineering and Technology (SRC) for a number of years and the SAT has built on this. Hillston, and Bonnie Webber are contact points for SRC's Interconnect Network for female undergraduates in STEM subjects in Scotland. Activity here includes "Meet the Professionals" lunches giving networking opportunities for undergraduates and women in work. Informatics first hosted one of these events in 2011. This year, together with SRC, the team organised a workshop for our undergraduate and PGT students during Innovative Learning Week (February 2013) on Equality, Diversity and Unconscious Bias (<http://www.inf.ed.ac.uk/student-services/teaching-organisation/informaticsinnovative-learning-week-2013>), intended to raise awareness of gender issues amongst our predominantly male student body, and a further "Meet the Professionals" lunch for female undergraduates in March 2013. We will continue to leverage these valuable links with a programme of future events (**Action 1.1c**).

Hillston and Elliot are also members of the University's Athena SWAN network and benefited from discussion with members of other schools who have previously successfully applied for an Athena SWAN award, such as Chemistry and Biology. The visit of Averil MacDonald was also a helpful source of advice.

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

The SAT will become the Informatics Equality and Diversity Committee (IEDC) and led by our Equality & Diversity Coordinator will meet three times a year (**Action 1.1e**). From 2013 we have assigned the co-ordinator role as a formal academic administrative duty recognised in our workload model. This is our clear commitment to sustainably resourcing Equality & Diversity within the School (**Action 1.1d**). The composition of the team will be maintained to ensure representation of each of the research institutes and the Professional Services team, and expanded to include other staff groups such as computing support. Staff and student surveys will be carried out on a biennial basis and used to monitor the success of those elements of the action plan related to improving information flow, awareness and culture within the School.

Professional Services team members will have responsibility for monitoring the success of our efforts to increase the recruitment of female students, and will report back to the rest of IEDC. IEDC will also not exist in isolation. Our Equality & Diversity Coordinator will maintain a place on Informatics Strategy Committee which is the core strategy and resource allocation structure within the School, *and* maintain a place on the College Equality & Diversity Committee reporting into and out of both (**Action 1.1g**). This will continue to embed equality and diversity issues within core decision-making machinery at both local and institutional levels delivering consistency and appropriate profile (for example via web materials, presentation, committee representation and personal accessibility).

(718 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.*

With almost 220 academic and research staff (23% female) and over 900 students (17.5% female) the School of Informatics at the University of Edinburgh is the largest in the UK and one of the largest in Europe. According to Research Assessment Exercise (RAE) 2008, the School has the largest grouping of informatics research in the UK. It is the second largest School and the most research intensive in the University's College of Science and Engineering. A number of our senior postholders are women; the Director of the Graduate School, the Director of Computing, the Director of the LFCS and the Director of Professional Services are all currently female.

Research within the School takes place institutes (table below), each led by an academic Director (17% female), and contains closely related research groups. Each institute is represented within the Informatics Athena SWAN SAT.

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|------|--|
| IANC | Institute of Adaptive and Neural Computation |
| ILCC | Institute of Language, Cognition and Computation |
| ICSA | Institute of Computing Systems Architecture |
| LFCS | Laboratory for Foundations of Computer Science |
| CISA | Centre for Intelligent Systems and their Applications |
| IPAB | Institute of Perception, Action and Behaviour |

Institutes are identifiable by floor level allocation in the Informatics Forum. As a result institute identity is strong and our institutes make a significant contribution to School culture, via social events, regular meeting series, informal PhD communities and so on. The School operates a highly devolved budget allocation mechanism meaning institutes hold individual budgets they can use freely to support a diverse range of activities.

We teach 5 single honours and 5 joint undergraduate degrees covering topics in Computer Science, Artificial Intelligence, Software Engineering and

Cognitive Science. There are currently approximately 350 undergraduate students. We also offer MSc degrees in Artificial Intelligence, Computer Science and Informatics and a very wide range of specialisms within each of those. There are currently 164 taught postgraduate students (28.7% female). Teaching is organised around the degree programmes and therefore, across research institutes, allowing for cross-institute interaction. The quality of our teaching is recognized by student nominations for annual teaching awards; we average 20+ individual staff nominated for teaching excellence by our students (nominee gender is not currently monitored). The Informatics Teaching Organisation (ITO) provides technical and administrative assistance for staff and support for students. The ITO is also responsible for curriculum and quality assurance across the 112 courses offered to undergraduate and PGT students. The ITO is overseen by the Director of Teaching, a senior member of academic staff who takes on this administrative duty, typically for three years.

PhD students are affiliated with the research institute of their primary supervisor. We currently have 247 PhD students (15.4% female). Supervisors and PhD students are supported by the Informatics Graduate School (IGS), which provides administrative support for the recruitment, funding and training of postgraduate research students. The IGS is led by the Director of Graduate School, a senior member of academic staff, typically for three years, who is supported by a Deputy Director, both currently women. Both roles are academic administrative duties.

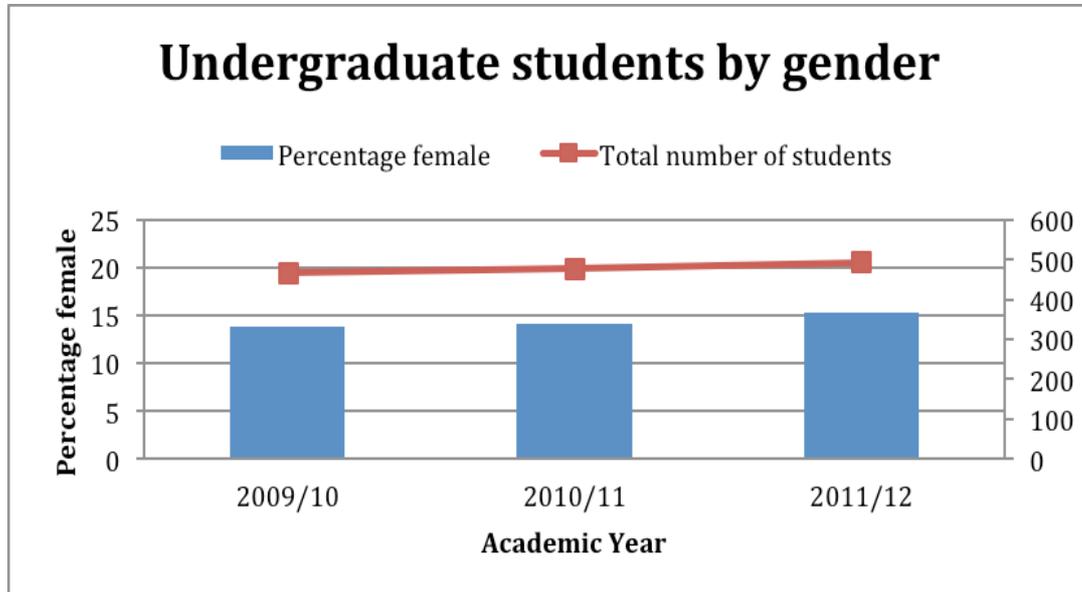
- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

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.*

It is unusual for students to access our courses through this route, although we do attract a fair number of mature students (currently 45 of 522 UG cohort, 9%) who have worked for some years (often in the IT industry) before deciding to continue their education, but who apply directly through UCAS. The School participates in the Lothian Equal Access Programme for local schools that do not have a strong tradition of students going on to university. In 2009/2010 17 students (1 female and 16 male) received a LEAP pre-application interview. In 2010/2011 and 2011/2012 just one female applicant each year took up this opportunity. Additionally in 2009/2010 two male students completed an alternative access programme. In addition to our action to increase female students over many years we will be taking new steps to attract female access students (see 3.b)(ii) below) specifically, and will continue to monitor participation (**Action 2.1**).

- (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.



The data shows that the proportion of female students amongst our undergraduates has increased steadily from 13.8% in 2009/10 to 15.3% in 2011/12. All undergraduate students are full-time (as no part-time programme is offered.) The average of 15.3% in 2011/12 is similar to comparable institutions and courses (e.g. 15.9% at Imperial College).

Over a number of years we have actively worked to increase our recruitment of female undergraduates, and this will remain a key activity in our Action Plan (**Actions 3.2**). In 2010 we revised our recruitment and publicity materials, ensuring that images showed both female and male students and in 2011 we introduced the Student Ambassador scheme. This matches applicants who are made an offer with one of our current students who shares some key characteristics (gender, nationality, ethnicity etc). The ambassador contacts the applicant by personal email offering to answer any questions they may have and feedback attributes some of our increased numbers to this initiative. Use of this scheme will continue (**Action 3.2b**).

Mathematics at Edinburgh, with similar entry requirements, has a higher proportion of female undergraduates. Hence there is a pool of suitably qualified female students who could potentially be attracted to Informatics. Mathematics is a required outside course for our first and second year undergraduates and in 2010 we revised this provision so that now the students share courses with the Mathematics students. This gives students more potential programme options in later years, encouraging them to start an Informatics degree even if it is unfamiliar – often the case with female

students who do not take Computing at school. Initial results show an increase in female applicants attributable to these changes.

We ensure female role model visibility through our recruitment materials and at Open Days and UCAS post-application visits. New initiatives will include updating our webpages to make our commitment to equality and diversity more explicit (**Action 1.1b**), specific publicity materials highlighting our initiatives for female students such as the student-hoppers group (**Action 3.2a**), and dedicated provision for female candidates at UCAS post-application visits (**Action 3.2c**).

Our future plans include targeted recruitment for female undergraduates, particularly from Scottish schools. For example we are hosting Young Rewired State Festival of Code¹ (5th-11th August 2013) and especially encouraging female pupils to attend through the Scottish Forum for Computing Teachers².

We will also explore links with the broader Widening Participation (WP) agenda at the University. Seeking to benefit from local expertise, Informatics will engage with existing groups to explore tailored provision of female recruitment activities. SCI-FUN is one such group specifically aimed at outreach efforts towards local schools³. We will use our experience with historical initiatives, such as Girls Get SMART, to shape future activities (**Action 3.2e**).

We will also work to embed a progressive culture of gender awareness amongst the taught student community (**Actions 3.1**), partly in response to male student comments on our survey. For example, “the School of Informatics encourages more females to excel, through specific support, in the form of the 'Hoppers' organisation.” We want these students to understand the need for positive action in some circumstances.

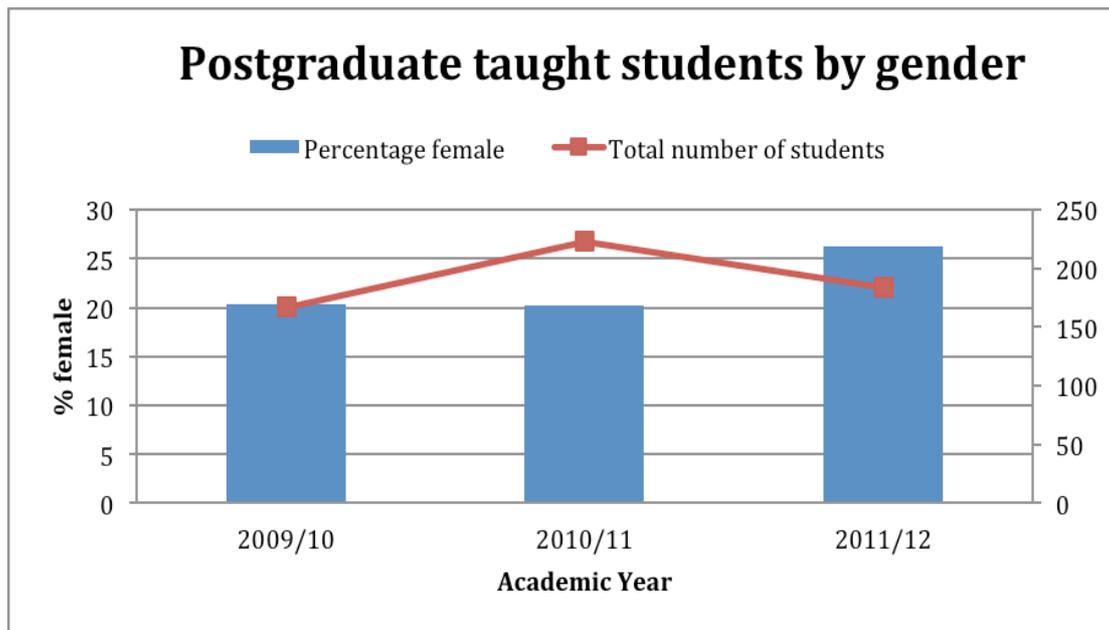
(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Our discipline requires a pipeline of excellent postgraduates hence the recruitment of female students onto our postgraduate taught courses has been a long-standing strategy for the School, through ensuring that all our recruitment materials represent both female and male examples. Our data shows an increase in the proportion of female students on postgraduate taught courses by 5.8% since 2009/10 to 26.2% in 2011/12 comparing favourably to our comparator of 17.9% at Imperial in 2011/12. The data for 12/13 of 28.7% female students shows this trend continues successfully.

¹ <https://youngrewiredstate.org/festivalofcode>

² <http://www.compednet.com/>

³ <http://www.scifun.ed.ac.uk/>

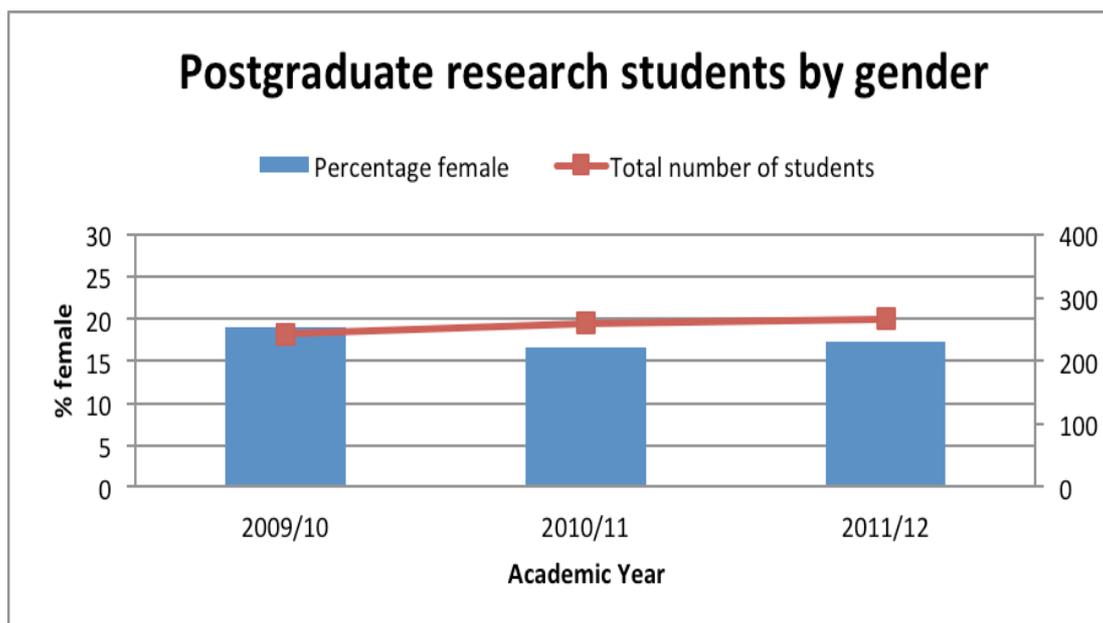


We also support flexible study; four students in our current MSc cohort are studying part-time, three of them are women.

To encourage uptake of offered places we use tailored communication with our PGT students beginning about 9 months before they arrive in Edinburgh; personally individualised content provides information on the School, support structures, programme structure and specialist areas, and details on induction processes. We will retain this good practice but include the aim that students get a personal message in their own language whenever possible (**Action 3.4b**). Finally, we will continue to review our promotional and recruitment material to ensure our good practice is sustained (**Action 3.4a**).

(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.***

There has been a slight decrease in the proportion of female students in the cohort by 1.7% since 2009/10 to 17.3% in 2011/12, and this is similar to our comparator of Imperial at 16.2% in 2011/12. At present we have 4 part-time PhD students, none of whom are female. We are currently supporting a female student to transition to part-time study from April 2013 in response to childcare needs.



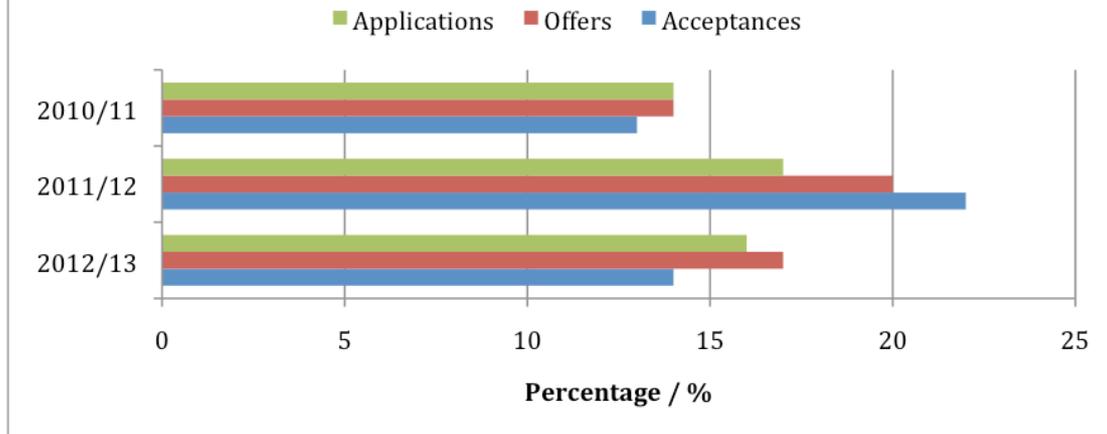
We are actively reviewing our PhD recruitment practices. The response will include articulating our commitment to gender equality more explicitly in recruitment literature and webpages (**Action 3.5b**), building on existing good practice with respect to the PhD applicant experience (**Action 3.5a**), and expanding the Student Ambassador programme to PhD applicants (**Action 3.5c**). Once students arrive we will offer an informal mentoring scheme, where each student has a peer-supporter from amongst the cohort to support them. This will include the option to select on gender (**Action 3.6a**). We will continue to advertise PhD opportunities to our taught students, approaching particular prospective candidates and especially women, capitalising on our higher female student numbers in these groups and highlighting positive development options within the School (**Action 3.5d**).

- (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.

Undergraduate degrees

| | 2010/11 | | | 2011/12 | | | 2012/13 | | |
|-----------------------------|---------|------|----------|---------|------|----------|---------|------|----------|
| | F | M | % female | F | M | % female | F | M | % female |
| Applications | 146 | 921 | 14 | 215 | 1057 | 17 | 208 | 1068 | 16 |
| Offers | 55 | 325 | 14 | 89 | 360 | 20 | 113 | 544 | 17 |
| Acceptances | 14 | 98 | 13 | 29 | 101 | 22 | 31 | 186 | 14 |
| Offers per Application | 0.38 | 0.35 | | 0.41 | 0.34 | | 0.54 | 0.51 | |
| Acceptances per Application | 0.10 | 0.11 | | 0.13 | 0.10 | | 0.15 | 0.17 | |
| Acceptances per Offer | 0.25 | 0.30 | | 0.33 | 0.28 | | 0.27 | 0.34 | |

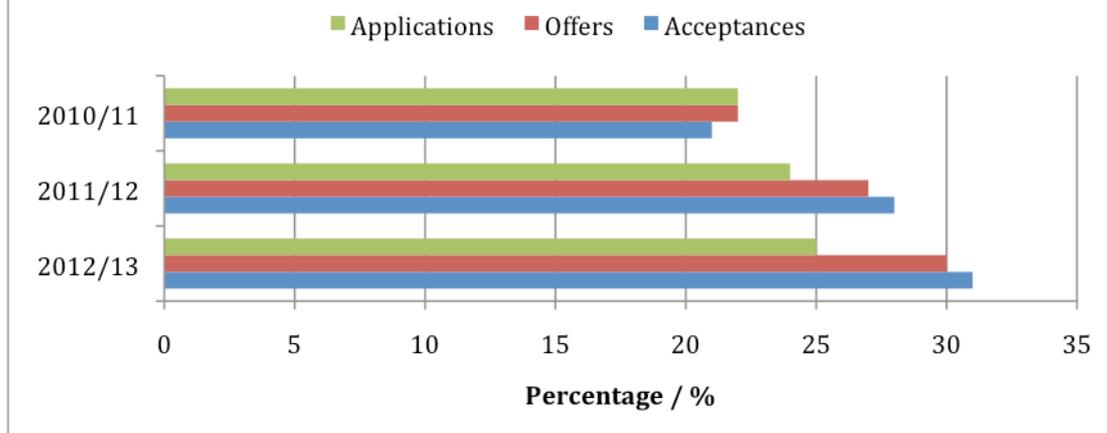
Proportion of female UG applications, offers and acceptances



Postgraduate taught degrees

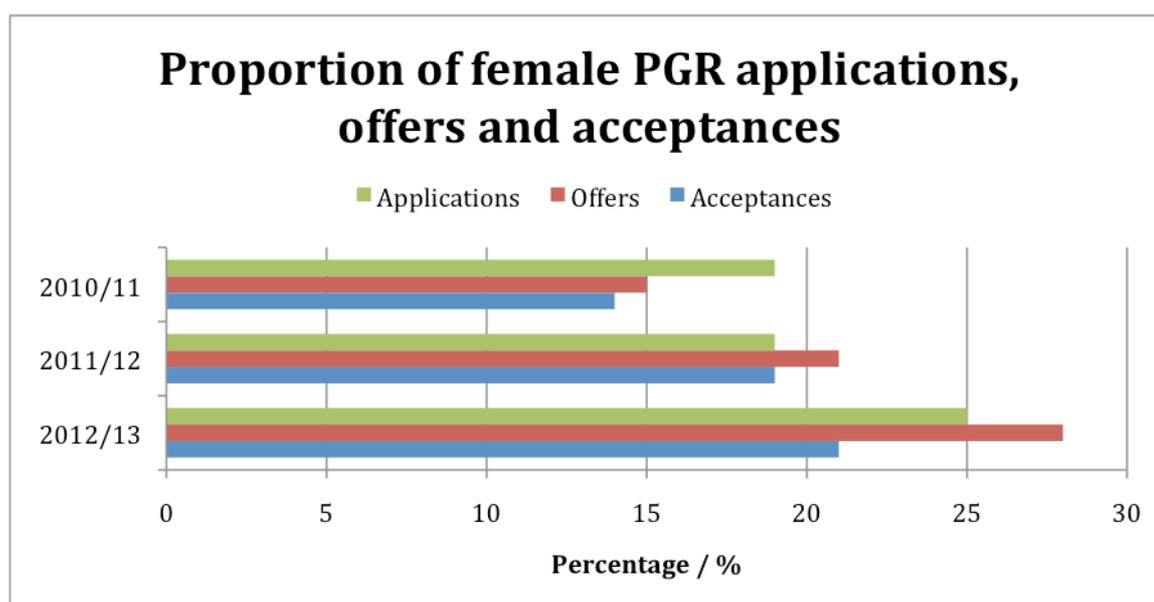
| | 2010/11 | | | 2011/12 | | | 2012/13 | | |
|-----------------------------|---------|------|----------|---------|------|----------|---------|------|----------|
| | F | M | % female | F | M | % female | F | M | % female |
| Applications | 276 | 981 | 22 | 325 | 1016 | 24 | 302 | 919 | 25 |
| Offers | 186 | 641 | 22 | 228 | 603 | 27 | 203 | 480 | 30 |
| Acceptances | 91 | 336 | 21 | 116 | 300 | 28 | 122 | 274 | 31 |
| Offers per Application | 0.67 | 0.65 | | 0.70 | 0.59 | | 0.67 | 0.52 | |
| Acceptances per Application | 0.33 | 0.34 | | 0.36 | 0.30 | | 0.40 | 0.30 | |
| Acceptances per Offer | 0.49 | 0.52 | | 0.51 | 0.50 | | 0.60 | 0.57 | |

Proportion of female PGT applications, offers and acceptances



Postgraduate research degrees

| | 2010/11 | | | 2011/12 | | | 2012/13 | | |
|-----------------------------|---------|------|----------|---------|------|----------|---------|------|----------|
| | F | M | % female | F | M | % female | F | M | % female |
| Applications | 108 | 471 | 19 | 71 | 308 | 19 | 97 | 298 | 25 |
| Offers | 16 | 89 | 15 | 20 | 75 | 21 | 18 | 47 | 28 |
| Acceptances | 11 | 70 | 14 | 15 | 62 | 19 | 9 | 33 | 21 |
| Offers per Application | 0.15 | 0.19 | | 0.28 | 0.24 | | 0.19 | 0.16 | |
| Acceptances per Application | 0.10 | 0.15 | | 0.21 | 0.20 | | 0.09 | 0.11 | |
| Acceptances per Offer | 0.69 | 0.79 | | 0.75 | 0.83 | | 0.50 | 0.70 | |

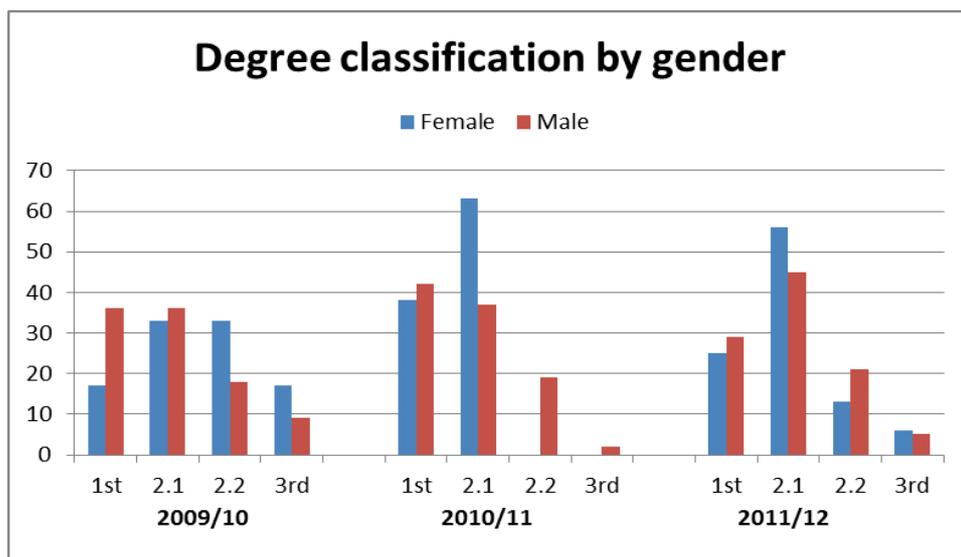


Generally, the proportion of offers to applications is higher for female students across cohorts. However, we are less successful in converting offers into acceptances for female PhD students. We have identified a problem that, although the School is recognised by the female research students who are already here as a great place to work for women (100% answering the question positively in the recent survey; see Appendix), this is not currently well-articulated in our recruitment materials and webpages. We plan to make our current good practice much more visible in the future (**Action 1.1b**). Furthermore we will expand the Student Ambassador scheme to the PhD applicants (**Action 3.5c**) including peer-supporters for on-course support (**Action 3.6a**) and career development workshops for final year students (**Action 3.6b**).

- (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.

In general the female students show similar average levels of attainment to the male students, but with a smaller proportion at the bottom of the scale in recent years. So those female students that enter the School are equally

successful in completing the course and our current assessment processes show no evidence of gender bias.



Our female students maintain a peer-support network, the student-hoppers group (since 2005). The School enables this by providing event venues, administrative support and practical expertise to students who have successfully obtained Google funding for the network. This grouping organises events from talks by inspiring female role models to “hack nights” when they meet in the computer labs to share technical problems and discuss solutions. We will continue to provide resource and encouragement. **(Action 3.3a).**

Staff data

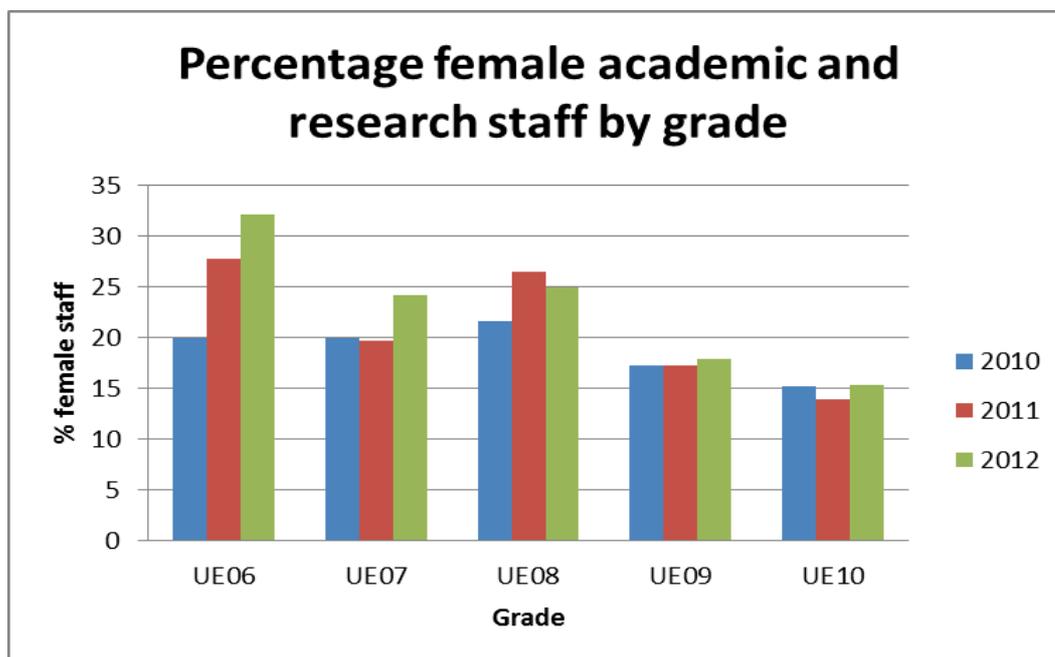
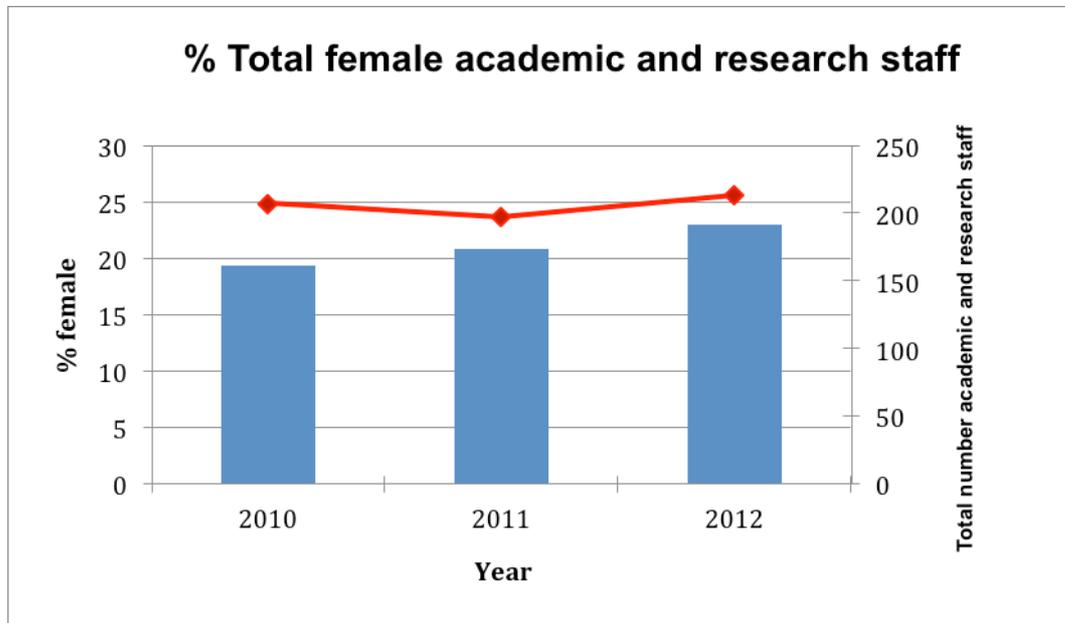
- (vii) **Female:male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent).** comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Staff data is provided by calendar year, using the following University-wide standard academic grades.

| | |
|------|---|
| UE06 | research assistant/associate |
| UE07 | postdoctoral research fellow |
| UE08 | lecturer/research fellow |
| UE09 | senior lecturer/reader/senior research fellow |
| UE10 | professor/personal chair, or equivalent |

Members of staff appointed to grades UE08-UE10 with contracts requiring teaching and research are termed “academic staff”, whilst those on grades UE06-UE09 who are in research-focused roles are termed “research staff”.

The proportion of female academic and research staff has been increasing steadily over the three year period. 2010: 19.3% (40 females in 207 staff); 2012: 23% (49 females in 213 staff), and is now higher than the national average 21.8%, and Russell Group average 18.6% (HEIDI 2011/12 data).



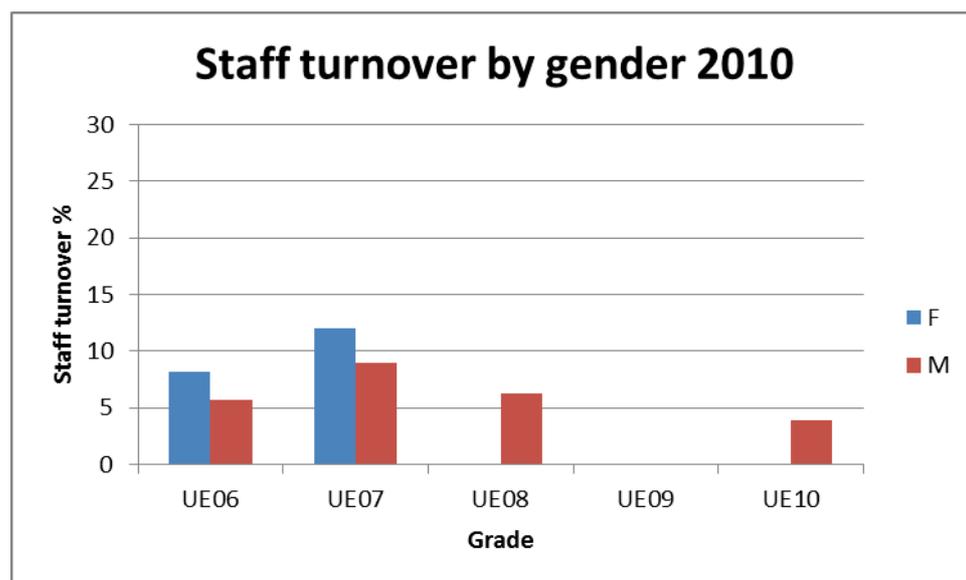
The proportion of women is generally highest at UE06, currently 32%, and falls with increasing grade. Levels at UE09 and UE10 remain more constant as these are predominantly permanent academic staff, whilst there is greatest turnover at lower grades, reflecting changing research projects and fluctuations in funding. There have been several female promotions at level UE08-UE09 and UE09-UE10, but there have also been proportionate male promotions in the same period leading to the constant percentages. Whilst

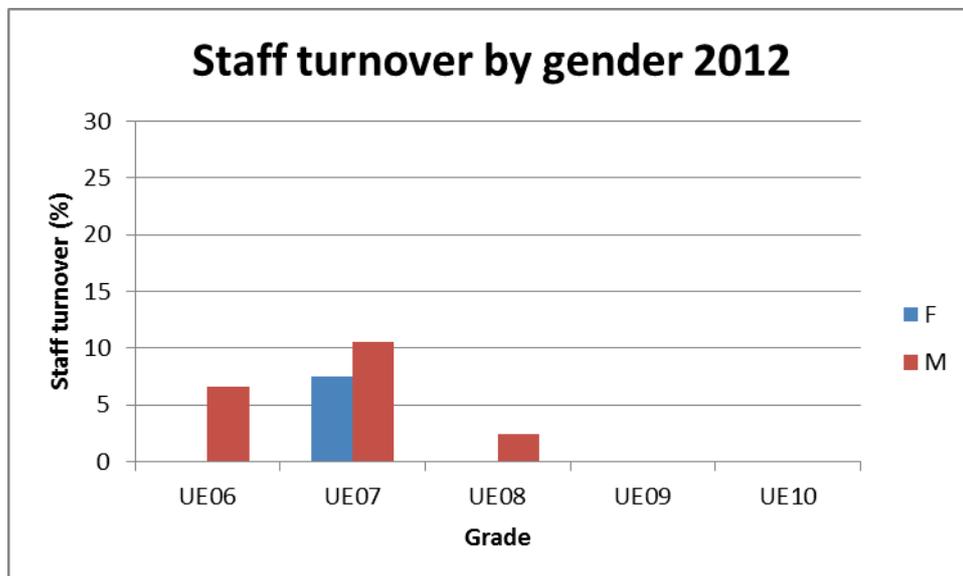
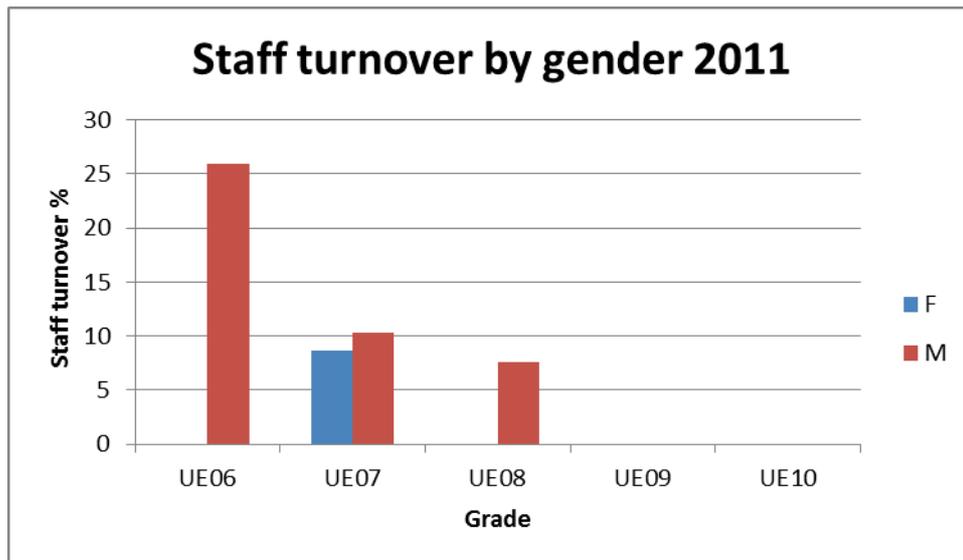
there is some fall in the proportion of women represented at higher grades, the difference between, say UE08 (25%) and UE10(15%) is less dramatic than some other STEM disciplines here at the University of Edinburgh (Biology 45% to 19%) and we will continue to actively support new promotions as outlined in Section 4a(ii).

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

Voluntary Turnover by gender:

| Grade | 2010 | | 2011 | | 2012 | |
|-------|------|---|------|---|------|---|
| | F | M | F | M | F | M |
| UE06 | 1 | 3 | 0 | 8 | 0 | 1 |
| UE07 | 2 | 4 | 1 | 5 | 1 | 5 |
| UE08 | 0 | 3 | 0 | 3 | 0 | 1 |
| UE09 | 0 | 0 | 0 | 0 | 0 | 0 |
| UE10 | 0 | 1 | 0 | 0 | 0 | 0 |





We experience the majority of staff voluntary turnover in typical research grades (6, 7 and 8) rather than permanent members of academic staff; this is a direct consequence of the fixed-term contract structure that predominates for research appointments. Turnover does not appear to be abnormally high or to affect women disproportionately. Particularly, note that no women left the academic staff (grades 8 – 10) in the period. We will continue to monitor data annually (**Action 2.1**).

All research staff reaching the end of a fixed-term contract are encouraged to enter their details in the University's online Talent Register⁴. Recruiters throughout the university are then obliged to consider any candidates in the register who meet the essential criteria for the post. This provides many opportunities for researchers to move on, either within the school, or into other schools. We also proactively manage contract end points and transitions internally through embedded Portfolio Managers within our research institutes

⁴ <http://www.ed.ac.uk/schools-departments/human-resources/recruitment/register>

who can identify opportunities for staff redeployment across a broader portfolio of funding awards. Many research staff are stably employed in this manner. This strategy will continue (**Action 4.1c**).
(2067 words)

Supporting and advancing women's careers: maximum 5000 words

4. 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.*

Within a department of this size there is a large number of contract research positions each year so we see substantial recruitment activity. The data currently supplied by the University is of poor quality although this will be improved in the future by the implementation of the University's new on-line recruitment system. Some discrepancy is due to existing staff being named on research grants, removing the need for recruitment.

| 2010 | Number of Applications (% of total in bold , brackets) | | | Number of New Starts (% of total in bold , brackets) | |
|-------------|--|-------------------|----------------|--|------------------|
| | Female | Male | Unknown | Female | Male |
| UE06 | 1 (17) | 5 (83) | 0 (0) | 10 (53) | 9 (47) |
| UE07 | 55 (14) | 326 (84) | 7 (2) | 7 (19) | 29 (81) |
| UE08 | 12 (14) | 69 (82) | 3 (4) | 0 (0) | 3 (100) |
| UE09 | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| UE10 | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (100) |

| 2011 | Number of Applications (% of total in bold , brackets) | | | Number of New Starts (% of total in bold , brackets) | |
|-------------|--|-------------------|-----------------|--|------------------|
| | Female | Male | Unknown | Female | Male |
| UE06 | 0 (0) | 0 (0) | 0 (0) | 13 (41) | 19 (59) |
| UE07 | 70 (20) | 265 (76) | 12 (4) | 5 (24) | 16 (76) |
| UE08 | 7 (16) | 34 (77) | 3 (7) | 0 (0) | 5 (100) |
| UE09 | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (100) |
| UE10 | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 2 (100) |

| 2012 | Number of Applications (% of total in bold , brackets) | | | Number of New Starts (% of total in bold , brackets) | |
|-------------|--|-------------------|----------------|--|------------------|
| | Female | Male | Unknown | Female | Male |
| UE06 | 10 (37) | 17 (63) | 0 (0) | 10 (43) | 13 (57) |
| UE07 | 34 (17) | 152 (78) | 5 (5) | 5 (19) | 22 (81) |
| UE08 | 14 (17) | 68 (83) | 0 (0) | 1 (20) | 4 (80) |
| UE09 | 8 (22) | 27 (75) | 1 (3) | 0 (0) | 0 (0) |
| UE10 | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (100) |

As can be seen from the data, for contract research positions (mostly UE06 and UE07) the proportion of females recruited is in line with or exceeds the proportion of women undergoing research training. Thus we are confident that we do not have a “recruitment bias”.

As a particular example, we present the data from the recruitment of three Chancellor’s Fellows to the School in spring 2012⁵. These prestigious positions start as research fellowships with a gradual transition to a permanent academic position over the course of five years. There were three tranches of applicants, totalling 286 individuals of which 12% were women. The shortlist consisted of 15, of whom three were women (20%), and we hired three, two men and one woman (33%). Our second case study, Ajitha Rajan, has recently joined the School as a Chancellor’s Fellow.

Our current recruitment material (job adverts, further particulars etc) do not make explicit reference to the family-friendly culture within the school. We plan to change that by making the relevant policies and practices more visible to potential applicants and will take external, expert advice on recruitment material content/design (**Actions 4.2a, b, d**). We will also ensure that active steps are taken to attract female candidates (**Action 4.2e**) and E&D good practice is followed in all recruitment (**Actions 4.1**). Moreover, we will continue to monitor the situation to determine the impact of these initiatives (**Action 2.1**).

- (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.

| 2010 | Number of Applications for Promotion | | Number of Successful Applications | |
|------|--------------------------------------|------|-----------------------------------|------|
| | Female | Male | Female | Male |
| UE08 | 3 | 1 | 3 | 1 |
| UE09 | 0 | 4 | 0 | 4 |
| UE10 | 2 | 3 | 2 | 2 |

| 2011 | Number of Applications for Promotion | | Number of Successful Applications | |
|------|--------------------------------------|------|-----------------------------------|------|
| | Female | Male | Female | Male |
| UE08 | 0 | 0 | 0 | 0 |
| UE09 | 0 | 6 | 0 | 6 |
| UE10 | 0 | 4 | 0 | 4 |

⁵ <http://www.ed.ac.uk/schools-departments/institute-academic-development/research-roles/fellows/about>

| 2012 | Number of Applications for Promotion | | Number of Successful Applications | |
|------|--------------------------------------|------|-----------------------------------|------|
| | Female | Male | Female | Male |
| UE08 | 0 | 3 | 0 | 3 |
| UE09 | 1 | 4 | 1 | 3 |
| UE10 | 1 | 2 | 1 | 2 |

The promotion success rate is 100% amongst female applicants over recent years. We find no evidence of bias against women in promotions. No women applied for promotion in 2011 but we note that a relatively high number were promoted the year before. Overall promotion rates for female staff are in line with total female staff numbers.

The routes and timetable for promotion are set by the University. When the dates are announced, an email is sent to the appropriate staff group and their line managers inviting applications. Institute Directors also play a role in proactively identifying potential applicants amongst academic staff. Potential cases are then discussed by a meeting of all the professoriate. Cases selected to go forward are assigned a mentor to help them prepare the strongest possible application for consideration at College and University level. This careful selection and support for applicants is reflected in the success rates. Research staff have a number of complementary routes. Most are initially approached by their PI, some consult the in-School HR team, some may also take advice from senior role models such as the Head of School. The staff member and PI will co-develop the case. At any point staff are also able to self-nominate. Detailed process guidance is available and we are developing training workshops for those contemplating promotion (**Action 5.6a**).

An alternative route to promotion is through the creation of a new post at a higher grade on a research grant, the researcher being named researcher for the position. In these cases the explicit promotion process described above is not followed but a rigorous HR procedure assesses grade appropriateness. This provides a valuable route to retain many of our experienced researchers, and 3 female members of our SAT have recently been promoted by this route.

Our recent survey identified that a significant proportion of staff did not feel they understood the promotion process and criteria within the School (28% of women and 35% of men across research and academic staff). Moreover, we are conscious that women are perhaps more reticent about putting themselves forward for promotion so we are undertaking several actions to address this. We will use the recently formed Informatics Researcher Staff Society (IRSS), to help organise workshops on the promotion process (**Action 5.6a**), ensure that all staff have productive P&DR (**Actions 5.1**) and continue to offer mentoring to staff (**Actions 5.5**). Furthermore for women approaching key transition points we offer career coaching through the SRC Coaching for Success Programme (**Action 5.2**).

- 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

Informatics is supported by dedicated HR staff, a team called InfHR, embedded within the department. InfHR supports all aspects of the recruitment and subsequent employment process. This ensures a consistency of approach and specifically that the recruitment process (short listing, interviewing and selection) is carried out in compliance with the University’s equal opportunities policies.

Following University policy, we ensure that there is at least one woman on every panel for academic posts, and that for all posts a panel member has completed an institutionally provided ‘Recruitment, Selection and the Law’ (within 2 years to ensure current knowledge of a changing legal context) and ‘Equality and Diversity Awareness’ training courses. We often exceed the strict requirements with the majority of panel members having undergone training and will continue to do so (**Actions 4.1**). All of our SAT have completed the online equality & diversity training provided by the University, as well as all members of our Strategy Committee (**Action 1.1f**).

An integral part of our recruitment strategy is relocation assistance. This can range from advice about the city to details about UK banking and healthcare systems. For many years the School has also provided a tailored suite of assistance to grade 8 and above recruits through an external firm. The School covered costs to access this service and contributed to short-term property rental costs alongside more standard relocation packages. Feedback from our new staff indicates that this support is of particular importance for those with young families. This degree of support was not available from the University, although it is now a target area for University HR Services (UHRS). In recognition of our good practice Informatics was invited onto the project board. The external firm has now closed but through our links to UHRS our latest tranche of academic recruits were able to pilot access to new institutional relocation provision. We will continue to fund and manage provision of this resource (**Action 4.4**).

We do not have a consistent approach to attracting female candidates and this is a weakness. On an ad hoc basis we have for a number of years made particular effort to approach suitable female candidates for academic posts, making them aware of the supportive working environment within the School. But this has been reliant on additional effort on the part of current female academic staff. At present the family-friendly attitude within the School and

availability of flexible working is not sufficiently visible on our webpages or in further particulars sent to job applicants. We will address this formally with the measures previously described (**Actions 4.1, 4.2**).

- (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.

Whilst our predominant challenge is the flow of qualified women graduates the data shows that we also see some attrition of women at the transition point from senior researcher to academic staff member.

The annual performance and development review (P&DR) aims to help staff progress their career and in particular provide support for staff at key career transition points. These meetings with a more senior member of staff chosen by the appraisee, review the goals and development needs of the individual, and offer advice on how to achieve career progression. For the researcher, the best person to offer this support is often the PI. For academic staff it will typically be the Director of Institute or another Professor from within the same institute. We seek to ensure that these career review opportunities are taken up by all staff, in line with University policy (**Actions 5.1**). New members of academic staff are also offered a mentor to advise them and this relationship persists as long as the mentee finds it useful. We will seek to extend this to any existing staff who feel they would benefit from mentoring (**Actions 5.5**).

The School has consistently allocated staff development funds and we have seen these used in a variety of ways. We are enhancing this support by offering career coaching to a number of female staff who are at key transition points. Coaching is delivered through the SRC Coaching for Success Programme, and paid for by the School (**Action 5.2**). We are piloting the project with three women in 2013 (on-going at the time of submission) and will gauge feedback.

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?

In 2011 we relaunched a School-wide appraisal process (P&DR) after direct consultation with senior academic staff, tailored training sessions, introduction of standardised documentation and local staff briefings. This is run via InfHR keeping administrative burden as light as possible on participants and supporting data recording, and we will continue with this process (**Actions 5.1a and 5.1b**). Our School follows the University policy that academic promotion is linked to P&DR participation. Every member of academic and research staff is offered the opportunity to have a P&DR annually and data indicates that female members of staff are as likely as male to accept this offer. The standardised documentation encourages consideration of all aspects of an individual's contribution as well as promotion and career development goals. The appraisee is given support in planning their future career, which can be particularly valuable for female staff who may be taking a non-conventional route due to other commitments. Working part-time or being on maternity leave is not viewed as a barrier to career progression and there have been several cases of female staff being promoted whilst on maternity leave, most recently Elham Kashefi to Reader in 2012.

Our staff survey revealed attitudinal problems towards P&DR and we have work to do to redress this. Survey results showed that there is a perception that P&DR is of limited value; this perception was equally shared between male and female staff. In 10/11 we saw only 16% P&DR completion for academic staff, doubling to 32% in 11/12. Over the same period research staff annual P&DR rates have gone from 3% to 49%. We will address these issues directly; we are already working in partnership with our research staff and the Institute for Academic Development to develop tailored review processes (**Action 5.1e**), will organise information sessions to highlight the benefits of P&DR particularly amongst research staff (**Action 5.1d**), remind PI's of line management obligations to research staff (**Action 5.1c**) and offer localised reviewer training (**Action 5.1f**). We have a goal to achieve universal take up of P&DR (**Action 5.1**).

- (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?

New staff joining the School of Informatics are affiliated to a research institute and they will build a direct personal relationship with their Director of Institute. The Institute, through its members, also provides immediate access to a group of staff with overlapping research interests. Within each Institute an active programme of seminars, lab lunches and social events promote networking and collaboration. Institute membership is not limited to one and is not fixed. Many staff hold affiliate memberships to multiple research institutes. Networking between Institutes is also specifically encouraged, both professionally and socially through cross-School meetings; in our survey plus 72% of academic/research staff agreed with '*My School provides me with useful networking opportunities*'. However our questionnaire responses

indicated that some staff felt that there were not enough opportunities for inter-institute interactions. We plan to address this by an increasing programme of cross-School social events (**Action 6.1**).

Some institutes have a low proportion of female academic and research staff (e.g. ICSEA). Cross-school activities are particularly important for these women and in particular researchers are encouraged to attend the Informatics Research Staff Society meetings to avoid feelings of isolation. There is also a staff-hoppers mailing list which is used to publicise and encourage participation in networking events for female staff that are arranged on an ad hoc basis (since 2005).

Each institute also has dedicated support staff, creating an effective support route for new staff and a single place to ask procedural questions. Portfolio management staff support new funding applications, and can highlight prior successful applicants to first-time prospective applicants, and share best practise on application processes. These staff usually work with multiple institutes and can also spot opportunities for synergy between unfamiliar research staff; a number of funded activities have arisen this way. InfHR is another access route to School support structures for research staff but we will review this provision and specifically ways to closely link School structure and opportunities to the Informatics Researcher Staff Society (**Action 5.7a**).

We found that our documentation of the induction process is weak bringing a risk of inconsistent experiences for new staff of all grades. We plan to formalise induction procedures, retaining the best of our current less formal provision and enhancing that with new institutional support. Last year the University of Edinburgh launched the prestigious Chancellor's Fellows initiative to recruit 100 world-leading research staff (described in Section 4)a)i)). The scheme has the explicit aim of supporting these staff to become international leaders in their discipline via a structured suite of induction, orientation and professional development. As well as supporting our Chancellor's Fellows as they access this institutional support, the School is committed that all new academic staff hired subsequently will access exactly the same institutional development programme. We will complement these institutional efforts with local improvements to our internal induction (**Action 5.3 and 4.1b**).

New academic staff are given a reduced workload. They typically have only a half teaching load and no administrative duties for the first year. After that teaching load will be increased but administrative duties typically remain very light for several years. This allows staff to focus on research, applying for funding and developing their nascent research group. We note that securing PhD students can be a critical first step and a fully-funded PhD student scholarship is allocated preferentially to all new academic staff.

The University runs a rich programme of training and development courses, publicised and bookable by a web resource, MyEd. The School has found that participation is enhanced when courses are available locally and we have successfully requested dedicated provision of several. A recent example is

the ‘Recruitment, Selection and the Law’ training course that was provided at our request within our building complex early in the afternoon. This course includes specific elements on gender equality. Details about the event were circulated to our staff and we saw excellent turn-out spanning support, technical, research and senior academic staff. We intend to do similar targeted provision of appraisal training very soon and will regularly seek input on demand for these local sessions (**Action 5.1f**)

- (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.

We have a long-established “Hoppers⁶” programme for our female students which organises events designed to provide networking opportunities and visible female role models. This is primarily aimed at the undergraduate students but PGT and PGR students are also informed about the events and invited to attend. The group is largely self-organising with a small committee of third and fourth year undergraduates taking responsibility for gaining funding, organising events and inviting speakers. This provides them with a valuable development opportunity. Recently the activity has been supported by sponsorship from Google as well as support from the School. This will be maintained (**Action 3.3a**).

Many of our female students also participate in Girl Geeks, Robogals and BCS Women events organised locally. One of our female professors, Bonnie Webber has strong involvement in Girl Geek network and for 2013 iVentures has match-funded the initiative within the School⁷ through links to some of the entrepreneurship activities described in Section 5.

For students that wish to explore the transition to academia we provide opportunities for paid teaching. We also have a small number of Principal’s Career Development Scholars in Teaching: PhD students funded by a scholarship, doing teaching and being mentored through HEA accreditation. The scheme has proved attractive to female PGR students; of 5 current holders, 2 or 40% are women.

Additional events aimed at female students are also organised on an ad hoc basis. For example, in May 2012 Bonnie Webber and Jane Hillston organised a Women in Computing panel, with a variety of female computer scientists at different stages of their careers, which was followed by a networking meeting. This was open to all staff and students in computer science across Scotland

⁶ Grace Hopper was a pioneering computer scientist and activities within the field to encourage and celebrate female participation are often given the “Hoppers” name. Our group was first formed in 2005.

⁷ <http://www.informatics-ventures.com/>

through the Scottish Informatics and Computer Science Alliance and was well-attended and highly appreciated by the participating students⁸. We are now making this a regular event with the next panel to take place on 8th May 2013 (**Action 3.1b**). We have also used Innovative Learning Week⁹ as the context for a workshop on gender awareness and unconscious bias. This will be incorporated into a compulsory course for all third year students (**Action 3.1a**). To protect the quality of experience for all our students, induction material will also be augmented to include definition of expected standards of behaviour within our community (**Action 3.1c**).

Our students are also supported by events organised by the SRC for “IT students” across Scotland. The School supports these, for example, by providing rooms without charge and supplying speakers. On 14th March 2013 there was an SRC-funded “Meet the Professionals Lunch” hosted in the Informatics Forum attended by 32 undergraduates.

All undergraduate students have a Personal Tutor responsible for their academic advice and pastoral care. The School retains control of this allocation process so that it can invite and act upon gender-specific Personal Tutor requests (**Action 3.3b**). Additionally in non-honours courses, we have long strived to ensure that there is never an isolated female student within a tutorial group - there are at least two female students in any group that contains a female (10-12 average size but varies by course). We will also support any student’s ability to self-select their group times where appropriate. This allocation process is administered by the Informatics Student Services team, a group of accessible administrative staff co-located within our teaching hub. Our students nominated this team for the Best Department EUSA Teaching Award¹⁰ 11/12 and again in 12/13.

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.

Membership to most of our internal School committees is through position, rather than directly assigned to individuals. We have 4 major decision-making committees within the School of Informatics and these are detailed below:

| Committee | Remit | Members |
|--------------------|----------------------|------------------------------|
| Strategy Committee | Strategy, policy and | Head of School (convenor), 6 |

⁸ It was mentioned positively in the comments from several students completing the questionnaire in Autumn 2012.

⁹ <http://www.ed.ac.uk/staff-students/students/studies/innovative-learning>

¹⁰ <http://www.eusa.ed.ac.uk/teachingawards/>

| | | |
|-----------------------|---|--|
| | resource allocation within the School of Informatics | Directors of Institute, Directors of Teaching, Graduate School, Research, Commercialisation, Computing and Professional Services. 4 elected representatives. 4 female; 14 male |
| Research Committee | Strategic and cross-discipline research initiatives | Director of Research (convenor), Head of School, 6 Directors of Institute, Director of Professional Services and 2 affiliated support staff. 1 elected representative. 3 female; 7 male |
| Recruitment Committee | Develop and implement policy on undergraduate and postgraduate admissions | Recruitment Officer (convenor), Director of Teaching, Director of Graduate School, Publicity Officer, 2 student support administrative post holders. 3 female; 3 male |
| Building Committee | Repairs, maintenance and space management | Head of School (convenor), 6 Head of Computing, Director of Professional Services, Premises Manager, Health & Safety Manager, Energy Co-ordinator, Staff representative 2 female; 7 male |

Committee members are elected in the following ways;

| Appointed by | Post | Tenure |
|---------------------------|---|---------------|
| Academic panel | Head of School | 5 years |
| External recruitment | Director of Professional Services, Head of Computing, Director of Commercialisation, Premises Manager, Health and Safety Manager, Publicity Officer | Open-ended |
| Internal academic process | 6 Directors of Institute, Directors of Teaching, Graduate School, Research, Computing, Recruitment Officer | 3 years |
| Election/voluntary | Strategy Committee reps, IRSS rep on Research Committee, staff representative on Building Committee, Energy Co-ordinator | 3 years |

Strategy Committee has the most significant remit. In 2010 Informatics held an International Review. Presentational, cross-School feedback and Q&A sessions informed a final report that included a number of recommendations one of which was to increase transparency of the decision-making process. Part of enacting this was to invite nominations for elected representatives on Strategy Committee. In fact 4 nominations (all men) were received (one for each of teaching staff, research staff, computing support staff and technical staff) and so all 4 were invited to serve.

43 seats are available across all four committees and 12 (28%) are held by women. The current level of female representation on Strategy Committee is

slightly higher than the proportion of women within the academic staff. This reflects that the Director of the Graduate School, the Director of Computing, the Director of the LFCS and the Director of Professional Services are all currently female.

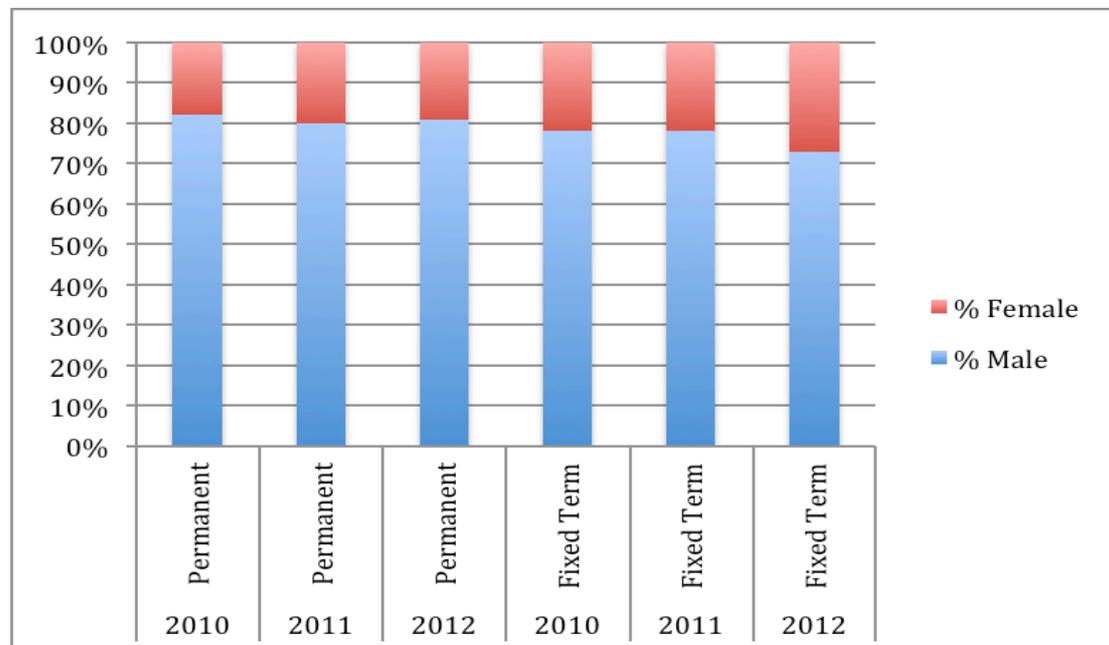
Other committees related specifically to teaching, such as Teaching Committee and Board of Studies, have a membership which is comprised of all the academic staff and therefore the female representation is in line with the proportion of female staff.

- (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.

Raw data is presented by gender and contract type over 3 calendar years.

| Year | Female | | | | | Male | | | | |
|------|-----------|------|------------|------|-------|-----------|------|------------|------|-------|
| | Permanent | | Fixed-term | | Total | Permanent | | Fixed-term | | Total |
| | N | % | N | % | N | N | % | N | % | N |
| 2010 | 22 | 55.0 | 18 | 45.0 | 40 | 102 | 61.1 | 65 | 38.9 | 167 |
| 2011 | 23 | 56.1 | 18 | 43.9 | 41 | 93 | 59.6 | 63 | 40.4 | 156 |
| 2012 | 22 | 44.9 | 27 | 55.1 | 49 | 92 | 56.1 | 72 | 43.9 | 164 |

Graphical analysis illustrates overall gender split across the two contract types.



Over a three year period we have seen 1% variations in the distribution of permanent contracts between male and female employees. Over the same period we have seen larger fluctuations in the distribution of fixed term contracts between male and female employees. Calendar years 2010 and

2011 were steady state but in 2012 the data show an increase in the % of female staff on fixed term contracts. This change is due to an increase overall in the absolute number of fixed term contract holders (up to 99 individuals). This is not because permanent staff were transitioned to fixed term contracts but rather that as external research funding award value increased in 2012 increasing numbers of women were recruited to new research posts within the School.

- 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?

As described the predominant mechanism of selection for committee service is by role rather than by individual. The leadership roles within the school are assigned as part of the annual allocation of duties (described below). The Head of School encourages women to consider senior management roles. Since the leadership positions within the School that confer committee memberships are typically rotated every three years, the situation of committee overload on female staff is closely monitored and avoided.

In addition to the committees within the School, the School also has representation on a variety of College-level committees. Similarly to School committees, membership of these committees is generally given by post or responsibility rather than to individuals.

College Committees – Allocated by Role

| Committee | Role | Holder |
|--|------------------------------------|-----------------|
| <i>College Computing and IT Committee</i> | Director of Computing | Perdita Stevens |
| <i>College Learning & Teaching Committee</i> | Director of Teaching | Ian Stark |
| <i>College Personal Chairs Committee</i> | Head of School | Dave Robertson |
| <i>College Research Staff Review Committee</i> | Head of School | Dave Robertson |
| <i>College Strategy & Management Committee</i> | Head of School | Dave Robertson |
| <i>College Research Committee</i> | Head of School | Dave Robertson |
| <i>College Quality Assurance Committee</i> | Head of QA | John Longley |
| <i>College Academic Misconduct Committee</i> | School Academic Misconduct Officer | Alex Simpson |
| <i>College Ethics Committee</i> | School Ethics panel convenor | Austin Tate |

| | | |
|---|-----------------------------------|--------------|
| <i>College Professional Services Management Group</i> | Director of Professional Services | Liz Elliot |
| <i>College Student Support Committee</i> | Senior Personal Tutor | Paul Jackson |
| <i>College Research Training Committee</i> | Director of Graduate School | Barbara Webb |

College Committees – Allocated by Individual

| Committee | Role | Holder |
|---|-----------------------------------|-----------------|
| <i>College Library Committee</i> | Lecturer | Richard Mayr |
| <i>College Recruitment Strategy Committee</i> | Professor | Stuart Anderson |
| <i>College Computing and IT Committee</i> | Director of Professional Services | Liz Elliot |
| <i>College Equality & Diversity Committee</i> | Director of Professional Services | Liz Elliot |

The posts with multiple memberships are the Head of School and Director of Professional Services. Over the 16 seats available, 5 are held by women.

Our academics of both genders have many opportunities to lead or influence research communities. In particular female academics serve on the editorial boards of a number of international journals and funding bodies. These activities are actively encouraged and enabled by the School recognising the personal and professional benefits for the individual as well as the School. Our survey reported that just over 72% of female academic/research staff and 83% of male academic/research staff believed the School actively encouraged them to take up career development opportunities. We will address this slight gender difference through the provision of unconscious bias training for managers (**Action 4.1a**) and via coaching for female staff (**Action 5.2**). We are committed to participating in the University's planned pilot of unconscious bias training.

- (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.

Informatics is a broad subject – where research has varying demands for resources both in terms of equipment and personnel. Given this, our approach to workload allocation is to set a baseline workload for all staff. Currently for academic staff this is:

- 1.5 teaching courses (approximately 20 contact hours per course; the 0.5 is to encourage sharing of courses between staff with the personal and pedagogical advantages this brings)
- One significant administrative duty

- Two PhD students (depending on career stage, see below)
- The equivalent of one significant¹¹ research project
- Participation in 3 outreach events per year.

Each case may vary from this standard for a variety of reasons. For example, a lecturer may be lower than usual on PhD students or research projects and asked to compensate by taking on an additional 0.5 of teaching or a more time-consuming administrative duty. In other cases we apply a reduced workload - for example, early career staff may not yet have attained PhD students and research income so we lower our expectations in order to give them time to obtain them. This is supported by a half load of teaching and administration, and an allocated PhD studentship.

For contract research staff we normally start from the default position that 100% of time will be spent on research. We then allow research staff to take on teaching duties (typically no more than 1 course or 2 tutorial series) where it is beneficial to their career development and permitted by their contract. Many research staff are involved in project supervision at undergraduate, MSc and PhD level. The decision of whether to engage in teaching typically is taken after line management and/or P&DR discussions and never at the insistence of the School.

The duty allocation process is initiated early in the calendar year, providing time for planning and negotiation of workload. Staff can highlight and discuss relevant circumstances with DoT and/or HoS. Autumn 2012 also saw the launch of new web information portal for staff¹². This site shows current data on teaching and administrative load as well as historical data. This resource was introduced in response to feedback in 2011 as part of the international review of the School, on a lack of transparency about duty allocation and comparative workload allocation. We will work to promote clarity and understanding of the process (**Actions 5.4**).

Most roles have a 3-year tenure, ensuring that staff do not stay in a specific duty for too long. Many duties are advertised to staff so that all staff may express an interest before duties are allocated - this happens for all teaching courses. Some major duties are allocated through election from the appropriate peer-group (e.g. Directors of Institute are elected by the institute's membership). Balance of duties is discussed individually at annual P&DR. We will continue to monitor male and female contributions as part of our ongoing commitment to monitor relevant data (**Action 2.1**).

- (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.

¹¹ "significant" funding is typically less in some areas, such as theoretical computing science, than in others, such as computer systems

¹² <http://www.inf.ed.ac.uk/school-services/knowledge-management>

The main information dissemination meeting of the School is the General Meeting. Since 2009 these have been scheduled at lunch time out of consideration for those with family responsibilities, whereas they used to be scheduled late in the afternoon. Other meetings are mainly arranged by doodle poll, allowing participants to indicate times they find suitable. In the recent survey 83.3% of female academic and research staff responded positively to the statement “*Meetings are completed in core hours to enable those with caring responsibilities to attend.*” All School decision-making committees take place between the hours of 10 and 4.

Social gatherings are generally organised at the institute-level, and the survey showed that 94.8% of respondents thought that these were equally welcoming to both men and women. However, a weakness has been identified that there are very few School-wide social gatherings. We plan to have an increased number of such events (**Action 6.1**). Information lunches will also be used as a communication method and networking opportunity integral to our Athena implementation strategy (**Action 1.1a**).

- (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.

Our Head of School operates an open-door policy. Staff can visit the School Office and arrange a meeting or often speak to the Head of School immediately. The Informatics Forum was designed to include shared kitchen areas, comfortable seating spaces and wide corridors to encourage spontaneous interaction and conversation. The School provides free tea and coffee so kitchen areas are ideal for bumping into colleagues. We have a diverse programme of events and activities, social student groups, video club, and even a table tennis club. The School provided the table tennis table and venue and a mixed group of researchers and students self-manage this popular resource.

After feedback in 2011 significant efforts were made to ensure all School committee remits, memberships, meeting schedules and minutes were available to staff via our webpage¹³. We also use one General Meeting per year to review committee activity with all staff. Major duty holders, e.g. Director of Teaching, Director of Graduate School present information on current and future plans for their areas of responsibility. New students are invited to attend and the meeting ends with an informal get-together.

Within the School, Athena SWAN activities have been presented twice at General Meetings, once at the start of the process to brief staff and elicit support, and mid-way through to inform colleagues of our progress and plans, and we will continue to use the General Meetings as part of an ongoing Athena communication strategy (**Action 1.1h**).

¹³ <http://www.inf.ed.ac.uk/school-services/committees>

- (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.

Informatics has a tiered approach to outreach, which is a standard component in academic staff workload. We run a standardised series of events which are summarised below, these focus specifically on student recruitment (**Action 3.2d**).

| Event | Description of Event | Purpose | 2010 Data % of staff who attended who were female | 2011 Data % of staff who attended who were female | 2012 Data % of staff who attended who were female |
|----------------------------------|---|--|--|--|--|
| June Undergraduate Open Day | An opportunity for High School students to visit the university, staff from the School give presentations and man an information desk | Recruitment of undergraduate students. | 13% | 13% | 17% |
| September Undergraduate Open Day | An opportunity for High School students to visit the university, staff from the School give presentations and man an information desk | Recruitment of undergraduate students. | 22% | 0% | 13% |
| September Undergraduate Open Day | An opportunity for High School students to visit the university, staff from the School give presentations and man an information desk | Recruitment of undergraduate students. | 13% | 29% | 25% |
| November Postgraduate Open Day | An opportunity for prospective students interested in PG study to visit the School, tour the facilities and ask staff questions. | Recruitment of postgraduate students. | 8% | 9% | 9% |

The relatively small number of female academic staff means that participation frequency is subject to variation. Overall female academics make significant efforts to attend these important events.

This is overlaid with one-off events, some of which have been highlighted elsewhere in this document. For example, Informatics is an active participant in the Edinburgh International Science Festival (<http://www.sciencefestival.co.uk/>). As part of our recruitment plans we intend to develop further outreach activities aimed at school-age children and their families (**Action 3.2e**).

The increasing breadth of activities recognised in the institutional promotion process was described in Section 5)a)i).

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.*

Eight members of academic and research staff took maternity leave between 2009 and 2011. All returned to work following their leave period.

(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.*

We have no cases of adoption leave or parental leave within the period. The table gives the list of academic staff who have had documented paternity leave since 2009.

| | | |
|-----|----------------------|--|
| HL | Researcher (grade 7) | paternity leave: 6th Aug 2012 for 2 weeks |
| MVR | Lecturer | paternity leave: 28th Aug 2009 for 1 week |
| DG | Researcher (grade 8) | paternity leave: 12th Jan 2009 for 1 week |
| PB | Researcher (grade 8) | paternity leave: 6th April 2009 for 1 week |

(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.*

We have no cases of formal requests for flexible working within the period.

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

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

The School has a culture in which flexible working is regarded as standard. The nature of our work, including research, often does not require us to be in any particular location. Research work does not have to adhere to particular

time regimes, as is the case in some laboratory sciences. Thus it is easy for academic staff and researchers to organise their work around other obligations and responsibilities, and many do. Moreover, the culture within the School is family-oriented (a situation possibly enhanced by the number of dual career couples within the School). This is evidenced by the decision four years ago to move General Meetings (the main information dissemination meetings within the School) to lunchtime slots.

Our teaching allocation, and particularly timetabling, is always handled flexibly in order to accommodate childcare responsibilities of staff (e.g. on request avoiding afternoon lectures, or 9am lectures to allow for school/childcare drop-off and collection).

- (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.

Academic and research staff have a number of routes open to them for guidance on parental/adoption leave. The Institute Portfolio Manager (PM), the individual who administers all Institute finance, is often the first point of contact. The PM is well-positioned to begin planning resource implications for externally-funded staff. Where maternity cover is not paid by the funder, the School has covered the costs. The PM may also refer the individual to the InfHR team for help on standard University policies such as working practices and risk assessments for new and expectant mothers. (Risk assessment is undertaken between expectant mum and Director of Professional Services; any additional resource provisions are then immediately actioned). InfHR will also liaise with staff members of central HR teams to facilitate the timely transfer of necessary documentation. Staff will also use their line manager, specifically to plan their return to work and explore reduced teaching load models and phased return/flexible working options. InfHR will then enact the mutually agreed plan (**Action 4.3a**). For externally funded staff, there may be funder-specific variations in permitted cover arrangements but we will investigate a policy on automatically extending fixed term contracts to cover time lost on maternity leave or part-time working arrangements (**Action 4.3b**). A breast-feeding room and designated quiet area is provided (**Action 4.3d**).

The University allows 10 paid Keeping-in-Touch (KIT) days. Our experience is that staff are keen to maintain periodic contact during absence but we have not formally recorded KIT day uptake. Both the School and the staff member directly benefit from this continuity of interaction.

We have not had any recent cases of staff parental leave affecting teaching or student supervision duties but reduced loads would be supported (**Action 4.3c**). The staff member would contact the Director of Teaching or Director of Graduate School as appropriate. Staff are not personally responsible for covering “their” teaching. They are invited to complete electronic proforma to identify desired teaching activities or to bid for Teaching Assistant (TA)

support for their individual teaching (with all costs borne by the School). Example activities include tutorial, laboratory or marking support. The School significantly resources TA provision as an automatic entitlement for all teaching staff. The early invitation to submit these requests allows staff and the Director of Teaching to enter into a negotiation about role and requested support resource for the subsequent academic year, including planned absences or potential periods of reduced duty allocation (for example reduced load post maternity return). The duties process is also well-integrated with annual sabbatical process. Where additional teaching cover needs are identified the School provides funds for cover. In the current academic year alone this has included Teaching Fellow recruitment, teaching buy-outs for research staff time or increasing hours for part time staff happy to provide temporary cover for core responsibilities. Our experience shows that these solutions are highly individual but the School will always attempt to respond positively to requests for flexibility (ongoing via **Actions 4.3a, 4.3c**).

Parental leave for PhD students is not formally recognised by the University but can be delivered via study period interruption negotiated between student and supervisor. The Informatics Graduate School advise and support students and supervisors through this process.

(4957 words)

5. Any other comments: maximum 500 words

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

Informatics is fortunate to be based within the modern, award-winning Informatics Forum building. Within this we are able to provide a room suitable for nursing mothers. Whilst most rooms in the Forum have glass walls, this is wholly enclosed and provides a relaxed environment in which women can express milk or nurse a baby. A mother recently returning to work commented "It's very encouraging to get this support from Informatics since I didn't get any support last time (after my son was born) when I worked for a different school, and there I was staff and not "only" a PhD."

Several of our initiatives have been recognized as good practice. For example, the recent workshop on gender awareness and unconscious bias was featured in the University's internal publication, The Bulletin. Also, the student Ambassador programme that we have been running for a number of years is being adopted by the School of Engineering as part of their Athena SWAN action plan. The School of Informatics took the lead in organizing a University-wide Women in Science and Engineering workshop in March 2013 and is always happy to champion awareness-raising and networking events.

In 2011, to celebrate the 100th anniversary of Marie Curie's second Nobel Prize win, the University's Bulletin featured 'Breaking the mould', profiling some of the University's female pioneers and asking about the women who had influenced them. The School's Barbara Webb, Professor of Biorobotics, was one of the women featured. In 2013, to celebrate International Women's Day the University commissioned photographic portraits to showcase some of the University's outstanding women in Science and Engineering. The School's Jane Hillston, Professor of Quantitative Modelling, and Athena SWAN convener, was one of the women selected.

Our ground floor includes flexible events space that can host conferences, breakout sessions and refreshments. Our venue is locally managed, is available free of charge and the space allows events to happen within the School making it easy for staff to attend. Organisers often negotiate free event access for our students giving them unprecedented opportunities to dip into a broad event programme. Alongside the space we also provide administrative support, we find that this resource enables younger research staff to lead and deliver prestigious events. One of the main uses of our space is for entrepreneurship training and industrial outreach. Over the period 2008-2012 we hosted 34 such events attended by over 3,500 registered guests of which 19% were women. Informatics has a strong reputation for commercialisation (rating top in the UK by authoritative sources such as www.spinoutsuk.co.uk) and a recent success story was Kate Ho. Kate was a graduate of the School who went on to found her own software company (Interface3) and is now an active participant in the Girl Geeks network (see also Section a) iii) – Career Development and <http://kateho.com/>). This was recognised in the University's recent successful Bronze Athena SWAN renewal.

(481 words)

6. Action plan

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

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

See appendix.

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a

member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Dr Ajitha Rajan, Chancellor's Fellow

Ajitha Rajan joined the School as a Chancellor's Fellow in November 2012.

Despite being with the School for only a short while, she has benefited greatly from the School's supportive nature.

She interviewed for the Chancellor's Fellowship position in April 2012 when she was 9 months pregnant, 2 weeks before due date!

When Ajitha was called for the interview, she was hesitant. She states - " I was worried that the School would not be supportive of interviewing this late in my pregnancy. Instead when I told them, the School's reaction was what can be done from their side to make the visit extra comfortable. I was pleasantly surprised. The School's support staff repeatedly contacted me to check if all my needs were being met. The School's caring and supportive nature came through right from the beginning."

When Ajitha Rajan was offered the Chancellor's Fellowship in May 2012, she was on maternity leave at Oxford University. Her contract at Oxford University required that she return to work for 3 months after maternity leave to avail the maternity leave benefits. To allow this, she requested the School to delay her start date to November 29th 2012.

The School readily agreed to the November start date to support Ajitha's maternity leave requirement. The School's agreement helped Ajitha avail her full maternity leave without disrupting any of her caring responsibilities.

Additionally, to help make the transition to Edinburgh smooth for Ajitha and her young family, the School arranged and paid for temporary accommodation during their first month giving them enough time to find accommodation to their liking.

Ajitha states - "My circumstance and requests have been exceptional. The School has been considerate and accommodating of all our needs making my family and I feel very welcome. We expected the relocation to Edinburgh would be painful and difficult with a young baby and a 3yr old. However, thanks to the School our transition here from Oxford has been very pleasant, and we are very grateful for it."

Ajitha's positive experience with the School has inspired her to encourage other female researchers to pursue a career in academia.

She is keen to mentor and support other women in the School and University, and will also actively take part in the Women in Science and Engineering events.

Dr Mirjam Wester, Research Fellow

Mirjam joined the School's Centre for Speech Technology Research as a Visiting Researcher in 2003 with a Fellowship from the Dutch Government. She chose to stay on in the School as a Research Fellow, and currently works 4 days a week.

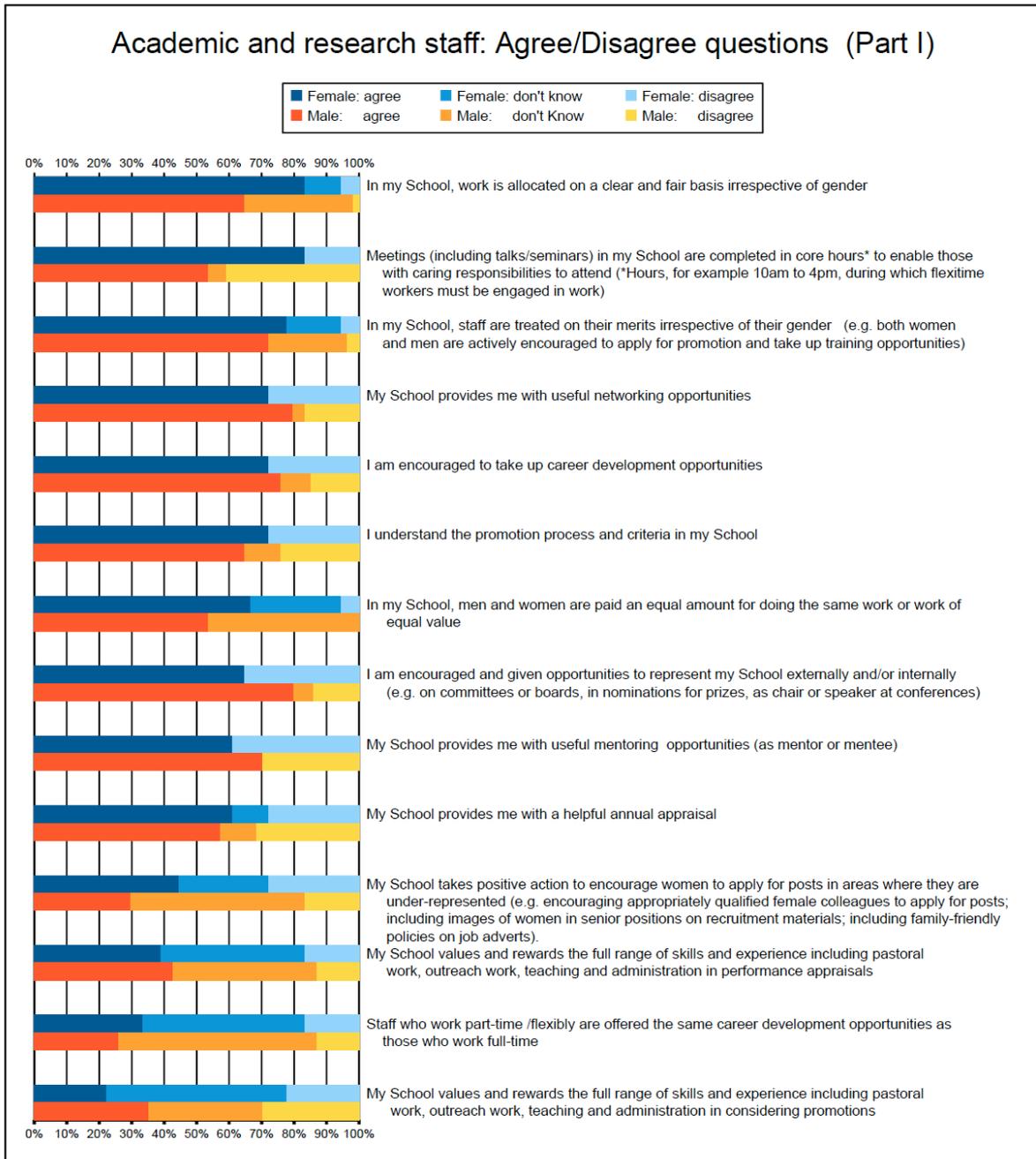
During her appointment in the University of Edinburgh, Mirjam has taken maternity leave three times (a total of 32 months) and she has been working part-time (50-80%) since October 2005. She found there were very few hurdles to taking maternity leave and arranging part-time working. Staying in touch with her research group while on maternity leave was done by informal drop-ins with her baby on quite a number of occasions. Chatting over a coffee/tea with the baby being passed around meant Mirjam felt she stayed in the loop whilst away. Being able to work flexibly has been of great benefit, both while on maternity leave and on the inevitable occasions that the children were ill, and she could keep on top of things by accessing e-mails from home.

Support from her Director of Institute and her line manager has been instrumental in ensuring career progression. Maternity leave and working part-time have inevitably led to a slow-down in her rate of publication but it also means she has been able to play an active role in her children's lives. One of the challenges when combining a young family and a job as a Research Fellow is the international travel involved. In this regard the School has been very supportive and ensured additional childcare costs were met, thus giving Mirjam the opportunity to travel to an international conference and a European project meeting taking her youngest child with her.

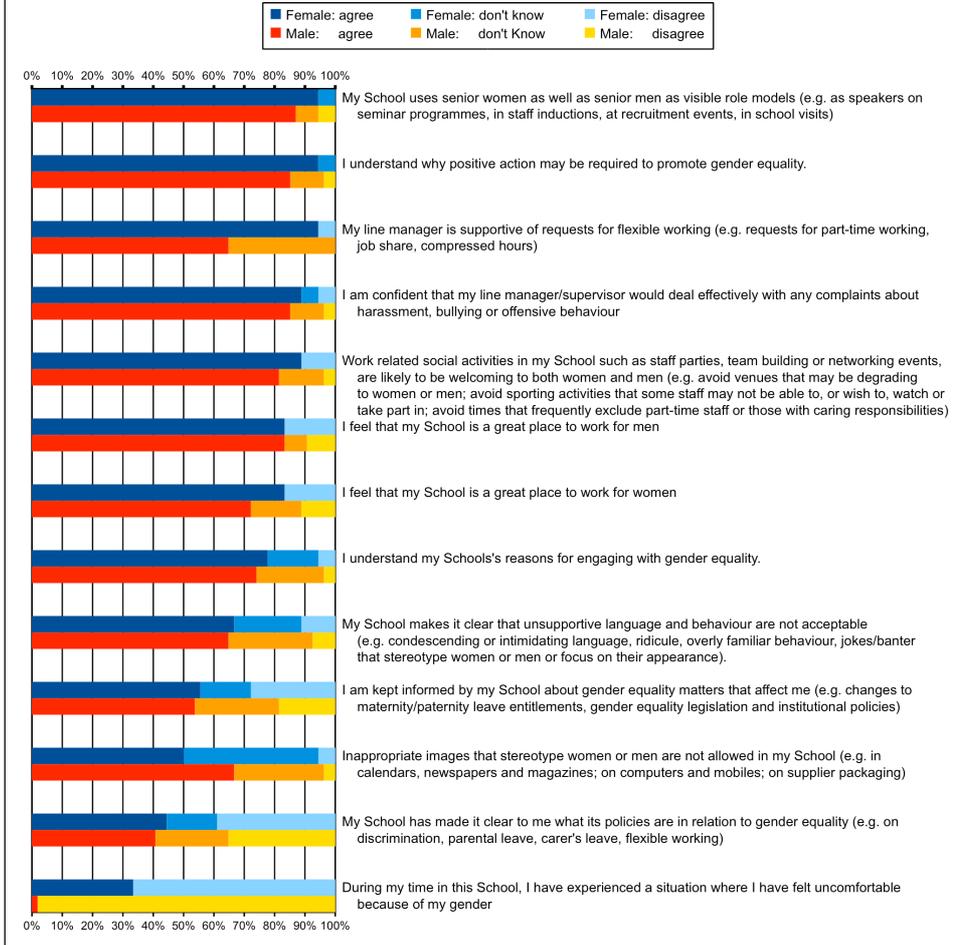
In terms of career progression, Mirjam applied for promotion on returning to work after her second period of maternity leave. She was successful and was promoted to grade UE08 in 2010. During her last maternity leave (2011/2012), Mirjam was offered the position of Scientific Manager within a large EPSRC Programme grant. The additional responsibilities that this brings with it are invaluable to expanding her career options. Mirjam believes that the fact she was considered for this role while on maternity leave illustrates the inclusive culture and working practices of the School.

(760 words)

Annex 1 – Questionnaire Data Summary



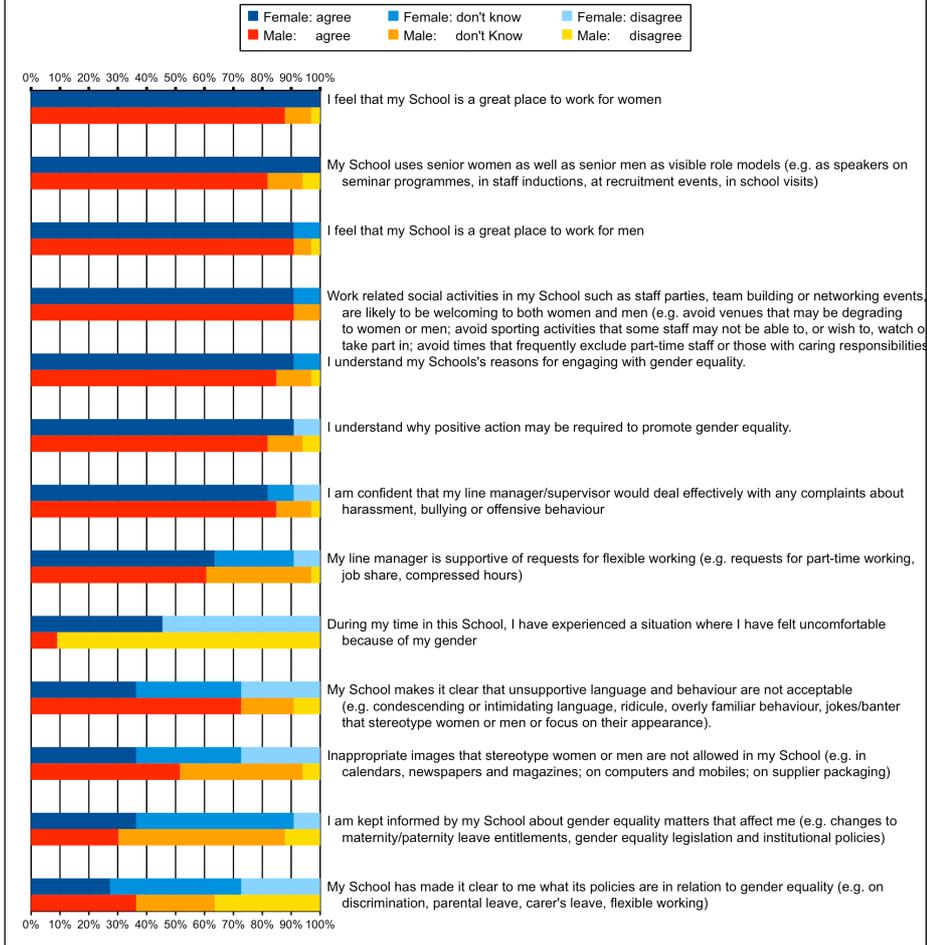
Academic and research staff: Agree/Disagree questions (Part II)



Research students: Agree/Disagree questions (Part I)



Research students: Agree/Disagree questions (Part II)



Taught students: Agree/Disagree questions



Taught students: Comparison questions

