Athena SWAN Bronze department award application

Name of university: University of Glasgow

Department: School of Engineering

Date of application: April 2016

Date of university Bronze and/or Silver SWAN award: April 2013 (Bronze)

Contact for application: Dr Helen Mulvana/Prof Colin McInnes

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Departmental website address: http://www.gla.ac.uk/schools/engineering/

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

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

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

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

The letter of endorsement from the current Head of School is on the following page. A statement of support from the new incoming Head of School (from 1 August 2016) is also provided.
27th April 2016

Equality Charters Manager  
Equality Challenge Unit  
7th Floor, Queens House  
55/56 Lincoln's Inn Fields  
LONDON  
WC2A 3LJ

Dear Athena SWAN Committee

As Head of the School of Engineering, I would like to express my strong commitment and support for our Athena SWAN Bronze application. We are a world leading School with a vision to deliver excellent research and teaching that benefits society and the economy. We provide a truly memorable experience for students, creating graduates who are valued by industry, academia and society. We want to support our academic staff in undertaking high quality, impactful research and delivering outstanding teaching.

My personal objective is to deliver our Athena Swan Action Plan and to continue to raise awareness of and embed equality and diversity within the School strategy. We have developed a vision document, Working Together – Our Vision, Strategy and Values, which develops the School’s values of inclusiveness and respect. As a member of the University Gender Equality Steering Group, this provides me with the opportunity to benchmark the School with the University and wider community.

I am proud that the School has a female complement of students which is above the national average for Engineering Schools although I recognise that there is still under representation of women in senior roles. I have personally mentored female staff to senior levels, and taken steps to ensure the School offers an exciting and supportive environment for all students and staff, regardless of gender. In the context of Athena SWAN, our key objectives are:

1. To promote the role of Women in Engineering and celebrate the successes of our female staff and students by hosting an annual networking event with a high profile invited speaker.

2. To support two women academic staff on the Aurora Leadership Programme each year, an investment of £6k.

3. To minimise disruption to staff career trajectories resulting from parental leave by establishing Rowntree Fellowships, an investment of up to £60k.

Cont/…

John H Marsh PhD FREng FRSE FIEEE FIET  
Professor of Optoelectronic Systems  
Head of School of Engineering  
School of Engineering  
James Watt Building South, University of Glasgow, Glasgow G12 8QQ  
Tel: +44 (0) 141 330 5858  
Email: john.marsh@glasgow.ac.uk  
www.eng.gla.ac.uk

The University of Glasgow, charity number SC004401
4. To fund CareerWise summer research studentships for two women undergraduates each year to support the transition to postgraduate research, an investment of £10k.

5. To raise the profile and to promote interest in STEM by delivering a Glasgow Science Festival engineering workshop which will allow parents to understand that modern Engineering is a career for all.

Our sustained commitment to gender equality is showcased by the history of our School: Isabella Elder, the leading philanthropist and pioneer in female education, endowed two chairs of Engineering in 1873 and 1883; our first female Engineering students, Margaret MacDonald Telfer and Dorothy Rowntree, graduated in 1914 and 1926 respectively. This tradition continues today; Professor Elizabeth Tanner was awarded an OBE for services to Biomedical Engineering and Orla Murphy, a recent graduate, won the IET Young Women Engineer 2015 award. Our aim continues to be to recruit the best people and maximise their opportunities at all stages of their career. We are doing this by creating a collegiate, open-minded and collaborative workplace that nurtures and develops our staff and supports their career by recognising and accommodating pressures in their lives outside work.

Yours faithfully

[Signature]

Professor John Marsh
Head of School of Engineering
27th April 2016

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln’s Inn Fields
LONDON
WC2A 3LJ

Dear Athena SWAN Committee

As incoming Head of the School of Engineering from 1 August 2016, I would like to express my strong commitment and support for our Athena SWAN Bronze application. I can also confirm my full endorsement of the Action Plan and commitment to implement all actions and objectives including supporting investments.

In particular, I will implement the establishment of the Rowntree Fellowships, which I believe indicates a clear commitment by the School to support all staff, both female and male, and recognising that there may be a time in their career where it is necessary to take a break for parental leave. The Rowntree Fellowships will help ensure that those taking such breaks are not disadvantaged in their future careers.

On a personal note, I am strongly committed to supporting and mentoring staff at all levels and, as a manager of a large and successful research group, I have long nurtured my team to enable them to develop their careers from postgraduate researchers through to independent academics.

Yours faithfully

[Signature]

Professor David Cumming
Incoming Head of School of Engineering

Professor David Cumming, FRSE, FIEEE, FIET
Dean of Research, College of Science & Engineering
School of Engineering, College of Science & Engineering
Room 520, Rankine Building, University of Glasgow, Glasgow, G12 8QQ, UK
Tel +44 (0) 141 330 5233
Email David.Cumming.2@glasgow.ac.uk

The University of Glasgow, charity number SC004401
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.

After initial planning during 2014 the School constituted a formal Athena SWAN Self-Assessment Team (SAT) in April 2015 comprising; the Head of School (JM) and Deputy Head of School (ML), indicating the School’s commitment from senior management; a range of academic and research staff at varying career stages (RC, SN, KM, HY); Head of School Administration (DG); College Head of HR (SW) and the University’s Gender Equality Officer (KF). Two co-chairs (HM, CM) were appointed to provide both gender balance and leadership from staff at different career stages:

Rebecca Cleary (RC): Rebecca began her PhD in October 2013.

Katie Farrell (KF): Katie is Gender Equality Officer based in the Equality and Diversity Unit.

Debbie Goldie (DG): Debbie is Head of School Administration. Debbie leads the Picture of the School sub-group.

Prof Margaret Lucas (ML): Margaret is Professor of Ultrasonics and Deputy Head of School. Margaret leads the sub-group on Career Transition Points.

Prof Colin McInnes (CM): Colin is James Watt Chair, Professor of Engineering Science and co-chairs the School’s SAT with HM.

Dr Helen Mulvana (HM): Helen is a Lord Kelvin Adam Smith Research. She co-chairs the SAT with CM.

Prof John Marsh (JM): John returned from a spin-out company as first Head of the unified School in 2010.

Dr Kathleen Meehan (KM): Kathleen is a Senior Lecturer and Director of the School’s UESTC programme in Chengdu, China.

Dr Steven Neale (SN): Steven is a Lecturer. Steven leads the sub-group on Flexible Working.

Simon Wilson (SW): Simon is the Head of HR for the College of Science and Engineering and a member of the University Gender Equality Group.

Dr Haubing Yin (HY): Huabing is a Senior Lecturer.

The role of each SAT member is listed in Table 1.
<table>
<thead>
<tr>
<th>Sub-group/Report section</th>
<th>Lead</th>
<th>Position</th>
<th>Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Letter from Head of School</td>
<td>JM</td>
<td>Head of School</td>
<td></td>
</tr>
<tr>
<td>2 SAT Process</td>
<td>CM</td>
<td>Professor</td>
<td>CM, HM, KF</td>
</tr>
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<td>3 Sub-group: Picture of the School</td>
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<td>4.1 Sub-group: Key Career Transition Points</td>
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<td>4.2 Sub-group: Career Development</td>
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<td>Senior Lecturer</td>
<td>KM, ML</td>
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<tr>
<td>4.3 Sub-group: Organisation and Culture</td>
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<td>Head of Admin.</td>
<td>DG, HY, CM</td>
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<td>4.4 Sub-group: Flexibility &amp; Career Breaks</td>
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<td>Lecturer</td>
<td>SN, HY, CM</td>
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<tr>
<td>5 Other Comments</td>
<td>CM</td>
<td>Professor</td>
<td>CM, HM</td>
</tr>
<tr>
<td>6 Action Plan</td>
<td>HM</td>
<td>Research Fellow</td>
<td>All</td>
</tr>
</tbody>
</table>

Table 1. Sub-groups, report leads and role of SAT members

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.

Prior to the first SAT meeting the co-chairs (HM, CM) discussed the experiences of other Schools with the University Equality and Diversity Unit (KF). In particular, the experience of the School of Physics and Astronomy was found to be of significant value, with Prof. Lyndsay Fletcher presenting to the first SAT meeting in April 2015.

The SAT then met approximately every 4 weeks to plan the collection of data, analyse data sets, distil key messages, draft the Action Plan and organise a series of workshops in parallel with the SAT meetings. Sub-groups responsible for each key issue and sections of the submission met separately, reporting back to the SAT, listed in Table 1.

Initial engagement with the School was through a presentation by the co-chairs to the quarterly School staff meeting in May 2015 to highlight the importance of Athena SWAN. The staff survey was then conducted on-line in June 2015 and comprised 34 questions, designed in consultation with the Equality and Diversity Unit. A good response rate was achieved with feedback from 78% of academic staff (research and teaching), 58% of teaching-only staff and 52% of research-only staff. A final staff survey (61% response rate) was undertaken in December 2015 to seek views on a core hours policy for School meetings and to invite additional ideas for the Action Plan.

Throughout the self-assessment process the SAT has benefitted from a broad range of internal and external consultations. First, a talk from Dr Barbara Turnbull (Univ. Nottingham) delivered to School staff in September 2015 discussed her experience of promoting equality of opportunity by implementing the Athena SWAN Charter. In order to disseminate the results of the survey a workshop was then organised in late September with a wide-ranging discussion on issues arising. Based on this initial workshop a subsequent workshop devoted entirely to working practices was organised in October 2015, facilitated by the Head of School (JM) and the College Head of HR (SW). A subsequent workshop in December 2015 was devoted entirely to the Action Plan with a final workshop in February 2016 providing an opportunity for comment on the draft submission.
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 full SAT will meet every 3 months to oversee the Action Plan, with implementation of actions devolved to 4 new subcommittees, each responsible for the action group listed in the Action Plan:

- Subcommittee 1: Undergraduate and Postgraduate Recruitment and Support
- Subcommittee 2: Staff Recruitment, Career Development and Promotion
- Subcommittee 3: Flexible Working and Career Breaks
- Subcommittee 4: School Culture and Environment

Each sub-committee will meet at least every 3 months, with coordination meetings with the SAT co-chairs and sub-committee leads between the main SAT meetings.

Following submission of our BRONZE application we will rotate and expand membership of the SAT in a gender-balanced manner, recruiting both technical and professional staff to reflect new Athena SWAN guidelines. The current co-chairs will serve for another 12 months to ensure continuity. We will monitor the long-term impact of our Action Plan through a bi-annual staff survey.

Our staff survey indicated that 70% of female respondents and 74% of male respondents agreed that the School is inclusive for both genders. However, 75% of female respondents and 45% of male respondents agreed that the School should take additional action to promote gender equality. We are therefore confident of strong support from colleagues in implementing our Action Plan, ensuring that Athena SWAN principles continue to be embedded within the School.

**WORD COUNT: 1000 (MAXIMUM 1000)**
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.**

The School of Engineering was formed in August 2010 following the restructuring of the University of Glasgow from nine Faculties into four Colleges. This involved bringing together four separate departments into a single coherent organisational structure. The School of Engineering is the largest of seven schools in the College of Science and Engineering (CoSE) with 300 members of staff (216 academic and RAs, 25 managerial, professorial and administrative (MPA), 59 technical), 241 PGR students, 183 PGT students and 1474 UG students. The School also delivers degree programmes in Singapore and China, however these are not directly included in our Athena SWAN submission.

The structure of the School is intended to support interdisciplinary working in teaching and research. Academic staff employed on Research and Teaching contracts or Research contracts have a primary affiliation with one of 5 Research Divisions (Aerospace Sciences, Biomedical Engineering, Electronics and Nanoscale Engineering, Infrastructure and Environment, Systems Power and Energy) and academic staff employed on Learning, Teaching and Scholarship contracts belong to the Teaching Division. Teaching at undergraduate and MSc level is delivered through 5 Teaching Disciplines (Aerospace Sciences, Biomedical Engineering, Civil Engineering, Electronics and Electrical Engineering and Mechanical Engineering). Line management of academic staff is through the Research/Teaching Division with which each member of academic staff is affiliated. The School line management and organisational structure is shown in Fig. 1.

Teaching is intended to give students experience of the cross-disciplinary working that they will experience in industry. The School has a largely common 1st year and a large proportion of the 2nd year is also common. This structure has enabled us to introduce advanced courses in 4th and 5th year addressing cross disciplinary topics in areas such as renewable energy, biomedical engineering and environmental engineering, as well as an Interdisciplinary Design Project in 4th year.

The School currently offers 13 undergraduate BEng (4 year) and MEng (5 year) degree programmes. Many of these programmes are interdisciplinary within engineering (e.g. Mechatronics, Aerospace Systems) or are delivered in collaboration with other schools (e.g. Electronics with Music, Electronics and Software Engineering). Product Design Engineering and Civil Engineering with Architecture are delivered in collaboration with the Glasgow School of Art. All degree programmes are accredited by the appropriate professional body. We offer 16 MSc programmes, of which one is offered with the Glasgow School of Art and a number jointly with the University’s Adam Smith Business School.
Figure 1. School management and organisational structure
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.

The School operates initiatives to promote the accessibility of engineering degrees to students from a wide range of socio-economic backgrounds. These take the form of six key routes; students who have completed an HNC/D, Access Courses, Top-up Programme completers, our undergraduate Summer School and schools which have been targeted through our Widening Participation (WP) scheme, as shown in Fig. 2. This last route is our most successful in attracting female undergraduate applications, with approximately 20% representation as a three year average.

![Bar chart showing applications from widening access schemes 2012-15]

**Figure 2. Applications from widening access schemes (3 year total applications 2012-15)**

In order to better support Widening Participation recruitment we will monitor the Widening Participation scheme from participation to application, offers and acceptances [Action 1.9]. We will also conduct one-to-one interviews to fully understand the motivations and hurdles for students applying through these routes [Action 1.7]. Moreover, we will connect our female engineering society (FemEng) to our institutional STEM Ambassadors programme to help with the delivery of talks to potential female students through our Widening Participation scheme [Action 1.3].
(ii) Undergraduate male and female numbers – full/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.

Female representation in undergraduate admissions is now relatively stable at approximately 20%, well above the UK national average (HESA data) of approximately 15%, as shown in Fig. 3 and Table 2. Female representation has risen strongly since 2012/13. This is attributed to the success of our new Biomedical Engineering degree programme in attracting female applicants. Our long-standing Product Design Engineering degree programme also has strong female representation. Both have approximately equal male/female cohorts. Moreover, the multidisciplinary nature of the common first and second year elements of our degree programmes ensures that the success of these specific courses is reflected in the gender mix of the wider undergraduate population in early years.

While we will continue to promote our two degree programmes which have strong female representation, we will address the lower female participation in other specific courses. This will be achieved through better female representation in recruitment [Action 1.4], through our web presence [Action 4.1] and extensive use of new promotional material [Action 4.3]. We will also use interviews from a range of year groups to identify motivations and barriers to entry into specific degree programmes [Action 1.7].

Our current support for equality of opportunity includes our Widening Participation schemes (as discussed in Section 3-b-i above), blind marking of examination scripts and student choice of projects from a list including supervisor name and gender, although we will aim to provide a greater student role in the selection of membership of group projects [Action 1.6].

We do not currently offer part-time undergraduate degree programmes. However, we are in the process of discussing part-time provision with Talent Scotland with a view to responding to the Scottish Government’s interest in flexibility of movement between the Further and Higher Education sectors [Action 1.8]. Part-time students listed in Table 2 reflect a small number of students repeating specific modules for progression.

Recognising that barriers to entry into engineering courses can occur in early education and the home, we will develop and fund an annual family workshop at the Glasgow Science Festival. The workshop will highlight the excitement and career prospects of modern engineering as a profession for all [Action 1.5]. By including parents and their families in the workshop we will help challenge societal stereotypes of engineering, and engineers, which can hinder the promotion of engineering to female schoolchildren.
Figure 3. Undergraduate student profile by gender (only data set where no-binary responses available, 1 respondent noted in data in 2013/14 and 2014/15)

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
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<tr>
<td></td>
<td>% F</td>
<td>National Ave. % F</td>
</tr>
<tr>
<td>2012/2013</td>
<td>17.4% (247)</td>
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</tr>
<tr>
<td>2013/2014</td>
<td>19.8% (281)</td>
<td>14.8</td>
</tr>
<tr>
<td>2014/2015</td>
<td>20.7% (295)</td>
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</table>

Table 2. Undergraduate student profile by gender (full-time/part-time) (numbers in brackets)

(iii) Postgraduate male and female numbers completing taught courses – full/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.

We have a variable record of female representation on postgraduate taught programmes, with representation fluctuating above and below the national average, as shown in Table 3. We offer part-time provision for some postgraduate taught programmes, which will be reviewed subsequent to the potential development of undergraduate part-time provision [Action 1.8]. In order to better
understand motivations and barriers to entry for our postgraduate taught programmes, we will again conduct a series of interviews with a selection of our current students [Action 1.7].

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<th>Full-time</th>
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<th>Part-time</th>
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<td>% M</td>
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<td>2014/2015</td>
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<td>78.3</td>
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</table>

Table 3. Postgraduate taught student profile by gender (full-time/part-time) (numbers in brackets)

(iv) Postgraduate male and female numbers on research degrees – full/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.

We have a slowly improving female representation on postgraduate research programmes with representation now close to the national average, as shown in Table 4. In order to help improve representation we will pilot and fund new undergraduate summer research projects for aspiring female PhD students through the Equate Scotland CareerWISE scheme [Action 1.2]. Creating and widely advertising these new summer studentships for female undergraduates will provide a focus for our work in continuing to grow the number of female PhD students in the School.

Moreover, in order to make postgraduate research more attractive we will ensure that School-endowed scholarships offer similar provisions for parental leave as RCUK scholarships, subject to any visa restrictions [Action 1.1]. We will also ensure that female engineers are well-represented in presentations to prospective research students at recruitment events [Action 1.4].

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<tr>
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<th>Full-time</th>
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<th>Part-time</th>
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<tbody>
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<td></td>
<td>% F</td>
<td>National Ave. % F</td>
<td>% M</td>
</tr>
<tr>
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<td>2014/2015</td>
<td>23.6</td>
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<td>76.4</td>
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</table>

Table 4. Postgraduate research students by gender (full-time/part-time) (numbers in brackets)
(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.

Our data shows that historically female applicants are somewhat more likely to receive an offer from an application, as shown in Fig. 4a. Given that admission is largely by point score this indicates well qualified female applicants. However, in 2014 we experienced an unexpected downturn (in relative terms) in our previously strong record of converting offers to acceptances for our female applicants, again shown in Fig. 4a.

Noting this, in order to ensure the conversion of offers to acceptances, our current post-offer recruitment newsletter will be up-dated to include the full breadth of extra-curricular societies and associations with which students can become involved, including those designed to support female students [Action 1.3]. Moreover, the success of recent female graduates will be highlighted on our web pages to ensure a strong female representation to prospective students [Action 4.1, 4.8].

While data for postgraduate taught degrees shows no trend, as shown in Fig 4b, data for postgraduate research degrees indicates a slowly increasing conversion of applications to offers for female applicants, as shown in Fig 4c. Again, in order to help continue this trend we will pilot undergraduate summer projects for female students [Action 1.2] and also ensure that female engineers are well-represented in presentations to prospective research students at various recruitment events [Action 1.4].

![Figure 4a. Undergraduate admissions (applications/offers/acceptances)](image-url)
Figure 4b. Postgraduate taught admissions (applications/offers/acceptances)

Figure 4c. Postgraduate research admissions (applications/offers/acceptances)
(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.

Historically (trends before 2012/13), female students have been more likely to achieve the equivalent of a first class or upper second class degree. Indeed, as may be expected from our recruitment data above (Section 3-b-v), female students achieve comparatively stronger school-leaving qualifications, and so our female students could be expected to surpass our male students in final degree outcome, although the disparity is modest, as shown in Fig. 5. The same support is offered to both male and female students, while institutional anonymous marking ensures gender is masked in the examination system.

![Figure 5. Degree classification by gender](image)
(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.

Absolute numbers of staff and the proportion of staff by gender at each grade are shown in Figs. 6a,b,c for Research and Teaching (academic), Research-only and Teaching-only roles. The mapping from grades to job descriptors is provided in Table 5. The single individual identified as a Professor in a Research role in Fig. 6b was moved to a Research and Teaching role during redefinition of these job families in 2014/15.

At Lecturer grade there has been an improvement in female staff representation through a recruitment activity which lifted female representation at Lecturer level from 2 in 2011/12 to 5 in 2013/14. At Reader level, there is only one female staff member while there are two female staff (including the Deputy Head of School) at Professorial level. In 2014/15 female staff represented 13% of academics across all grades, compared to 17% nationally (HESA data).

While the proportion of female staff at Lecturer level has improved since 2011/12 it is still clearly poor overall, particularly at senior grades. Our Action Plan therefore lists an extensive range of measures aimed specifically at 1. Recruiting high quality female staff and 2. Developing existing female staff to ensure achievement of career development potential, as detailed in Section 4.

In particular, the low number of female academics at senior levels will be addressed in part by funding new places on the Aurora Leadership Development Programme (2 women per year over 3 years) to develop future senior staff [Action 2.1]. This action will also include a review of current professional development provision, including aspects of support aimed specifically at issues which women may find challenging. The review will be undertaken in consultation with staff who have already used the Aurora Programme (1 female School staff member over the 2 years that the University has participated).

We will also significantly revise our recruitment activities to be much more proactive in seeking female applicants [Action 2.2], again to be detailed in Section 4.

To support staff in developing the portfolio of esteem required to secure senior posts, and hence address female underrepresentation in senior roles, we have established a Prize Committee. The Committee will highlight opportunities and identify potential candidates for awards and fellowships across the School. As part of its remit, the Committee will pay specific attention to the promotion of awards and fellowships aimed at women [Action 2.6].

The SAT will continue to monitor staff data to evaluate the future impact of our Action Plan [Action 2.8] and to track the progress of the cohort of female staff recruited at Lecturer level in 2012/13.
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<th>Research</th>
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</tr>
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<td>9</td>
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</tr>
<tr>
<td>6</td>
<td>-</td>
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</table>

Table 5. Mapping of grades to job descriptors

Figure 6a. Percentage/numbers of academic staff (Staff Grade, Research and Teaching role)
Figure 6b. Percentage/numbers of research staff (Staff Grade, Research role). MC denotes Marie Curie Fellows (not captured on grade point scale)

Figure 6c. Percentage/numbers of teaching staff (Staff Grade, Teaching role)
(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.

The numbers of staff by gender, leavers by gender and hence turnover rate by gender is listed in Table 6a,b,c. For academic staff turnover rates are broadly comparable for both genders. The high turnover of staff (both genders) in research roles is indicative of fixed-term research contracts. As with staffing data, we will continue to assess leaving rates to inform future actions [Action 2.8]. Redeployment of contract research staff to other positions within the University is supported through an institutional Job Seekers Register.

<table>
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<th>Year</th>
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**Table 6a. Research and Teaching role (academic) staff turnover by grade**

<table>
<thead>
<tr>
<th>Year</th>
<th>Research</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
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<td>33%</td>
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<td>21%</td>
<td>20%</td>
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**Table 6b. Research role staff turnover by grade**
<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Professor</th>
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<tbody>
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<td>M</td>
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</tr>
<tr>
<td></td>
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<td>0%</td>
<td>0%</td>
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</tr>
<tr>
<td>2013/14</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td></td>
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<td></td>
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</table>

Table 6c. Teaching role staff turnover by grade

WORD COUNT: 1977 (MAXIMUM 2000)
4. Supporting and advancing women’s careers: maximum 5000 words

KEY CAREER TRANSITION POINTS

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

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

Applications from female candidates have been converted to offers with relative success, as shown in Fig. 7a,b,c, although a lack of female applicants for Lecturer posts overall, and in 2014/15 in particular, is clearly a serious concern. The mapping from grades to job descriptors is again provided in Table 5. The School has made a small number of strategic appointments at Professorial level in targeted priority research areas. The low percentage of female applicants is a reflection of the small pool worldwide at this level from which we can attract applications. In 2011/12 we concluded one appointment successfully but, for strategic reasons, the appointee was subsequently located primarily in a different School and holds a cross-College professorial post. In two other cases at about this time we made offers to women for professorial positions, but were unable to conclude negotiations and the candidates went elsewhere.

One of our key goals is to improve the diversity of applicants for academic posts at all grades, but in particular at Professorial level, as detailed in Section 4-b-i. We will achieve this goal by being much more proactive in seeking candidates and being more demanding of head-hunters for senior posts. We will task Research Divisions with developing lists of desirable applicants for future posts [Action 2.2], using our seminar programme to network with future female candidates [Action 4.7]. We will also ensure that our procedures fully reflect the benefits of employment with the School through the wording of advertisements [Action 2.4] and on-line recruitment videos [Action 2.5].

The School’s largest recruitment activity is for Grade 6 and 7 postdoctoral positions, as shown in Fig. 7b. These posts are overwhelmingly associated with our grant income and are, for the most part, appointments to open-ended contracts with a fixed funding end date. Approximately 16% of our appointments to postdoctoral positions are female, consistent with the percentage of applicants.

Research Fellow appointments have been on a tenure-track basis and are as a result of strategic institutional investments (e.g. Lord Kelvin Adam Smith (LKAS) Fellowships) in potential research leaders. These tenure-track schemes provide a route to translate Fellowship success into academic career progression. We have appointed two female LKAS Fellows.

A small number of teaching appointments have been made, particularly to support engineering design teaching, as shown in Fig. 7c. These have been University Teacher posts (UT) (academic career appointments) and Graduate Teaching Assistants (TA) (fixed-term appointments), often recently completed PhD students.
Figure 7a. Applications/appointments academic staff (Staff Grade, Research and Teaching role)*

*The nature of the recruitment data means that it is not clear across the period where offers were or were not accepted at University level. ‘Appointments’ here, therefore, refers to those who were offered posts. The university is improving data collection and reporting of recruitment data to enhance our understanding of acceptance rates for posts [Action 2.8]
Figure 7b. Applications/appointments research staff (Staff Grade, Research role)
Figure 7c. Applications/appointments teaching staff (Staff Grade, Teaching role)
(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.

The data for staff promotions provides little information on academic staff progression due to the very low number of promotion applications in the three-year period considered, as shown in Fig. 8a,b (there were no applications from Teaching staff). To address these low numbers we will implement a range of career development workshops [Action 2.7].

Promotion is through an annual University round, disseminated by the Head of School. Line Managers discuss the route to promotion with staff through the annual cycle of Performance & Development Review (P&DR) and actively encourage and help develop applications with staff that they judge to be close to meeting the criteria for promotion.

All applicants are required to meet consistent quality standards at each grade. Applications are assessed solely against the criteria necessary for promotion, whilst taking account of any special circumstances such as career breaks. Indeed there is a specific section on the promotion form to record such information. The Promotions Committee will therefore take into account individuals who are currently, or have been, part-time, or have had a significant absence, for example due to parental leave.

Our staff survey indicated that approximately 40% of female respondents and 25% of male respondents felt that they did not have appropriate support for each stage of the promotion process. Partly in response to this finding, this year the School ran a popular Promotions Workshop which will be further developed in future with female staff role models. Moreover, new workshops on getting the most from mentoring and P&DR will be offered along with a new career development workshop [Action 2.7]. These measures will help address the concerns shown in our survey.
Figure 8a. Applications for promotion and success for Research and Teaching Staff

Figure 8b. Applications for promotion and success for Research Staff
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.

Non-professorial academic posts are advertised at Grades 7-9 (Lecturer/Senior Lecturer). This allows the School to attract applications from a wide range of career stages; postdoctoral researchers seeking their first academic appointment, Lecturers and Senior Lecturers looking for a career move, and Lecturers seeking a promoted post.

Although our data indicates that the School is gender neutral in our appointments process for academic staff, the lack of female applicants for some posts is clearly a serious concern. Our formal interview process involves selections for shortlisting and subsequent interviews by a panel of academic and HR staff. The University has a clear Equal Opportunities Policy which we adhere to in recruitment and appointment to all posts. Completing the University’s recruitment and selection training is mandatory for panel members, which includes elements of unconscious bias training. The University is currently tendering for a provider of unconscious bias training to be rolled-out for all staff. We ensure that panels have at least one female member of academic staff.

| Each advertised post includes an Employee Video which promotes the University and highlights successful individuals of both genders. These videos will be up-dated in order to highlight our commitment to Athena SWAN principles [Action 2.5] while our job advertisements will be up-dated to include information on flexible working and support packages [Action 2.4]. Our Action Plan clearly communicates the introduction of new pro-active management of staff recruitment through a range of measures including; identifying 3 female candidates to approach for each academic post, ensuring head-hunter returns include female candidates, and developing networks of potential female applicants through future candidate lists and our seminar programme [Action 2.2, 4.7]. |

To promote our School and the career and lifestyle opportunities on offer at the University of Glasgow we will invite the families of all candidates offered Professorial posts to visit the University and city. We will fund an out-sourced relocation professional to provide information on schools, residential areas and provide a city tour [Action 2.3]. We believe these combined measures will help improve female applications for academic posts and help ensure that Professorial candidates who are made offers are secured.

(ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

Our data shows that attrition is in career development from Lecturer to more senior roles, as addressed below.

All early career Research and Teaching (academic) staff join the University’s Early Career Development Programme (ECDP) on appointment. This is a highly structured programme that targets promotion to Grade 9 (Senior Lecturer) within specified timelines (maximum 8 years for
Grade 7 and 5 years for Grade 8). Early career staff on ECDP are assigned a senior mentor and are closely line-managed with a focus on these targets.

The College of Science and Engineering also has an Athena SWAN mentoring scheme (used by 3 female staff since 2014), open to all academic staff, which partners a mentee with a senior mentor. The scheme draws pairings from across the College, widening the experience of mentors away from a mentee’s immediate discipline.

At senior level, the School actively nominates academic staff for the University’s Academic Leadership Programme (ALP) (1 female School participant since inception 3 years ago). The ALP is a full year programme of workshops and individual coaching. Its aim is to target participants from senior staff who are currently, or who have potential in the near future to be, in key leadership roles.

While we will put measures in place to improve recruitment of female staff overall (detailed in Section 4-b-i), the transition to more senior grades will be better supported. We will fund additional new places on the Aurora Leadership Development Programme (2 female staff per year over 3 years) to support the transition of female staff to more senior roles [Action 2.1]. We will also nominate female staff for suitable awards to help build an esteem profile for promotion [Action 2.6]. These actions will also be embedded in our new School research strategy [Action 4.6].
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?

The annual Performance and Development Review (P&DR) process allows for reflection on career development. All staff will discuss their career aspirations and targets, including meeting promotion criteria, as part of this annual cycle. Career development focuses on five key areas of work; research, teaching, knowledge exchange, leadership/management and esteem.

For all grades of academic staff there are clear promotion criteria, which are focussed in these five key areas, allowing the P&DR discussions and targets to readily map onto promotion requirements for each grade. Promotion criteria are firmly based on quality, but with both quality and quantity measures in research benchmarked for each grade against national performance indicators for outputs, PGR supervision and grant awards.

Soon after the University’s annual promotions round is announced, the School now runs a Promotions Workshop which is open to academic staff at all grades. The workshop combines presentations on application requirements, promotion criteria and the application process from the Head of School and Head of College HR, with presentations on the personal experience of the promotions process from staff in the School. Again, we will expand the scope of these workshops and ensure that a suitable range of role models are utilised [Action 2.7].

Quality is prioritised over quantity since a maximum of 4 publications are considered for the annual Performance & Development Review while there is a special circumstances section on promotion forms to discuss issues arising for career breaks and part-time working.

Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

The University alerts all Line Managers when new staff are due to start, providing a set of resources for induction, including an induction guide for managers, an on-line induction for new staff, and notification of a series of university-wide induction events for new staff. The University provides on-line equality and diversity training, monitored by the Equality and Diversity Unit. It is compulsory for all staff taking part in recruitment and is currently being rolled-out across the School to ensure comprehensive coverage.

The School, through the Head of School Administration, also provides an individual induction meeting for new staff, to guide staff through the School’s processes and administrative support. The School Management Board hosts networking and social events for new staff twice each year.
The University’s Employee & Organisational Development Service provides a range of training opportunities for staff to deliver effectively in their current and future roles. This service is responsible for administering the Early Career Development Programme (ECDP) which all new Lecturers (Grades 7 and 8) join from the outset of their employment, promoting a range of good working practices. For early career staff, there is a significant element of training to develop research and teaching skills, while there are a number of targeted management and leadership training programmes for more senior staff.

(ii) **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.

All new PhD students joining the School of Engineering are assigned (with student consultation) a primary and secondary supervisor, who provide technical supervision and pastoral support, supported by the Convenor of Postgraduate Studies, **Fig. 1**. In addition, students are required to undertake postgraduate research training courses with credits split across a range of topics. The courses provide a sound platform for the transition from postgraduate to researcher. An annual report and progress review (with academic staff other than the student’s supervisors) ensure that good progress is maintained and that any training needs are identified. A fellowship writing workshop to secure future research posts is delivered annually by the College to support eligible researchers identified by the School.

The School will ensure that female academic speakers are well represented through internal seminar programmes **[Action 4.7]**, ensuring role models for PhD students in their transition to researchers. We firmly believe that role models are excellent means of providing support for female students at all levels and ensuring that a positive message is communicated when female students aspire to an academic career.

The School of Engineering hosts 12 student societies, including the Glasgow University Engineering Society (GUES) and the Female Engineering Society (FemEng). FemEng is a successful network formed with the aim of bringing women in the School of Engineering together. Through hosting events which are tailored to suit the women that attend them, FemEng organises talks from inspirational women and opportunities to engage in projects overseas. In addition, FemEng undertakes schools visits to talk to younger women on the importance of engineering and engage them in STEM. The School of Engineering has provided strong support to FemEng through resources to support events and display materials, but will ensure that support develops and FemEng activities are disseminated **[Action 1.3]**.

All mentoring and pastoral activities are delivered by staff of both genders and are recognised by the School through the annual Performance and Development Review process.
ORGANISATION AND CULTURE

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

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The School operates a transparent process to appoint academic staff to key committee roles in the School, for example, Heads of Research Division, Heads of Teaching Discipline and Conveners. Opportunities are advertised by the Head of School and applications sought. Members of each committee are approached by the Chair and appropriate line manager, for example the Heads of Research Divisions, to ensure representation of each division on the Research Committee. We will continue to monitor gender balance, taking action to address any under-representation, such as the current Safety and IT committees [Action 2.8]. The main committees within the School of are:

*School Management Board (SMB)*

![Graph showing male and female representation in SMB 2012-13 to 2014-15]

**Figure 9a. Composition of the School Management Board by gender**

The Chair is the Head of School and the other members are Deputy Head of School, Convener of Research, Convener of Learning and Teaching, Head of School Administration and the Technical Resource Manager. The School Management Board has a formal meeting monthly to discuss initiatives and strategy for the School and meets informally once per week throughout the year. The committee gender profile is shown in Fig. 9a and is representative of the profile of the School.

*School Management Team (SMT)*

![Graph showing male and female representation in SMT 2012-13 to 2014-15]

**Figure 9b. Composition of the School Management Team by gender**
The Chair is the Head of School and the other members include five Heads of Research Division (which includes the Deputy Head of School and Convener of Research), five Heads of Teaching Discipline, Convener of Learning and Teaching, Convener of Postgraduate Research, Convener of Postgraduate Taught programmes, Director of the James Watt Nanofabrication Centre (JWNC), Programme Director of the University/UESTC Joint School, Head of School Administration and the Technical Resource Manager (Fig. 9b).

*Research Committee*

![Graph showing gender composition of Research Committee](image)

**Figure 9c.** Composition of the Research Committee by gender

The Chair is the Convener of Research (also a Head of Research Division), the Head of School, the Deputy Head of School, the Heads of Research Division, the Convener of Postgraduate Research, the Head of School Administration, Senior Administrator for Research/HR/Finance, College Business Development Manager, the School Business Development Manager and the School Research Administrator. There is also research staff representation (Fig. 9c).

*Learning and Teaching Committee*

![Graph showing gender composition of Learning and Teaching Committee](image)

**Figure 9d.** Composition of the Learning and Teaching Committee

The Chair is the Convener of Learning and Teaching, and the other members include the five Heads of Discipline, Head of School, Head of School Administration, Head of the Teaching Office, School Chief Advisor of Studies, School Quality Officer and the Programme Director of the University/UESTC Joint School. A student representative is also invited to attend (Fig. 9d).


**Safety Committee**

![Graph of Safety Committee composition]

*Figure 9e. Composition of the Safety Committee*

Members include the Head of School, five Heads of Research Division (which includes the Deputy Head of School and Convener of Research), five Heads of Teaching Discipline, Convener of Learning and Teaching, Director of the JWNC facility, JWNC Operations Manager, the Technical Resources Manager, three Deputy Technical Services Managers, two technicians and a technical staff representative (Fig. 9e).

**IT Committee**

![Graph of IT Committee composition]

*Figure 9f. Composition of the Computing Committee*

Members include representatives from each of the Research Divisions and/or disciplines of the School, the Computer Managers and another members of the IT support team responsible for High Performance Computing (Fig. 9f).

(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.

The profile of academic and research staff on fixed-term and open-ended contracts is shown in Table 7, where the fixed-term category includes both fixed-term contracts and staff on open-ended contracts but where there is a fixed end date for funding. The data broadly reflects the profile of the School, with a rapid growth in fixed-term contract staff in recent years. Through our actions to improve the pool of applicants for permanent academic posts (which can result in recruitment from existing fixed-term posts) we would expect a more balanced profile in future [Action 2.2].
Table 7. Academic and research staff on fixed-term and permanent contracts

<table>
<thead>
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<th>Year</th>
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<th>Fixed-term</th>
<th>Open-ended</th>
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</tr>
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<td>% Female</td>
<td>20%</td>
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<td>Female</td>
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<td>17</td>
</tr>
<tr>
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<td>Male</td>
<td>19</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>% Female</td>
<td>33%</td>
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</tr>
</tbody>
</table>

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?

Again, the School operates a transparent appointment process to appoint academic staff to key roles in the School, including decision making committees. The Deputy Head of School is female and she has held this role since February 2013. She is also Head of the Research Division for Systems Power and Energy and with this has line management responsibility for the division staff. In these roles she is a member of the School Management Board, the School Management Team and the Research Committee. Outside of the School, representation on College and University Committees tends to be role dependent. For example, the Convener of Learning and Teaching represents the School on the College Learning and Teaching Committee, the University Learning and Teaching Committee and the University Retention Working Group. Overload for the small number of female professorial staff in recruitment, promotion and reward committees has been identified as an issue, although deputising to earlier career staff is used when appropriate.
(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

The School uses an internal workload model for monitoring purposes, which is structured such that large administrative roles and supervision of large research groups dominates the analysis. The School will therefore be migrating to a new university workload model which has equality and diversity built-in to the analysis, including pastoral, mentoring and Athena SWAN roles. The allocation of tasks will be monitored by gender [Action 2.8]. All duties, including administrative and pastoral, are also captured in the annual Performance and Development Review process, while promotion criteria also identify such contributions. Rotation of responsibilities is discussed with the appropriate Head of Division through line management, either through the annual Performance and Development Review or as required. Leadership roles (Head of Division, Teaching Disciplines etc.) are sought through open calls. The School is developing a succession plan for administrative roles.

(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The School organises key staff meetings and social events to ensure that they are scheduled within the working day rather than at the start or finish of the day when family commitments may be prioritised. In addition, local group meetings are arranged to suit the needs of group members where possible. However, prompted by discussion at an Athena SWAN consultation meeting, a survey was conducted specifically to gauge opinion on this issue. Some 56% of survey respondents either agreed or strongly agreed with the introduction of a School core hours policy (10 am-4 pm). We will take this issue forward through our Action Plan [Action 3.7].

(iv) **Culture** – demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The School represents a diverse, multi-cultural community across its staff, students and researchers. Our staff survey indicated that 70% of female staff respondents and 74% of male respondents either agreed or strongly agreed that the School is inclusive for both genders. Mutual respect is promoted by the Head of School through a range of University initiatives such as the ‘FullStop’ poster campaign to highlight behaviours that can constitute harassment and bullying and to raise awareness of the University’s Dignity at Work and Study policy. We will ensure that material is distributed to staff and students, including new starts [Action 4.5] and include a clear statement on such issues in all School handbooks [Action 4.11].

In order to promote an inclusive culture for all staff, the School organises a range of social activities from an annual Christmas lunch to Research Division seminars. Tea and coffee are normally provided for social interaction before or after seminars. The majority of staff are located in one of two buildings, each with a recently refurbished common room. However, it has been recognised that these facilities are not always well used, although can on occasion be overloaded. Moreover, our staff survey found only 34% of staff agreed that there were attractive social spaces. We have recently encouraged better staff socialisation through the introduction of good quality coffee machines for staff in each building.
As noted earlier, the School of Engineering hosts 12 student societies, including the Glasgow University Engineering Society (GUES) and the Female Engineering Society (FemEng). The School will enthusiastically support the future development of FemEng [Action 1.3]. Female students participate strongly in activities such as Formula Student (Fig. 10) and the annual iGEM synthetic biology competition (Fig. 11).

In order to raise the profile of female staff, students and graduates we will organise and fund an annual Women in Engineering Day networking event with an invited keynote speaker [Action 4.2]. The event will provide an opportunity to celebrate our female students and staff, their achievements and contributions to the School. We will also continue to review our web and social media presence to ensure a diverse representation of staff and students [Action 4.8] and develop our Women in Engineering web page [Action 4.1].

**Figure 10.** Engineering students Rebecca Findlay and Holly Lockhart (only all-female team to compete in the inaugural Formula Student Diesel Eco-Driving Challenge)

**Figure 11.** Biomedical Engineering students joined an institutional team to compete in the 2015 iGEM annual synthetic biology competition winning a Gold Medal
(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.

Members of academic staff are involved in a broad range of outreach activities including talks to local schools, public lectures, radio and television appearances, exhibitions in science museums and contributions to the annual Glasgow Science Festival. For example, Prof Elizabeth Tanner OBE is regularly involved in outreach activities and receives frequent invitations to actively promote the role of women in Engineering. Outreach training is available to research students as part of their annual training credit scheme.

Outreach activities are also led by undergraduates and postgraduates, supported by staff. For example, each year, a Glasgow team participates in 'Meet the Experts' events at the Glasgow Science Centre, which is widely publicised on social media. Moreover, many undergraduate and postgraduate students act as STEM Ambassadors through the University’s Science Connects programme, which holds the STEMNET contract for the management and co-ordination of the STEM Ambassador Programme in the West of Scotland.

Our STEM Ambassadors are typically involved with the delivery of science and engineering projects in local Schools, providing role models for potential students and helping bring the school curriculum to life. Students of both genders participate in the programme.

Staff and students have also made good use of exhibition events. Recent examples include a showcase of the power of acoustic waves in manipulating small particles in the Explorathon event at the Glasgow Science Centre (25th September 2015) and at the Royal Society Summer Science Exhibition (30 June -5 July 2015). Both events were extremely popular (over 13,000 visitors).

As noted in Section 3 we will develop and fund an Engineering family workshop at the Glasgow Science Festival [Action 1.5] as a future outreach activity. All outreach activities are highly valued by the School, are recognised through the annual Performance and Development Review process, and will be monitored in future [Action 2.8].
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.

Seven members of staff took maternity leave in the period 2012/13 to 2014/15 and all subsequently returned to work. Their job-titles are detailed in Table 8.

<table>
<thead>
<tr>
<th>Year</th>
<th>Job-Title</th>
<th>No.</th>
<th>Return to Work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2013/14</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2014/15</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 8. Maternity leave uptake and return to work by role

(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.

The number of staff in each role who have taken paternity leave whilst working in the School (since 2012) is shown in Fig. 12, along with the percentage this represents of our total male staff cohort in each role. The percentage of Research Assistants who have taken paternity leave is relatively low (5%) whilst it is greatest for Research Fellows (27%). There was a higher rate of paternity uptake in the year 2013-14 with six of the nine staff taking their leave in this period. One male lecturer took adoption leave whilst working at the School.

The average age for fathering a child in the UK is 32 and only one in ten children are born to a father over 45, so it may be expected that there would be higher numbers of Research Assistants/Research Fellow/Lecturers taking paternity leave. There is however no evidence to suggest that staff are not taking leave to which they are entitled. This will be monitored through future surveys [Action 2.8]. We cannot comment on whether this has changed significantly over time as the new integrated School of Engineering was formed in 2010.

In order to raise awareness and support parental leave and flexible working we will promote opportunities through a one-stop web page and FAQ list [Action 3.3] and a mentoring scheme for parents and carers [Action 3.4]. The mentoring will involve identify a Parenting and Carers Champion and staff with parental and caring responsibilities willing to discuss experiences informally. This will be promoted through a Parents and Carers webpage. We will also promote opportunities for direct one-to-one consultations with HR [Action 3.5].
Three staff have taken parental leave. Three staff equates to just 2.6% of our total staff complement. This low proportion may be due to the annual leave allowance that academics enjoy, but possibly due to poor knowledge of policy (39% of staff indicated they were fully aware of the policy in our survey). Since the survey, we have worked to increase awareness of parental leave policy through a workshop and, again, key points in our Action Plan are aimed at increasing awareness [Action 3.3], while providing enhanced support via recognised Parent and Carers champions [Action 3.4].

(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.

There are a surprisingly low number of female applications for flexible working when considering the common practice of going back to work reduced hours after having children, which may be due to a perception that it is not possible to have an academic career if only working part-time. This disparity has demonstrated the need to increase awareness of flexible working options available to staff and to highlight cases of staff successfully working on reduce hours, again reflected in our Action Plan [Action 3.3-3.5].
b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

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

The University has a flexible working policy and undertakes to consider all applications seriously. We define flexible working as a change to the hours an employee works, the times they are required to work or a change to their place of work. The policy encompasses part-time working, staggered hours, compressed hours, working from home, job sharing and flexible retirement amongst others.

A formal application for flexible working results in a permanent change to the employee’s contract from which they do not automatically have the right to revert and so, for short periods of flexible working, informal arrangements between an employee and their Line Manager can be reached with consultation from Human Resources. Employees are made aware of this policy through the University’s Human Resources web pages.

One specific challenge for informal arrangements for flexible working is that the School is organised into Research Divisions from a line-management perspective which do not map exactly onto Teaching Disciplines, so it can occur that the Head of a Teaching Discipline is not involved directly in the consideration of these requests. We will therefore ensure that in future a suitable transition plan is in place [Action 3.6].

The number, job title and gender of employees in the School who identified themselves as making use of flexible working in the staff survey are detailed in Table 9. This captures both staff who have applied for flexible working and those who have an informal arrangement with their Line Manager.

<table>
<thead>
<tr>
<th>Job title</th>
<th>Number using flexible working</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA</td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Research Fellow</td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Reader</td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

Table 9. Flexible working by job title and gender

It is clear from Table 9 that all of the employees that make use of the flexible working arrangements are male, which again is surprising as it is common practice for mothers to go back to work with flexible hours after periods of maternity leave. Anecdotal evidence suggests that this may be because it is difficult to deal with the disruption caused by a period of maternity leave and that coming back on a reduced hours basis would make work-life balance harder. However, several
flexible working arrangements have been made by male staff to enable them to support childcare arrangements.

Additional steps are clearly required to address this imbalance and increase the awareness of flexible working policies. As noted above we will promote opportunities for flexible working through our new one-stop web pages [Action 3.3], a mentoring scheme [Action 3.4] and direct consultations with HR [Action 3.5].

(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.

The College of Science and Engineering has an Academic Returners Research Support Policy, which goes beyond the University’s standard maternity policy package, for which staff can apply. Two female staff have used the scheme since its introduction. The policy offers financial support for staff returning from maternity/paternity/adoption/shared parental leave who are resuming independent research activities. It provides up to £10k of funding to be used within 12 months of returning to work and can pay for activities such as conference attendance, buy-out of teaching and hiring research staff to support academic staff in maintaining and re-establishing their career trajectory after parental leave. This is promoted by targeted email.

In the past the School of Engineering has, on occasion, been able to provide more support for employees going on maternity leave where it has been most needed through a top-up to the College support package. In order to evaluate the impact of the current Academic Returners Research Support Policy, we will conduct one-to-one interviews with users of the scheme [Action 3.2]. This will then inform trials of new ways of using the support package which may be more suited to individuals (e.g. research support during rather than on return from the break).

As an investment in our staff to ensure continued success after career breaks, we will formalise the top-up of the College support package through matching funding and create new **Rowntree Fellowships**, named in honour of one of our first women engineering graduates [Action 3.1]. We believe the Fellowships will make academic positons in the School much more attractive. Their role in supporting research success will be embedded in our new School research strategy [Action 4.6].

**WORD COUNT: 4997 (MAXIMUM 5000)**
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.

The Athena SWAN Bronze process was strongly supported by the School Management Board (both Head of School and Deputy Head of School are SAT members) and was logged as a formal initiative of the Board, requiring activities to be monitored at its major monthly Board meetings. Through the Athena SWAN process the SAT has identified both the strengths of our School (e.g. female student participation above the national average) and its weaknesses (e.g. absence of any female applicants for some posts) which will be addressed through our Action Plan.

From the staff survey (78% academic staff response rate) and several staff workshops, there is general agreement that the School provides good opportunities for all, but we have identified key measures for the future. As noted in the letter of support from the Head of School, our specific priorities are:

1. Raise the profile of our successful Women in Engineering in the School (students, graduates and staff) through our web presence, celebrations of success and invited talks
2. Ensure our School is viewed as a supportive destination for both men and women, ensuring a more diverse pool of applicants for academic positions, including professorial appointments
3. Enhance career development and support available to female academic staff, parents and carers and provide better support for flexible working opportunities for all staff

As further measures to develop staff and researchers the School provides financial support to the University’s Women in Research Network, part-funded by the Chancellor’s Fund, which will deliver 4 talks (2015/2016) on specific STEM issues (e.g. Fellowships and funding). The School also supports the Interdisciplinary Research Network for Research Fellows and new academic staff, with active participation from School early career staff.

Furthermore, as part of our drive to embed equality and diversity within the culture of the School, we will promote the University’s Dignity at Work and Study Policy, partly by using the University’s FullStop campaign material [Action 4.5]. Moreover, the School will help lead institutional change by ensuring an inclusive environment for non-binary genders [Action 4.9, Action 4.10].

Finally, if our current BRONZE submission is successful, plans for a SILVER award will become a new formal initiative of our School strategy, ensuring that Athena SWAN principles continue to be embedded within the School [Action 4.4]. Again, in the event of a successful BRONZE award, we plan a poster, web and social media campaign to highlight the award to staff, students and our many national and international partners.

WORD COUNT: 408 (MAXIMUM 500)
6. **Action plan**

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

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

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.
**ATHENA SWAN ACTION PLAN 2016 – 2019**  
**School of Engineering, University of Glasgow**

The action plan is divided into 4 sections which will be overseen by new Athena SWAN delivery subcommittees. The 4 new subcommittees will ensure that the Action Plan is implemented through the work of the SAT and other staff within the School. We have full support from Head of School to ensure authority on the action points and their translation to realisation. Actions are organised by the subcommittee that will oversee their implementation.

General on-going SAT actions:

- SAT committee members offered rotation of posts triennially, with annual invitation to all School of Engineering staff by email. Chairs compulsory rotated triennially
- SAT committee to be extended to include technical and professional staff in accordance with new Athena SWAN guidelines
- SAT committee member appointed to liaise with staff and students in delivery and promotion of all events (internal/external) aimed at raising the profile of women
- Each of the 4 new subcommittees to meet 4 times each year, ahead of the full SAT meeting
- SAT co-chairs and subcommittee leads to meet 4 times each year to discuss progress and upcoming action points. Meetings to be scheduled during core hours
- Entire SAT to meet 4 times each year. Meetings will be tied to sub-committee meetings
- Meeting frequencies are flexible and represent a minimum expectation. Frequency will be responsive to the activity and where ongoing actions may require meetings to occur more frequently
- Staff survey to be reviewed and repeated every 2 years to monitor effectiveness of Action Plan and identify areas where further improvements can be made
- Staff and student data and committee membership will continue to be collected and collated as set out in the submission. Data will be reported back to the entire SAT annually as a means of continual assessment of our progress in meeting the objectives set out in the Action Plan
- SAT to develop a strategy to deliver Athena SWAN SILVER award within 3 years of successful BRONZE award
- Document case studies which demonstrate the positive impact of our Action Plan on key groups and individuals to support future SILVER application
<table>
<thead>
<tr>
<th>Reference</th>
<th>Planned action/objective</th>
<th>Rationale</th>
<th>Key outputs and milestones</th>
<th>Timeframe (start/end date)</th>
<th>Person responsible</th>
<th>Success criteria and outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG and PG Recruitment and Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 <em>PhD student parental leave support</em></td>
<td>School to match RCUK parental leave policies for all PhD students</td>
<td>Limit potential for PhD student attrition attributed to parental responsibilities</td>
<td>Change terms and conditions of School endowed scholarships</td>
<td>May 2016 – April 2017</td>
<td>Head of School, School Senior Administrator (Finance)</td>
<td>New terms agreed, implemented and disseminated, levelling up provision for PhD student parental leave</td>
</tr>
<tr>
<td>1.2 <em>Undergraduate summer research studentships</em></td>
<td>Fund paid summer research studentships for female UG students in collaboration with CareerWISE (Equate Scotland)</td>
<td>Source more applications from high quality female PhD candidates</td>
<td>Initially fund 2 CareerWISE summer placements and reflect on outcomes to understand benefits/impact of scheme</td>
<td>May 2016 – April 2017</td>
<td>Head of School</td>
<td>Successful recruitment of high quality CareerWISE students, improved recruitment of female PhD students above 23% (2015/16), actively promote School’s desire to recruit more female PhD students</td>
</tr>
<tr>
<td>1.3 <em>FemEng female Engineering society</em></td>
<td>• Support FemEng in promoting activities to students, staff, local industry and regional professional bodies • Promote link between FemEng and STEM ambassadors • Support involvement of FemEng in outreach activities aimed at Widening Participation (WP) schools</td>
<td>• Build on current success of FemEng and ensure continuity of student led society through UG/PG and staff involvement • Promote recruitment of female UG students in WP schools</td>
<td>• Fund FemEng promotional material for events and schools talks • Include FemEng leaflet detailing activities in student recruitment packs • Introduce FemEng to industry contacts and regional professional bodies • Help recruit STEM ambassadors to FemEng management committee</td>
<td>On-going</td>
<td>Head of School, School Liaison Administrator, School STEM Ambassador</td>
<td>• High level of awareness of FemEng amongst students, staff, local industry and regional professional bodies • Increased FemEng membership to minimum 50% female cohort • Increased awareness of engineering for female school students, particularly from WP schools • Improved gender balance by demonstrating improved conversion of offers to acceptances for female undergraduate students</td>
</tr>
<tr>
<td><strong>1.4</strong> Female staff and student role models</td>
<td>Ensure visibility of female role models at undergraduate Open Days, PhD information and recruitment events</td>
<td>Raise the profile of the School’s Women in Engineering to all prospective undergraduate and PhD students</td>
<td>Minimum of 1 female speaker (staff, student and invitees) at each Open Day, PhD information and recruitment event</td>
<td>May 2016</td>
<td>April 2019</td>
<td>School Liaison Administrator, Heads of Teaching and Research Divisions</td>
</tr>
<tr>
<td><strong>1.5</strong> Glasgow Science Festival workshop</td>
<td>School to develop and fund a half day workshop with strong female representation for school students and families during the Glasgow Science Festival</td>
<td>• Promote Engineering as a career option to younger school students • Include parents, who may be an obstacle in the promotion of Engineering to female schoolchildren</td>
<td>Raise awareness of the exciting career prospects offered by engineering to future prospective students and their families</td>
<td>June 2017</td>
<td>April 2019</td>
<td>School liaison administrator, STEM ambassadors, FemEng</td>
</tr>
<tr>
<td><strong>1.6</strong> Group project selection</td>
<td>Ensure students have a role in selecting undergraduate project groups to prevent scenario of single female in a group of male students being isolated</td>
<td>Evidence that preventing perceptions of isolation would be more supportive to female students</td>
<td>Inclusion of student views in group project mix when appropriate</td>
<td>May 2016</td>
<td>April 2017</td>
<td>Convenor of Learning and Teaching</td>
</tr>
<tr>
<td><strong>1.7</strong> Motivations for female students</td>
<td>Interview female UG, PGT, PhD and Summer School students from a selection of years to identify motivations for studying engineering</td>
<td>Understand motivations and barriers in applying for engineering to better direct recruitment activities</td>
<td>Analysis of a minimum of 20 student interviews and identification of key points useful in recruitment and supporting transition from UG to PhD student</td>
<td>May 2016</td>
<td>April 2017</td>
<td>SAT co-Chairs</td>
</tr>
<tr>
<td><strong>1.8</strong> Part-time degree provision</td>
<td>Review provision of part-time degree program provision in collaboration with Talent Scotland</td>
<td>No current part-time degree program provision</td>
<td>Complete review with actions as appropriate</td>
<td>May 2016</td>
<td>April 2017</td>
<td>Head of School, Convenor of Learning and Teaching</td>
</tr>
</tbody>
</table>
| 1.9 Annual data gathering | Annual data gathering and analysis;  
- Applications by gender from Widening Participation schools  
- Undergraduate applications/offers acceptances by gender  
- Undergraduate population by gender at School and course level  
- Degree classification by gender at School and course level  
- Postgraduate taught applications/offers acceptances by gender  
- PhD applications/offers acceptances by gender | Review impact of Action Plan, progression of new cohorts of students | Numbers of students in each category recorded annually and reported back to the SAT for analysis | May 2016 | April 2019 | Head of School Administration | Accurate data sets suitable for analysing trends, reporting and preparing for future submissions |

### Staff Recruitment, Career Development and Promotion

| 2.1 Aurora programme | Fund 2 women academics per year over 3 years to attend the Aurora Leadership Development Programme (in addition to College provision) | Address gap identified in female Senior Lecturers/Readers and support development of future senior female academic leaders | Identify female staff for programme to provide support in attaining promotion in a similar timescale to male equivalents | May 2016 | April 2019 | Head of School | Increase number of female academics at Senior lecturer/Reader from approx. 10% with a view to future promotion to Professorial level |

| 2.2 Recruitment strategy | • Proactively increase applications with 3 female candidates identified and approached for each academic post  
• Head-hunter returns for Professorial posts to | Improve diversity, quality and number of applicants at all grades, but in particular Professorial level | • Strategic development of future recruitment activity  
• More diverse pool of candidates for new academic posts | Continuous | Head of School, Heads of Research Divisions | • Greater number of high quality applications for each advertised post  
• 3 high quality female applicants approached for each new academic post |
include female candidates before proceeding to shortlist
- Research Divisions to develop lists of desirable academics across Grades 7-9 and Professorial for recruitment/seminars
- Promote city of Glasgow and the University as a welcoming and vibrant destination for families
- Reduce the impact of obstacles associated with moving a family to accept a Professorial post
- Improve conversion of job offers to acceptances
- Promote the profile of the School as a supportive and welcoming destination for new staff

### 2.3 Welcoming families
- Candidates who are to be offered Professorial posts invited to visit with their families
- Families will meet HR and out-sourced relocation professional to receive information on schools, accommodation and a city tour
- Promote city of Glasgow and the University as a welcoming and vibrant destination for families
- Reduce the impact of obstacles associated with moving a family to accept a Professorial post
- Improve conversion of job offers to acceptances
- Promote the profile of the School as a supportive and welcoming destination for new staff

### 2.4 Job advert information
- Change wording of job adverts to include information on and links to our webpages detailing flexible working and support packages
- Improve opportunities for recruitment of academic staff at all grades
- New wording for job adverts which highlights benefits of School to diverse range of candidates

| Continuous | Head of School, College Head of Human Resources | 50% take-up of visit offers
| Continuous | School HR administrator, College Head of Human Resources | Improved rate of offer to acceptance conversion for Professorial posts
| Continuous | School HR administrator, College Head of Human Resources | Reduced re-advertising of Professorial posts

### 2.5 School recruitment video
- Up-date recruitment video to highlight commitment to Athena Swan principles
- Ensure that the School is viewed as an attractive potential employer for all candidates
- Recruitment video noting Athena SWAN principles and brief info. on flexible working and support packages

| May 2016 | April 2017 | School HR administrator, College Head of Human Resources |
| May 2016 | April 2017 | School External Relations administrator, School HR administrator |
| New video in use by April 2017 |

### 2.6 Awards and recognition
- Identify and promote applications from staff for awards & fellowships including specific alerts
- Celebrate the success of our staff
- Raise awareness of award opportunities
- Progress suitable nominations, including those directed at Women in Engineering

| Implemented Feb 2016 | Chair, School Prize Committee |
| Minimum 4 nominations per year for awards/prizes |
| Raised profile of staff and female academics and |

| 49 |
### 2.7 Promotion workshops

| Implement series of workshops to support staff progression; |
| - Annual workshop ahead of promotion round for staff, including a range of role models |
| - Getting the most from your mentor and P&DR |
| - Career Development Planning workshop |

| • Ensure all staff have an opportunity to actively plan their career progression |
| • Ensure School policies regarding promotion and assessment of career breaks are well understood |

| • Develop workshop timetable, gain support of HR representatives, develop support materials and identify suitable role models to be included in workshops |
| • Ensure strong female representation in role models selected |

- **Head of School, Head of College HR**
- Pilot implemented Jan 2016

**Notes:**
- Annual workshops to support staff professional development ahead of key School dates, such as the annual promotion round. Minimum 20% staff participation.

### 2.8 Annual data gathering

| Annual data gathering and analysis; |
| - Staff profile by grade and gender |
| - Job applications, offers and acceptances by grade and gender |
| - Staff turnover by grade and gender |
| - Staff promotions applications/success by grade and gender |
| - Committee membership by gender |
| - Workload model/task split (inc. pastoral and outreach) by gender |

| • Review progression of new cohorts of staff, impact of recruitment policies and impact of the School’s staff support policies. |
| • Parity of task allocation/esteem across genders |

- **Head of School Administration**
- Numbers of staff by grade and gender for each category and other data recorded annually and reported back to the SAT for analysis.

- **May 2016**
- **April 2019**

**Notes:**
- Accurate data sets suitable for analysing trends, reporting and preparing for future submissions.
| 3.1 | Rowntree Fellowships | School to launch and fund a new Rowntree Fellowship scheme to support academic returners in maintaining/re-establishing continuity of their research output and career trajectory while balancing parental responsibilities. **Rowntree Fellowship** to be embedded in HR parental leave policies | School to match College funded £10k Academic Returners Scheme. Enable staff to maintain their career trajectory following a period of parental leave with mutual benefit for staff member and the School. Raise awareness of opportunities for parental leave support amongst staff. | Staff taking parental leave ensure minimised disruption to career trajectory. Staff able to plan parental leave to minimise career disruption. |
| 3.2 | Impact of career break support | Evaluate recent School support scheme for career breaks as precursor to new Rowntree Fellowships. Evaluate new Rowntree Fellowship as rolled-out. | Measure impact of current support package for career breaks to ensure future best use. | One-to-one discussions with users of recent support scheme. One-to-one discussions with Rowntree Fellows. Analysis of usefulness of Rowntree Fellowship funds. |
| 3.3 | Promotion of flexible working | One-stop webpage to promote awareness and availability of information regarding flexible working, parental leave and promotion. Introduce FAQ lists regarding promotion, parental leave, flexible working. | Consolidate information held on different web pages. Improve staff awareness of working practices and promotion. | Collate existing links to various university web pages covering working practices and promotion. |

|  |  |  | Trial complete / formal introduction May 2016 | Head of School, SAT (lead for Flexible Working) | Support equality of opportunity and promotion prospects for staff who take parental leave, with 100% up-take of Fellowships offered |
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| 3.4 Parenting and carers champions | • Identify a Parenting and Carers Champion to act in support of staff  
• Identify staff with parental and caring responsibilities willing to discuss experiences informally and promote through Parents and Carers webpage | • Support staff in dealing with challenges associated with parenting  
• Promote awareness of various support schemes, such as flexible working and new Rowntree Fellowship scheme | • Identify Parenting and Carers Champion  
• Identify staff willing to act as mentors, provide brief info. on School web page | May 2016 | April 2017 | SAT (lead for Flexible Working) Parenting and Carers Champion | • Raise awareness of support available in the School for staff with parenting and caring responsibilities  
• Mentor points of contact and information implemented on School web site with link from one-stop web page, aim for 5 mentors by 2017 |
| 3.5 One-to-one HR consultations | Ensure staff who wish parental leave are put in touch with Parenting and Carers Champion in addition to their personal HR consultation to discuss logistics | Identified gap in understanding of staff on logistics for parental leave | Promote opportunities for personal HR consultation to discuss parental leave issues | Continuous | Heads of Research Discipline | • All staff taking maternity leave take up personal HR consultation  
• Raised awareness of opportunity with all staff |
| 3.6 Career break/flexible working planning | Implement a procedure list detailing actions required and timelines to support staff in preparing for parental leave/flexible working | Identified gap in the planning of cover for staff taking parental leave/flexible working | Develop formal cover procedure which identifies gaps and implements suitable measures | May 2016 | April 2017 | Head of School, Heads of Teaching Discipline | Cover procedure for staff taking parental leave/flexible working fully defined and implemented by April 2017 |
| 3.7 Core hours | Introduce core hours for key School meetings and clearly disseminate action to staff through Head of School announcement | Response to staff survey on core hours (10am – 4pm) indicating strong interest in policy (December 2015) | Follow-on survey to measure success or otherwise of policy | Achieved / on-going | Head of School, Heads of Research Divisions | Clear feedback from future survey on success or otherwise of policy |

School Culture and Environment

| 4.1 Profile of Women in Engineering | Develop ‘Glasgow’s Women in Engineering’ on Athena SWAN web pages | Promote the success of our female academics, students and graduates within the School to  
Additional profiles of historical women engineers, current staff and recent graduates | May 2016 | April 2017 | SAT team (co-Chair lead) | Average 2 web page hits per School student and staff member over 12 month period |
| 4.2 Annual celebrating success day | Hold an annual networking event and seminar to mark Women in Engineering Day, celebrate our Athena SWAN achievements and promote women in engineering | Celebrate our female students and staff, their achievements and contributions to the School | • Hold an annual event with high profile inspiring female speakers from the Engineering profession  
• Provide a forum to celebrate achievements of female students and staff | May 2016 | April 2019 | SAT team (Co-Chair lead) | • Host annual Women in Engineering networking event  
• Raised awareness of the success of our female staff and students  
• Raised awareness of support and opportunities available in the School |

| 4.3 Promotional material for Athena SWAN principles | • Develop promotional materials for Athena SWAN principles  
• Include new strapline (equity and shared success for all) on School webpages and materials  
• Launch our strapline and promotional material and (if successful) BRONZE award through a poster, website and social media campaign | • Promote our vision of the School as an environment of equity and shared success for all  
• Highlight our School’s commitment to Athena SWAN principles and their integration in our future plans for success  
• Ensure (if BRONZE award successful) Athena SWAN logo is used pervasively | • Develop Athena SWAN promotional materials highlighting activities and profiles of staff and graduates to be used for staff and student recruitment and to support culture change  
• Embed new Athena SWAN strapline to succinctly describe our School vision of integrating principles of equality to achieve success | May 2016 | April 2017 | SAT team | • Greater appreciation of female success within the School and externally  
• Wider visibility of female role models and career opportunities for current and prospective students  
• New strapline in use on School, Research and Teaching Division materials promotional materials |

| 4.4 Planning for the future | • Athena SWAN SILVER to be an initiative of School Management Board (if BRONZE successful)  
• Include Athena SWAN as an agenda item for School staff meetings as required | Embed Athena SWAN principles in future School decision making and raise ambition | • Continue development of work of SAT and build on activities for Bronze award  
• Ensure Athena SWAN developments continue to be raised and discussed at School staff meetings | May 2016 | April 2019 | Head of School, School Management Board | Athena SWAN SILVER logged as formal initiative for School Management Board |
| **4.5** FullStop campaign | Promote University’s FullStop campaign to staff and students, highlighting the Dignity at Work and Study Policy | Better awareness of Equality and Diversity issues amongst School staff and students | • FullStop campaign visible in all School buildings  
• Documentation included in communications to new students and staff | Initially implemented December 2015 | Heads of Division, Convenor of Learning and Teaching | • Campaign material widely visible in School buildings.  
• Leaflets distributed to new staff and students |
| **4.6** New School Research Strategy | Embed our vision for embracing Athena SWAN principles and actions within our new School Research Strategy | Opportunity to highlight Athena SWAN principles in new Research Strategy and promote key relevant items from Action Plan | • Statement of Athena SWAN principles embedded in new strategy  
• Highlight opportunities of Aurora programme and Rowntree Fellowship to ensure continued success after taking career breaks | May 2016 | April 2017 | Convenor of Research | New School Research Strategy with Athena SWAN principles embedded and key Action Plan items used to support research success, by April 2017 |
| **4.7** Seminar programme | Ensure the inclusion of female speakers in seminar programmes and public lectures | Survey across Research Divisions indicated poor representation of female speakers | Heads of Division promote suggestions for diverse range of seminar speakers each semester | May 2016 | April 2019 | Heads of Research Divisions | Goal of at least 20% of speakers, above current representation of female staff in School |
| **4.8** Web and social media presence review | Analyse School website and social media presence, updating as necessary to ensure diverse representation | Diverse representation of staff and students presented to visitors to School website | Annual review of School website content and updates as required | May 2016 | April 2019 | SAT (co-Chairs lead), Head of School IT | Annual review/up-date, diverse representation of staff presented to visitors of School website |
| **4.9** Staff/student categories | Additional gender category to be added to future staff and student surveys to promote inclusion of non-binary genders | Suggestion raised through Athena SWAN staff survey | Additional category added in future staff and student surveys | May 2016 | April 2017 | Head of School Administration | Additional category added in future staff and student surveys by April 2017 |
| **4.10** Building facilities | At least 1 toilet within each School building to be reassigned as gender neutral | Suggestion raised through Athena SWAN process | Facility assigned in each of 2 main Engineering buildings | May 2016 | April 2017 | Head of School, Technical Resource Manager | Facility assigned in each of 2 main Engineering buildings |
| 4.11 Dignity and respect | Clear statement on Dignity and Respect to be included in School handbooks | Ensure Dignity and Respect promoted to staff and students | Statement on Dignity and Respect included in School handbooks | May 2016 | April 2017 | Head of School, Head of School Administration | Statement on Dignity and Respect included in School handbooks by April 2017 |