

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
UG and PG Recruitment and Support							
1.1 <i>PhD student parental leave support</i>	School to match RCUK parental leave policies for all PhD students	Limit potential for PhD student attrition attributed to parental responsibilities	Change terms and conditions of School endowed scholarships	May 2016	April 2017	Head of School, School Senior Administrator (Finance)	New terms agreed, implemented and disseminated, levelling up provision for PhD student parental leave
1.2 <i>Undergraduate summer research studentships</i>	Fund paid summer research studentships for female UG students in collaboration with CareerWISE (Equate Scotland)	Source more applications from high quality female PhD candidates	Initially fund 2 CareerWISE summer placements and reflect on outcomes to understand benefits/impact of scheme	May 2016	April 2017	Head of School	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
1.3 <i>FemEng female Engineering society</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	On-going		Head of School, School Liaison Administrator, School STEM Ambassador	<ul style="list-style-type: none"> • 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
1.4 <i>Female staff and</i>	Ensure visibility of female role models at	Raise the profile of the School's Women in	Minimum of 1 female speaker (staff, student and	May 2016	April 2019	School Liaison Administrator,	Strong female representation at all events

<i>student role models</i>	undergraduate Open Days, PhD information and recruitment events	Engineering to all prospective undergraduate and PhD students	invitees) at each Open Day, PhD information and recruitment event			Heads of Teaching and Research Divisions	to ensure that School is viewed as a welcoming place for all
1.5 <i>Glasgow Science Festival workshop</i>	School to develop and fund a half day workshop with strong female representation for school students and families during the Glasgow Science Festival	<ul style="list-style-type: none"> 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 	Raise awareness of the exciting career prospects offered by engineering to future prospective students and their families	June 2017	April 2019	School liaison administrator, STEM ambassadors, FemEng	<ul style="list-style-type: none"> Workshop with 50 attendees delivered through Glasgow Science Festival Raised awareness of School as a centre of Engineering excellence for all
1.6 <i>Group project selection</i>	Ensure students have a role in selecting undergraduate project groups to prevent scenario of single female in a group of male students being isolated	Evidence that preventing perceptions of isolation would be more supportive to female students	Inclusion of student views in group project mix when appropriate	May 2016	April 2017	Convenor of Learning and Teaching	Improved group project experience for female undergraduate students
1.7 <i>Motivations for female students</i>	Interview female UG, PGT, PhD and Summer School students from a selection of years to identify motivations for studying engineering	Understand motivations and barriers in applying for engineering to better direct recruitment activities	Analysis of a minimum of 20 student interviews and identification of key points useful in recruitment and supporting transition from UG to PhD student	May 2016	April 2017	SAT co-Chairs	Identification of key factors students cite as reasons for studying engineering which can be fed back to the School Liaisons Officer and Recruitment Day organisers
1.8 <i>Part-time degree provision</i>	Review provision of part-time degree program provision in collaboration with Talent Scotland	No current part-time degree program provision	Complete review with actions as appropriate	May 2016	April 2017	Head of School, Convenor of Learning and Teaching	Clear decision on future provision of part-time degree programmes
1.9 <i>Annual data gathering</i>	Annual data gathering and analysis; <ul style="list-style-type: none"> Applications by gender from Widening 	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

	Participation schools <ul style="list-style-type: none"> • 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 						
Staff Recruitment, Career Development and Promotion							
2.1 <i>Aurora programme</i>	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 <i>Recruitment strategy</i>	<ul style="list-style-type: none"> • Proactively increase applications with 3 female candidates identified and approached for each academic post • Head-hunter returns for Professorial posts to include female candidates before proceeding to shortlist • Research Divisions to 	Improve diversity, quality and number of applicants at all grades, but in particular Professorial level	<ul style="list-style-type: none"> • Strategic development of future recruitment activity • More diverse pool of candidates for new academic posts 	Continuous		Head of School, Heads of Research Divisions	<ul style="list-style-type: none"> • Greater number of high quality applications for each advertised post • 3 high quality female applicants approached for each new academic post • Greater gender diversity in new staff appointments across all grades

	develop lists of desirable academics across Grades 7-9 and Professorial for recruitment/seminars						
2.3 <i>Welcoming families</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Improve conversion of job offers to acceptances • Promote the profile of the School as a supportive and welcoming destination new staff 	Continuous		Head of School, College Head of Human Resources	<ul style="list-style-type: none"> • 50% take-up of visit offers • Improved rate of offer to acceptance conversion for Professorial posts • Reduced re-advertising of Professorial posts
2.4 <i>Job advert information</i>	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	May 2016	April 2017	School HR administrator, College Head of Human Resources	New wording for job adverts in use by April 2017
2.5 <i>School recruitment video</i>	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 External Relations administrator, School HR administrator	New video in use by April 2017
2.6 <i>Awards and recognition</i>	<ul style="list-style-type: none"> • Identify and promote applications from staff for awards & fellowships including specific alerts for those aimed at Women in Engineering • Develop nominations for Honorary Degrees, 	<ul style="list-style-type: none"> • Celebrate the success of our staff • Raise awareness of award opportunities available and those awards aimed at women 	Progress suitable nominations, including those directed at Women in Engineering	Implemented Feb 2016		Chair, School Prize Committee	<ul style="list-style-type: none"> • Minimum 4 nominations per year for awards/prizes • Raised profile of staff and female academics and researchers within the School

	including 30% female shortlist						
2.7 <i>Promotion workshops</i>	Implement series of workshops to support staff progression; <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	Pilot implemented Jan 2016	Head of School, Head of College HR	Annual workshops to support staff professional development ahead of key School dates, such as the annual promotion round. Minimum 20% staff participation	
2.8 <i>Annual data gathering</i>	Annual data gathering and analysis; <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	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	Head of School Administration	Accurate data sets suitable for analysing trends, reporting and preparing for future submissions
Flexible Working and Career Breaks							
3.1 <i>Rowntree Fellowships</i>	<ul style="list-style-type: none"> • School to launch and fund a new <i>Rowntree Fellowship</i> scheme to 	<ul style="list-style-type: none"> • School to match College funded £10k Academic Returners Scheme 	<ul style="list-style-type: none"> • Staff taking parental leave ensure minimised disruption to career 	Trial complete / formal introduction	Head of School, SAT (lead for	Support equality of opportunity and promotion prospects for staff who take	

	<p>support academic returners in maintaining/re-establishing continuity of their research output and career trajectory while balancing parental responsibilities</p> <ul style="list-style-type: none"> • <i>Rowntree Fellowship</i> to be embedded in HR parental leave policies 	<ul style="list-style-type: none"> • 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 	<p>trajectory</p> <ul style="list-style-type: none"> • Staff able to plan parental leave to minimise career disruption 	May 2016		Flexible Working)	parental leave, with 100% up-take of Fellowships offered
3.2 <i>Impact of career break support</i>	<ul style="list-style-type: none"> • Evaluate recent School support scheme for career breaks as precursor to new <i>Rowntree Fellowships</i> • Evaluate new <i>Rowntree Fellowship</i> as rolled-out 	<p>Measure impact of current support package for career breaks to ensure future best use</p>	<ul style="list-style-type: none"> • One-to-one discussions with users of recent support scheme • One-to-one discussions with Rowntree Fellows • Analysis of usefulness of Rowntree Fellowship funds 	May 2016	April 2017	SAT (lead for Flexible Working)	<ul style="list-style-type: none"> • Understanding of benefits/limitation of current support scheme as Rowntree Fellowship scheme rolled-out • Maintained academic output of Rowntree Fellows in year following career break
3.3 <i>Promotion of flexible working</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Consolidate information held on different web pages • Improve staff awareness of working practices and promotion 	<p>Collate existing links to various university web pages covering working practices and promotion</p>	May 2016	April 2017	SAT (lead for Flexible Working)	<p>Web page accessed easily from School web site, with target of hits from 20% of staff over 12 month period</p>
3.4 <i>Parenting and carers champions</i>	<ul style="list-style-type: none"> • Identify a Parenting and Carers Champion to act in support of staff • Identify staff with 	<ul style="list-style-type: none"> • Support staff in dealing with challenges associated with parenting • Promote awareness of 	<ul style="list-style-type: none"> • Identify Parenting and Carers Champion • Identify staff willing to act as mentors, provide brief 	May 2016	April 2017	SAT (lead for Flexible Working) Parenting and	<ul style="list-style-type: none"> • Raise awareness of support available in the School for staff with parenting and caring

	parental and caring responsibilities willing to discuss experiences informally and promote through Parents and Carers webpage	various support schemes, such as flexible working and new <i>Rowntree Fellowship</i> scheme	info. on School web page			Carers Champion	responsibilities <ul style="list-style-type: none"> • 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 <i>One-to-one HR consultations</i>	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	<ul style="list-style-type: none"> • All staff taking maternity leave take up personal HR consultation • Raised awareness of opportunity with all staff
3.6 <i>Career break/flexible working planning</i>	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 <i>Core hours</i>	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 <i>Profile of Women in Engineering</i>	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 support recruitment, career development and culture change	Additional profiles of historical women engineers, current staff and recent graduates added to 'Glasgow's Women in Engineering' on Athena SWAN web pages	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	Hold an annual	Celebrate our female	<ul style="list-style-type: none"> • Hold an annual event 	May	April	SAT team (co-	<ul style="list-style-type: none"> • Host annual Women in

<i>Annual celebrating success day</i>	networking event and seminar to mark Women in Engineering Day, celebrate our Athena SWAN achievements and promote women in engineering	students and staff, their achievements and contributions to the School	with high profile inspiring female speakers from the Engineering profession • Provide a forum to celebrate achievements of female students and staff	2016	2019	Chair lead)	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 <i>Promotional material for Athena SWAN principles</i>	<ul style="list-style-type: none"> • Develop promotional materials for Athena SWAN principles • Include new strapline (<i>equity and shared success for all</i>) on School webpages and materials • Launch our strapline and promotional material and (if successful) BRONZE award through a poster, website and social media campaign 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>Planning for the future</i>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>FullStop campaign</i>	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Campaign material widely visible in School buildings. • Leaflets distributed to new staff and students
4.6 <i>New School Research Strategy</i>	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	<ul style="list-style-type: none"> • 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 <i>Seminar programme</i>	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 <i>Web and social media presence review</i>	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 <i>Staff/student categories</i>	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 <i>Building facilities</i>	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 <i>Dignity and respect</i>	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
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