No	Description of Action	Actions taken/planned	By	Timescale	Evaluation
1					
1.1	Continue to promote the School's ongoing Athena activities, review progress and share good practice	a) Information lunches (topics will include guidance on personal development opportunities, support staff interaction, how to identify harassment and deal with it). The meeting series will also create a forum to promote gender awareness and unconscious bias training	IEDC Convenor; DoPS; HoS (speakers vary by topic)	Implemented in April 2013 and ongoing	Assess impact through repeat culture survey, 2014. Target – increased awareness of equality (including gender equality) and increased perception of a culture of respect, including a female-friendly ethos, throughout the School. This will be evidenced in 2014 by minimum of 75% of both female and male staff agreeing to every perception question in the QuickCAT survey, or an increase where at least 75% already agree.
		b) Create pages reflecting Athena SWAN activies on externally-facing School website	IEDC on content, Publicity and Outreach Officer on web	To be implemented from May 2013 onwards	
		c) Participate in annual University Women in Science & Engineering (WISE) Event and SRC events, promote these in the School and analyse feedback.	IEDC members and others	Initially held March 2012, and then annually	
		d) Make the Informatics Equality & Diversity Coordinator role a formal academic administrative duty allocated via workload model	HoS	Allocated in spring 2013, duty to start 1st Aug 2013	
		e) AS Team to become School's E&D Committee (IEDC) to report to a standing item at Strategy Committee	IEDC	Initially met June 2012, and to meet quarterly, from June 2013	
		f) All members of the School	SC members	Implemented by April 2013,	

		E&D training		membership changes	
		g) Continue active participation in University & College Athena Network and EQD committee structures, for example providing feedback on the University's Equality Outcomes in March 2013	IEDC Coordinator	Initiated before evaluation period and ongoing	
		h) Ongoing AS progress to be presented at School General Meetings.	IEDC Coordinator	Initially implemented March 7th 2013 and then annually	
2					
2.1	Collect and monitor relevant staff and student data.	a) Review the quality and width of data collected and design a suitable strategy going forward.	IEDC supported by School and University HR and Student Records staff.	Initially implemented summer 2013, then annually and ongoing, as data become available	Target – all relevant data to be available for review within 2 months of period to which they apply. Data analysis to be included in annual report to SC along with recommendations for further action.
		b) Continue to monitor all staff & student data categories presented in Athena Silver application.			
3					
3.1	Embed a progressive culture of gender awareness amongst taught student community	a) Use Innovative Learning Week as the context for a workshop on gender awareness and unconscious bias. This to be later incorporated into the compulsory third course on Professional Issues.	IEDC Coordinator	21st Feb 2013; new material to be incorporated in Professional Issues course from 2013/14.	Student feedback gathered post event, reviewed by organiser and AS team. Course feedback to be gathered on Professional Issues course.
		b) Run an annual 'Women in Computing' event within the School. Uses a panel of women talking about experiences. Q&A	IEDC Coordinator, School Office staff	Initially held in May 2012 and now annually	Near-term feedback by survey at close of event, longer term impact assessed through 2013 focus groups and 2014 culture survey.

		role models more visible.			
		c) Amend student induction to include explicit explanation of expected standards of behaviour and highlight relevant policies and procedures	DoT	To be implemented for the September 2013 intake, and then annually	Impact assessed through subsequent culture surveys
3.2	Target female UG recruitment, increased % female UG students.	a) Reviewed and enhanced existing recruitment webpages and materials to highlight support for female students.	School Publicity Officer	Initially implemented summer 2012 and ongoing	Monitor the proportion of female applicants and use existing biennial survey of first year UG students to understand the impact of materials.
		b) Continue use of the Ambassador Programme to contact (via email, skype and telephone) all students who receive an offer.	Informatics Student Services	Initially implemented Feb 2011 and ongoing	Monitor student conversion numbers from offers to acceptances.
		c) Ensure that female candidates at UCAS post-application visit days are escorted by a female student ambassador and get to talk to a female member of staff whenever possible.	Informatics Student Services	Implemented March 2013 and ongoing	Student feedback gathered post event, review by organiser and IEDC.
		d) Continued female visibility at Open Days	School Publicity Officer	Implemented before evaluation period and ongoing	
		e) Development of new outreach activities including engagement with SCI-FUN.	School Publicity Officer, IEDC Coordinator	To be implemented from Sept 2013 onwards	Student feedback gathered post event, review by organiser and IEDC.
3.3	Support for female UG and PGT students whilst on-course.	a) Continue financial and organisational support for the student-hoppers group.	HoS, DoT	ongoing	Impact assessed through subsequent culture surveys

		b) Maintain mechanisms to allow students to opt to change to a Personal Tutor of the same gender, and to advertise those mechanisms through Informatics Student Services.	Teaching Organisation Manager	Implemented Feb 2013	
3.4	Maintain the proportion of MSc places taken by women	a) Review promotional material to ensure current good practice sustained. Prospective students are contacted electronically regularly throughout application process, ensure content highlights equality of opportunity for all and positive images of women in our discipline.	Student Recuitment academic lead, Teaching Organisation Manager, ISS staff	Implemented Feb 2013 and ongoing	PGT female representation maintained at 28% or above. Monitor annually from student cohort data.
		b) Build on the 2011 establishment of our targeted contact scheme that sends regular informative messages to applicants throughout the application process. It is not feasible to have an ambassador scheme for the PGT students because of the timing of the MSc programme vs the application cycle.	Teaching Organisation Manager, Publicity & Outreach Officer	Initially implemented Spring 2011 and ongoing	
3.5	Improve the proportion of PhD places accepted by women	a) Adapt applicant experience to ensure prospective female students who visit the School have the chance to meet current female students and/of staff members.	Director of Graduate School. Graduate School Manager	Initially implemented Dec 2010 and ongoing	Continue to monitor number of applications, and ratio of applications to offers, and offers to acceptances. Target female representation in cohort at least equivalent to UG level, and improved conversion rate.
		b) Change promotional material to include explicit reference to gender equality initiatives within	Director of Graduate School.	Initially implemented April 2013 and ongoing	

		the School (student mentoring – see 3.3 below) and broader University of Edinburgh.	Graduate School Manager		
		c) Extend the Ambassador Programme to PhD applicants who receive an offer	Director of Graduate School. Graduate School Manager	Initially implemented February 2013 and ongoing	
		d) Internal communication of funded PhD study opportunities to taught students	Director of Graduate School.	Informal introduction prior to evaluation period, renew formal emphasis from March 2013	
3.6	PGR ; on-course support	a) PhD students to retain their Ambassador as a peer-supporter to support them during the programme. As with UG students we will build in an option to select on gender.	Director of Graduate School. Graduate School Manager, PhD students	To be implemented from June 2013 onwards	Target – all students invited to register as a peer-supporter, all requests for matching to be delivered successfully.
		b) Final year female PhD students offered career development workshops		Initially implemented March 2013 and ongoing	
4					
4.1	Ensure good practice in appointment procedure applies to all recruitment.	a) Promote training in E&D and in unconscious bias among existing line managers and all committee chairs.	DoIs, IEDC Coordinator, HoS	Initially implemented from April 2012 and ongoing	Target – 95% of line managers to have completed training by April 2014 (95% based on assumption in small turnover of line managers). New staff will be offered training immediately and our rolling target training completion within 6 months.
		b) Include E&D and recruitment/selection training in induction of new line managers.	HoS: IEDC to monitor.	Initially implemented from Sept 2012 and ongoing	

		c) Continue proactive management of redeployment opportunities using institutional resources AND local portfolio management staff	DoPS, Portfolio Manangers, DoIs	Implemented before the evaluation period and ongoing	Demonstrate continued legal compliance, monitor redeployed staff satisfaction via questionnaire.
4.2	Increase the proportion of job applications from women, particularly for more senior posts.	a) Highlight University and School policies that are female/family-friendly in job adverts.	InfHR: IEDC to monitor.	Initially implemented in April 2013, with advice from SRC	Proportion of job applications from women to academic and research posts at grades 7, 8, 9 and 10 increased by at least 25% by end of 2014.

AS Team to monitor effects for academic posts as they are filled.

Proportion of female academic and researcher staff to have increased by *at least* 10% by end 2015. |
		b) Include Athena logo in job adverts, if this application is successful.	InfHR team	To be implemented from September 2013	
		c) Issue revised guidelines to line-managers for writing job descriptions.	InfHR team, DoPS	To be implemented from June 2013, with advice from SRC	
		d) Make School's policies on flexible and part-time working, maternity leave, child-care etc visible externally on website.	DoPS, School Publicity Officer	To be implemented from June 2013	
		e) Ensure search committees for academic posts include a high proportion of woman members and actively seek to identify potential female candidates	HoS, DoIs	Implemented from October 2013 and ongoing	
4.3	Improve the situation for staff taking maternity/paternity or adoption leave	a) Ensure appropriate cover for all staff taking leave. Ensure that this does not impinge on others' workloads, employing direct replacements where necessary.	HoS: DoT, PIs	Implemented from July 2012 and ongoing	Target that all staff taking maternity or other parental leave report a high level of satisfaction with the arrangements made.
		b) Investigate a policy on automatically extending fixed term contracts to cover time lost on maternity leave or part-time working arrangements.	DoPS, also via College EQD Committee	Implemented from April 2013 and ongoing	All staff taking maternity or other parental leave report a high level of satisfaction with the arrangements made.

		c) Reduced load for academic staff, and appropriate load (e.g. no nonessential travel) for research staff returning from maternity leave.	DoPS, DoT, PIs		
		d) Provision of breast-feeding facilities; designated quiet room (first aid room) in which mothers can breast-feed or express milk	DoPS	Implemented before evaluation period and ongoing	
4.4	Provide proactive relocation support	a) Allocate dedicated budget to continue local good practice on flexible relocation support packages (within HMRC guidelines)	DoPS and InfHR team	Initially implemented with formal budget allocation from 1st August 2012, and ongoing	All staff provided with relocation packages report high level of satisfaction.
5					
5.1	Universal completion of appraisal (P&DR)	a) Continue with our system for recording completion of P&DR.	InfHR team	Initially implemented Aug 2010 and ongoing	All staff who have been in post for more than 12 months to have had a P&DR within the last year. DoPS to monitor progress (informal quarterly review, formal annual reporting). Evidenced by positive staff feedback to subsequent questionnaires.
		b) Continue with our system for initiating annual P&DR process.	InfHR team	Initially implemented Aug 2010 and ongoing	
		c) Enforce P&DR completion by line-managers.	DoIs (and HoS)	Initially implemented Sept 2011 and ongoing	
		d) P&DR workshop with Informatics Researcher Staff Society.	IRSS, IAD	To be implemented early summer 2013	
		e) Using input from the Institute of Academic Development to consider tailored P&DR provision for research staff	DoPS, IRSS, IAD	Initiated in March 2013, implement early summer 2013	
		f) Re-run localised reviewer training	DoPS and HoS, HR as training providers	To be implemented summer 2013	

5.2	Career coaching for selected staff	a) Provide support for a selected number of women at career transition points to receive coaching through the SRC Coaching for Success scheme.	InfHR team	Initially implemented April 2013 for a pilot involving 3 staff, ongoing	Targeted women achieving promotion where appropriate.
5.3	New staff induction	a) Formalise induction processes for new academic and research staff, and existing staff who are willing to act as "local experts" on selected topics (nursery schools, childcare etc).	DoPS, HoS, DoIs	Gradual implementation from August 2012 and ongoing	All staff will have consistent, high-quality induction to the School of Informatics. Complements Institute-specific inductions already working well.
5.4	Transparent workload allocation	a) Ensure awareness of workload allocation process used in the School of Informatics.	HoS, HoKM, DoT	Initially implemented Oct 2012 (via Strategy Committee) and ongoing	>85% awareness in culture survey 2014
		b) Gender-informed analysis of the workload allocation model. This would include that roles such as outreach & mentoring get full recognition but also monitoring to ensure that the roles taken by female members of staff are not disproportionate.		Initially implemented awareness raising from December 2012 and ongoing	Implement actions to ensure a more balanced distribution, if necessary e.g. by modifying workload allocations
5.5	Make effective mentoring accessible to all staff	a) Promote mentoring to existing early-career PIs.	InfHR, DoIs, HoS. External training providers for mentoring	Implemented from Feb 2013 and ongoing	Assess impact through subsequent culture surveys. Target – all staff have considered their mentoring requirements and have a mentor, if required.
		b) Make researchers more aware of existing mentoring opportunities.		Implemented from Feb 2013 and ongoing	
		c) Hold mentoring training session specifically for Informatics staff		To be implemented summer 2013	
5.6	Improve promotion mechanism awareness	a) Hold a series of lunch-time seminars for academic and research staff to inform them about the promotion process	HoS	Implemented from April 2013.	Evidenced by positive staff feedback to subsequent questionnaires, continue to monitor promotions

					outcome data.
5.7	Improve links between research staff and School/College support structures	a) Refresh links and communication routes with Informatics Researcher Staff Society	DoPS and IRSS	Implemented from February 2013.	Evidenced by positive staff feedback to subsequent questionnaires.
6					
6.1	Increased School-wide social events	a) Provision of more overtly social events with plentiful opportunities for networking and informal interactions across Institute and grade boundaries	School Office team	Ongoing but escalated from Dec 2012	Assess impact through 2013 focus groups and 2014 culture survey.

Key to abbreviations:
IEDC: Informatics Equality and Diversity Committee
HoS: Head of School
DoI: Director of Institute
DoT: Director of Teaching
HoKM: Head of Knowledge Management
DoPS: Director of Professional Services
ISS: Informatics Student Services
IRSS: Informatics Research Staff Society