Athena SWAN Bronze department award application

Name of university: University of Aberdeen

Department: Psychology

Date of application: 3rd December 2015

Date of university Bronze and/or Silver SWAN award: April 2012 (Bronze, currently in one year grace period)

Contact for application: Dr Margaret Jackson

Email: m.jackson@abdn.ac.uk

Telephone: 01224 272236

Departmental website address: http://www.abdn.ac.uk/psychology/

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

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

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

Dear Athena SWAN Assessment Panel

RE: School of Psychology, Application for a Bronze Award

In the School of Psychology equality and diversity must remain at the forefront of our future plans, policies and actions. The preparation for our current Athena SWAN application commenced under the leadership of our previous Head of School (Professor Neil Macrae), and as the new HoS I fully endorse and support the Athena SWAN self-assessment team's continued good work. I commit to providing the resources needed to implement and develop our Action Plan. Our Athena SWAN committee forms part of the core structure of the School and is built into our workload model. I have ensured that the Athena SWAN agenda (both feeding into self-assessment and also the broader principle of enhancing equality) are discussed in our monthly School Management Group (SMG) meetings and Staff meetings.

It was made clear to staff from the beginning of the process that this was an important endeavour which encompasses the whole School, and a well-attended meeting of staff and postgraduates was convened in May 2015 to raise awareness of the initiative. The self-assessment process and preparation of the documentation has been an important learning process, and senior management have been engaged throughout. There are many positive points that have emerged from our self-assessment: staff feel valued and do not feel unfairly treated. However, there are clear indications that systematic actions are needed. We have already made some improvements in light of our findings (e.g., support for early career researchers, student employability programmes, and staff inductions), but there is much more to do.

Our analysis by gender across undergraduates, postgraduates, and academic staff shows a leaky pipeline for women and highlights issues that we need to address. Despite a large female majority in the undergraduate student population, the proportion of female starts to decline at post-doctoral level. The fact that academic life may not be appealing to female graduates is of concern and the new academia-focussed strand of our undergraduate and postgraduate employability programmes is one step towards addressing this issue. At professorial level the gender imbalance is also clear, and we are committed to tackling this. Having a higher proportion of female staff at the most senior level will provide strong, positive role models for students and young researchers. Within the next couple of years, we intend to appoint more senior staff. I will ensure that in addition to wide distribution of career opportunities, we will actively encourage internal and external applications from female scientists. Financial assistance will be provided to support leadership training for females, conference attendance for working parents, and networking activities for early career researchers.

I commend the sustained hard work of our Athena SWAN Self-Assessment Team in identifying areas where action is needed. As HoS I will ensure that senior management is committed to our Action Plan, policies and priorities associated with Athena SWAN, and that gender equality and the processes implemented are taken seriously.

Kind regards

Arash Sahraie
Head of School of Psychology.

476 words

Abbreviations

AP	Action Point
AS	Athena SWAN
CAD	Centre for Academic Development
CLSM	College of Life Sciences and Medicine
DHoS	Deputy Head of School
DoC	Director of Communications
DoTL	Director of Teaching and Learning
DoR	Director of Research
F	Female
HoS	Head of School
HR	Human Resources
L	Lecturer
M	Male
PGC	Postgraduate Coordinator
PG	Postgraduate
PGR	Postgraduate Research
Prof	Professor
Psych Sat	Psychology Self-Assessment Team
RA	Research Assistant
RF	Research Fellow
SAO	School Administration Officer
SMG	School Management Group
SL	Senior Lecturer
STF	Senior Teaching Fellow
TA	Teaching Assistant
TF	Teaching Fellow
UG	Undergraduate

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The School of Psychology formed a self-assessment team (Psych SAT) in December 2014. The team currently comprises 11 members (7 females, 4 males) representing a wide range of grades and positions. Two members represent senior management (1 female, 1 male – recently joined) and many members sit on core committees in the School (see Table 1 – those in grey are members who have left the School). Psych SAT membership has been under regular review to ensure a good representation of members across grades, roles, and experiences of work-life balance. Clear roles for each member within the team have been defined.

Table 1: Psych SAT members, background, and role within the team. Those in grey are members who left the SAT/School.

SAT Member (gender)	Background	AS Role
Dr Paul Bishop (M)	Deputy HoS, Senior TF, DoTL. Sits on SMG and Teaching and Learning Committee. Married with no children.	Workload, line management support, career progression.
Mrs Emma Chambers (F)	Full-time Secretary to Level 1 & 2 students (2012-date; full-time). Married with two school-aged children.	Undergraduates, support roles. Meeting minutes.
Dr Maria Grazia Cascio (F)	Previously a Research Fellow (Grade 7) in the Institute of Medical Sciences. One child aged 5.	Full-time Athena SWAN coordinator for CLSM and representative to the University SAT.
Dr Judith Hosie (F)	Part-time Lecturer (50%) in the School of Psychology (1991-2015). Sat on Teaching and Learning Committee. Married with two daughters.	Part-time and flexible working.
Dr Amy Irwin (F)	Full-time Teaching Fellow (2012-date). Employability officer for the School. Sits on Postgraduate Committee. Married with no children.	Teaching track, postgraduates, career development and support.
Dr Madge Jackson (F)	Full-time Lecturer in School of Psychology (2012-date). Sits on Research and Teaching and Learning Committees. Married with two boys (aged 5 and 3) which she had during post-doc phase.	Chair of the Psychology SAT and member of University SAT.
Christianne Laing (F)	Completed PhD student. Hopes to continue into clinical research. Married with school-age daughter.	Postgraduate / early career support and progression.
Dr Doug Martin (M)	Full-time Senior Lecturer in the School of Psychology (2009 – date). Examinations OfficerSits on Research and Teaching and Learning Committees. Part of a dual-academic career family. Married with one child (aged 2).	Flexible working, career transition points, work-life balance. Member of University SAT.
Professor Louise Phillips (F)	Full-time Chair in Psychology (2008 onwards). Postgraduate Coordinator. Sits on SMG and Postgraduate Committee. Married with one child (aged 2).	Maternity leave, career progression, work-life balance.
Laura Prosser (F)	Second year PhD student and PhD year representative.	Postgraduate / early career support and progression.
Dr Matthew Stainer (M)	Full-time Postdoctoral Researcher (June 2015-present). One daughter (aged 3) which he had during the final year of his PhD.	Post-doctoral / early career support and progression.
Dr Rachel Swainson (F)	Part-time Lecturer (60%) (2007 – date). Level three course convenor. Sits on Teaching and Learning Committee. Married with two school-aged children.	Part-time and flexible working.
Dr Bert Timmermans (M)	Full-time Lecturer (2013-date). Level three course convenor. Sits on Research Committee. Married with one daughter (aged 6), which he had during his post-doc phase.	Culture and organisation, survey development and analysis.

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.

The Psych SAT meets on average once a month and is an official School committee that reports to SMG on a quarterly basis. The Psych SAT's integration within the broader University context is achieved by having the College's AS coordinator as a team member (Dr Maria Grazia Cascio) and by the regular attendance and input at Psych SAT meetings by the University's Athena SWAN coordinator (Dr Rhiannon Thompson), the School Administration Officer (SAO), and representatives from HR. Further integration has been attained by having Dr Jackson, Dr Martin, and Dr Cascio as active members of the University's AS team over the past year. The self-assessment process and development of the application form and Action Plan has been achieved with regular and wide-ranging input from key senior staff throughout, and three dedicated SMG meetings were held with the School AS chair over a three month period to discuss issues in fine detail.

Our application and Action Plan has been informed and shaped by a mix of formal/structured and informal/semi-structured self-assessment activities which will be developed and monitored over the next three years. Structured activities have included: analysis of HR data, a staff survey (Sept 2015) which achieved a 74% response rate (18 females, 10 males), postgraduate survey (Sept/Oct 2015) which achieved an 80% response rate (11 females, 1 male), and a focus group (Sept 2015) with early career researchers (5 females, 1 male). We have also garnered opinions from a range of staff and students through informal discussions with individuals, predominantly on the topics of working flexibly and managing career breaks. This more one-to-one approach is feasible and works well in our School due to its manageable size, close connections between staff, and relatively small numbers of individuals facing specific challenges.

We have embarked on a communications strategy to ensure that AS activities and initiatives are clear, accessible, and transparent to all, and to encourage a culture in which related issues can be openly discussed both formally and informally (**AP2.0**). This began with a School meeting in May 2015 which was open to all staff and postgraduates. This meeting was convened to communicate the aims and ethos of Athena SWAN, introduce the self-

assessment team, and promote a range of initiatives designed to support working families. Athena SWAN is now on the agenda of School Staff and SMG meetings, and we will ensure that this continues, closely monitoring engagement, activity, and outcomes (**AP2.1**).

Dr Cascio has regularly attended workshops organised by Equate Scotland, e.g "Athena SWAN Scottish network", "Go for Silver", and "Better with Bronze", during which time she had the opportunity to discuss ideas and good initiatives with representatives from other Universities. Information from these meetings is communicated to Psych SAT members at our regular meetings. She has also attended a School of Psychology staff meeting to increase awareness about Athena SWAN activities, and ensures that issues and actions identified by the Psych SAT members are regularly reported to the Senior Management Group. Dr Jackson has attended a Going for Bronze workshop in Edinburgh (February 2015) and a seminar on achieving Athena SWAN gold in Aberdeen (October 2015). She also attended a Women in Cognitive Science (WiCS) seminar at the European Society for Cognitive Psychology (ESCoP) conference in September 2015, which helped to place this organisation on our agenda regards networking and recruitment.

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.

Athena SWAN has been written into the School's strategic plan (2015-2020). The team will continue to meet quarterly to ensure the Action Plan is implemented successfully, which will be achieved by identifying SAT members with clear responsibility for each of our five Action areas (**AP1.0, AP2.0, AP3.0, AP4.0, AP5.0**).

The composition of Psych SAT will be formally reviewed each year within the context of workload and School administrative duties (**AP1.1**). An annual business cycle of all self-assessment activities will be established in order to ensure an organised and effective programme (**AP 1.2**). We will hold an annual Athena SWAN review meeting comprising Psych SAT and SMG, in order to formally reflect on each year's activities to ensure effective implementation and development of the Action Plan **(AP1.3**). Future planned assessment will commence with establishing a clear schedule of HR/registry data collection and analysis (**AP1.4**). We will develop and improve our staff survey and establish an annual survey

schedule, to ensure that we capture the most relevant information in a manner that can be tracked effectively over time (**AP1.5).** This will also be done for our postgraduate (PG) survey **(AP1.6).** We will hold an annual focus group with early career researchers (PGs, RAs, RFs) (**AP1.7**) and informal, themed lunchtime discussions with academic staff (**AP1.8**), in order to follow-up and explore in more detail any issues identified via the staff and PG surveys. We will also examine the best method to assess AS-related issues among our support staff in the School, numbers of which are low (**AP1.9**).

As we develop our AS communications strategy further, a member of the Psych SAT will be appointed the role of AS Communications Officer. This person will sit on the School's Communications Committee to ensure that key information is relayed in a timely and effective manner (**AP2.2**). Our School-wide Athena SWAN meeting will become an annual feature to bring everyone together on key issues (**AP2.3**). Two main vehicles for reporting Athena SWAN issues within our School will be used - School newsletter (**AP2.4**) and School website (**AP2.5**) - with clear and visible engagement and commitment from the HoS (**AP2.6**).

Word count: 1003– 21APs = 982/1000

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 Psychology provides a vibrant research-led environment for both undergraduate and postgraduate studies. It is one of three academic schools which make up the University of Aberdeen's College of Life Sciences and Medicine (CLSM). The University of Aberdeen has one of the oldest psychology departments in the UK, with the first appointment in psychology made in 1896. Research in the School of Psychology was ranked 19th in the UK by the Psychology, Psychiatry and Neuroscience panel during the 2014 Research Excellence Framework (REF) exercise, and the School was ranked 4th on the basis of the scientific quality of its publications. A wide range of research is covered within the School, grouped around three main themes: Cognition, Perception & Attention, and Social Cognition. Within these themes, specialist groups conduct research funded by various charities, research councils, and industry.

At undergraduate level, we offer single honours degrees in Psychology (BSc & MA) along with a range of joint honours degrees. All of our undergraduate Psychology degrees are accredited by the British Psychological Society (BPS), and we currently have 468 FTE undergraduate students. Active engagement with our student community has resulted in overall National Student Survey satisfaction scores rising over the past few years to 91% over all our degrees. We aim to provide excellent research-driven teaching, which enthuses students for all areas of Psychology, and provides skills in analysis, communication, critical thinking, and decision-making, as well as subject-specific knowledge. We have a dedicated teaching team with individual members of staff assigned to support important aspects of student experience such as: retention, disabilities provision and e-learning. All of the School's academic/teaching staff act as tutors within the University's Personal Tutors scheme, whereby they provide pastoral care and support to psychology undergraduates. Personal tutors meet with their students at least twice a year and provide a first point of contact for pastoral care, signposting for personal and academic skills support within the University as well as providing more general guidance about personal development and employability.

At postgraduate level, we offer an ESRC accredited Masters course in Research Methods (MRes; classed as a research degree). As of 2015, we also now offer a taught MSc (conversion course) in Psychological Studies, which is accredited by the BPS. We have a successful community of postgraduates studying for PhDs (currently 32 PGR students, some of which are also enrolled in the MRes), with a good track record of on-time completion. Our postgraduate students have access to our in-house research methods training, as well as courses in more broad and transferable skills available through the CLSM Graduate School and University.

In terms of staff profile the School currently has 23.6 FTE staff who are on traditional academic research/teaching track contracts. The School has gone through a demographic shift over the past 5 years due to retirement and staff departures/recruitment. Since 2012 we have welcomed 11 new Lecturers (6 F), one new Teaching Fellow (F) and one Chair (M).

HoS has overall responsibility for all aspects of the School and is appointed via a formal process with an interview chaired by the Principal in the presence of external assessors. Following a decision of the UoA Senate earlier this year, an academic line management structure has been implemented with the intention that each line manager will normally manage 15 members of staff. The position of Deputy HoS/academic line manager was also internally advertised and the appointment committee chaired by a Vice Principal (our current DHoS is male). Both HoS and DHoS/AL posts are time limited (5 years), and line management of research-led and teaching-led academic staff is shared between these two persons. The School management is organised in a hierarchy of committees with clear lines of report (see Figure 1). The HoS chairs the School Management Group (SMG) and has responsibility for the overall management of the School. Members of this group chair a lower level committee that has delegated responsibility for the management of each of the key areas with the School: Director of Teaching and Learning (DoTL; Chair of the Teaching and Learning Committee, Male); Postgraduate Coordinator (PGC; Chair of the Postgraduate Committee, Female); Director of Research (DoR; Chair of the Research Committee, Female); Director of Communications (DoC; Chair of the Communications and Engagement Committee, Male). In addition, sitting within the Research Committee we have an Ethics and Governance

Committee currently chaired by a male professor. Athena SWAN is a core part of this committee structure (female chair), currently feeding directly to SMG.

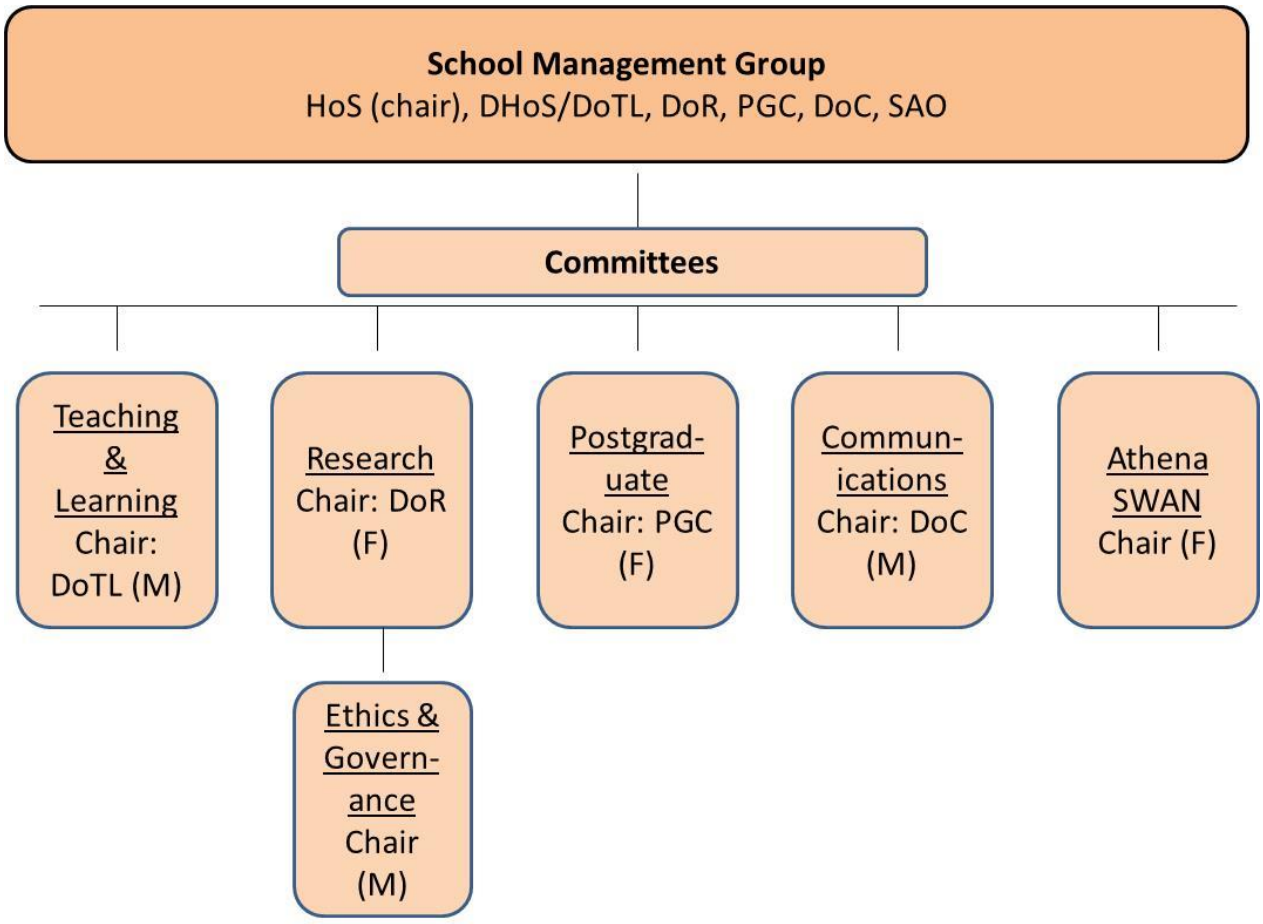


Figure 1: Organisational structure of the School.

(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.

To ensure accuracy, all data provided from HR and student records are based on HESA returns which are circulated between December and January each year. Therefore 2011-2014 is the period in which complete data is available and is what we report throughout (for local data also).

Note that UK HESA benchmarking data used for the national picture for Psychology is from 2013-14 throughout.

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.

We do not have any access or foundation courses for Psychology.

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

Figure 2 reports undergraduate data from students enrolled on our BSc and MA single honours and joint honours Psychology degrees combined. There is no difference between the BSc and MA degrees options in terms of the Psychology courses and components, but BSc students are required to take a higher proportion of supporting science subjects in their first and second year than MA students. Figure 2 shows that the proportion of full-time undergraduate Psychology female students remains relatively stable over the three-year period, averaging at 72%. This is less skewed than the national picture of 80% females for this subject. Figure 2 also shows that overall 89% of part-time undergraduates are female, which is higher than the national average of 78% females; however, the number of part-time students is too low to draw any meaningful conclusions.

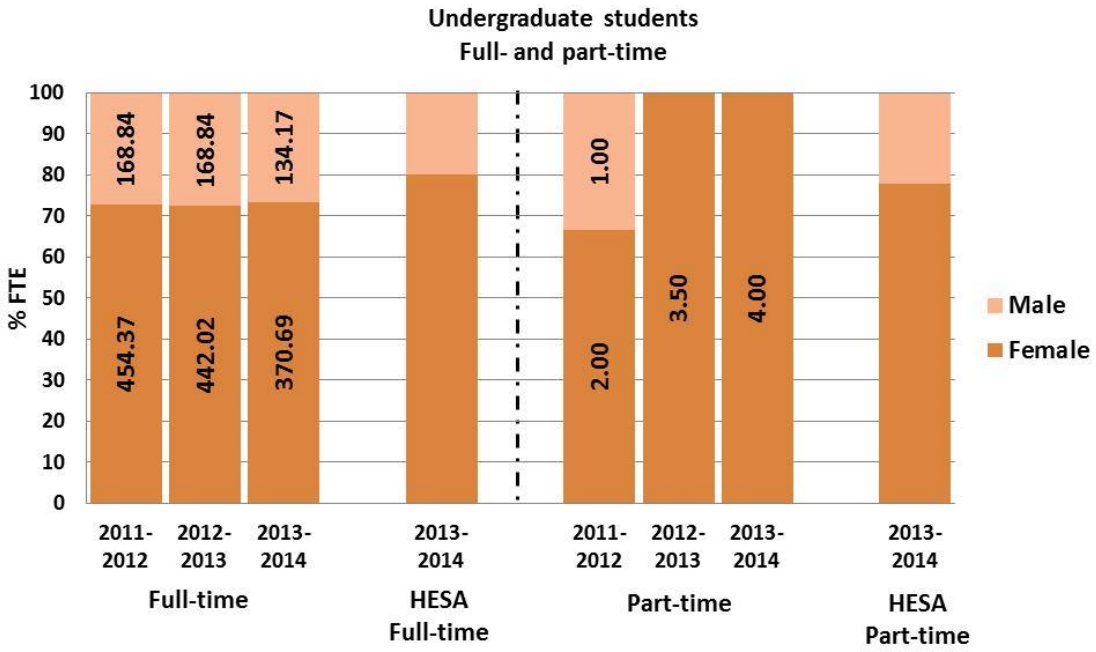


Figure 2: Full-time and part-time undergraduate female:male ratio (%FTE). Absolute numbers are shown on each data bar and represent students from single and joint honours courses combined. HESA data from 2013-14 are provided for comparison.

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

We do not have any PG taught courses for this time period, but we have launched a new taught MSc in Psychological Studies (conversion course) in Oct 2015, and this will form part of our ongoing data assessment (**AP1.4**). There is a Masters in Research (MRes) degree which is classed as a PG Research degree. Many of these students convert to carry out a PhD, and these numbers are incorporated into that analysis in the section below and in Figure 3.

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

Figure 3 shows that on average 79% of full-time PG Research students are female, which is broadly in line with the national picture of 75%. Numbers for those who have completed their supervised study period and are classified as writing up are not included in the graph. Those writing up were: 10 females, 0 males (2011/12); 5 females, 1 male (2012/13); 4 females, 3 males (2013/14). Figure 3 also shows that overall 41% of part-time PGR students are female, which is noticeably lower than the 71% seen nationally. However, numbers are low so it is difficult to draw any meaningful conclusions from these data or to comment on any trends.

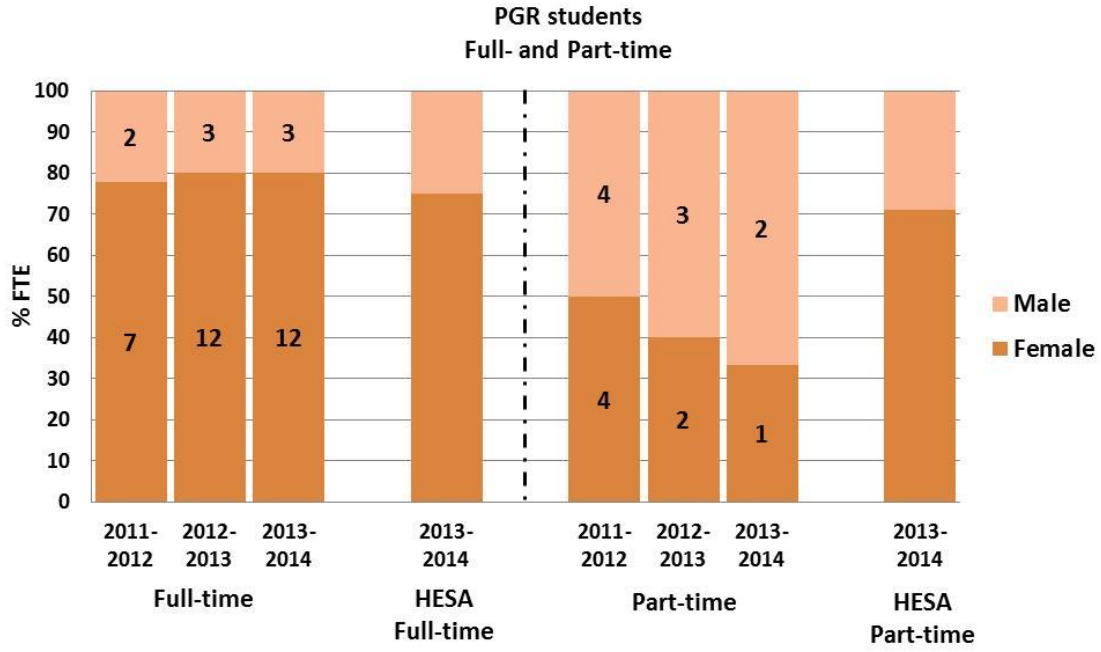


Figure 3: Female:male ratio (%FTE) on full-time and part-time postgraduate research degrees (MRes and PhD students). Absolute numbers are shown on each data bar. HESA data from 2013-14 are provided for comparison.

(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.

Table 2 shows that year on year around 76% of applications are from females. Females are more likely to receive an offer than males but males are more likely than women to accept the offers, such that the proportion of male and female applicants who transfer through from applications to acceptances is relatively balanced. [Note that in 2013-14, the lower rate of offers and acceptances reflects a reduced cap on our intake for that year.]

Table 2: The number of female and male undergraduate applications, offers, and acceptances. Also provided is the percentage of applications from females (column 3), the percentage of applications that progressed to offers (column 4) and acceptances (column 5), and the percentage of applications that converted to acceptances (final column).

Year	Gender	Number of Applications (% females)	Number of Offers (as a % of applications)	Number of Acceptances (as a % of Offers)	Percentage of applications that converted to acceptances
2011-12	*Total*	*1174*	*713 (61%)*	*189 (27%)*	16%
	Female	882 *(75%)*	552 *(63%)*	138 (25%)	16%
	Male	292	161 *(55%)*	51 (*32%)*	17%
2012-13	*Total*	*1197*	*836 (70%)*	*179 (21%)*	15%
	Female	906 *(76%)*	646 *(71%)*	133 *(21%)*	15%
	Male	292	191 *(65%)*	45 *(24%)*	15%
2013-14	*Total*	*1240*	*499 (40%)*	*111 (22%)*	9%
	Female	958 *(77%)*	405 *(42%)*	91 *(22%)*	9%
	Male	283	93 *(33%)*	20 *(22%)*	7%
Total	*Total*	3611	2048 *(57%)*	479 *(23%)*	13%
	Female	2746 *(76%)*	1603 *(58%)*	362 *(23%)*	13%
	Male	867	445 *(51%)*	116 *(26%)*	13%

Regarding postgraduates, Table 3 below shows that 73% of applications were from females in 2011-2012 and 2012-13, but this reduced to 56% female applicants in 2013-14. Overall, females were more likely to receive and accept an offer than males, and a significantly higher proportion of female applicants transferred through as acceptances. Notably in 2013-14, only 9% of male applicants transitioned through compared to 33% of female applicants. There is a

clear gender imbalance here and unfortunately we do not have any School-based information to determine why this was the case. But the Graduate School reports that in general female students tend to be better prepared to accept, while male students apply more widely and may therefore turn down more offers. In order to appraise this better in our School, we will formally monitor the quality of PG applications by gender and record reasons for rejection (**AP3.2.8**).

Table 3: The number of female and male postgraduate applications, offers, and acceptances. Also provided is the percentage of applications from females (column 3), the percentage of applications that progressed to offers (column 4) and acceptances (column 5), and the percentage of applications that converted to acceptances (final column).

Year	Gender	Number of Applications (% females)	Number of Offers (as a % of applications)	Number of Acceptances (as a % of Offers)	Percentage of applications that converted to acceptances
2011-12	*Total*	51	23 *(45%)*	14 *(61%)*	27%
	Female	37 *(73%)*	21 *(57%)*	14 *(67%)*	38%
	Male	14	2 *(14%)*	0 *(0%)*	0%
2012-13	*Total*	40	13 *(33%)*	8 *(62%)*	20%
	Female	29 *(73%)*	8 *(28%)*	6 *(75%)*	21%
	Male	11	5 *(45%)*	2 *(40%)*	18%
2013-14	*Total*	75	19 *(25%)*	17 *(89%)*	23%
	Female	42 *(56%)*	16 *(38%)*	14 *(88%)*	33%
	Male	33	3 *(9%)*	3 *(100%)*	9%
Total	*Total*	166	55 *(33%)*	39 *(71%)*	23%
	Female	108 *(65%)*	45 *(42%)*	34 *(76%)*	31%
	Male	58	10 *(17%)*	5 *(50%)*	9%

(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.

The proportion of individuals within each female and male cohort achieving each degree classification is shown in Figure 4. There is variation year to year, but overall, a higher proportion of females than males achieved a First class degree, similar proportions achieved an Upper Second class degree, and a higher proportion of males achieved a Lower Second class degree. Compared to HESA data (see Figure 4), our female and male undergraduates are

performing better than average on the whole. The overall picture regards gender balance in our School shows that females are outperforming males, which is common for this degree subject.

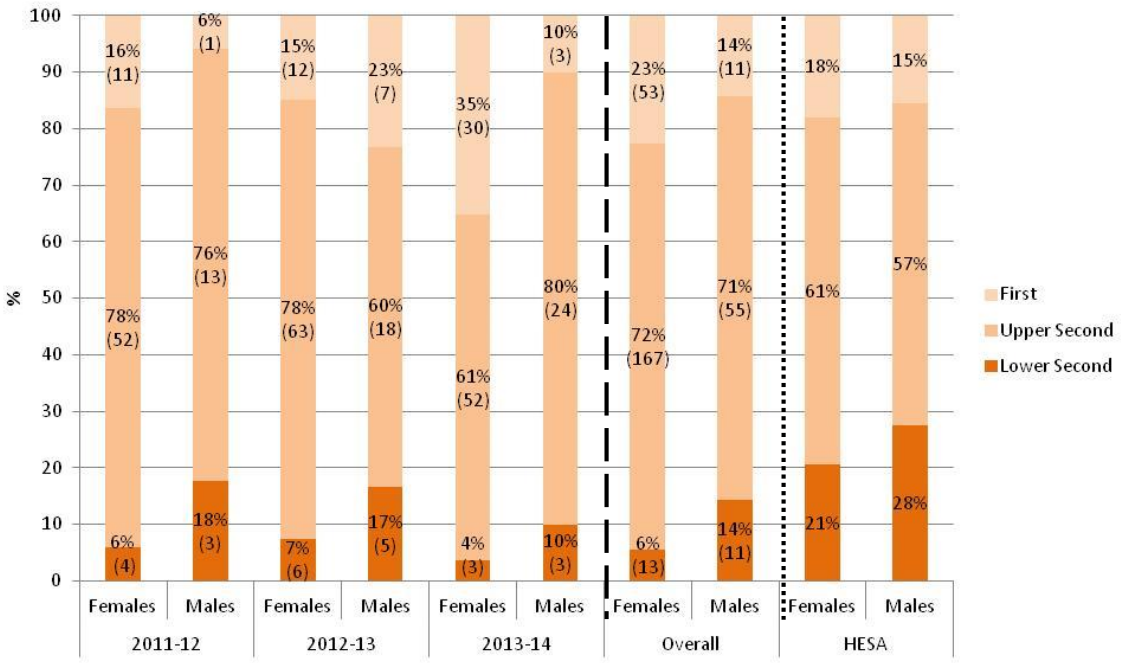


Figure 4: The percentage of female and male final year students achieving First, Upper Second, and Lower Second class Honours degrees. There are no Third Class degrees to report. Percentage values (and absolute headcounts in brackets) are also included on the data bars. HESA data from 2013-14 are provided for comparison.

Staff data

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

Figure 5 shows that there is a tendency for a higher proportion of females than males in teaching-led roles up until STF/grade 8, but our numbers are too low to comment specifically on this. For research-led staff, there is evidence of more females at RA and RF level, but this clearly contrasts with more males than females at Professor level (see also Figure 6). Mindful of this pattern, we will ascertain whether there are any perceived or real barriers to pursuing and progressing in an academic career via the staff and postgraduate surveys (**AP1.5, AP 1.6**)

and discussion groups (**AP 1.7, AP 1.8**). The drop in female Lecturers between 2012/13 and 2013/14 is due to three female Lecturers being promoted to Senior Lecturer.

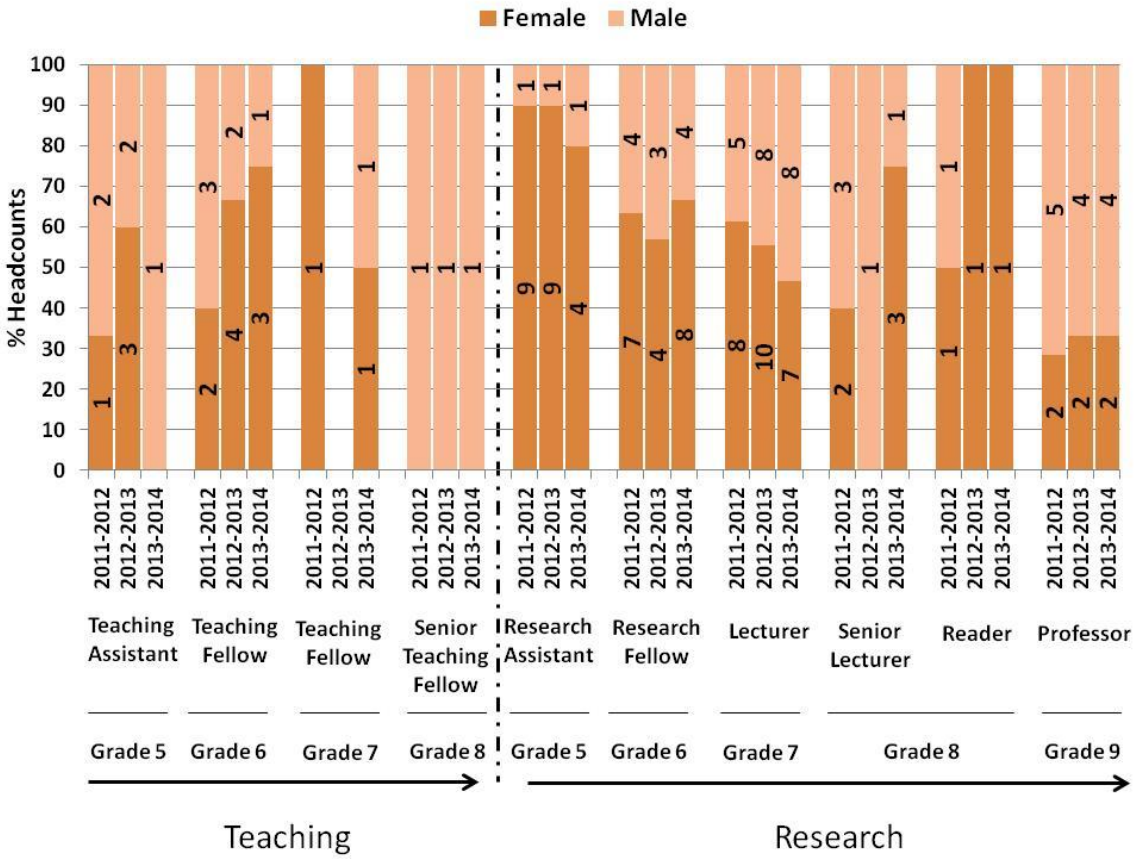


Figure 5: Female:male ratio (% headcounts) of teaching, research, and academic staff across positions and grades. Absolute headcounts are provided on the bars.

While the proportion of professors who are female (32%) is in line with the HESA national average for Psychology of 31%, significantly fewer females than males at this grade is a concern to us. [Note that we do not have any Professors of Teaching and Learning to report, all Professors are research-led.] In addition, our proportion of female Professors has fallen following the very recent retirement of one female at this level. To address this, we will encourage and support internal promotion applications (**AP3.4.1, AP3.4.2**) and specifically encourage external applications from females by advertising via organisations such as the Women in Cognitive Science (WICS) network (**AP3.3.5**), an international organisation which aims to support women in this field. We will also ensure that good support is provided to females at Grade 7 and 8 via improved mentoring (see below and **AP3.3.1, AP3.3.2**) and proactive encouragement and support for career development training (**AP3.3.3, AP3.3.4**).

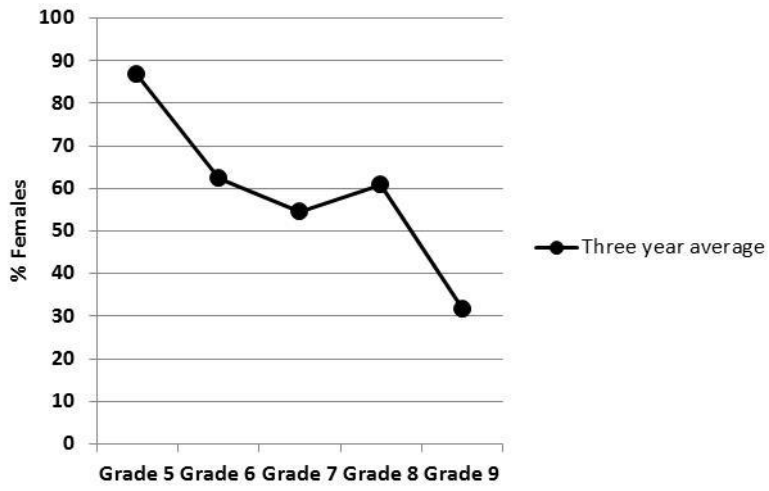


Figure 6: Percentage of females at each research-led academic grade, averaged across 2011-2014. Note that Senior Lecturer and Reader positions are combined at Grade 8.

(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 University has a redeployment system in order to try and reduce redundancy rates. However, our turnover was relatively high some years, especially at Grade 6 where the majority of staff are in funding/activity-limited positions. It varies year to year, but looking at the overall data turnover is higher for females at Grade 5, but there is little gender difference at Grade 6 and a tendency for a higher proportion of male leavers at Grade 8/9. The turnover at Grades 8/9 reflects a natural shift where staff moved on to other academic positions at other institutions. We do not have formal data on leavers from any grade, and we will develop a School exit survey to capture why people leave and whether there are any gender differences here (**AP1.10**).

Table 4: Turnover by grade and gender. Note that grades comprise both teaching- and research-led tracks.

	Total Staff		**Number of Leavers (as a % of total staff)**	
2011-2012				
Grade	**M**	**F**	**M**	**F**
5	3	10	0	2 (20%)
6	7	9	2 (29%)	5 (56%)
7	5	9	0	0
8	5	3	3 (60%)	2 (66%)
9	5	2	1 (20%)	0
2012-2013				
Grade	**M**	**F**	**M**	**F**
5	3	12	1 (33%)	5 (42%)
6	5	8	2 (40%)	0
7	8	10	0	0
8	2	1	0	0 (0%)
9	4	2	0	
2013-2014				
Grade	**M**	**F**	**M**	**F**
5	2	4	0	0
6	5	11	1 (20%)	4 (36%)
7	9	8	0	0
8	2	4	0	0
9	2	4	0	0
Overall				
Grade	**M**	**F**	**M**	**F**
5	8	26	1 (13%)	7 (27%)
6	17	28	5 (29%)	9 (32%)
7	22	27	0	0
8	9	8	3 (33%)	2 (25%)
9	11	8	1 (9%)	0

Word count: 1872 – 14 APs= 1858 / 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.

As Table 5 shows, the number of job applications varies year on year by grade. Overall, there were significantly more female (69%) than male (31%) applicants and appointees at Grade 5, indicative of a higher proportion of females in temporary TA and RA positions. In contrast, the proportion of female applicants declines to 44% / 47% at Grades 7/8. As mentioned above, we will now specifically encourage external applications from females (**AP3.3.5**).

Table 5: Job application and success rates by gender and grade. Only grades for which vacancies were advertised are included in the table per year. [Please note that data collected are not entirely complete because data protection prohibits keeping recruitment data information for more than 6 months. For this reason, shortlisting data is not provided. This will be rectified by HR in years to come].

2011-12				
Grade	**Applications F**	**Applications M**	**% F applicants**	**Appointed (% female)**
7	33	38	46%	4F, 1M (80%)
8	9	10	47%	0F, 1M (0%)
	2012-13			
Grade	**Applications F**	**Applications M**	**% F applicants**	**Appointed (% female)**
5	68	34	67%	2F, 0M (100%)
6	91	70	57%	2F, 2M (50%)
7	7	12	37%	1F, 3M (25%)
2013-14				
Grade	**Applications F**	**Applications M**	**% F applicants**	**Appointed (% female)**
5	14	2	88%	1F, 0M (100%)
6	1	4	20%	0F, 1M (0%)
	Overall			
Grade	**Applications F**	**Applications M**	**% F applicants**	**Appointed (% female)**
5	82	36	69%	3F, 0M (100%)
6	92	74	55%	2F, 3M (40%)
7	40	50	44%	5F, 4M (56%)
8	9	10	47%	0F, 1M (0%)

(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.

Although all those considering applying for promotion are encouraged to discuss their intentions with their line manager, there is no procedural requirement to do so, and anyone can apply for promotion directly. Previously, where deemed appropriate, senior staff have approached the issue of promotions with individual members of staff informally. We are currently formalising the process such that (a) promotion is discussed in Annual Reviews with the line manager, and (b) when the promotion round is announced SMG will review all staff and where there is a realistic chance of promotion will contact individuals and encourage them to apply (**AP3.4.1**).

Table 6 below reports the numbers of applications for promotion and success rates by gender and grade. Summing across the three years shows that the number of promotion applications from Grade 6 was equal across females and males. However, a gender imbalance emerges from grade 7, where fewer females applied. Applications from Grade 8 were balanced across genders. Looking at success rates, males were more successful from grade 6 and grade 8 and females were more successful from grade 7. Numbers are too low to make any specific comment on these data, but we will continue to monitor this (**AP1.4**).

Table 6: Applications for promotion and success rates by gender and grade.

2011-2012				
Grade prior to promotion	**Applications M**	**Promoted M (% success)**	**Applications F**	**Promoted F (% success)**
Grade 6	0	-	1	0
Grade 7	1	0	0	-
Grade 8	2	1 (50%)	1	0
2012-2013				
Grade 6	1	1 (100%)	1	1 (100%)
Grade 7	2	0	3	3 (100%)
Grade 8	0	-	0	-
2013-2014				
Grade 6	1	1 (100%)	0	-
Grade 7	3	3 (100%)	1	0
Grade 8	1	1 (100%)	0	-
Overall				
Grade 6	2	2 (100%)	2	1 (50%)
Grade 7	6	3 (50%)	4	3 (75%)
Grade 8	1	1 (100%)	1	0

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

Recruitment processes are advertised and managed through the University's HR system and complies with the University's equal opportunities policies. University policy states that that "The composition of selection committees will, wherever possible, give due regard to an appropriate gender, race and age balance". The School will endeavour to ensure that both females and males sit on each of our interview panels where possible, and establish a method for formally monitoring this in liaison with HR (**AP4.11**). All staff involved in shortlisting and recruitment processes are required to undertake specific Equality and Diversity training for recruitment processes: we will monitor this in our School and ensure that new staff have completed this within one month of employment (**AP4.12**).

All positions in the School are advertised through the University's centrally managed recruitment system. In future we will also use more female-targeted recruitment channels such as the Women in Cognitive Science (WiCS) network (**AP3.3.5**). To address the lower percentage of females at Professor level, we will ensure a gender balance on Professorial search committees and formally monitor this (**AP3.3.5**), and we will carefully monitor the gender ratio of applicants, offers, and acceptances to Professorial positions (**AP1.4**). Our re-developed website will show good representation of both genders with clear promotion of positive women role models at Grades 7-9 (**AP4.8**).

(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.

Mindful of the trend illustrated in Figure 6, we are in the process of developing a number of formal career support activities for early career postgraduates and staff (RAs, RFs) and academic staff.

Early Career Researchers (Postgraduates, RAs, RFs)

Our Postgraduate survey revealed that 92% felt they have a good working relationship with a supportive supervisor, and 92% felt that there is a good level of networking between PhD students and staff. However, only 25% agreed that there was good support for making the transition from PhD student to the next stage in their career. Fifty eight percent think that a career in academia is an attractive prospect and 50% plan to go on to do post-doctoral research. To ensure better knowledge about academic career choices we are developing our Employability programme for postgraduates to include a specific academic strand, designed to promote and encourage this career path among our (mainly female) postgraduates (Early Career Development Scheme; ECDS - **AP3.2.1**).

Activities will include an annual academic career talk which has been ongoing for a number of years, but we have started to better highlight work-life balance issues. A series of optional workshops, seminars, and online materials will also be delivered, covering topics such as work-life balance, grant writing, networking, and making the transition to academic staff member. Attendance and female engagement will be monitored (**AP3.2.1**).

Based on identified good practice in other Psychology departments (e.g., York), in December 2014 an Early Career Research Forum (ECRF) was created in the School for all postgraduates, RAs and RFs in order to encourage internal networking and communication (**AP3.2.2**). It is currently led by a female PhD student, and leadership of the forum will be changed on an annual basis (**AP3.2.2**). In recognition of the importance of fostering a cohesive junior

research group, the School provides a budget of £500 per annum for ECRF networking activities - this will be reviewed and formally monitored annually (**AP3.2.3**). To gain more regular insight into more specific issues, an informal coffee morning among RFs will also be introduced, and pertinent issues fed back to the Psych SAT (**AP3.2.4**).

Via the ECRF focus group help in September 2015, it was identified that career-based workshops provided by the Centre for Academic Development (CAD) at the University of Aberdeen were in demand and perceived to be useful. However, the system for allocating places on courses was not working efficiently and places filled up too quickly. We will liaise with CAD to ensure the system is improved, attendance will be monitored, and we will assess whether they adequately meet the demand and needs of our early career researchers (**AP3.2.5**).

In 2014, the CLSM introduced a Family Support Award for Scientific Conferences, open to females and males with priority given to early career researchers. This award, introduced and organised by the Athena SWAN CLSM Coordinator and presently funded by the CLSM, provides financial support of up to £250 per person to assist with additional childcare costs that a conference trip away from home might necessitate. One female PhD student in our School who has one-year old twins was given this award in 2015. Budgets are soon to be devolved to School level, and we will commit to continuing this fund in our School in the coming years (**AP3.2.6**).

Making the transition from time-limited research contract to a permanent academic position is a known challenge, and in Psychology the field is getting more competitive. There is also a general culture in the field of Psychology in which RFs are often expected to relocate and gain experience in different labs, which is considered highly advantageous to attaining a permanent (research-led) academic post. Concerns about difficulties relocating if one has children were raised in our early careers focus group, and this issue is perceived as a real barrier to progression particularly among females. We have recently been successful in progressing our internal TFs from temporary to permanent posts in our School (all female), but there is not such a clear route for research-led RFs to progress in this manner. We will monitor the number of internal applicants for lectureship positions by gender and the

percentage of offers and acceptances that ensue (**AP3.2.7**), in order to determine if there any pattern that we need to take note of.

Academic Staff

In accordance with University protocol, all new Lecturers and TFs are given a mentor for the probationary period (three years and one year respectively), who provide support outside of the line manager relationship. Probationary mentors are typically senior staff who act as a point of contact for advice about University, professional and career matters.

Via staff feedback there is a recognised need for a School Mentor scheme to be introduced, in order to provide better support for individuals who face particular challenges at a range of key career transition points from post-doctoral level upwards. The exact nature and structure of the School Mentor scheme will be determined over the course of 2016 via staff discussions, it will be piloted, and rolled out in autumn 2017 (**AP 3.3.1**). The University runs a Career Mentor Programme within each College, in order to support the acquisition of skills and knowledge outside the line management system. However, no Psychology staff currently participate in this scheme (as mentors or mentees), so we will promote and encourage participation in the CLSM Career Mentor Programme (**AP3.3.2**) and our School Mentor Scheme will compliment this in a more tailored fashion.

Academic staff are encouraged to participate in a two-day Principal Investigator (PI) training course coordinated through CAD and HR. An additional Senior PI training course is provided with one scheduled for 2016. PhD Supervisor training is provided by the College and new lecturers in our School have to attend this. These training events are anecdotally perceived as useful, but we do not have a formal system in place for monitoring attendance and feedback. We will assess whether there is any gender imbalance in engagement and experience (**AP3.3.3)**.

The School will actively promote the Aurora women-only leadership development programme and directly identify relevant individuals to apply (**AP3.3.4**). This event requires travel and time away from home, so the School will offer financial assistance to aid childcare costs in the same spirit as the Family Conference Award (**AP3.3.4**).

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?

A revised Annual Review scheme was introduced by the University in 2013. In addition to reflecting on the highs and lows of the previous year, it contains a specific section listing objectives for the year ahead regarding administration, teaching, and research goals, and it has been made clearer on the new form that issues surrounding promotion can be explicitly raised during the meeting. Academic line managers (HoS; DHoS) conduct the Annual Reviews and a comprehensive form provided by HR is used to note and discuss pertinent issues and record meeting outcomes.

To complement the Annual Review, the School has for many years run informal annual 'Research Reviews' where every member of staff discusses with two senior academics their research achievements and aspirations as well as identifying what the School can do to help further their goals. Most staff anecdotally report that these meetings are helpful and constructive. In 2016 the School will also roll out annual 'Teaching Reviews' for all academic staff, which emphasizes the School's commitment to the importance of achievements in this area. The University's promotion criteria for academic staff explicitly take into account administrative, managerial and leadership roles appropriate for each career stage, as well as innovation in teaching and pastoral work. However, via informal discussions staff perceptions are that research criteria are the main driver for promotion decisions. Our new Teaching Reviews should help to re-balance this perception and we will monitor perceptions of these via the staff survey (**AP3.3.6**).

Our staff survey revealed that a higher percentage of females (72%) than males (60%) feel that they receive support and encouragement from their line manager to apply for promotion. However, a smaller proportion of females (61%) than males (80%) reported that they had a good understanding of the promotions process. We will be proactive in encouraging relevant individuals to apply for promotion via the Annual Review process (**AP3.4.1**), and raise better awareness of the promotions process by encouraging attendance at promotions workshops and information sessions (**AP3.4.2**). There is a positive culture within the School that senior staff and line managers offer to provide pre-submission feedback and guidance, and we will now monitor how many staff engage in this process and to what degree it is considered helpful (**AP3.4.3**). In addition, those who have applied for promotion get feedback on their application from senior colleagues and their line manager after the process is completed, and 89% of those that had applied felt that this feedback was useful (83% female – the remainder chose not to disclose response; 100% male). We will continue to monitor this via the staff survey (**AP1.5**).

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

The School did not previously have a formalised induction process for its academic staff and recognised the need to provide this. Only 64% of staff (61% female, 70% male) reported having an induction, and 33% of those that had one said that it was not helpful (36% female, 29% male). In August 2015 we embarked on a process of developing and improving our induction process for academic staff (**AP4.1**), which includes a Handbook containing information on relevant training, development, and networking opportunities, flexible working and family-friendly policies. Meetings with key School staff will also take place. RAs and RFs are generally recruited independently by PIs, and unfortunately there is currently no formalised mechanism to inform the School Administration Officer that a new individual will join the School and no formally recognised School-level induction. We will develop and implement a better mechanism for capturing the start dates of new RAs / RFs, deliver a clear and helpful induction and orientation for this cohort (**AP4.2**).

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Our School has nothing in place specifically for female students, but we provide good support for all students regards career development opportunities and pastoral care. The School has a clearly defined Undergraduate Employability programme which comprises a range of key activities and initiatives designed to enhance graduate attributes and career opportunities. Many of these provide skills and offer support in the context of pursuing an academic career and we will now employ more formal monitoring of these (see Table 7 below, activities are connected with Action Points).

Table 7: Undergraduate employability activities.

Undergraduate Employability Activities		
Activity	**Aim**	**Action Point**
Networking event. (Initiated in 2013)	Level 3 and 4 students have the chance to meet and talk with a variety of employers, experts, professionals and course co-ordinators within a relatively informal setting.	Include a more formalised academic career stand with balanced gender representation, to better promote this particular career path (**AP3.1.1**).
Research-based summer Internships (historical)	Offer 2nd to 4th year students the opportunity to gain valuable research experience in a lab within the School.	Formally monitor this (**AP3.1.2**).
Podcasts (new)	Academic staff talk about a wide variety of aspects of an academic career and offer advice (to include female role models). Complements other podcasts from a variety of non-academic fields.	Monitor web analytics to assess engagement overall (**AP3.1.3**).
Conference participation (historical)	Fourth year students are encouraged to present their thesis work at the Undergraduate British Psychological Society (BPS) Scottish Branch conference each year. Third years are encouraged to attend.	Formally monitor numbers of females and males who present at and attend this event (**AP3.1.4**).
Prizes (historical)	A number of prizes are awarded across all four undergraduate years to acknowledge a variety of academic achievements	Formally monitor prize allocations among females and males (**AP3.1.5**).
Psychology Society presentation (new)	Promote science and academia as a viable and attractive career	A female Professor from the School will give this presentation (**AP3.1.6**).

Both undergraduates and postgraduates are encouraged to attend School Seminar talks which are held weekly during term time, and turnout is good. Postgraduates are also invited to dinner with the speaker, host, and other academic staff members, and their meal is paid for using a dedicated portion of the Seminars Budget. Anecdotally we can report good uptake of both male and female students attending meals, which provides valuable opportunities for networking. We will now formally monitor these numbers by gender and ensure equal opportunities are maintained (**AP4.3**).

All undergraduate students at the University are assigned a personal tutor to advise on pastoral and career issues but there is no process to request a female personal tutor. The Personal Tutor scheme is organised centrally by the University, so we will request at University AS SAT meetings that female students are given the right to request a female personal tutor (**AP4.4**). Each postgraduate research student has two academic supervisors, who provide guidance and support throughout the research process, and an advisor from outside the research team, who acts as a mentor and provides extra feedback and support. A PhD student can request that any or all of these roles is filled by a female. Within our small School, the Postgraduate Co-ordinator knows all of the PhD students individually, and often provides mentoring support when requested. The PG Coordinator was a male over the period 2011-2014, and is now a female, and the role is rotated approximately every three years.

All members of staff take on the role of personal tutor for undergraduate students, and are expected to take on both supervisory and advisory roles for postgraduates. This load is evenly split between male and female members of academic staff. Providing mentorship and pastoral support is formally recognised by the University as part of academic promotion criteria, and seen as an important part of the academic role within our School.

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.

In the School we have five committees to report data from between 2011-2014, presented in Table 8 below. The membership of committees is determined by HoS in consultation with other SMG members. The School's committee structure and membership is circulated to all staff. Membership is reviewed on an annual basis to allow frequent opportunity for many staff to build up committee experience. There is currently a fair representation of females and males on each committee and we will continue to monitor this for these and also our newer Communications and Athena SWAN committees (**AP4.5**).

Table 8: Female and male representation on committees [SMG: Senior Management Group; TLC: Teaching and Learning Committee; PGC: Postgraduate Committee; RC: Research Committee; EC: Ethics Committee]

	2011-2012				2012-2013				2013-2014			
	M	**F**	**% F**	**Chair gender**	**M**	**F**	**% F**	**Chair gender**	**M**	**F**	**% F**	**Chair gender**
SMG	3	2	**40**	M	3	2	**40**	M	3	2	**40**	M
TLC	4	7	**64**	F	4	6	**60**	M	4	6	**60**	M
PGC	2	3	**60**	M	4	2	**33**	M	4	2	**33**	F
RC	3	3	**50**	M	3	3	**50**	F	3	3	**50**	F
EC	4	3	**43**	F	3	3	**50**	M	3	2	**40**	M

(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 female:male ratio of staff on fixed-term, activity/funding limited, and open-ended contracts are presented in Tables 9, 10, and 11 respectively.

There were significantly more females than males on fixed term contracts (Table 9), mainly in research positions. This contract type is only given to posts that will last less than 9 months,

and the number of these contracts has reduced substantially within the School (and the University) since 2011.

Table 9: Female:male ratio of staff on fixed-term contracts.

Staff on fixed term contracts Headcounts									
	2011-2012			2012-2013			2013-2014		
	M	F	% F	M	F	% F	M	F	% F
Teaching staff	1	1	**50**	0	2	**100**	0	0	**-**
Research staff	0	6	**100**	0	0	**-**	0	3	**100**
Academic staff	0	0	**-**	0	0	**-**	0	0	**-**
Total	**1**	**7**	**87**	**0**	**2**	**100**	**0**	**3**	**100**

Activity/funding limited contracts are shown in Table 10. There were more females in teaching and research roles, with research staff representing positions funded externally (i.e., grants) which last more than 9 months. One female was employed on a three-year grant-funded Lectureship to release another PI from teaching duties.

Table 10: Female:male ratio of staff on activity/funding limited contracts.

Staff on open-ended activity/funding limited contracts Headcounts									
	2011-2012			2012-2013			2013-2014		
	M	F	% F	M	F	% F	M	F	% F
Teaching staff	2	3	**60**	2	3	**60**	1	2	**67**
Research staff	4	10	**71**	3	12	**80**	5	9	**64**
Academic staff	0	0	**-**	0	1	**100**	0	1	**100**
Total	**6**	**13**	**68**	**5**	**16**	**76**	**6**	**12**	**67**

Open-ended contracts are shown in Table 11, and reflect permanent positions. The majority of these are academic staff from Lecturer position upwards, and the proportion of females is steady over the years at just under 50%. This data shows a notably lower percentage of females than earlier career stages in non-permanent posts (Table 10). There are fewer females on open-ended teaching contracts, but recently (not reflected in this data) two female TFs were promoted from temporary to permanent positions, and now all our TFs are on permanent contracts.

Table 11: Female:male ratio of staff on open-ended contracts.

Staff on open-ended contracts Headcounts									
	2011-2012			**2012-2013**			**2013-2014**		
	M	**F**	**% F**	**M**	**F**	**% F**	**M**	**F**	**% F**
Teaching staff	3	1	**25**	3	2	**40**	3	2	**40**
Research staff	1	1	**50**	1	1	**50**	0	0	**-**
Academic staff	14	13	**48**	13	12	**48**	13	12	**48**
Total	**18**	**15**	**45**	**17**	**15**	**47**	**16**	**14**	**47**

Many of our action points will serve to raise the visibility and accessibility of strong female role models in permanent academic positions (e.g. career support for undergraduates (**AP3.1**) and early career researchers (**AP3.2**), clear communication of gender equality principles (**AP2.0**), fair representation of female and male seminar speakers (**AP4.6**, **AP4.7**), This in turn should inspire females at the start of their career path to pursue a permanent academic career. Balanced gender representation on promotion material and on our redeveloped website (**AP4.8**) will also continue to encourage females to apply for permanent posts.

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) R**epresentation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

As stated above, committee chairs are individuals who hold core administrative roles within the School (e.g., DoC, DoR), and these core roles have historically been appointed by HoS in consultation with SMG. However, as from 2015, any future appointment to the roles of DoR and DoTL will be subject to internal advertising and interview. We will encourage female members of staff to apply for these senior posts, along with HoS and DHoS/academic line manager positions, and monitor the gender balance on these applications (**AP3.3.7**).

HoS has devolved operational responsibility to chairs of committees, with each committee having a specific range of responsibilities (for example, Research Committee oversees the distribution of the research budget across the school, currently 30K per annum). Committee membership depends on career stage with probationary staff having lower administrative roles than more experienced staff. Committee overload for females is currently not an issue in our school as we have reasonable gender balance across the school up to SL level. The School contributes to institutional plans and procedures via a number of links and committees across Schools, Colleges and at a national level (e.g., representation on Doctoral Training Centres). Female staff are encouraged to consider these roles and appropriate workload adjustments are made for those taking these responsibilities. Currently two members of staff have responsibility for liaising with ESRC and BBSRC doctoral training initiatives (both F).

(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 operates a workload model based on equal teaching loads and administration duties commensurate with the stage of career. Each individual staff member's administrative and teaching load is reviewed in May by the SMG, and the review process balances the needs of the School with career aspirations of the individual staff member. This appears to be working well: a large majority (89%) of respondents in our staff survey reported that they were content with their workload and this was equal across genders (89% females; 90% males).

The School undertakes a number of initiatives to ensure fair workloads for staff at different career stages and that those retuning from long-term leave are adequately supported. All new staff are given approximately one third less teaching and administrative loads and they scale up to the full load by the end of their three-year probationary period. It is understood that with probationary Lecturers there is a balance to be struck between the necessity of an administrative load and an individual's need to build their career in other key areas. Staff who occupy the major leadership roles within the School have a reduced level of small group teaching and lecturing. Individuals returning from long term maternity or paternity leave are given a reduced small group teaching load to facilitate the transition back to work. Staff on fractional contracts contribute in line with their level of FTE.

The University is in the process of implementing its new "fair work for all" workload model which aims to have comparable contribution across Research/Scholarship, Teaching, and Administration across all staff. This fits the spirit of the School's current model. The University is implementing a "Framework for Academic Excellence" (FAE) which will allow the monitoring of workloads via twice yearly staff reviews with line managers, and provide transparency. The new workload model will involve more structured scaling of administrative roles in terms of time commitment and responsibility, which will feed directly in to annual review and promotion processes. The School acknowledges that the University promotion policy explicitly values administrative effort and the expectations in relation to administration

are articulated in the promotion procedures for each grade. Athena SWAN is acknowledged and recognised as a key administrative role for all Psych SAT members, and is incorporated into the School's current workload model. Specific workload allowances were made for the Psych SAT chair in the 4 months prior to the submission date, ensuring that this was the only major administrative task during this key submission preparation period.

In order to ensure that the division of teaching and administrative roles across staff is transparent to all, we will populate our new School intranet site (Sharepoint) with workload information (**AP4.9**). We will also monitor the implementation of the University's new workload model and ensure that there are no gender biases (**AP4.10**).

(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.

All essential staff and committee meetings are held within the University's core hours of 10am – 4pm, but the School is also sensitive to the needs of part-time/flexible staff who work fewer hours. Our Staff survey revealed that fewer females (72%) than males (90%) felt that School/team meetings were held at accessible times. In our first School Athena SWAN meeting held in May 2015, an earlier time for the School's weekly research seminar series was agreed (changed from 3.30-4.30pm to 1-2pm) in order to make it more accessible to our part-time and flexible working staff. This new time was implemented in October 2015, and we will review this annually (**AP5.1**).

(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 is housed in one building which has one large and one small common room in which all staff and postgraduates can gather for tea, coffee, and lunch. There is a collegiate culture in which individuals frequently help each other out and chat about a variety of issues

informally. The HoS is highly visible in the building and staff room and engages with staff frequently. More females than males feel that the School's working environment is "supportive" (83% F, 70% M). However, fewer females than males feel that the School is "welcoming" (61% F, 90% M), "social" (67% F, 80% M), and "inclusive" (44% F, 80% M). Very few staff described the School as "miserable" (4%) or "sexist" (4%) and none described it as "macho". A smaller proportion of females (44%) than males (80%) felt that equality and diversity are valued in the School – we have not explored this more deeply yet but will address this in our future lunchtime themed discussions (**AP1.8**). We endeavour to significantly improve this via all our Athena SWAN activities and will monitor this closely using the staff survey (**AP1.5**). Overall, the survey data are indicative of a School culture that is positive in some areas, but which needs to be better fostered by undertaking a number of positive actions surrounding engagement and communication (**AP2.0**), career support and progression (**AP3.0**), and organisation and culture (**AP4.0**). It is important that the School continues to monitor its culture via surveys (**AP1.5, AP1.6**) and additional group discussion exercises (**AP1.7, AP1.8**).

(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.

The School is mindful of its responsibility to extend its reach and impact beyond the traditional world of academia and maintains links with the North East Scotland Further Education College which has a number of campuses around North East Scotland. Each year a member of staff (female) participates in an information day for students at these colleges. The School also maintains links with the pre-tertiary sector, mainly secondary schools. There have been a number of school work placements within the School over the past few years, one of which was a week-long CareerWISE placement. Two Senior Lecturers (1F, 1M) are current members of the STEM network, with recent engagement with schools.

There is good participation of both males and females (at different career stages) in a variety of other outreach activities that engage the general public, and this engagement is valued

within the University promotion criteria. Also the School has made an explicit commitment to outreach within its current five year plan. Each member of staff is expected to be involved in at least one outreach event every two years. We have not comprehensively monitored outreach activities to date but we will do so from now on in order to get a better picture of how females and males engage with this in our School (**AP4.13**).

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.

Table 12 shows a good return rate for those taking maternity leave. The person who did not return to work in 2011-12 was a Research Assistant at 0.6 FTE, who found employment within a non-academic area of the University.

Table 12: Maternity return rate.

	Taking maternity leave	Returning to work	% returning to work
2011-2012	1	0	0
2012-2013	4	4	100
2013-2014	0	-	-

(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.

Our male staff are supported and encouraged to take paternity leave. One male took formal paternity leave between 2011-2014 for two weeks. One other male became a parent in this period but did not apply for formal paternity leave. Numbers are too low to comment specifically on this area. There were no instances of parental or adoption leave.

(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 have been no formal applications for flexible or part-time working in the three year reporting period. Staff are generally able to work flexible hours without the need for a formal process. The School has a good culture of allowing flexible working and is very supportive, with discussions held between line managers and 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) **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.

Currently one female Lecturer works formal part-time hours (two female part-time RAs left recently when their contracts came to an end). Another part-time female Lecturer (who recently left on the voluntary severance scheme) was granted a flexible part-year working structure that allowed her to work more hours during term-time and take leave for the whole primary/secondary school summer term. Working flexibly/part-time in the School is greatly facilitated by the positive attitude of management, and in the Staff Survey very few felt that flexible working was not supported by the School (no females and 10% males). For staff working under formally agreed part-time/flexible hours, administrative staff proactively assign invigilation and teaching within their working hours. For other staff who work informal flexible hours (e.g., shifted hours to facilitate caring responsibilities), the School is supportive in meeting requests for altered invigilation and teaching times where possible.

However, one-to-one discussions by one of our SAT members [redacted] with staff have highlighted a problem of low visibility of part-time working as a feasible option as well as a lack of clarity with respect to the practicalities and implications of requesting a shift to part-time working. In response to the question in the Staff Survey "*Is it difficult and/or a longer*

process to progress in your School if you work part-time", the majority of individuals were unsure (67% F, 90% M), and fewer said yes (11% F, 10% M). We aim to raise the visibility of part-time working via School- and University-led discussions and seminars on part-time-working (**AP5.2**), to investigate specific issues which we can address in order better to support both current and prospective part-time workers. In addition to adhering to the University core hours, we will also endeavour, where feasible, to hold any half-day workshops or training events delivered in our School from 10am-2.30pm to accommodate our part-time/flexible staff (**AP5.3**). At a University level there is now line management training which includes flexible working practices and how best to support them, and we will ensure that all our line managers complete this course (**AP5.4**).

(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.

Before going on maternity leave, staff meet with HoS and DoTL to determine how workload will be reduced in the run up to leave, and built up again on return. In the past, these have tended to be informal discussions to facilitate flexible solutions depending on the needs and preferences of the woman involved. However, we will introduce more formal minuted meetings in order that there is a clear and agreed record of decisions made (**AP5.5**). The University operates the Keep-in-Touch policy (10 days during maternity leave) which the School fully supports.

If a member of staff returning from leave wishes to change the nature of their contract (e.g. full time to part time) or discuss how to maintain their current working hours but in a different pattern (e.g. starting earlier or later), they discuss this with the HoS. There is generally good flexibility in changing contracts over time, where this fits the wishes of the member of staff and delivery of School business, and we have had successful examples in the past. The School also fully supports anyone wishing to return to work on a phased basis while they build up to their normal hours. There is a strong informal network of women in the School who have recently returned from maternity leave to provide support and advice on these matters. The

challenges and benefits of juggling family and work life is a very regular and animated topic of conversation in all the social spaces in our School.

Individuals returning from long term maternity or paternity leave are given a reduced small group teaching load to facilitate the transition back to work, but we recognise the need to formalise the system (**AP5.5**). We will also assess the feasibility of providing a shared pool of laptops that can be used flexibly, with priority given to those returning from parental leave (**AP5.5**), to support unexpected absences from work related to child illness for example. We already have two examples where provision of a School laptop has significantly been of benefit in this context. School-owned laptops are beneficial as they improve ease of access to office data which are backed up centrally, plus regularly updated programmes and communication services.

Word count: 5054 -59APs = 4995/5000.

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.

<u>Communications</u>

In addition to activities of the Psych SAT already mentioned, the CLSM AS coordinator created an Athena SWAN information leaflet and a pull-up banner to advertise AS activities. Towards the end of the academic term 2015, the leaflet was distributed to all staff and PG students in Psychology and the banner was positioned in a prominent place in the Psychology building.

Professor Mike Greaves
Head of the College of Life Sciences and Medicine

"I am delighted that the College of Life Sciences and Medicine is embarking on a long-term gender equality initiative that fully embraces the principles of the Athena SWAN Charter. My predecessor, Prof Neva Haites (now Vice Principal for Development with responsibility for Equality and Diversity), strongly supported the progression of women into more senior roles by acting as a role model for our female staff. We continue to benefit from her initiatives to develop a culture that is flexible, inclusive and supportive. We have active networks, such as the Esslemont Group, that ensure equality issues remain high on our agenda and that showcase female career journeys. Our college also has pioneered an effective mentoring scheme for all staff, which has contributed to the increase of women in leading positions.

With the Athena SWAN team in place I am confident that over the coming months and years the College of Life Sciences and Medicine will continue to develop as a proud and effective advocate of the achievements of women in academia".

For further details about Athena SWAN within the College of Life Sciences and Medicine:

Visit our new website
www.abdn.ac.uk/clsm/athena-swan/

Follow us on Twitter
@CLSMAthenaSWAN

Contact the CLSM Athena SWAN Coordinator, Dr Maria Grazia Cascio
m.cascio@abdn.ac.uk

www.ecu.ac.uk/equality-charter-marks/athena-swan/

For more information about Esslemont Group (EG) please visit the website
www.abdn.ac.uk/clsm/working-here/athena-swan/esslemont-group

Contact Professor Miep Helfrich
m.helfrich@abdn.ac.uk

UNIVERSITY OF ABERDEEN

Athena SWAN

Recognising commitment

...to advancing women's careers in Science, Technology, Engineering, Mathematics and Medicine (STEMM) in higher education and research

Athena SWAN
Charter for Women in Science

UNIVERSITY OF ABERDEEN

Introduction to Athena SWAN

STEMM (Science, Technology, Engineering, Mathematics and Medicine) disciplines remain unbalanced in terms of gender representation.

Despite some progress, women scientists are still paid less, promoted less frequently, win fewer grants and are more likely to leave academia than similarly qualified men.

What is Athena SWAN?

The Athena SWAN Charter was launched in 2005 and evolved from work between the Athena Project and the Scientific Women's Academic Network (SWAN), to advance the representation of women in STEMM disciplines, in higher education and research.

Athena SWAN Charter Beliefs

The advancement of STEMM subjects is fundamental to quality of life across the globe.

It is vitally important that women are adequately represented in what has traditionally been, and is still, a male-dominated area.

Science cannot reach its full potential unless it can benefit from the talents of the whole population, and until women and men can benefit equally from the opportunities it affords.

Athena SWAN awards

Athena SWAN awards are available in Bronze, Silver and Gold at Institutional or School/ Faculty/Departmental level.

The University of Aberdeen received the Athena SWAN Bronze award in 2012.

Athena SWAN Bronze Award

What is CLSM doing about Athena SWAN?

Please visit our new website www.abdn.ac.uk/clsm/athena-swan/

In some activities, CLSM Athena SWAN is supported by Esslemont Group.

How can you help?

We will be running a few surveys aimed at identifying gender equality issues and obstacles in our staff career progression. Please help by completing them!

We will be running Focus/Working Groups aimed at identifying new ways of helping our staff in their career journey. Please come along if you are asked to!

To ensure your knowledge on Equality and Diversity matters is up-to-date the University has recently introduced an e-training course. Please complete it: www.abdn.ac.uk/staffnet/governance/training

Good Practices in place

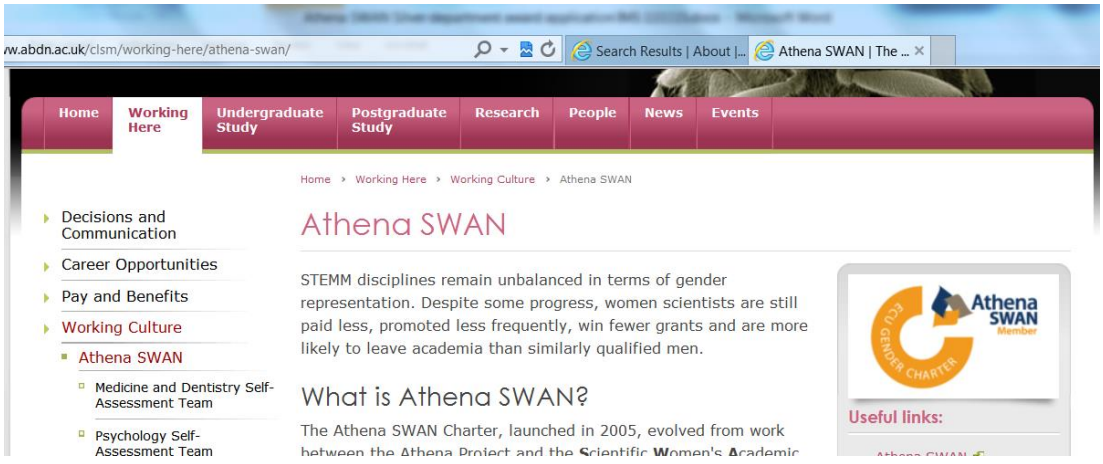
How do we support staff in their career journey?

A few examples:

- **"Induction process"**, which is designed to assist new members of staff to settle in to the life of the University as quickly as possible.
- **"Career Mentoring Programme"** and the "Coaching Programme", which help individual to integrate; to acquire new skills, and to grow in confidence.
- **"Researcher Development Unit"**, which provides a wide range of generic and bespoke career development opportunities.
- **"Fellowship-Mentoring Programme"**, which facilitates the transition to independent researcher.
- **"Family Friendly Policies"** which support work/life balance.
- **"ISSF-Supporting Women Returners Fund"**. Please visit www.abdn.ac.uk/ISSF

Please visit the section "Working here" in www.abdn.ac.uk/staffnet/

The CLSM created an Athena SWAN website (see below) that contains information about the Athena SWAN Charter and principles, the current activities within CLSM, and a range of useful links. The website is kept up-to-date by Dr Cascio. See http://www.abdn.ac.uk/clsm/working-here/athena-swan/



These activities are deliberately kept college-wide to allow our CLSM AS coordinator to disseminate good practice amongst the various Institutes and Schools within the College she supports.

Childcare

The newly extended campus-based Rocking Horse Nursery provides childcare for preschool aged children of students and staff of the University of Aberdeen. The nursery can cater for up to 78 children in its three departments (0-2, 2-3 and 3-5) and it is open from 8.30am to 5.15pm. Currently, four staff and one PhD student from the School of Psychology are benefitting from this childcare provision.

The University has a Childcare Voucher scheme, which is a tax-saving initiative for staff. The Childcare Voucher scheme allows saving money on any kind of registered childcare including childminders, nannies, nurseries, breakfast and after school clubs, play schemes and summer camps, as well as the care element of boarding schools. In addition to this, full-time UK undergraduate and postgraduate students are eligible to apply for the University Childcare Fund that provides assistance with formal childcare expenses.

271 words

6. Action plan

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

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

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

School of Psychology Action Plan

Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
1.0	**Self-assessment Activities**				
1.1	**Psych SAT membership review.**	Establish an annual review of SAT membership to ensure that the SAT comprises a range of individuals from a wide range of grades with clearly defined roles.	First review held by May 2016.	School AS chair	First review held, and the review of SAT membership is incorporated into the annual workload planning cycle.
1.2	**Business cycle of all self-assessment activities.**	Establish an annual business cycle of all self-assessment activities, to ensure a clear programme of local data extraction and analysis, surveys, and discussions. Create a self-assessment database which comprises a clear annual timetable and checklist of scheduled monitoring activities and resulting response rates.	By March 2016.	School AS chair	Business cycle plan established. Database set up.
1.3	**Athena SWAN business review meeting.**	Establish an annual Athena SWAN review meeting between the AS chair and SMG, to discuss progress and implement / develop the Action Plan.	First meeting held by May 2016.	School AS chair; SMG	First review meeting held. Evidence of progress on Actions.
1.4	**Analysis of HR and Registry data.**	Establish an annual schedule of student and staff data gathering and analysis in liaison with HR and Registry, maintained as a checklist.	By Jan 2016.	HR; Registry; School AS chair; University AS coordinators	Schedule agreed with new datasets to be provided in January each year and logged in self-assessment database. Analysis to take place Feb to April annually and recommendations for action made.

1.5	**Establish annual staff survey.**	Review and improve staff survey. Survey analysis to be presented to SAT and SMG and key issues arising from the survey are discussed in SAT meetings and as appropriate the Action plan to be amended. Establish as an annual survey incorporated into SAT and School planning.	Survey revised by May 2016. By Sept 2016.	Psych SAT	Revised survey launched. Staff response rate to be at least 80%. Discussions held at SAT and SMG. Action plan amended as appropriate. Survey incorporated into the business cycle.
1.6	**Establish annual postgraduate survey.**	Establish postgraduate survey as an annual process incorporated into SAT and School planning. Survey analysis to be presented to SAT and SMG and key issues arising from the survey are discussed in SAT meetings and as appropriate the Action plan to be amended.	Established by May 2016. By Sept 2016.	Psych SAT; Postgraduate Committee	Survey set up and run. PG response rate to be at least 80%. Survey incorporated into the business cycle. Discussions held at PG Committee and SMG. Action plan amended as appropriate.
1.7	**Focus Group with early career researchers.**	Establish an annual discussion group with early career researchers, ensuring that a cross section of researchers (PhD/RA/RF and M/F) attend. Report on key issues to be presented to SAT and as appropriate the Action plan to be amended in the light of issues raised.	By end 2016.	School AS chair; Psych SAT early career representatives	At least one discussion held. Feedback discussed at SAT. Action plan amended as appropriate. Plans for future focus groups incorporated into business cycle.
1.8	**Establish themed lunch discussions.**	Hold two to three informal, themed lunch discussions for staff annually. Capture any issues raised for follow up with SAT. Amend Action plan as appropriate.	By end 2016.	Psych SAT	At least two lunches to be held in 2016. Good engagement across staff with attendance and themes recorded and key issues reported to SAT. Plans for future discussions incorporated into business cycle.

1.9	**Develop self-assessment activities for support staff.**	Hold Psych SAT discussion to define best approach. Make decision on what and how to implement. Implement self-assessment tools for support staff. Issues raised reported to SAT. SAT to review effectiveness of approach and make recommendations for amendments	Approach defined by end 2016. Implemented by end 2017.	Psych SAT	Approach for self-assessment activities for support staff is defined. Self-assessment exercise completed and issues reported to SAT for action. Action plan amended as appropriate. Plans for future support staff self-assessment incorporated into business cycle.
1.10	**School exit survey.**	Develop and implement School exit survey aimed at all staff leavers. Review responses on an annual basis and report any key issues to SAT for action and amend Action Plan as appropriate.	By August 2016. By August 2017.	School administrator; Psych SAT	Exit survey implemented and all leavers invited to complete survey. Annual report presented to SAT. Incorporated into business cycle.
Item	**Objective**	**Specific Actions and Implementation**	**Timescale**	**Responsibility**	**Success Criteria/Outcome Measures**
2.0	**School Engagement and Communication**				
2.1	**Athena SWAN on agenda of School Staff and SMG meetings.**	Ensure that Athena SWAN is on the agenda of every School Staff and SMG meeting. SAT will capture any issues raised for follow up discussion.	Established in June 2015. SMG meet monthly, Staff meetings are twice a year.	School AS chair; SMG	Discussions held at SMG and Staff meetings. Matters arising discussed at SAT and Action plan amended as appropriate.
2.2	**Athena SWAN communications lead.**	Establish a Psych SAT member role to lead our AS communications strategy. This person will sit on the School Communications committee to facilitate cross-talk.	By Jan 2016.	Psych SAT	Individual SAT lead and membership on the Communications Committee is established.

2.3	**School-wide Athena Swan meeting.**	Establish an annual School-wide Athena Swan meeting. Inclusive of all academic, teaching, and support staff, early career researchers and postgraduate students. Key issues will be communicated and there will be an open forum for discussion.	By May 2016.	HoS; School AS chair	Meeting held. Attendance at least 80%. Matters arising discussed at SAT, and Action plan amended as appropriate. Plans for future meetings incorporated into business cycle.
2.4	**Athena SWAN in School newsletter.**	Include Athena Swan in our new quarterly School newsletter. Communicate related departmental issues and activities. Feed back progress to the whole School on a regular basis.	By February 2016.	DoC	Regular articles and updates in School newsletter, showing evidence of engagement and action.
2.5	**Athena SWAN in School website.**	Include Athena Swan in School website. The School website is currently under development. Once completed, Athena Swan updates and information on related activities and initiatives will be a core part of this.	By March 2016.	DoC	Psych SAT member information will be displayed and updated regularly. Regular articles and updates, showing evidence of engagement and action.
2.6	**High engagement from HoS.**	Evidence of high engagement from HoS. HoS will: host the annual business review meeting (AP1.3); convene the annual School-wide meeting (AP2.3); encourage completion of staff and PG surveys (AP1.5; AP1.6); provide an annual progress update on Athena SWAN in the School newsletter.	By end 2016.	HoS	High visibility of HoS support in School meetings, and via email and School newsletter. HoS activities incorporated into business cycle.

Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
3.0 Career Support and Progression					
3.1	**Undergraduates**				
3.1.1	**Academic Career stand at undergraduate Networking event.**	Present an Academic Career stand at the annual undergraduate Networking event. Both female and male academic staff will be represented at the stand.	Jan 2016.	School Employability Officer	Presence of an Academic Career stand at the annual undergraduate Networking event, represented by both female and male academics.
3.1.2	**Monitor School-based research internships.**	Record number of applications and internships awarded by gender.	Commence April 2016.	School internship coordinator	Incorporated into business cycle and recorded in self-assessment database.
3.1.3	**Psychology Academic podcasts.**	Provide and monitor podcasts of Psychology Academics talking about their career. This will reflect both teaching- and research-led academic positions, and represent both females and males.	By August 2016.	School Employability Officer	Incorporated into business cycle. Web analytics to assess engagement recorded in self-assessment database.
3.1.4	**Engagement in Undergraduate British Psychological Society Conference.**	Monitor numbers of fourth year students who present at and attend the Undergraduate British Psychological Society Conference (Scottish Branch).	March 2016.	Thesis coordinator; DoTL	Incorporated into business cycle and recorded in self-assessment database.
3.1.5	**Monitor Undergraduate prize allocations.**	Maintain a clear record of prize allocations by gender.	By July 2016.	Examinations Officer	Incorporated into business cycle and recorded in self-assessment database.

3.1.6	**Aberdeen University Psychology Society presentation.**	Promote science as a career for women via the Aberdeen University Psychology Society. Delivered by a female Professor.	By April 2016.	School Employability Officer	Presentation delivered. Incorporated into business cycle.
Item	**Objective**	**Specific Actions and Implementation**	**Timescale**	**Responsibility**	**Success Criteria/Outcome Measures**
3.2	**Early Career Researchers (PGs, RAs, RFs)**				
3.2.1	**Establish an Early Career Development Scheme (ECDS) for postgraduates.**	(a) Develop a clear and updated School Employability Action Plan. (b) Deliver an annual Academic Career Talk. (c) Provide a range of workshops and seminars related to pursuing an academic career.	(a) By May 2016. (b) November 2016. (c) By Sept 2016.	School Employability Officer	(a) Documented and archived in School records. (b) Good attendance record at annual Academic Career talk. (c) Good attendance record at ECDS workshops and seminars. Monitoring incorporated into business cycle and attendance recorded in self-assessment database.
3.2.2	**Early Career Researcher Forum (ECRF).**	Establish an Early Career Researcher Forum (ECRF). Open to all PGRs, RAs, and RFs. The role of ECRF Chair will be rotated on an annual basis, recorded, and show evidence both female and male leadership.	ECRF was established Dec 2014. New chair to be appointed Dec 2015.	ECRF chair; School AS chair	Clear presence on School website with promotion of scheduled activities and events. New chair appointed Dec 2015. Positive feedback obtained via annual focus group.
3.2.3	**Support ECRF activities.**	School to provide financial support for networking activities - currently £500, to be reviewed annually.	Budget reviewed August 2016.	School finance officer	Activities held. Record of money allocated and expenditure.

3.2.4	**Introduce informal coffee mornings for RFs.**	Coffee mornings will be held for RFs to informally discuss Athena SWAN related issues. Organised by RF who sits on SAT.	Commence Jan 2016.	Psych SAT RF representative	Frequent coffee mornings held.
3.2.5	**Encourage and support participation in early career workshops.**	Liaise with CAD to ensure efficient and effective provision and allocation of spaces. Workshops will be promoted via email. Monitor participation and feedback via PG and staff surveys, and ECRF focus group.	CAD liaison to commence Jan 2016. Survey May 2016. ECRF focus group by Sept 2016.	University AS coordinators; Psych SAT	Good engagement in workshops. Positive feedback via surveys and focus group. Issues fed back to SAT and discussed. Action plan amended as appropriate.
3.2.6	**Family Conference Award.**	The School will provide an annual budget to support attendance at the Family Conference Award.	Budget set August 2016.	Award Coordinator; HoS	Applications and awards are made to individuals in the School.
3.2.7	**Monitor Internal applications for Lectureship positions.**	Establish a record of internal applications, offers, and acceptances (by gender) for Lectureship positions.	Commence at next vacancies round.	School Administrator	Monitoring incorporated into business cycle and recorded in self-assessment database. Action plan amended as appropriate.
3.2.8	**Monitor the quality of PG applications.**	Establish a record of applications and offers, and reasons for rejection, by gender.	October 2016.	PGC	Monitoring incorporated into business cycle and recorded in self-assessment database. Action plan amended as appropriate.

Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
3.3	**Academic staff**				
3.3.1	**School Mentor Scheme**.	a) Establish a working group to assess issues. b) Assess nature of demand for mentors among staff via informal lunch discussion. c) Investigate best practice in other departments. d) Implement and evaluate pilot scheme. e) Roll-out mentor scheme to all staff.	a) Jan 2016 b) Jan-April 2016 c) June 2016 d) Nov 2016 – June 2017 e) Oct 2017 ongoing	SMG	a) Working group established. b) Informal lunch discussion held. c) Best practice investigated in other departments. d) Pilot scheme implemented and evaluated. e) Mentor scheme launched.
3.3.2	**Participation in CLSM Career Mentor Programme.**	Promote and encourage participation in CLSM Career Mentor Programme. Monitor participation, perceptions, and engagement via Staff survey.	Commence Jan 2017.	Mentor Scheme Coordinator	Monitoring incorporated into business cycle and recorded in self-assessment database.
3.3.3	**Encourage attendance at career development and support workshops.**	Encourage and monitor attendance at School, College/University-led career development and support workshops: PI training, PhD Supervisor training, grant writing workshops. Attendance and usefulness of workshops assessed via annual staff survey.	By May 2016.	HoS; DHoS; DoR	Monitoring incorporated into business cycle and recorded in self-assessment database. Survey shows clear evidence of engagement from females and males and positive feedback.
3.3.4	**Aurora women's leadership programme**	Promote and support participation in the Aurora women's leadership programme. Financial support for childcare costs will be offered.	Sept 2016, annually.	HoS; DHoS	Individuals were encouraged to apply, and had opportunity to attend. Women attended.

3.3.5	**Proactively encourage females to apply for academic positions.**	Advertise all academic positions via networks such as the Women in Cognitive Science network. Ensure balanced gender representation on Professorial Search Committee.	Commence at next vacancies round.	SMG	Applications for Lecturer, Senior Lecturer, and Professorial positions show evidence of gender balance. Professorial search committee has balanced gender representation.
3.3.6	**Monitor Teaching & Learning reviews**.	Monitor participation and perceptions via Staff survey.	Commence March 2017.	HoS; DoTL	Monitoring incorporated into business cycle. Staff survey shows evidence of 100% participation and positive feedback.
3.3.7	**Encourage female staff to apply for core/senior administrative roles**	The roles of HoS, DHos, DoR, DoTL, and line manager, will be now be advertised internally. We will encourage female members of staff to apply for these posts and monitor the gender balance on these applications.	Commence at next vacancies round.	HoS; DHOS	Applications and acceptances will be monitored by gender. Monitoring incorporated into business cycle and recorded in self-assessment database.
Item	**Objective**	**Specific Actions and Implementation**	**Timescale**	**Responsibility**	**Success Criteria/Outcome Measures**
3.4	**All Staff**				
3.4.1	**Proactively encourage promotion applications.**	Promotion is discussed in Annual Reviews with line manager. When promotion round is announced, SMG will review the stage of all staff (via annual reviews), and will contact relevant individuals and encourage them to apply.	Commence October 2016.	SMG; HoS	Promotion discussions have taken place during Annual Review and documented in the form used during this exercise. SMG have met to review and identify staff. Action plan amended as appropriate.

3.4.2	**Raise awareness of the promotions process.**	Promotions workshops will be advertised throughout the School to raise awareness and encourage participation.	Dec 2015-Jan 2016.	HoS	Increased understanding of process among females (> 75%) obtained via Staff Survey.
3.4.3	**Feedback on promotion pre-submissions.**	Assess the usefulness of feedback on promotion applications prior to submission.	By May 2017.	SMG; Psych SAT	Positive feedback in staff survey on promotions support prior to submission.
Item	**Objective**	**Specific Actions and Implementation**	**Timescale**	**Responsibility**	**Success Criteria/Outcome Measures**
4.0	**Organisation & Culture**				
4.1	**Improve academic staff inductions.**	Create and maintain up-to-date Staff Handbook. Meet with key senior staff members to cover aspects related to teaching, research, admin, ethics, pastoral support within 2 weeks of start. First probationary meeting with Line Manager/Head of School and Mentor within 6 weeks of start.	Commenced August 2015, ongoing.	SAO	Up to date Staff Handbook. Adherence to key meetings schedule will be monitored and recorded via an 'induction/probation' checklist comprising dates and details. Evidence that new staff received the induction and found it useful, via checklist and staff survey. Action plan amended as appropriate.
4.2	**Improve early career (RA/RF) staff inductions.**	Formalise a mechanism to inform School administrator of early career researcher recruitment. A section of Staff Handbook will be devoted to issues pertinent to early career researchers.	By March 2016.	SAO	New induction system clearly documented via checklist. A section of Staff Handbook is devoted to early career researchers. Evidence that new staff received the induction and found it useful, via checklist and staff survey.

4.3	**Encourage Seminars networking.**	Encourage female and male early career researchers to interact with leading Seminar speakers in an informal setting. PGs, RAs, and RFs will be invited to dinner with the speaker and host each week. There is a budget set aside to enable up to three early career individuals to attend per dinner.	2015, ongoing.	Seminar organisers; Seminar hosts	Data will be formally recorded and show a balanced number of females and males attend every year. Monitoring incorporated into business cycle and recorded in self-assessment database.
4.4	**Right to request the gender of Personal Tutor.**	The School will request that the University allows students the right to request the gender of their Personal Tutor.	By Dec 2016.	School AS chair	Discussed as part of the agenda of University SAT.
4.5	**Monitor gender balance on all committees.**	Proactively ensure gender balance is maintained on all committees and formally record this.	2015, ongoing.	HoS; School administrator	Monitoring incorporated into business cycle and recorded in self-assessment database. Action plan amended as appropriate.
4.6	**Monitor gender balance of Seminar speaker.**	Maintain a balanced representation of female and male Seminar speakers and formally record this.	Commenced October 2015, ongoing.	Seminar organisers	Monitoring incorporated into business cycle and recorded in self-assessment database. Action plan amended as appropriate.
4.7	**Monitor gender balance of Anderson Lecture speakers.**	This is a prestigious annual talk given by eminent individuals in Psychology and open to University staff and students and the general public. It is important to show positive female and male role models in this capacity. Maintain a balanced representation of female and male Seminar speakers and formally record this, with trends analysed over a 6 year period.	Commence 2016, ongoing.	HoS	Monitoring incorporated into business cycle and recorded in self-assessment database. Action plan amended as appropriate.

4.8	**Balanced gender representation on School website.**	Ensure that both females and males are fairly represented on the new School website.	By June 2016.	DoC	Visible women role models at Grades 7-9 on the School website.
4.9	**Improve transparency of teaching and admin roles.**	Teaching and admin roles will be made available to all staff via our new intranet site (Sharepoint).	By June 2016.	School administrator; DoTL	Teaching and admin roles are available to all staff via our new intranet site (Sharepoint).
4.10	**Monitor new Workload Model**	Gather staff perceptions and feedback on the new workload model via Staff survey and lunchtime discussion group.	By August 2017.	Psych SAT	Evidence of positive feedback via staff survey and discussion groups.
4.11	**Monitor gender balance on recruitment selection panels.**	(HR agrees on a system in which to record and extract this data clearly and efficiently. Implement record system.	By July 2016.	HR; School AS chair; SAO	HR has agreed a system in which to record and extract this data clearly and efficiently. Record system is implemented. Monitoring incorporated into business cycle and recorded in self-assessment database.
4.12	**Equality and Diversity training.**	Ensure that all staff have completed the Equality and Diversity training provided by the University.	By March 2016.	SAO	All staff completed training.
4.13	**Monitor outreach activities.**	Twice yearly assessment of outreach activities to monitor levels of engagement by females and males.	Commence Feb 2016.	DoC	Monitoring incorporated into business cycle and recorded in self-assessment database.

Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
5.0	**Flexibility and managing career breaks**				
5.1	**Hold School seminars and theme meetings within core hours 10am-4pm.**	Seminars and other core theme meetings will be held at times most accessible for staff and visitors, within 10am-4pm. Seminar times are reviewed on an annual basis, considering timetabling and travel logistics. Other theme meetings are reviewed annually.	Review by June 2016.	Seminar organisers; School AS chair; Theme meeting organisers.	Annual review of seminars and theme meetings. Action plan amended as appropriate.
5.2	**Raise visibility and awareness of issues surrounding part-time/flexible working.**	(a) Hold informal lunch discussion on part-time/flexible working. (b) Contribute to a part-time/flexible working seminar led by College/University.	a) By August 2016 b) By Nov 2017	School AS chair; University AS coordinators; SMG	(a) Informal lunch discussion is held on part-time/flexible working. (b) A part-time/flexible working seminar is led by College/University with contributions from Psychology. Plans for future discussions/activities on this issue incorporated into business cycle.
5.3	**Timing of key School meetings, workshops, and training events.**	Staff and committee meetings and any training workshops and events will be held between 10am-4pm where possible. Meetings and workshops particularly pertinent to our part-time staff will also be scheduled to accommodate their working hours, where possible.	Commenced, ongoing.	Meeting chairs/workshop organisers; SAO; School AS chair	Annual review of meeting/workshop times at AP1.3. Action plan amended as appropriate.
5.4	**Line manager training.**	Ensure all line managers undertake line management training provided and monitored by HR.	By Jan 2017.	HoS; HR	All line managers have completed the training.

5.5	**Formal and proactive assessment of workload for those taking a career break.**	Before going on leave, staff will have a formal meeting with HoS and DoTL to discuss how best to manage workload on their return. Minutes will be recorded and a set of agreed outcomes will be documented and archived. Via staff survey, show evidence that 100% of relevant staff have received this meeting. Follow-up meeting on return to ensure adequate support is provided. Assess the feasibility of providing a shared pool of laptops that can be used flexibly, with priority given to those returning from leave.	Assessment process commence Jan 2016. First survey data, May 2016. Laptops discussed by Dec 2016.	HoS; DoTL	Incorporated into business cycle. Minutes and outcomes logged. Action plan amended as appropriate.