**2024 September update to Athena Swan Silver Action Plan (for all other information, see full Silver application here:** [**https://www.abdn.ac.uk/psychology/about/selfassessment-team-303.php**](https://www.abdn.ac.uk/psychology/about/selfassessment-team-303.php)**)**

**Red = Not started, Amber = In progress but not completed or target not met, Green = Completed or superseded, target met.**

**[Notes in blue refer to changes to Action Plan]**

| **Action No.** | **Action** | **Analysis** | **Key milestones** | **Timeframe**  Start,  End | **Owner(s)** | **Measure** |
| --- | --- | --- | --- | --- | --- | --- |
| **A** | **Increasing the percentage of women in T&R roles** | | | | | |
| **A1** | We will explore and implement strategies to support internal Senior Lecturer candidates towards promotion to Reader/Professor. | Key to attaining our 2025 target for Professorial gender parity is to continue our programme of actions supporting the promotion of internal candidates from Senior Lecturer to Professor.  We currently do not have any Readers, which can be a stepping-stone towards Professor. The informal discussion of promotions revealed people are unsure the purpose of the Reader role and how to attain it.  We need to find out the knowledge and opinions about becoming a Reader/Professor among our Senior Lecturers.  Utilizing this knowledge, we need to best support women to promotion to Reader/Professor. | **A1.1** We will hold a focus group with Senior Lecturers to gauge their knowledge and opinions about the Reader/Professor roles. | Aug 2020,  Sept 2020 | EDT lead | Copies of notes from focus group circulated to all attendees for further comment. Summary of focus group sent to HR partner and staff development team in preparation of meeting to discuss next steps. |
| **A1.2** We will meet with our HR partner and a representative from the University staff development team to discuss how our Senior Lecturers can be better prepared for promotion to Reader/Professor. | Oct 2020,  Jan 2021 | EDT lead | A report summarizing the findings of both the focus group and recommendations from the HR/staff development meeting to be submitted to SMG and University Equality, Diversity, and Inclusion Committee (EDIC). |
| **A1.3** SMG will develop and circulate a support guide for promotion from Senior Lecturer to Reader/Professor. | Jan 2021,  Dec 2021 | HoS | 75% of Senior Lecturers report that the promotion support guide is useful, in feedback questionnaire following circulation of support guide. |
| **Overall target** | | | Our interim target is to have at least one additional woman promoted to Reader or Professor by 2022 (currently <50% women are Professors and no women are Readers).  Our overall target is to have Professorial gender parity by 2025. |
| **A2** | We will increase the number of women applying and being shortlisted for Teaching & Research posts. | Our proportions of women T&R staff are currently lower than the national benchmark.  On the two occasions when we have advertised T&R posts since 2015, women have been in the minority of those applying (42%), shortlisted (32%), made offers (42%), and appointed (40%).  We need to increase the number of women appointed to T&R roles, we need to increase the number of women applying for and being shortlisted for T&R posts. | **A2.1** We will lobby the University to allow the School to make new Teaching & Research appointments in the next financial year (July 2021). | July 2021,  Aug 2021 | HoS | University approve new appointments |
| **A2.2** We will form a search committee, comprising equal numbers of women and men, to search for suitably qualified female candidates to target for encouragement to apply. | Aug 2021,  Dec 2021 | HoS, All staff, DoR | Long-list of suitable candidates for “targeted encouragement” circulated to SMG.  At least 50% of applications from women (previously 42%). |
| **A2.3** We will use recently published WISE guide to ensure job advert text worded to avoid gender bias.  [Used Gender Decoder: https://gender-decoder.katmatfield.com/] | Jan 2022,  Dec 2022 | HoS, DoR, SAO, HR partner, EDT | EDT and HR agree job advert to be free from gender bias. |
| **A2.4** We will ensure shortlisting process is free from gender bias. | Oct 2021,  Nov 2021 | HoS, DoR | Percentage of shortlisted women matches the percentage of women applying. |
| **A2.5** We will offer Skype interviews and/or cover costs of childcare for interviewees. | Nov 2021,  Dec 2021 | SAO | Records kept of whether Skype interviews or costs of childcare are required. |
| **A2.6** Selection panels to be challenged on single gender dominated shortlists. | Nov 2021,  Dec 2021 | HR partner | Evidence that any single gender dominated shortlists have been challenged by HR. |
| **Overall target** | | | Our target for is for at least 50% of shortlisted candidates for T&R post to be women (previously 32%) |
| **A3** | We will increase the number of Research-Only staff employed in the School at Grade 7 or above. | We currently have no Research-Only staff above Grade 6.  Feedback from the ECRF and informal discussion of promotions revealed that most staff are unaware that Research-Only staff can get promoted from Grade 6 to Grade 7, whilst employed on a funding-limited contract.  We offer a range of support for Research-Only staff who wish to apply for independent fellowships, but uptake has been low.  The School needs to do more to ensure that becoming a Senior Research-Only member of staff is a viable career path. | **A3.1** We will organise an annual School-specific information session on promotions for Research-Only staff and their line-managers. | Jan 2021, then embedded | DoR, HR partner | 75% of Research-Only staff and PIs attend the information session. |
| **A3.2** We will add information about promotion for Research-Only staff into the induction materials. | Jan 2021,  April 2021 | DoR, SAO | 100% of new Research-Only staff show awareness of promotions process in annual staff survey. |
| **A3.3** We will monitor whether promotion is discussed during Research-Only Annual Reviews. | April 2021,  Oct 2021,  then embedded | DoR, SAO | At least 85% of Research-Only indicate, in their Annual Review feedback, that promotion was discussed during their review. |
| **A3.4** We will encourage Research-Only staff to engage with School and University support for applying for fellowship funding. | Aug 2020, to July 2022 | School-specific Business Development Officer, DoR | At least 5 applications for individual fellowships submitted by July 2022  [4 fellowships, 1 standard RG) |
| **A3.5** We will make the School’s extensive employability materials and events available for Research-Only staff. | Aug 2020, then embedded | DoR, Employability Officer | Research-only staff report increased perceived support in the 2021 ECRF Athena SWAN focus group. |
| **Overall target** | | | Our target is to have at least one Grade 7 Research-Only staff member by 2023 (currently 0).  [Note, Research-only staff told us that they wanted support to achieve permanent jobs instead. We therefore changed focus: 7 Research-only staff have achieved tenured lectureships since 2019] |
| **A4** | We will lobby the University to encourage it to adopt a policy that removes barriers preventing academic staff who were on full-time contracts from returning to them following a change to part-time status (as is the case for P&S staff). | The University has a policy where transition from part-time back to full-time after a career break requires a funded “business case” required to explain where specific monetary value will be added by the person moving back from part-time to full-time.  This policy potentially discourages or prevents staff from moving from part-time back to full-time contracts. As most people in this situation are women who have had children, there is likely to be a gender imbalance here. | **A4.** Members of the EDT will petition the University to adopt a full-time returners policy at meetings of the Gender Action Plan Working Group, Gender Equality Steering Group, Reward strategy Working Group, UCU E&D committee, Senate, and at Quarterly meetings with the Principal/Vice Chancellor | Aug 2020,  when a policy change is made | EDT representatives on all listed committees | The University adopting a policy that removes the barriers preventing academic staff who were full-time from returning to full-time.  [University flexible working policy 2024 is now clear that arrangement can be temporary] |
| **A5** | We will monitor the uptake, gender balance, and effectiveness of Annual Review for Research-Only staff. | There is currently no monitoring of the uptake and effectiveness of Annual Review for Research-Only staff.  We believe that people should be encouraged to complete an Annual Review as this is an important means for an effective career development for early career researchers. | **A5.1** We will hold two information sessions on Annual Review for Research-Only staff and current PIs. | Jan 2021, | DoR, HR partner | 75% of Research-Only staff and PIs attend an information session. |
| **A5.2** We will arrange to have Annual Review training sessions for all PIs who will need to act as reviewers. | April 2021,  June 2021 | DoR, HR partner | 100% of PIs who have not been trained as Annual Reviewers receive training. |
| **A5.3** We will add twice yearly reminders about holding Research-Only staff Annual Reviews into the School’s annual business cycle. | June 2021,  Jan 2022,  then embedded | DoR, SAO | Research-Only Annual Review reminder messages circulated via email. |
| **A5.4** We will monitor the uptake of Research-Only staff Annual Reviews. | Oct 2021,  April 2022,  then embedded | DoR, SAO | 100% of Research-Only staff/PIs submit completed Annual Review paperwork, including feedback form, across calendar year (currently < 20%). |
| **A5.5** We will monitor the efficacy of Research-Only staff Annual Reviews. |
| **A6** | We will provide additional support for those whose funding applications are unsuccessful. | Most grant applications are rejected.  The School offers informal support for researchers whose funding applications are unsuccessful, with applicants invited to arrange a meeting with the DoR to review any feedback they received and to plan next steps; unfortunately, meeting uptake is very low (< 20%; 80% women).  We think people would be more likely to benefit from feedback and support if it were pre-emptively arranged. | **A6.1** We will pre-emptively arrange post-mortem meetings with applicant, internal reviewers, and DoR, to review any feedback received and to plan next steps. | Jan 2021, then embedded | DoR | 100% of applicants whose grants are rejected meet for a post-mortem meeting (currently < 20%). |
| **A6.2** Those receiving grant rejections to be offered support to apply for University funding of up to £2000 to support a resubmission or to pursue a different line of fundable research. | Jan 2021, then embedded | DoR | At least 50% uptake of funds offered to applicants whose grants are rejected. |
| **A7** | We will improve the process of induction for Research-Only staff by further improving School-specific induction process. | There is currently no School induction process for Research-Only staff, which can lead to slower integration. | **A7.1** We will liaise with our HR partners to introduce a system to provide advanced notice of new Research-Only contact details and start dates. | Aug 2020,  Dec 2021 | SAO | Policy agreed with HR. Practice tested with the School given advanced notice of 100% of new Research-Only appointments.  [Now given advanced notice by IT] |
| **A7.2** We will introduce a School induction process for Research-Only staff, based around the successful induction we introduced for Teaching & Research staff in 2016. | Jan 2021,  April 2021 | DoR, SAO | 100% of new Research-Only staff receive the new induction. |
| **A7.3** We will ask staff who receive the revised induction to provide feedback as to its effectiveness and how it might be improved. | Survey sent 1-month following induction | SAO | At least 80% of staff who receive the new induction indicate in feedback that it was useful. |
| **A8** | We will seek to increase uptake of mentoring, buddying, and coaching schemes. | The University runs mentoring, coaching, and buddy schemes. While the School has several mentors and staff being mentored, uptake of both the coaching and buddy schemes is low.  It is particularly important to ensure that Research-Only staff are provided with mentors.  Mentoring, coaching, and buddy schemes offer divergent opportunities for career support. We want to ensure that all staff are aware of the availability of these schemes and their potential benefits. | **A8.1** We will create the role of School Mentoring/Coaching Champion to be undertaken by a senior academic. | May 2021,  June 2021 | HoS | Mentoring Champion appointed during annual admin review. Details of Mentoring Champion role and duties circulated to all staff and PG students. |
| **A8.2** All Research-Only staff to be assigned a mentor who is an early career academic. Mentors assigned as part of the new induction process. | May 2021,  June 2021 | HoS | Mentoring Champion meets with all Research-Only staff and appoints a mentor. |
| **A8.3** We will invite the Staff Development team to come to a staff meeting to provide information about the mentoring, coaching, and buddying schemes. | Jan 2022, | SAO | 90% of existing staff are aware of mentoring, coaching, and buddy schemes in the 2021 annual staff survey (not currently asked about in survey). [30% coaching, 80% mentoring, 2023] |
| **A8.4** We will include information about the schemes in inductions for all new staff. | Dec 2021, then embedded | SAO | 100% of new staff are aware of coaching and mentoring in annual staff survey. [As above] |
| **Overall target** | | | In 2022 staff survey, at least:   * All Research-Only staff assigned a mentor * 15 academic staff report being involved in mentoring * 5 staff report using the buddy scheme [No longer available] * 5 staff report using the coaching scheme [3 currently] |
| **A9** | We will examine why the uptake of Keeping-in-Touch days is so low in the School. | During the period 2012-2018, only 9 of 70 possible KIT days were used.  We ran an initial anonymous survey of those who had taken maternity leave since 2013, which indicated that staff were aware of KIT days but chose not to use them. However, we do not know the reasons why women chose not to sue them.  We want to know why there is such a low-uptake of KIT days and whether there are any barriers (e.g., lack of additional childcare), beyond personal choice, that prevent people from making use of this scheme. | **A9.1** We will run a focus group with women who took maternity leave since 2013, to gauge their opinions of the KIT scheme and to assess whether there are any barriers, beyond personal choice, that prevented them from making use of the scheme. | May 2021,  August 2021 | EDT lead | Summary report from the focus group to be submitted to SMG, HR and University E&D committees. Action plans devised accordingly. |
| **A10** | We will introduce a leave checklist and review process. | Currently, we do not formally monitor whether those returning from maternity/paternity/parental/adoption leave successfully reintegrate into the School.  We need to ensure that all staff receive appropriate support before, during and after leave. | **A10.1** We will design a leave checklist to ensure that staff going on long-term leave receive adequate support before, during and after their leave. | July 2020,  May 2021 | SAO | Checklist prepared and sent to SMG for approval. |
| **A10.2** We will use the leave checklist during scheduled pre-leave and post-leave meetings with line-managers. | June 2021, then embedded | SAO | 100% of staff on leave, and their line-managers, submit completed checklist to SAO 3-months before and 3-months after leave. |
| **A11** | We will setup and run a School exit survey to find out why staff intend to leave and what their next career destination will be. | Although the numbers are small, for Research-Only staff, women are more likely to be made redundant and men are more likely to resign to take up other posts.  The University runs an exit survey, but the return rate is very low. | A11. We will setup a School-specific exit survey. The survey will be sent, via email, to all staff who leave the School. | Jan 2021, then embedded | SAO | 75% of leavers complete the exit survey (currently < 10% for University-wide system).  [On consultation, numbers are too small for exiting staff to remain anonymous with School survey. We therefore instead encourage people to complete the University exit survey] |
| **B** | **Creating an inclusive, equal, and supportive environment for our students** | | | | | |
| **B1** | We will increase the proportion of UG applications from men. | As is the case across the sector, there is a clear gender imbalance in the School’s undergraduate population, as 84% of our students are women.  Across the reporting period, the number of UG applications from men has decreased by 17%, whereas the number of applications from women has increased by 10%.  If we want to have less gender imbalance in our undergraduate population, we need to ensure there is less of a gender imbalance in applications from men. | **B1.1** We will ensure gender balance in UG testimonials used in marketing materials. | Sept 2020,  Aug 2021 | Communication team lead | Gender parity in testimonials from students in marketing materials. |
| **B1.2** Emphasise the broad nature of psychology and associated careers beyond clinical/educational psychology on School website and in Open Day materials. | Sept 2020,  Aug 2021 | Communication team lead | Publication of updated website and Open Day materials. |
| **B1.3** Produce a recruitment leaflet, to be distributed at school outreach and engagement events, that makes clear that psychology is a science and that the degree includes acquiring skills in statistics, computing, and research design. | April 2021,  Aug 2021 | Communication team lead | Distribution of recruitment leaflet at all school outreach and engagement events. |
| **B1.4** Encourage more men to attend our UG Psychology Open Days by increasing advertising of these events. | June 2021, then embedded | SAO, DoTL, Communication team lead | At least 25% of those registering for Open Days are men by 2023 (currently less than 20%). [Lobbying University to provide these data automatically] |
| **Overall target** | | | Our target for the end of the award period is for at least 25% of our UG applications to be from men (currently 19%). |
| **B2** | We will seek to ensure that selection procedures for students are free from gender bias. | We need to ensure the University’s selection process is free from gender bias that might exacerbate gender imbalance in our undergraduate population.  Our data suggest a small but consistent gender imbalance in the ratio of applications to offers, with women around 8% more likely to be offered places than men.  It is possible the gender imbalance in the ratio of applications to offers is due to differences in entry qualifications.  However, it might also be caused by stereotype-driven bias at the level of selection. | **B2.1** We will work with the student admissions team to examine whether there is a gender imbalance in entry qualifications among people applying for a place on our degrees. | April 2021,  Dec 2021 | DoTL, School Recruitment Officer | Summary report of gender imbalance in psychology recruitment submitted to SMG, head of admissions, Uni E&D groups. Action plans devised accordingly. [Currently advising on new platform for automatic reporting] |
| **B2.2** We will lobby the University to seek to ensure that all selectors receive training in the potential influence of unconscious bias, stereotypes and prejudice. | June 2020,  June 2021 | EDT lead | 100% of admissions selectors undergo unconscious bias training. |
| **Overall target** | | | Our target for the end of the award period is for at least 25% of our applications to be from men (currently 19%). |
| **B3** | We will examine, and address, why men UG students have lower attainment. | Our analysis suggests men UG students perform more poorly at sub-honours levels, are more likely to drop-out, and are less likely to get a first-class degree.  We need to understand whether our women and men students have divergent needs and how these can be addressed. | **B3.1** We will work with the student admissions team to examine the relationship between gender, entry qualifications, and student attainment. | April 2021,  Dec 2021 | DoTL, School Recruitment Officer, Exams Officer | Report examining gender, entry qualifications, and student attainment submitted to School UG committee. Action plans devised accordingly. |
| **B3.2** We will conduct quantitative research into potential gender differences in attainment, satisfaction and retention. | Sept 2020,  May 2023 | DoTL, EDT lead | Report examining gender, student attainment, satisfaction and retention submitted to School UG committee. Action plans devised accordingly. |
| **B3.3** We will conduct qualitative research with UG students from all levels into student experience (i.e., interviews and focus groups). | Sept 2020,  May 2023 | DoTL, EDT lead |
| **B3.4** We will conduct exit questionnaires to examine the student experience and leaving reasons of students who wish to leave UG psychology courses early. | Sept 2020, then embedded | DoTL, School Senior Personal Tutor | Exit questionnaire completed by 67% of early leavers (rolling total). [Note, instead, 2023 audit of request to leave forms, as these are filled out by 100% of students. No gender imbalance was found and no gendered reasons for leaving] |
| **B3.5** We will ensure that in small group teaching men are at least in pairs, so they do not feel isolated. | Sept 2020, then embedded | DoTL | In all small group teaching, men are at least in pairs.  [Instead, after consultation with students, we allowed all students to sign up to their preferred timeslot] |
| **Overall target** | | | By end of the award period, male UG first class degree attainment to be at national benchmark (HESA = 24%). |
| **B4** | We will challenge stereotypes associated with studying psychology through engagement with local schools. | Research suggests academic course choices are influenced by societal gender stereotypes.  The School's own quantitative and qualitative research into stereotypes associated with academic disciplines, indicates that psychology is more strongly associated with feminine and female stereotypes than are most other disciplines.  Challenging such stereotypes requires engaging with children from a young age - well before they make school subject choices. | **B4.1** Further extend the School's collaborative initiative with the Aberdeenshire Philosophy Café in schools "Challenging Stereotypes of Academia" programme. | Aug 2020,  June 2021 | DoTL, School liaison officer, EDRG lead. | Increase the number of Aberdeenshire Council schools in which events are held to 100% (currently 75%, 12/17). |
| **B4.2** We will monitor and evaluate the uptake of the programme by schools and by gender. | June 2021, then embedded | EDT lead, EDRG lead. | Uptake report circulated to Aberdeen Philosophy Café, local schools and EDT. |
| **B4.3** Extend the "Challenging Stereotypes of Academia" programme to Schools in Aberdeen City. | Aug 2021,  June 2022 | DoTL, School liaison officer, EDRG lead. | Hold events in 50% (7/14) of schools in Aberdeen City (currently 0 schools in Aberdeen City). |
| **B4.4** Further extend the "Challenging Stereotypes of Academia" programme in both City and Shire. | Aug 2022,  June 2023 | DoTL, School liaison officer, EDRG lead. | Hold events in > 75% of Schools across both the City and Shire (24/31 schools; currently 12 of 17 schools in Aberdeenshire alone). |
| **B5** | We will increase coordination of outreach and engagement activities. | As a School, we undertake considerable number of outreach and public engagement events each year and celebrate these in our quarterly newsletter.  Many of our activities are organised in a piecemeal manner, with individual staff agreeing to do events when they are approached directly.  We do not actively involve our students in outreach and engagement activities, which denies them an opportunity of developing useful transferrable skills. | **B5.1** We will create the role of Outreach and Engagement Officer, to oversee and coordinate activities. | June 2020 | HoS | Outreach and Engagement Officer appointed by HoS and described in annual circulation of admin duties. |
| **B5.2** We will create a pool of UG and PG volunteer student helpers to assist with outreach and engagement activities. | Sept 2020, then embedded | DoTL, Outreach & Engagement Officer | Names and contact details of volunteer student helpers recorded and stored in outreach and engagement folder on the School’s shared admin drive. |
| **B5.3** We will award an annual student prize for commitment to outreach and engagement. | May 2021, then embedded | DoTL, Outreach & Engagement Officer | Inaugural student outreach and engagement prize to be announced at the School’s external exam board meeting. |
| **B6** | We will revise the School’s workload model to formally recognise outreach and engagement with workload points. | If the School is to encourage staff to increase public engagement and dissemination, it needs to formally reward these activities through the workload model. | **B6.1** We will form a working group comprising members of the UG and PG committees, to gather information and develop a policy around allocating workload points for outreach and engagement. | July 2020,  April 2021 | DoTL | Working group report submitted to SMG outlining at least one possible means of allocating workload points for outreach and engagement. |
| **B6.2** We will assign workload points for engagement and dissemination activities. | June 2021, then embedded | HoS, DoTL | All staff receive engagement and dissemination points (0-points for no activities) |
| **B6.3** We will use annually assigned points to monitor the gender balance of those participating in engagement and dissemination activities. | Aug 2021, then embedded | EDT lead | EDT circulate an annual summary of engagement activities. |
| **B7** | We will further develop and deliver training and consciousness raising materials for staff and students in HE. | If we want to create a more equal and diverse environment we need to ensure current staff and students in the School, and across the University, are aware of the potential influence of “social bias” in HE (i.e., stereotypes, prejudice, discrimination, and unconscious bias).  We need to further increase awareness of the effects of social bias in HE.  In the last two years, we have run a number of successful training and consciousness raising events on social bias (including unconscious bias).  To make this training available to all new staff and students, we will develop an online version. | **B7.1** Develop an online version of School’s unconscious bias training. | Aug 2020, Oct 2023 | EDRG lead, EDT lead | 100% of staff have completed training at the end of January every year from 2022 (currently ~80%). |
| **B7.2** EDRG will deliver interactive workshops and roadshow events on “Social Bias”. Feedback will be gathered and monitored. | Sept 2020,  Oct 2023 | EDRG lead, EDT lead | At least two events take place, including at the 2020 Fresher’s Fair per year. |
| **B7.3** We will develop and distribute postcard guides to “social bias” for dissemination across all staff and students. | Sept 2020,  Oct 2023 | EDRG lead, EDT lead | Postcard guides to “social bias” distributed to all staff, via internal mail, and freely available to all students. |
| **B8** | We will undertake research into E&D in HE through the EDRG. | We feel E&D across the HE sector is more likely to increase when policy and practices are grounded in evidence-based research. As psychologists, we feel it is our responsibility to actively undertake and disseminate research that might help improve E&D.  We setup the EDRG to help investigate the social and cognitive factors that influence gender imbalances in our School.  While this research focuses on the issues we face in our School, many of the findings are applicable to other psychology departments and disciplines. | **B8.1** We will fund an annual summer internship on research in Equality and Diversity in Higher Education. | May 2021, then embedded | DoR, EDT lead | Annual research report submitted by undergraduate E&D summer intern on completing internship.  [Note, we have funded 3 per year, 6 total] |
| **B8.2** The EDRG will undertake secondary data analysis and modelling work on School, University, and national datasets. | May 2021,  output reviewed annually | EDRG lead, EDT lead | Publication of an annual summary of the School’s E&D research activities and findings on the School webpages. |
| **B8.3** The EDRG will develop lab-based research to investigate novel ways of attenuating gender imbalance in our School. | May 2020,  output reviewed annually | EDRG lead | Dissemination of research findings through publication in peer-reviewed journals, conference presentations, and public engagement. |
| **B9** | We will work with Athena SWAN leads from psychology departments in other University’s to reinvigorate networks for sharing best practice. | One of the most effective ways of disseminating the findings of research and best practice is to get interested parties to meet on a regular basis.  This worked very well with the Athena SWAN Psychology Network (ASPoN).  We will work with colleagues from other institutions to develop and reinvigorate Athena SWAN Psychology Networks | **B9.1** We will further develop our existing links with the AS lead [partner university]. | June 2020,  Oct 2023 | EDT lead | Increased sharing of information between Aberdeen and [partner university]. At least one face-to-face meeting per year.  [Emails sent Jan 2023, April 2024; Sept 2024; No response; other links being sought] |
| **B9.2** We will arrange a virtual meeting of AS Psychology leads from across Scotland. | Autumn 2020, | EDT lead | Hosting a virtual meeting of AS Psychology leads Scotland, with representatives from at least 50% of eligible departments attending. |
| **B9.3** We will contact the original organisers of ASPoN to gauge their interest in reinvigorating the network. | Summer 2021 | EDT lead | Email correspondence with ASPoN organisers.  [Email sent March 2024 but no response] |
| **C** | **Increasing awareness of our equality challenges, actions, and impacts** | | | | | |
| **C1** | We will increase awareness of the School's equality challenges, actions, and impacts through the publication of annual “living document” update to our current Athena SWAN application on each anniversary of outcome**.** | While staff awareness and engagement with the Athena SWAN process is excellent, there is consistent evidence of lower levels of engagement among UG and PGR students.  As students represent the next generation of researchers, we need to increase awareness of E&D issues within our discipline and the role played by our equality monitoring, analysis, actions and impacts.  The School aspires to become a beacon of E&D in HE. To further this aspiration, we want to have an easily accessible public record of the challenges we face, our actions to address these challenges and our progress. | **C1.1** Publication of the AS Silver application on the School website. | Dec 2020 | EDT lead, Communications team lead | Through the publication of the School’s 2020 Athena SWAN application on the School’s Athena SWAN webpage. |
| **C1.2** Preparation and publication of annual update to the “living document” on anniversary of outcome. | Dec 2021,  output reviewed annually | EDT lead, Communications team lead. | Through the publication of the School’s annual E&D report and action plans on the School’s Athena SWAN webpage. |
| **C2** | We will increase awareness of the School’s equality challenges, actions, and impacts by redesigning and expanding the School’s E&D webpages. | Following our 2015 analysis, we took action to create dedicated Athena SWAN webpages. These pages include descriptions of the SAT and the School’s commitment to the Athena SWAN charter, and links to the Athena SWAN website, our Athena SWAN Bronze Award and action Plan, the Family Support Award Scheme, and the Early Career Research Forum.  We think these webpages would benefit from being redesigned into an Athena SWAN mini site that better captures the narrative timeline of our Athena SWAN journey (i.e., based around our Challenges, Actions, and Impacts) and to provide a more user friendly and comprehensive overview of available support. | **C2.1** Forming an Athena SWAN web design working group to collate information and design structure and content for the new web pages. | April 2021,  Aug 2022 | EDT lead; SAO; Comms lead. | Holding 6-weekly meetings of the web design working group.  [Embedded into EDI committee meetings, held 6 weekly] |
| **C2.2** Produce a mock-up of the new web design. | June 2021,  Aug 2021 | EDT lead | Mock-up of new web design presented at August 2021 staff meeting for consultation. |
| **C2.3** University web design team to implement the new design. | Sept 2021,  April 2022 | Comms lead. | Link to functional version of web pages circulated to all staff and PGR students for consultation. |
| **C2.4** Publish the newly designed web pages. | Aug 2022,  output reviewed annually | EDRG lead; SAO; Comms lead. | Formal launch of web pages |
| **C3** | We will increase PGR engagement with E&D issues and the Athena SWAN process. | The response rate for the postgraduate survey is considerably lower (33%) than for the staff survey (80%).  Analysis of the free-text responses and discussion at PGR-student-staff liaison meetings suggest the low response rate is indicative of a lack of engagement with E&D issues. Specifically, it seems many PGR students do not perceive there to be equality issues within our School or psychology as a discipline. | **C3.1** We will hold an annual E&D lunch for PGR students, where we will provide an overview of the Athena SWAN process and ongoing E&D issues and actions within the School. | Oct 2020, then embedded | EDT lead, DoPGT, DoPGR | A response rate of at least 67% in the next annual PGR Athena SWAN survey (currently 35%).  [Improved but at 53%]  [EDI feedback box was not considered useful by the PGR students; instead, we appointed two EDI PGR and one ECR EDI rep to collect feedback informally, as well as the annual survey.] |
| **C3.2** We will add E&D feedback and suggestions boxes to the shared PGR workspaces. | Oct 2020, then embedded | EDT lead |
| **C4** | We will actively promote the AS process to our UG & PGT students to increase their awareness and engagement with E&D issues. | While most staff have been actively involved in increasing E&D within the School, there has been less involvement of UG and PGT students.  As students represent the future generations of researchers and academics, it is important that they are aware of the issues that exist and how these can be challenged. | **C4.1** We will recruit two PGT student representative to become members of the EDT | Oct 2020, then embedded | EDT lead | Participation of PGT student representatives in EDT meetings. |
| **C4.2** We will introduce annual School-wide surveys to include UG and PGT students | Oct 2021, then embedded | EDT lead | At least 50% survey completion rate.  [Currently n = 40, or ~6%, UG only] |
| **C4.3** We will add E&D issues as a standing item to all staff-student liaison meetings. | Sept 2020, then embedded | DoTL | E&D issues discussed and recorded in the minutes of staff-student liaison meetings. |
| **C4.4** We will encourage and support student-led E&D events. | Sept 2020, then embedded | DoTL, EDT lead, EDT student representatives | Hosting at least one student led E&D event annually. |
| **C4.5** We will host an annual Athena SWAN/E&D lecture open to students from all disciplines. | Oct 2022, then embedded | EDT lead | Hosting annual Athena SWAN/E&D lecture.  [Annual EDI event, not always lecture e.g. film screening & panel discussion] |
| **Overall target** | | | 2022 UG and PGT E&D survey indicates that at least 80% of students show awareness and understanding of Athena SWAN principles and the School’s work to address these.  [Currently 76%, UG only] |
| **C5** | We will make online E&D training mandatory for all psychology staff and students. | The University's online E&D training is currently mandatory for all staff and undergraduate students. However, it is not currently mandatory for PGT and PGR students.  We feel that knowledge of challenges and best practice in E&D would be furthered by making online E&D training mandatory for all staff and students. | **C5.1** Ensure all PGT & PGR students are allowed access to the University’s online E&D training. | June 2020,  Oct 2021 | EDT Lead | Mechanism agreed to allow PGT and PGR students access to University’s online E&D training. |
| **C5.2** Set aside time in PGT classes for completion of training. | Oct 2021, then embedded | DoPGT, DoPGR | Time in a registered class scheduled for E&D training. |
| **C5.3** Ensure all staff and students complete the School’s new online unconscious bias training (see **B7.1**) | Jan 2023,  then embedded | SAO; DoTL; DoPGT; DoPGR | 100% of staff and students have completed training at the end of January every year from 2023. |
| **C5.3** Monitor uptake of E&D training. | April 2023, then embedded | SAO; DoTL; DoPGT; DoPGR | 100% uptake of E&D training by PG students. Summary of uptake to be included in School’s Annual E&D report. |
| **C6** | We will ensure annually that all stakeholders within the School have fair representation on the EDT and that all School committees have at least one EDT member. | As the School’s staff and student demographics change, it is important the composition of the EDT also changes to reflect this. | **C6.1** We will ensure the gender balance of the EDT membership is representative of the changing demographics of our School. | June 2020, then embedded | HoS, EDT lead | Representative gender balance on EDT. EDT membership includes representatives from: academic leads for Research, Teaching, PGR, & PGT; research staff; admin staff; part-time staff; students from UG, PGT and PGR. |
| **C6.2** We will update the composition of the EDT standing membership to ensure that there is at least one EDT member on all other committees. | June 2020, then embedded | HoS, EDT lead |
| **C7** | We will monitor annually the minutes of committees to ensure E&D considerations are part of the decision-making process. | Having made substantial in-roads into mainstreaming E&D issues within the School, we need to act to ensure this is embedded in the long-term. | **C7.1** All School committee meetings will have a standing item added to the agenda, before AOCB, of "Equality, Diversity, and Inclusion considerations arising from this meeting". | May 2020,  May 2021, then embedded | HoS, all committee chairs | Considerations of arising E&D issues are discussed and recorded in the minutes of all School committees. |
| **C8** | We will monitor the effectiveness of existing family friendly policies and improve these where possible. | The School previously acted to adopt family friendly policies around meeting times and dates. However, there has been no formal audit of whether people adhere to these policies. | **C8.1** We will undertake an audit of current adherence to family friendly policies and consultation of how these could be improved. | Sept 2020,  April 2021 | EDT lead | Analysis of adherence to family friendly policies and suggestions for improvements to be included in 2021 annual E&D report. |
| **C9** | We want to promote greater inclusivity by increasing staff social contact. | While 93% of respondents in the 2018 staff survey perceived the School to be “supportive”, far fewer perceived the School to be “inclusive” (67%) or “social” (51%).  We want to promote greater inclusivity by increasing staff social contact. | **C9.1** We will appoint a social convener. | June 2020 | HoS | Increase in the proportion of staff who describe the School as “inclusive” from 66% to 80% in annual staff survey.  Increase in the proportion of staff who describe the School as “social” from 51% to 75% in annual staff survey.  [Note, 59% of staff and PGRs in a 2023 poll described the School as more social since pre-2023, 96% in a 2024 poll now described as social] |
| **C9.2** We will advertise and circulate an annual calendar of social events, at times when all staff can attend. | Sept 2020, output reviewed annually | Social convener |
| **C9.3** We will encourage staff to take 30-minutes out of their working day for informally organised group health and wellbeing activities (e.g., campus walks, runs, mindfulness sessions etc). | Jan 2021, then embedded | Social convener |
| **C10** | We will monitor the uptake, gender ratio, and effectiveness of centrally organised training. | The School currently has no mechanism for monitoring the uptake, gender ratio, or effectiveness of staff participating in centrally organised training. | **C10.1** We will work with our HR partners and the Centre for Academic Development, to establish a mechanism for monitoring uptake and effectiveness of each training event. | March 2021,  Dec 2021 | SAO | Development of a process for monitoring training uptake and effectiveness. Practice tested with the School receiving regular monitoring reports from the Centre for Academic Development. |
| **C10.2** We will publish a summary of the uptake, gender ratio and effectiveness of training in the annual E&D report. | Oct 2022, output reviewed annually. | EDT Leads | Publication of a summary of training uptake and effectiveness in the annual E&D report. |
| **C11** | We will increase transparency of workload allocation by publishing and circulating annual admin *and* teaching roles. | In the 2018 staff survey, 90% of respondents were happy with their workload and 94% said their workload is discussed during their Annual Review.  However, only 83% of staff felt the allocation of workload is transparent.  While admin roles are circulated annually by the HoS, teaching loads are not made available to all staff.  In the 2018 staff survey, 90% of respondents were happy with their workload and 94% said their workload is discussed during their Annual Review. | **C11.** We will increase transparency of workload allocation by publishing and circulating annual admin *and* teaching roles. | Aug 2020,  output reviewed annually. | HoS, DoTL | At least 90% of staff reporting that they feel the allocation of workloads is transparent in the 2021 annual staff survey (currently 83%). |
| **C12** | We will lobby the University to host an annual “Equality and Diversity Research Day”. | There is increasing University-wide interest in research into E&D.  Hosting an annual E&D research day would help to foster this interest, to encourage future research collaboration, and to disseminate relevant findings from researchers across the University. | **C12.1** We will attempt to secure support and funding from the Senior Vice-Principal to hold the first annual E&D Research Day. | Jan 2021,  Aug 2021 | EDT lead | A guarantee of support and funding from the Senior-Vice Principal.  [Action superseded by development of Aberdeen 2040 Strategic plan, with Dean appointed to lead Inclusive strand. We regularly contribute to E&D events in this theme] |
| **C12.2** Arrange inaugural Equality and Diversity Research Day, with gender-balanced programme of speakers, including a keynote from a leading researcher in the field. Uptake and feedback to be gathered and monitored. | First event to take place during inclusion week/in the run-up to Int. Women’s Day 2022 | EDRG lead, School HR partner, Public Engagement with Research Unit (PERU) | The inaugural event takes place with a full programme of events and at least 100 attendees from across the University.  [As above, e.g. Coded Bias event, 2023, 75 attendees, Ageing Research Stakeholder Day 2024, 128 attendees; Research Impact Showcase: Social Inclusion and Cultural Diversity, 2024, >100 attendees) |
| **C13** | We will work towards achieving an AS Gold award in recognition of the School’s continued progress and wider influence through beacon activities. | To ensure maximum influence across the HE sector, the School will setup, run and widely publicise a website ([www.challengeandchange.org](http://www.challengeandchange.org)), intended to provide evidenced-based E&D self-help guides for people working in all areas of HE. | **C13.1** Complete preparation of summaries of research into E&D of relevance to HE. | May 2020,  Dec 2022 | EDRG lead, current School E&D PhD studentship holder. | Research summaries document circulated around staff and PG students.  [Note, also now published on website] |
| **C13.2** Design and publish website with E&D research summaries and information guides to social cognitive bias in HE. | Oct 2022, April 2023 | EDRG lead | Soft launch of website in April 2022. |
| **C13.3** Launch [www.challengeandchange.org](http://www.challengeandchange.org) website. | May 2023,  output reviewed annually | EDRG lead | Formal launch of website  [Integrated into University website] |
| **Overall target** | | | Prepare Athena SWAN Gold award application by 2025. |
| **D** | **Responding to challenges presented by COVID-19** | | | | | |
| **D1** | We will lobby the University to ensure every attempt is made to cover the core duties of the central Athena SWAN team who have been furloughed. | The University employs two staff whose core responsibilities are supporting and facilitating the Athena SWAN process.  Unfortunately, because of the COVID-19 situation, the central University team who support the Athena SWAN process and facilitate the work of the EDT have been furloughed since April.  This presented substantial challenges in the final stages of preparing our application and will present further challenges in accessing data and delivering actions in the future. | D1.1. We will email the University Director of People to request that the core responsibilities of the central Athena SWAN team are covered. | May 2020,  June 2020 | EDT lead, HoS | An email reply from the University Director of People, outlining how the University will continue to support Athena SWAN activities. |
|  |  | [Request was held in meeting, not email.] |
| **D2** | We will monitor the submission, and implications, of requests for grant extensions or changes. | There is huge uncertainty for Research-Only staff on funding limited contracts, most of whom are women at key career transition points.  All current Research-Only staff remain employed on their original contracts. However, as these contracts depend on the ability to deliver research objectives, this is under review on a project by project basis. Some principal investigators might have to ask awarding bodies to pause or extend grants, which will affect Research-Only staff contracts.  It is important that we monitor this situation and provide additional support to Research-Only staff if required. | **D2.1** We will monitor the submission of requests for grant extensions/changes. | May 2020,  ongoing | DoR, SAO, School Business Development Officer | Spreadsheet detailing the submission of requests for grant extensions/changes updated monthly. |
| **D2.2** We will investigate ways of ensuring the careers of Research-Only staff are not disadvantaged by requests for grant extensions/changes. | May 2020,  ongoing | DoR, School Business Development Officer | DoR meets with PIs and postdocs to discuss ways of ensuring Research-Only staff are not disadvantaged by changes to grants. |
| **D3** | We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic. | The COVID-19 situation presents many novel challenges for our staff, students, the HE-sector, and society.  Staff and students across the HE-sector face uncertainty and anxiety about their day-to-day productivity, job security, financial stability, health and well-being, and societal change.  Feedback from our previous informal lunchtime discussions suggests people find these to be a useful source of information, a sounding board for their own thoughts, and a source of solace. | **D3.** We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic. | June 2020 | EDT lead | Virtual meeting attended by at least 20 staff and PG students.  [We held multiple virtual monthly wellbeing lunches, weekly virtual ‘pub’, and an annual paid-for Christmas lunch. Wellbeing lunches continued monthly after lockdown for a year] |
| **D4** | We will lobby the University to ensure that it will be possible to have the impact of the pandemic on productivity considered in any application for career advancement, recognition, and reward in the future. | Additional caring responsibilities that have arisen due to the COVID-19 situation have the potential to substantially impact productivity and career development opportunities for the foreseeable future.  This has the potential to disproportionately affect the careers of women, as they are more likely to undertake caring responsibilities.  We think the University should act to ensure there is provision to consider the potential impact on productivity caused by additional caring responsibilities undertaken because of the COVID-19 situation. | **D4.** We will lobby the University through our representatives on Senate, the Equality and Diversity Steering Group, and at Athena SWAN quarterly meetings with the Principal. | June 2020,  Oct 2020 | Senators, EDT lead | University adopts measures to consider the potential impact of the pandemic on productivity considered in any application for career advancement, recognition, and reward. |