



Department Application Bronze and Silver Award

School of Psychology,
University of Aberdeen

[REDACTED COPY]



PLEASE NOTE: THIS COPY IS FOR PUBLIC CIRCULATION.

As a result, we have redacted information from the original application where individual people or institutions may be identified due to personal information and/or low numbers. Individual lead names and case studies are included with permission.

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

1 ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

2 COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

3 WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Silver	Silver
Word limit	12,500	12,485
<i>Recommended word count</i>		
1. Letter of endorsement	500	631
2. Description of the department	500	432
3. Self-assessment process	1,000	1047
4. Picture of the department	2,000	2310
5. Supporting and advancing women's careers	6,500	6288
6. Case studies	1,000	1,102
7. Further information	500	217
Covid-19 Response	500	458

Name of institution	University of Aberdeen	
Department	School of Psychology	
Focus of department	STEMM	
Date of application	April 2020	
Award Level	Silver	
Institution Athena SWAN award	Date: Nov 2016	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Doug Martin	
Email	doug.martin@abdn.ac.uk	
Telephone	[redacted]	
Departmental website	https://www.abdn.ac.uk/psychology/	

1 LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

*Note: Please insert the endorsement letter **immediately after** this cover page.*

To whom it may concern,

I am delighted to offer my strongest support for our application for an Athena SWAN Silver award.

Since becoming Head of School, in 2015, I have personally ensured that increasing gender equality is a priority across all areas of our School. The principles of the Athena SWAN Charter are now embedded in our day-to-day running, in our long-term plans, and in our allocation of resources.

Twice as many women in (senior) academic roles

To address the underrepresentation of women academic staff, we acted on promotions and recruitment. We acted to increase knowledge of the promotions process and to identify and proactively encourage applications from suitable promotion candidates; this resulted in a substantial increase in women applying for promotion (82% of promotion applications since 2014 have been from women). We also acted to actively identify and encourage job applications from suitable candidates resulting in the 2019 appointments of a woman Professor and a woman Senior Lecturer.

Our actions have had a tangible impact in reducing the underrepresentation of women academic staff. Since, 2015, we have doubled the number of women in senior positions (33% to 53%), doubled the number of women Professors (20% to 40%), and doubled the number of women Senior Lecturers (43% to 60%). We have also more than doubled the number of women in Grade 6+ Teaching-Only academic roles (66% to 82%), and the number of women in Grade 7+ Teaching-Only posts (25% to 70%).

Twice as many men postgraduate students

To address the underrepresentation of men postgraduate students, we acted to ensure greater gender neutrality in our strategies for marketing, communications, outreach, and open days. Since 2015, we have doubled the number of men on our PhD programme (26% to 41%) and have more than doubled the number of men on our taught postgraduate degrees (12% to 24%).

Cultural and environmental transformation

To create a more equal, diverse, and inclusive culture, we acted by renovating our physical surroundings, by introducing family friendly policies, and by better supporting women. We successfully lobbied the University to add baby-changing facilities, a dedicated baby feeding room, and to replace most gendered toilets with gender neutral equivalents. We introduced what is now a well-subscribed Family Conference Support award. We hold popular informal lunchtime discussions on challenges of working in HE. We have published guides on harassment, and conducting inclusive research, and have designed and delivered University-wide training and consciousness raising events on social bias. Over the last three years, we have sponsored multiple women through the AURORA leadership programme and have sponsored 16 women to become Fellows of the HEA. Since 2015, women represented 57% of seminar speakers and 50% of School executive committee chairs. Since 2016, multiple women (66%) have been awarded School-funded sabbaticals.

The 2019 staff survey indicated more than 90% of staff (90% of women) feel our actions have improved our equality and diversity culture.

Key challenges arising from our analysis

While our analysis illustrates many positive impacts from our actions, it also highlights areas where there is more work to be done. We face key challenges to:

- Increase the percentage of women in Teaching and Research roles.
- Reduce the gender imbalance in our undergraduate population.
- Increase awareness of our equality challenges, actions, and impacts.

By addressing these key challenges, and by continuing to build on the progress we have already made, we hope to become a beacon of equality and diversity by 2025.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of our School.

Yours faithfully,



Professor Arash Sahraie,
Head of School

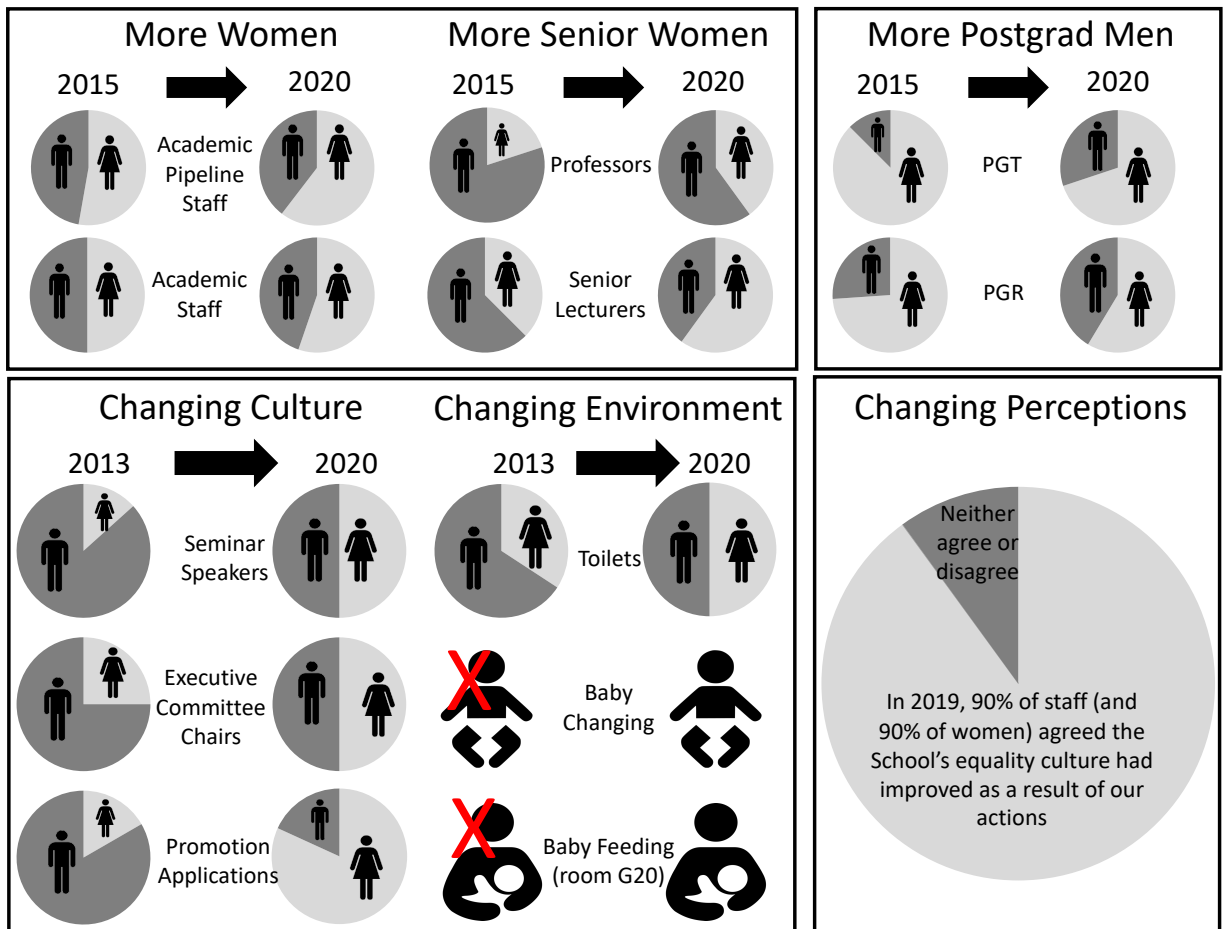


Figure 1.1. A snapshot of some notable impacts from our actions ("2020" snapshot includes less than five appointments who started in 2019, so not reflected in the HESA 2018-19 data period). Raw numbers retracted.

(Word count: 631)

LIST OF ABBREVIATIONS

Director of Research postgraduates	DoPGR
Director of Taught postgraduates	DoPGT
Director of Research	DoR
Director of Teaching and Learning	DoTL
Early Career Research Forum	ECRF
Equality and Diversity Research Group	EDRG
Equality and Diversity Team	EDT
Full-time Equivalent	FTE
Head of School	HoS
Higher Education	HE
Higher Education Academy	HEA
Higher Education Role Analysis	HERA
Higher Education Statistics Agency	HESA
Institute for Leadership and Management	ILM
Keeping In Touch	KIT
Masters in Research Methods	MRes
Research Postgraduate	PGR
School Administrative Officer	SAO
School Management Group	SMG
Self-Assessment Team	SAT
Taught Postgraduate	PGT
Undergraduate	UG
Women Into Science and Engineering	WISE

2 DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Our History

Psychology at the University of Aberdeen began in 1896, which makes the School of Psychology the oldest psychology department in the UK. In November 2015, our School became the first at our University to be awarded an Athena SWAN Bronze Award.

Our Research

Our School has a research-intensive focus. Research within the School is structured around three themed groups: *Cognition, Perception and Attention*, and *Social Cognition*. In REF 2014 we were ranked 3rd in the UK for 3* and 4* research outputs (1st in Scotland) and 19th in the UK overall (4th in Scotland).

Our Teaching

We provide a vibrant research-led learning environment for taught undergraduate (UG), taught postgraduate (PGT) and research postgraduate (PGR) degrees. We offer single honours UG degrees in Psychology and a diverse range of joint honours degrees; we received a 92% overall satisfaction rating in the 2019 NSS. Our PGT degrees are an MSc Psychological Studies (conversion), a Masters in Research Methods (MRes), and an MSc in Foundations of Clinical Psychology (MSc Clinical).

Our Staff and Students (Table 2.1, Table 2.2, Figure 2.1)

We currently have 36 academic staff (56% women), [less than 10] research staff (88% women) and [less than 10] professional support and technical staff (80% women). We have 15 staff promoted to Grade 8 or above (53% women), [less than 10] of whom are Professors (40% women).

Across all programmes and modes of study, our 2019-20 FTE student numbers are 645 UGs, 76 PGTs and 29 PGRs, which equates to a student population of 750 (82% women).

	Women	Men	Total	% W
Academic Staff	20	16	36	56
Research Staff	<10	<5	<10	88
Professional Support Staff	<5	<5	<10	80
Total	31	18	49	63

Table 2.1. Staff headcount snapshot (April 2020)

	Women	Men	Total	% W
Undergraduates (UG)	539	106	645	84
Taught Postgraduates (PGT)	58	18	76	76
Research Postgraduates (PGR)	17	12	29	59
Total	614	136	750	82

Table 2.2. Student FTE snapshot (April 2020)

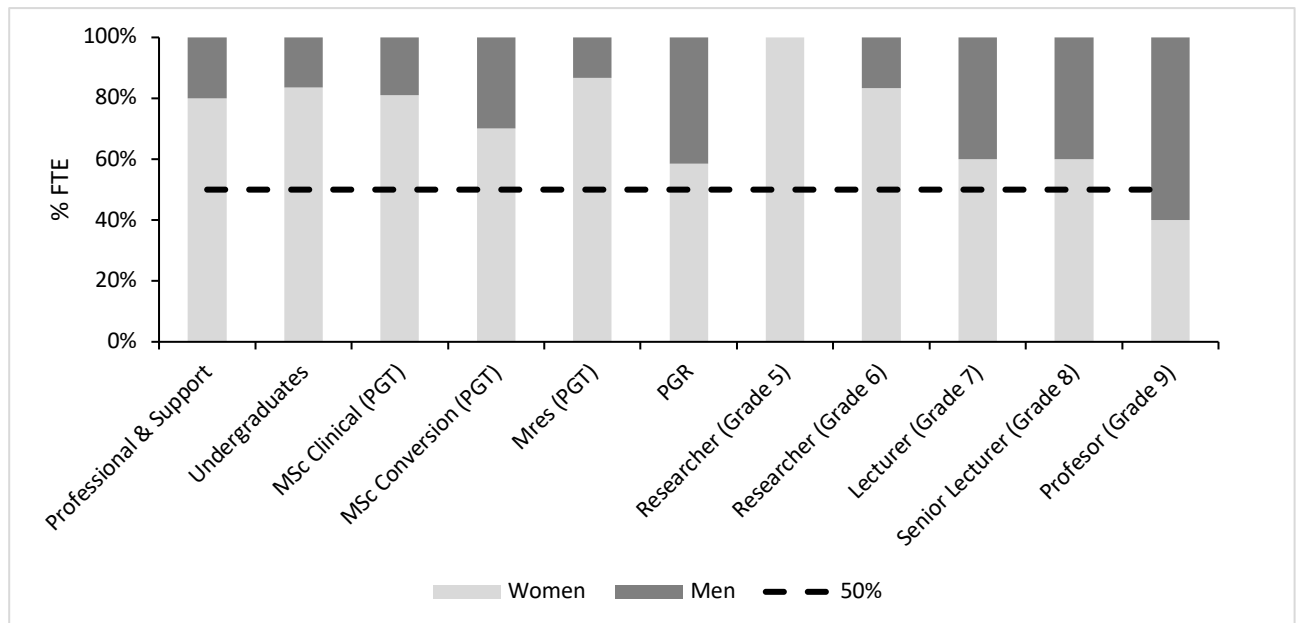


Figure 2.1. Number of students (FTE) and staff (headcount) snapshot (April 2020)

Our Management Structure (Figure 2.2, Figure 2.3)

The School Management Group (SMG) comprises the Head of School (HoS), the leads of the three research groups, the Director of Teaching and Learning (DoTL), the Director of Research (DoR), the Directors of PGR (DoPGR) and PGT (DoPGT) degrees and the School Administrative Officer (SAO). The HoS line manages the research group leads; research group leads line-manage T&R staff in their groups; the DoTL manages Teaching-Only staff; principal investigators line manage Research-Only staff; the SAO line manages Professional and Support (P&S) staff. We have student representatives on all committees other than the SMG.

Our Physical Environment

We are entirely based in the William Guild Building, which is part of the University's King's College campus. Originally built in the 1960s, the building was recently renovated following lobbying from the School to have facilities that inclusively support the diverse needs and aspirations of staff and students in the 21st Century. Our social hub is the staff and postgraduate coffee room; we encourage staff and students to socialise by providing free coffee from 10.30-11am every morning.

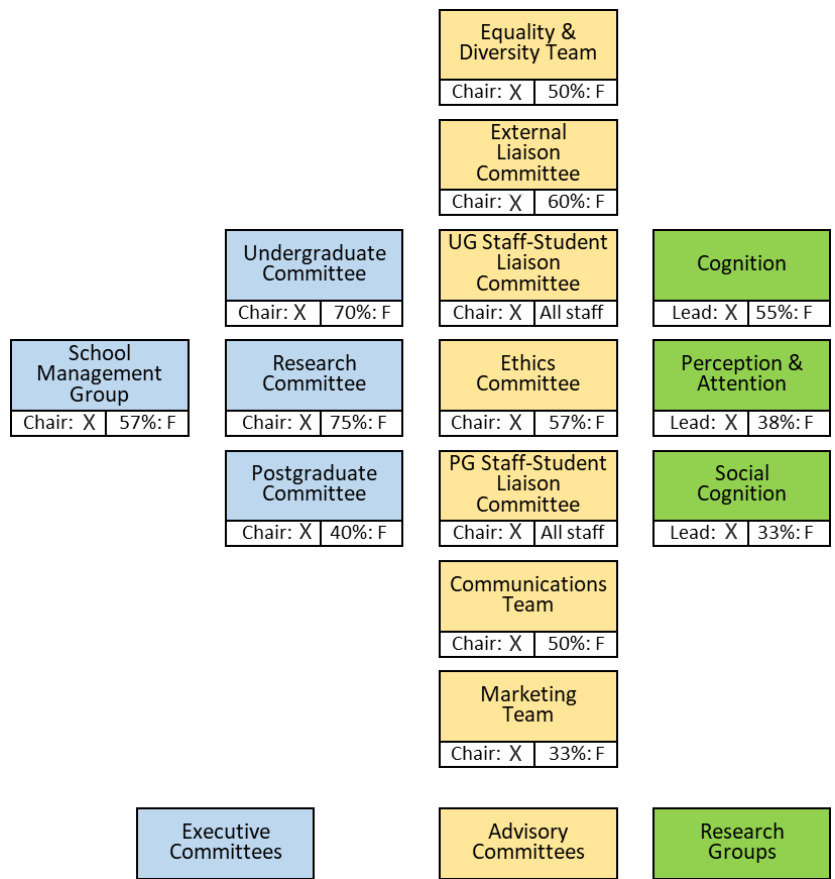


Figure 2.2. School Committee and Research Group Structure with Sex of Chair [redacted] and % of Associated Women Staff Members.

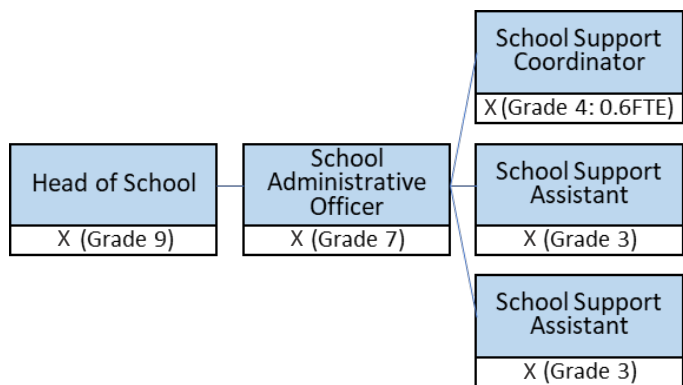


Figure 2.3. School Administrative and Support Structure [sex redacted].

(Word count: 432)

3 THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The School's Self-Assessment Team (SAT) were formed in 2014 and were incorporated into the newly formed Equality and Diversity Team (EDT) in 2016. The 18-person EDT comprises academic, research and professional/support staff, and undergraduate and postgraduate students (Table 3.1); to ensure continuity, six staff from the original SAT are members of the EDT. The chairs of the School's four executive committees are all members of the EDT. Other staff are appointed to the EDT by the HoS; the HoS monitors annually the composition of the EDT to ensure it is representative of career track, contract type, gender (currently 8m/10w, 56% women), and has representatives from the School's seven advisory committees. Student members are appointed following an openly advertised invitation for volunteers.

Following our 2015 application, the SAT felt the School and University did not sufficiently appreciate or recognise the time required to fully commit to the Athena SWAN Charter. We acted by:

- HoS formally recognising SAT membership within workload calculations.
- Lobbying the University to recognise Athena SWAN Charter work commitments.

Actions to Impact

- Staff on the EDT now receive appropriate credit within the School's workload model; the team lead receives 20-points (i.e., equivalent to Chair of advisory committees), ordinary members receive 5-points (i.e., equivalent to other advisory committees).
- Student representatives receive a written commendation on their final degree transcript acknowledging their commitment to furthering equality and diversity.

We do not currently have any PGT student representatives on the EDT.

Analysis to Action

- *We will recruit two PGT student representatives to become members of the EDT (Action C3.1).*

Name	Roles	SAT Responsibility	Inter-Committee Links
Academic, research, professional/support staff			
-	Senior Lecturer (Teaching-Only); DoTL	Student recruitment sub-group lead	SMG; UG; UG staff-student liaison; External liaison;
-	STEMM Athena SWAN coordinator	Provides staff and students data, run staff and students surveys, and provide feedback on the draft application	N/A
-	Lecturer (T&R); in Perception and Attention group	Culture sub-group lead	Ethics; UG; Comms; Marketing
-	Lecturer (T&R); in Cognition group	Flexible working sub-group lead	Research; Ethics; Comms
-	Administrator (P&S)	Part-time staff representative & clerk	N/A
-	Lecturer (Teaching-Only)	Career Development sub-group lead	UG; External liaison
-	Senior Lecturer (T&R); DoPGR	Lead of our first Athena SWAN Bronze application (Nov 2015)	SMG; PG staff-student liaison; External liaison
-	Research Fellow (Research-Only)	Early Career Research Forum representative	ECRF
-	Senior Lecturer (T&R)	School EDT & Athena SWAN lead	Comms; Marketing
-	School Admin Officer (P&S)	Co-opted member	SMG; Ethics; UG; Marketing
-	HR partner	Provides advice and information on HR-processes	N/A
-	Professor (T&R); lead of Cognition group	Key career transitions sub-group lead	SMG; Research
-	Professor (T&R); Head of School	Co-opted member	SMG
-	Lecturer (T&R); Social Cognition group	Data analysis sub-group lead	Research; Comms
Student representatives			
-	Undergraduate representative		N/A
-	Undergraduate representative		N/A
-	PGR representative		N/A
-	PGR representative		N/A

Table 3.1. School EDT Membership and Roles (2018-19); members of the original SAT indicated in bold.

(ii) an account of the self-assessment process

The EDT meets around six times per year, twice during each academic term and twice outside of term time. These meetings are minuted, with electronic copies shared with all staff via the School's administrative network drive. Meetings focus on:

- monitoring the collection and analysis of data
- devising actions for improving equality
- producing and reviewing School policy documents
- organising School equality and diversity events
- communicating and discussing University E&D policies and practice
- promoting equality and diversity in the School, University, and beyond

Our progress in delivering our Bronze Award action plan has been monitored on a quarterly basis by the University Planning Department. The EDT promotes and supports the Athena SWAN process institutionally through its representatives on the University Equality and Diversity committee, the University Gender Action Plan Working Group, the University and College Union E&D committee, the Reward Strategy Working Group, and at quarterly meetings with the Principal/Vice Chancellor.

A draft of the current application and action plan was circulated to all staff for feedback. Action plans were approved by the SMG before submission.

We are very grateful to [a contributing], Head of ED&I at the University of [redacted], for [their] extremely helpful comments on an earlier draft of this application. We are equally grateful to Dr [redacted], from the University of [redacted], for [their] comments, [their] role as a critical friend, and for sharing [their] School's application and feedback.

Data collection

We formally collected the opinions of our staff and PGR students via four annual staff surveys, four annual PGR surveys, two biennial focus groups with the Early Career Research Forum (ECRF), and our first annual one-to-one interviews with P&S staff (Table 3.2). We informally collected the opinions of staff and postgraduate students via biannual themed lunchtime discussions. We also used ad hoc surveys, focus groups, and informal interviews; for example, in the last 18-months we have collected additional ad hoc feedback on Annual Review, maternity leave, Research-Only staff experiences, recruitment processes, probation, and COVID-19.

Dissemination

In our 2015 staff survey, only 78% of respondents, 77% of men and 79% of women, said they were aware of what the School was trying to achieve through the Athena SWAN process. We acted by:

- Adding Athena SWAN as a standing item on the agenda for all Staff meetings.
- Widening the composition of the SAT to be more representative of the School.
- Making minutes from SAT meetings available to all staff via shared drive.
- HoS providing Athena SWAN updates in their monthly email to all staff.

Actions to Impact

- In the 2019 staff survey, 100% of respondents indicated they were aware of what the School was trying to achieve through the Athena SWAN process.

Date	Activity
Mar-20	Participated in an E&D best practice sharing event with Professor [redacted](Pro-Vice Chancellor [redacted]).
Nov-19	Informal Discussion: Promotions (16 attendees, 6m/10w, 63% women).
Nov-19	EDT lead attends ECU training session on: "Striving for Silver", Stirling.
Sept-19	PGR survey: 35% response rate, 42% of men and 29% of women.
Sept-19	Staff survey: 81% response rate, 88% of men and 78% of women.
Dec-18	Bi-annual focus group with ECRF members (67% women).
Nov-18	Informal Discussion: Stress in HE (14 attendees, 7m/7w, 50% women).
May-18	AS interviews with P&S staff (100% interviewed, <5w, 100% women).
May-18	PGR survey: 29% response rate, 31% of men and 28% of women.
May-18	Staff survey: 57% response rate, 53% of men (9/17) and 59% of women (16/27).
Mar-18	Informal Discussion: Work-life balance (12 attendees, 5m/7w, 58% women).
Nov-17	EDT lead attends Athena SWAN panellist training.
Nov-17	Informal Discussion: Promotions (13 attendees, 5m/8w, 62% women).
Oct-17	EDT lead attends ECU training session on: "From SMART actions to impact", London.
May-17	PGR survey: 50% response rate, 50% of men and 50% of women.
May-17	Staff survey: 63% response rate, 59% of men (10/17) and 63% of women (12/19).
Apr-17	Networking meeting with E&D officer for Psychology at University of [redacted].
Dec-16	Bi-annual focus group with the Early Career Research Forum (8 attendees).
May-16	PGR survey: 48% response rate, 50% of men and 47% of women (8/17).
May-16	Staff survey: 81% response rate, 76% of men and 55% of women.

Table 3.2. Summary of main EDT self-assessment activities

(iii) plans for the future of the self-assessment team

Our annual business cycle will see the EDT continue to meet six times a year. Based on our ongoing self-assessment, we have identified three Key Challenges to help us work towards becoming a beacon of equality and diversity in HE by 2025. Three new EDT sub-groups will focus on these Key Challenges and their associated actions. Sub-groups will meet on an ad hoc basis with leads providing updates at EDT meetings.

Key Challenge Subgroups

A – Increasing the percentage of women in T&R roles

(Director of Research)

B – Reducing the gender imbalance in undergraduate representation

(Director of Teaching)

C – Increasing awareness of our equality challenges, actions, and impacts

(EDT lead)

Key Challenge – Increasing awareness of our equality challenges, actions, and impacts

While staff awareness and engagement with the Athena SWAN process is excellent, there is consistent evidence of lower levels of engagement among students.

The overall average response rate for the PGR survey is low (41%; 43% of men and 39% of women; see Table 3.2), ranging from a high of 50% in 2017 (50% of both men and women) to a low of 29% in 2018 (31% of men and 28% of women). The low survey response rate, coupled with analysis of the free-text survey responses, and discussions at staff-student liaison and ECRF meetings indicates that many students do not perceive there to be equality issues within our School or psychology as a discipline.

- *“Most of the academics I work with, and look up to, are women. The published literature in my sub-field is about half women and men. I do not feel a particular male domination in my field.” (Quote from woman PGR student survey).*
- *“The vast majority of psychology students are women and I believe we are well encouraged to follow careers in psychology.” (Quote from woman UG student at the staff-student liaison meeting).*

As current students represent the next generation of researchers, we need to increase awareness of the equality challenges, actions, and impacts in our School and the wider discipline.

Analysis to Action

- *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 (Action C1).*
- *We will increase awareness of the School's equality challenges, actions, and impacts by redesigning and expanding the School's E&D webpages (Action C2).*
- *We will increase PGR engagement with E&D issues and the Athena SWAN process (Action C3).*
- *We will actively promote the AS process to our UG & PGT students to increase their awareness and engagement with E&D issues (Action C4).*
- *We will make online E&D training mandatory for all psychology PGT and PGR students (Action C5).*
- *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 (Action C6).*
- *We will monitor annually the minutes of committees to ensure E&D considerations are part of the decision-making process (Action C7).*

(Word count: 1047)

4 A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

Data Periods, Benchmarking and Department Comparators

Data are based on the HESA periods, 1st August to 31st July, for “Psychology”. We use as our national benchmark HESA data for Psychology (2017/18). We also benchmark staff data against two research-intensive, psychology departments of similar size to us – (one Silver Award Holder and one Gold Award Holder).

Unless otherwise stated, UG student data are factored FTEs based on the School’s share of each students’ programme allocation, whereas, PGT student, PGR student, and staff data are based on headcounts.

4.1 STUDENT DATA

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

n/a

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Data and Analysis: Undergraduate numbers, applications, offers and acceptances

UG FTEs have grown by 27% over the reporting period (Figure 4.1.1). This change is a result of a 91% increase in offers (Table 4.1.1). During the 2013-2019 period, there were less than 20 part-time students (< 1%; 77% women).

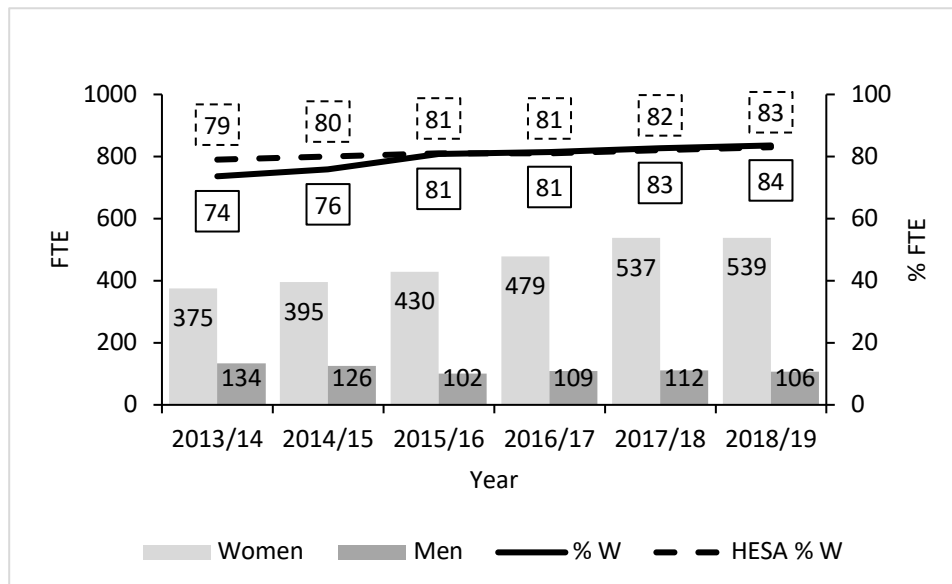


Figure 4.1.1 UG students (full- and part-time) by year and gender, plus HESA comparator data (rounded factored FTE numbers reported on bars)

Key Challenge – Reducing the gender imbalance in undergraduate representation.

In our 2015 analysis, we identified a gender imbalance in our UG population, with men substantially underrepresented (as is the case across the sector). We acted by:

- Revising and monitoring School marketing materials to ensure gender neutrality.
- Monitoring outreach communications for gender neutrality.
- Monitoring the gender of those undertaking outreach activities.
- Ensuring there is always one man and one woman on our Open Day stalls.

Unfortunately, the School's gender imbalance has grown, from 74% women to 84% women (Figure 4.1.1) and is now equivalent to the HESA comparator (83%). The increased gender imbalance was driven by a 44% increase in women and a 21% decrease in men.

- o Applications from men have decreased by 17% whereas applications from women have increased by 10% (see Table 4.1.1).
- o Men who apply are 8% less likely to be made an offer.
- o Men who are made an offer are 2% less likely to accept it.
- o There remains a gender imbalance in the student testimonials used in University controlled marketing materials (88% of testimonials in the University UG psychology brochure are from women).

Analysis to Action

- *We will increase the proportion of UG applications from men (Action B1).*
- *We will seek to ensure that selection procedures for students are free from gender bias (Action B2).*

In addition to taking local actions to increase UG men within our School, it is important we work with others to increase UG men across the sector. Research suggests academic course choices are influenced by societal gender stereotypes (Ceci, Williams, & Barnett, 2009). In 2017/18, we surveyed our undergraduates' awareness of gender stereotypes of psychology (67% response rate, 82m/351w, 81% women).

- o 93% of respondents (93% of both men & women) thought psychology was stereotypically a more feminine than masculine subject.

Analysis to Action

- *We will challenge stereotypes associated with studying psychology through engagement with local schools (Action B4).*
- *We will undertake research into E&D in HE through the EDRG (Action B8).*
- *We will work with Athena SWAN leads in psychology departments at other Universities to reinvigorate best practice sharing networks (Action B9).*

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2013/14	Women	948	402	88	42%	22%	9%
	Men	280	93	19	33%	20%	7%
	% W	77%	81%	82%			
2014/15	Women	887	684	151	77%	22%	17%
	Men	243	183	42	75%	23%	17%
	% W	79%	79%	78%			
2015/16	Women	844	668	145	79%	22%	17%
	Men	228	163	25	72%	15%	11%
	% W	79%	80%	86%			
2016/17	Women	834	727	173	87%	24%	21%
	Men	232	187	48	81%	25%	20%
	% W	78%	80%	78%			
2017/18	Women	905	653	168	72%	26%	19%
	Men	217	145	33	67%	23%	15%
	% W	81%	82%	84%			
2018/19	Women	1043	795	196	76%	25%	19%
	Men	233	152	29	65%	19%	12%
	% W	82%	84%	87%			
Overall	Women	5461	3930	921	72%	23%	17%
	Men	1432	923	195	64%	21%	14%
	% W	79%	81%	83%			

Table 4.1.1. UG applications, offers and acceptances by year and gender

Data and Analysis: Undergraduate attainment

In our 2015 analysis, we found men were less likely to attain a first-class degree. We acted by increasing monitoring of key aspects of attainment:

- Degree classifications
- Sub-honours performance
- Progression failures
- Drop-out rates

Unfortunately, men are still performing more poorly. Relative to the national cross-subject, cross-gender, first-class degree benchmark (HESA = 24%), more women (32%), and fewer men (19%) are attaining first-class degrees (Figure 4.1.2).

Analysis to Action

- *We will examine, and address, why UG men have lower attainment (Action B3).*

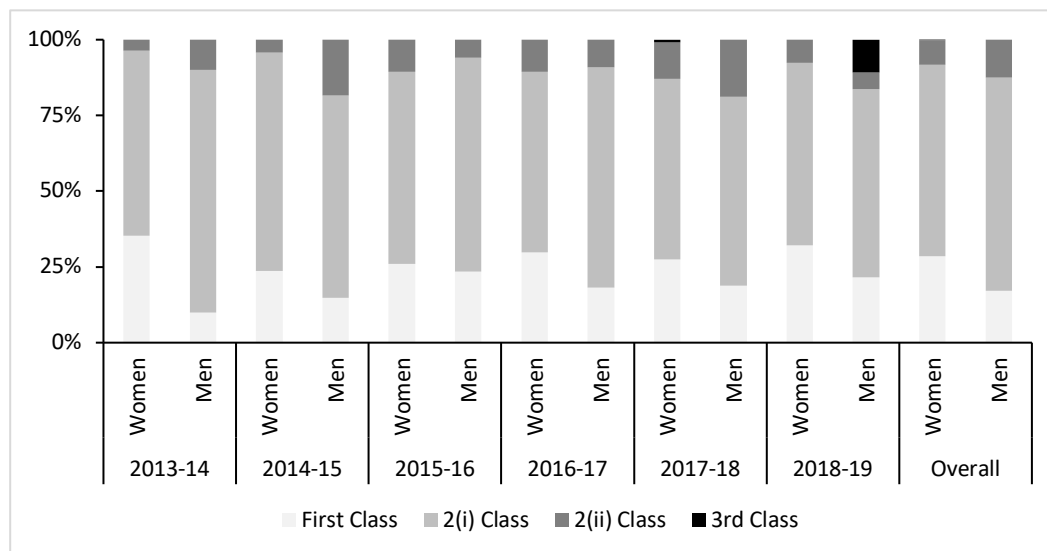


Figure 4.1.2. Frequency of UG degree classifications by year, degree class and gender (headcount numbers redacted).

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

We offer an MRes, an MSc in Psychological Studies (MSc Conversion), and an MSc in Foundations of Clinical Psychology (MSc Clinical). From 2013-19, part-time PGT student numbers are too low to report by gender.

Data and Analysis: PGT numbers, applications, offers and acceptances

In our 2015 analysis, we identified the need to increase gender equality in PGT numbers. As is the case at UG level (see section 4.1 (ii)), we acted by ensuring gender neutrality in:

- Marketing
- Communications
- Outreach
- Open Days

Actions to Impact

- Gender imbalance on our PGT programmes has decreased from 82% women to 76% women (Figure 4.1.3); this change has moved us from less gender balanced to more gender balanced than the national benchmark (HESA = 80% women).

The overall increase in gender equality in our PGT numbers has been driven by students on the new MSc Conversion course (Table 4.1.2).

Actions to Impact

- The MSc conversion course has attracted a much more equitable gender balance of students than our UG programmes (i.e., ~64% women).
- MSc conversion course students do not have a psychology UG degree, which means we are attracting men into psychology from other backgrounds.

*"I chose the MSc conversion course at Aberdeen because it seemed to offer a more inclusive learning environment, which, as an Asian man, really appealed to me."
(feedback from a male student on the MSc conversion course).*

Gender imbalances remain on both the MSc Clinical (81% women) and MRes programmes (87% women). As a 2:1 undergraduate psychology degree is a pre-requisite for both programmes, reducing this gender imbalance requires addressing gender imbalances in UG enrolment and attainment (**Actions B1, B2, B3, B4, B8, & B9**).

Around 71% of those applying for PGT courses, being made and accepting offers were women (Table 4.1.3). However, women were consistently more likely to be made offers (78% women vs. 75% men); *We will seek to ensure that selection procedures for students are free from gender bias (Action B2).*

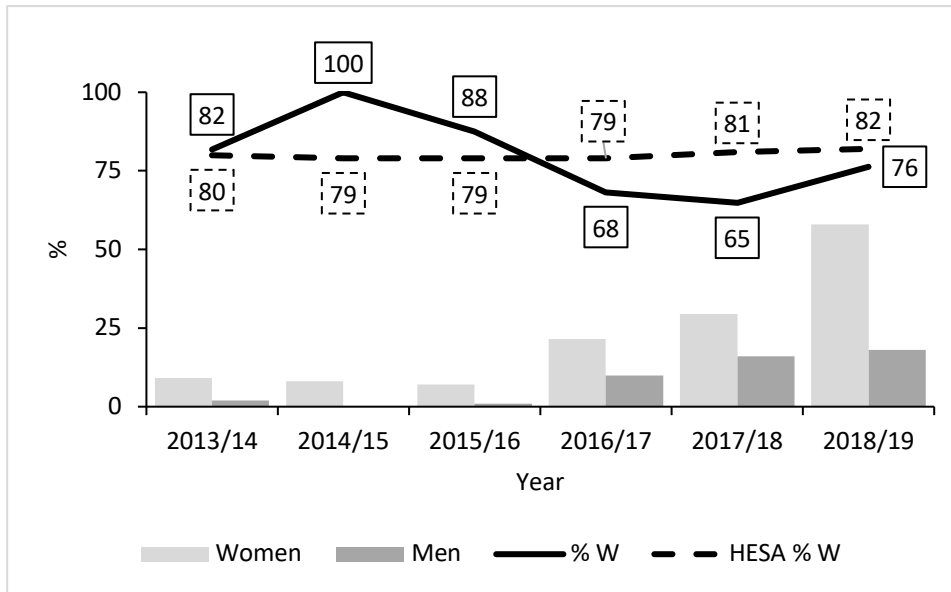


Figure 4.1.3 PGT students by year and gender, plus HESA comparator data (headcount numbers reported on bars; %s reported boxes)

Degree	Academic Year	Women	Men	Total	% W
Mres	2013/14	<5	<5	<20	82
	2014/15	<5	<5	<10	100
	2015/16	<5	<5	<10	88
	2016/17	<5	<5	<20	80
	2017/18	<5	<5	<20	82
	2018/19	<5	<5	<20	87
MSc Conversion	2013/14	Course did not exist			
	2014/15	Course did not exist			
	2015/16	Course did not exist			
	2016/17	14	8	22	64
	2017/18	15	12	27	56
	2018/19	28	12	40	70
MSc Foundations of Clinical	2013/14	Course did not exist			
	2014/15	Course did not exist			
	2015/16	Course did not exist			
	2016/17	Course did not exist			
	2017/18	<5	<5	<10	75
	2018/19	<20	<5	<25	81

Table 4.1.2 PGT students by year, degree, and gender

Year	Gender	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2013/14	Women	79%	82%	64%
	Men	60%	67%	40%
	% W			
2014/15	Women	33%	-	67%
	Men	<5%	<5%	<5%
	% W			
2015/16	Women	60%	33%	20%
	Men	47%	20%	9%
	% W			
2016/17	Women	82%	35%	29%
	Men	78%	36%	28%
	% W			
2017/18	Women	83%	40%	34%
	Men	74%	45%	33%
	% W			
2018/19	Women	79%	44%	35%
	Men	79%	50%	40%
	% W			
Overall	Women	78%	44%	34%
	Men	75%	45%	34%
	% W			

Table 4.1.3 PGT applications, offers and acceptances by year and gender. Raw numbers redacted and one typo omitted.

Data and Analysis: PGT attainment

There is no gender difference in PGT attainment (Figure 4.1.4). Around half of students attained commendations (~46% of women & ~48% of men), a third attained distinctions (~36% of women & ~34% of men), with all others passing (~17% of women & ~17% of men).

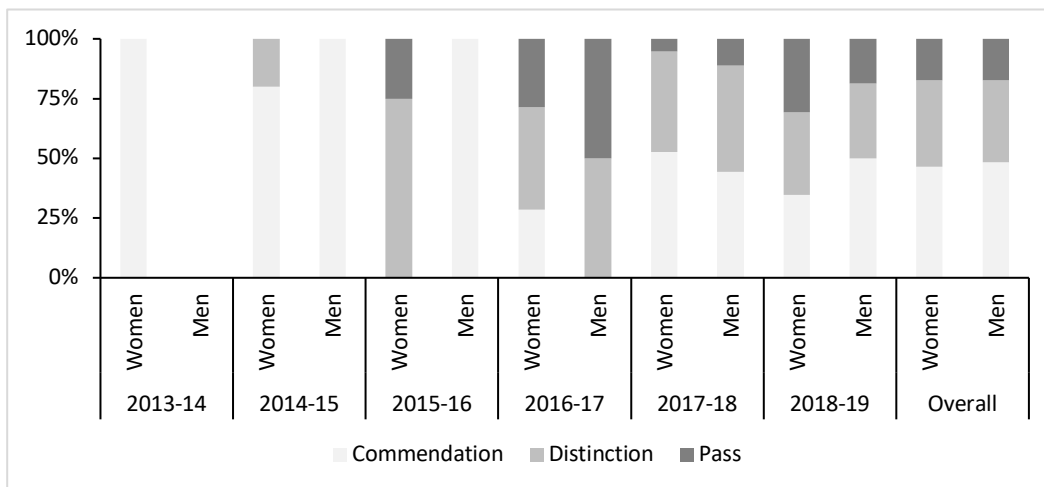


Figure 4.1.4 PGT degree classifications by year, degree class, and gender (headcount numbers redacted).

- (iv) Numbers of men and women on postgraduate research degrees
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

From 2013-19, there were [less than five] part-time PGR students, [% women redacted].

Data and Analysis: PGR numbers, applications, offers, acceptances, and attainment

In our 2015 analysis, we identified the need to increase gender equality in PGR numbers. As was the case for UG and PGT programmes (see sections 4.1 (ii) & (iii)), we acted to ensure gender neutrality in:

- Marketing
- Communications
- Outreach
- Open Days

Actions to Impact

- The gender imbalance on our PGR programmes has decreased from 71% women to 59% women (Figure 4.1.5); this is more gender balanced than the national benchmark (HESA = 75% women).
- The number of women PGR students has remained relatively stable and the number of men has increased.

There is little evidence of gender imbalance in offers and acceptance rates. Around 55% of those applying for PhD places, 62% of those being made offers, and 62% accepting offers were women. There is considerable variance in offer and acceptance percentages across years, with no offers made to men in 2013/14 and no men accepting offers in 2018/19.

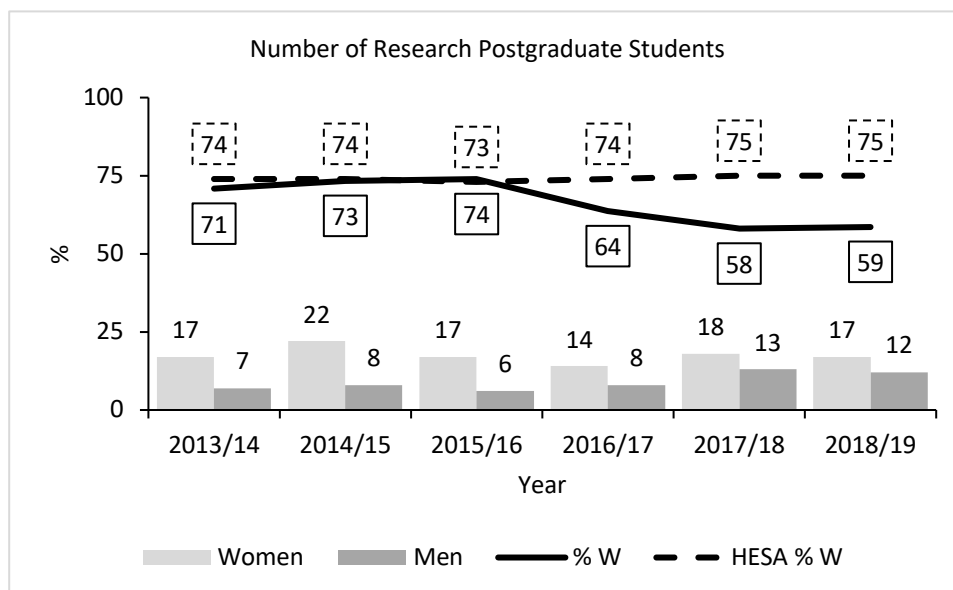


Figure 4.1.5 PGR students by year and gender, plus HESA comparator data (headcount numbers reported on bars)

Year	Gender	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2013/14	Women	24%	83%	20%
	Men	<5%	<5%	<5%
	% W			
2014/15	Women	57%	63%	36%
	Men	33%	100%	33%
	% W			
2015/16	Women	35%	33%	12%
	Men	28%	75%	21%
	% W			
2016/17	Women	32%	29%	9%
	Men	29%	25%	7%
	% W			
2017/18	Women	26%	100%	26%
	Men	55%	83%	45%
	% W			
2018/19	Women	29%	75%	21%
	Men	17%	<5%	<5%
	% W			
Overall	Women	32%	62%	20%
	Men	24%	61%	15%
	% W			

Table 4.1.4 PGR applications, offers and acceptances by year and gender. Raw numbers redacted.

Year	Submitted	Passed	
	% W	% W	% M
2013/14	60	100	100
2014/15	60	100	100
2015/16	71	100	100
2016/17	100	100	<5
2017/18	100	100	<5
2018-19	57	100	100
Overall	73	100	100

Table 4.1.5 PGR submissions and outcomes by year, degree class and gender. Raw numbers redacted.

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

While it is disappointing that the level of gender equality at UG level is lower than the HESA benchmark (84% women in the School vs. 79% HESA), it is heartening that we now have higher gender equality than the HESA national benchmark at both PGT (76% School vs. 80% HESA) and PGR levels (59% School vs. 76% HESA; Figure 4.1.6).

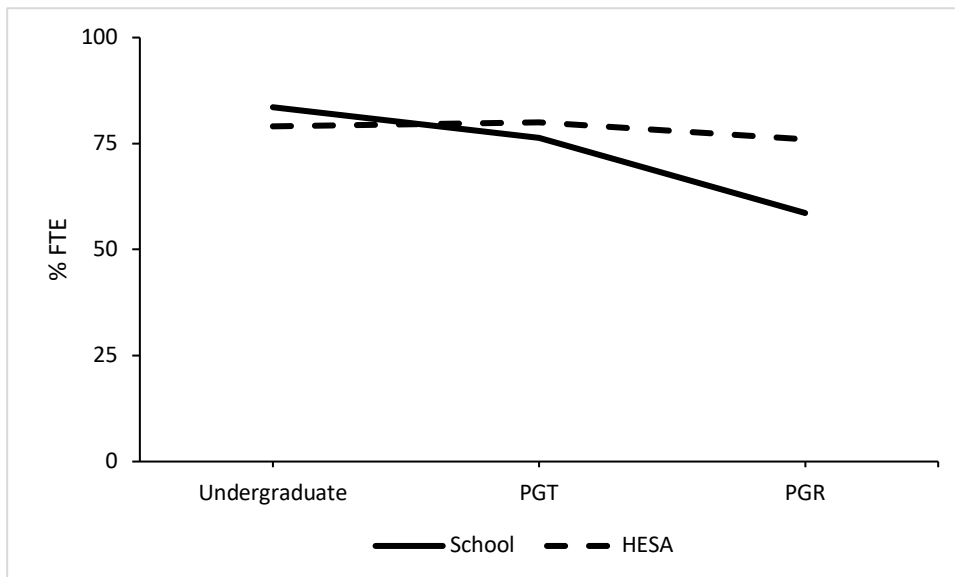


Figure 4.1.6 Women in the student pipeline at UG, PGT and PGR for 2018-19, plus HESA comparator data

4.2 ACADEMIC AND RESEARCH STAFF DATA

- (i) Academic staff by grade, contract function and gender: research-only, T&R or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Grade	Career path		
	Research-Only	Teaching & Research	Teaching-Only
5	Research assistant	-	Teaching Assistant
6	Research Fellow		Teaching Fellow
7	Research Fellow	Lecturer	Lecturer (Scholarship)
8	Senior Research Fellow/Reader	Senior Lecturer/Reader	Senior Lecturer (Scholarship)
9	Professor	Professor	Professor

Table 4.2.1 The University of Aberdeen's career tracks by grade

Data and Analysis: Career pipeline

In our 2015 analysis, we identified the need to increase the percentage of women across the academic career pipeline. We acted by:

- Attempting to increase job applications from women
- Identifying competitive women candidates to encourage to apply for promotion
- Improving career development support and opportunities
- Fostering a more inclusive culture

Actions to Impact

- The number of women across our academic pipeline has increased from 23 (55%) to 27 (63%); this change has moved us from below to above the HESA national benchmark (61%).
- Across most roles, our current percentage of women compares favourably with our percentage of women from 2015, both of our comparators, and the national benchmarks (Table 4.2.2).

Role	% Women by University/HESA				
	Aberdeen 2020	Aberdeen 2015	[Gold Institution] 2017	[Silver Institution] 2018	HESA 2017-18
T&R Professors	40%	20%	60%	33%	33%
T&R Senior Lecturers	60%	43%	40%	40%	49%
T&R Lecturers	30%	55%	40%	40%	63%
Teaching-Only Lecturers	82%	71%	66%	75%	70%
Researchers	80%	67%	66%	44%	68%
Overall	66%	53%	50%	44%	61%

Table 4.2.2 Snapshot of women staff by role currently in psychology at Aberdeen in 2020 and 2015, two other individual institutions, with Gold and Silver awards, and HESA comparator data. Yellow/Blue shaded cells indicate where current percentage of women is higher/lower than comparators (2020 snapshot includes 5 appointments who started in 2019 not reflected in the 2018-19 data period).

Our staff pipeline still resembles the “leaky pipeline”, with higher representation of women at Grades 5 and 6 and lower representation of women at Grade 9 (Figure 4.2.1).

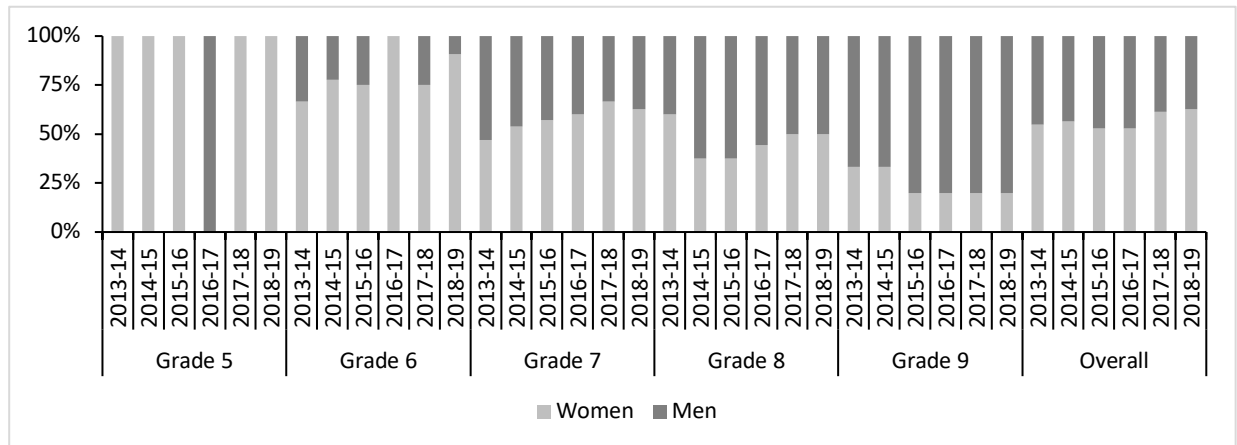


Figure 4.2.1. Overall staff by year, grade and gender (headcount numbers redacted).

Data and Analysis: Research-Only Staff

A gender imbalance exists at both Grades 5 and 6 but is more pronounced at Grade 5 (Figure 4.2.2). Overall, 83% of our Grade 5 Research-Only staff and 73% of our Grade 6 Research-Only staff were women, which is above the 68% HESA benchmark. As Research-Only posts are often filled by current students or recent graduates, this gender imbalance reflects the UG and PG gender imbalance.

We have no Research-Only staff above Grade 6. Feedback from the ECRF and 2019 informal discussion of promotions revealed that most staff are unaware that funding-limited Research-Only staff can get promoted from Grade 6 to Grade 7.

Analysis to Action

- We will increase the number of Research-Only staff employed in the School at Grade 7 or above (**Action A3**).

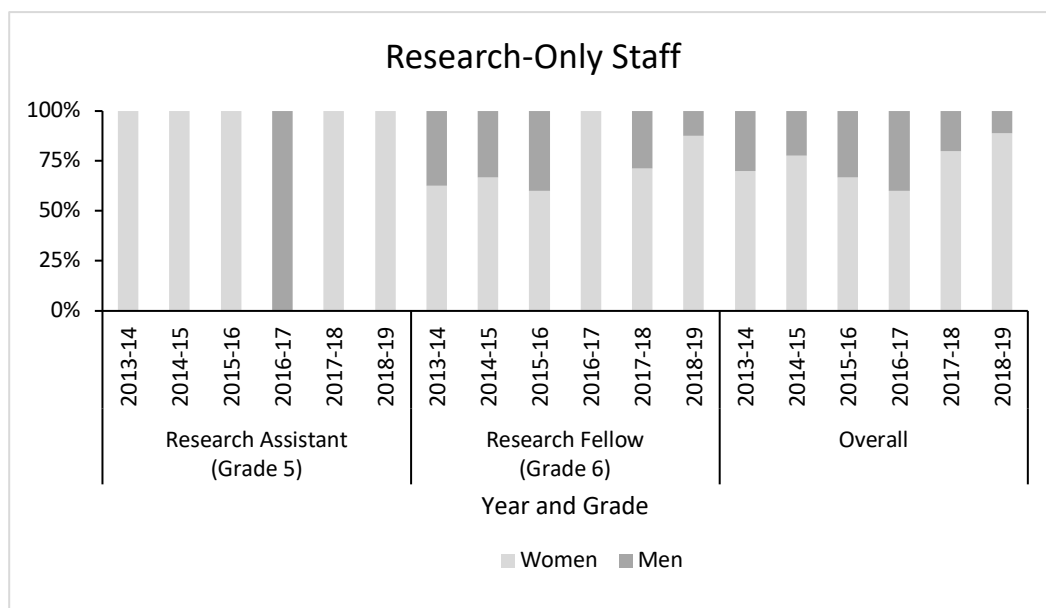


Figure 4.2.2 Research-Only staff by year, grade and gender (headcount numbers redacted).

Data and Analysis: T&R Staff

In our 2015 analysis, we identified the need to increase the percentage of women in senior positions (i.e., Grade 8 and above). We acted by:

- Successfully petitioning the University for senior T&R posts.
- Proactively encouraging job applications from women.
- Proactively identifying and encouraging promotion applications from women.
- Improving career development support and opportunities for women.

Actions to Impact

- Across the reporting period, the number of women Senior Lecturers has increased from 43% in 2014-15 to 56% [numbers redacted] in 2018-19; this change moves us from below to above the HESA national benchmark (49%).

Staff changes outside the 2018-19 HESA reporting period

- We appointed [a new] Senior Lecturer [in] 2019.
 - o 60% of Senior Lecturers are now women [numbers redacted]
- We appointed [a new] Professor [in] 2019; also, [a] Professor retired [in] 2020.
 - o nearly half of Professors are now women (40%)

The number of men in T&R roles has remained constant but the number of women has decreased from 12 to 9 (from 48% to 41% women; Figure 4.2.3). The number of women T&R Lecturers has decreased from 7 to [less than five] (from 47% to 38% women), below the HESA benchmark of 63%. This is a consequence of a small number [less than five] of women Lecturers being promoted to Senior Lecturers and a small number [less than 5] of women Lecturers leaving the University.

We need to act to address the gender imbalance in T&R Lecturer positions; *We will increase the number of women applying and being shortlisted for Teaching & Research posts (Action A2).*

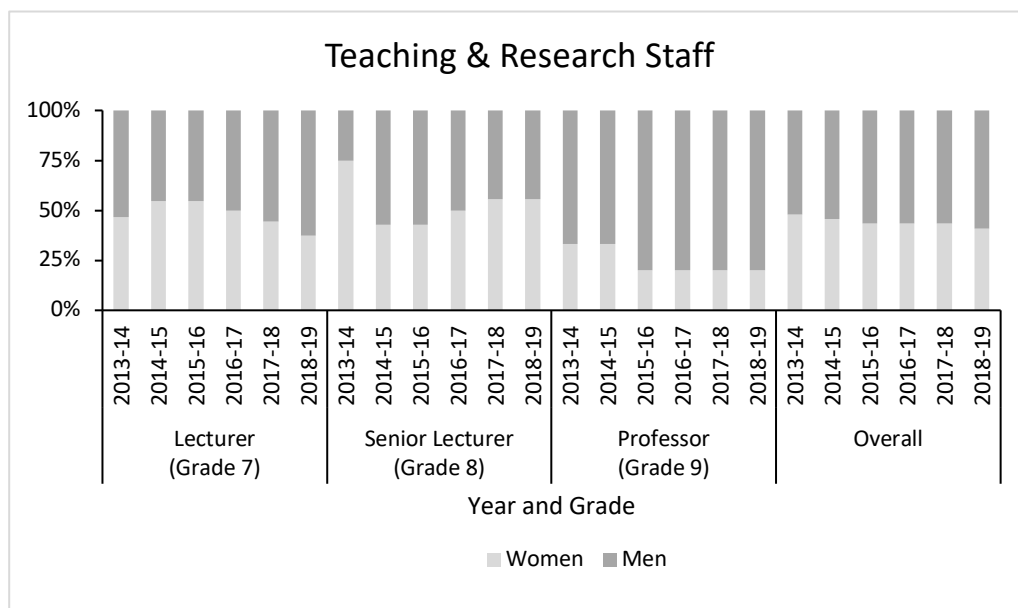


Figure 4.2.3 Teaching & Research staff by year, grade and gender (headcount numbers redacted).

Key Challenge – Increasing the percentage of women in T&R roles

Our analysis suggests there is still evidence of a leaky pipeline, with higher proportions of women UG students and funding-limited researchers than Professors. Our goal is to have Professorial gender parity within 5-years.

We currently do not have any Readers, which can be a stepping-stone towards Professor. Our 2019 informal discussion of promotions revealed people are unsure about the purpose of the Reader role. *We will hold a focus group with Senior Lecturers to gauge their knowledge and opinions about the Reader/Professor roles (Action A1.1).*

We aim to achieve Professorial gender parity through internal promotion by 2025. We are actively working to encourage our women Senior Lecturers to develop the research and leadership competencies to allow them to get further promoted to Reader/Professor. However, it is important people are not put under undue pressure to apply for promotion prematurely.

“I don’t want to feel under pressure to go for promotion to Professor too early. I want to be supported towards promotion rather than be bulldozed into it.” (Quote from a woman T&R staff following a lunchtime discussion of the promotions process in 2019).

Analysis to Action

- *We will explore and implement strategies to support internal Senior Lecturer candidates towards promotion to Reader/Professor (Action A1).*

As women have been promoted from Grade 7 to 8, the number of women at Grade 7 has decreased. We also recently appointed a small number [less than 5] of men as T&R lecturers, who started in August 2019 (outside the HESA reporting period). We need to recruit more women to Grade 7 T&R posts, to increase the percentage of women in T&R roles overall.

Analysis to Action

- *We will increase the number of women applying and being shortlisted for Teaching & Research posts (Action A2).*

Data and Analysis: Teaching-Only Staff

In 2015, the University introduced the new Teaching-Only stream of “Lecturer-Scholarship”, which affords staff the opportunity for open-ended contracts with career progression from Grade 6 to Grade 9, in parallel to the traditional T&R stream.

In our 2015 analysis, we identified the need to increase the number of women in permanent academic posts and to provide a sustainable career path for postdoctoral researchers (most of whom are women). We acted by:

- Providing information sessions about the Teaching-Only career path for Research-Only staff.
- Providing opportunities for Research-Only staff to undertake teaching.
- Sponsoring pedagogical training for Research-Only staff (e.g., HEA Fellowships).
- Encouraging applications from Research-Only staff in the School.

Actions to Impact

- The number of women Teaching-Only staff has increased from [less than five] (57%) in 2014-15 to 10 (83%; Figure 4.2.4) in 2018-19.

In our 2015 analysis, we found that women in Teaching-Only posts were less likely than men to be employed at Grade 7 or 8 (25% vs. 67%). We acted by:

- Attracting more and better qualified women applicants for Teaching-Only posts.
- Encouraging more promotion applications from women in Teaching-Only posts.

Actions to Impact

- The number of women in Teaching-Only posts at Grade 7 has increased from [less than five] (25%) in 2015-15 to 7 (70%) in 2018-19; [less than five] women were promoted to Grade 7 and [less than five] were appointed at this level.

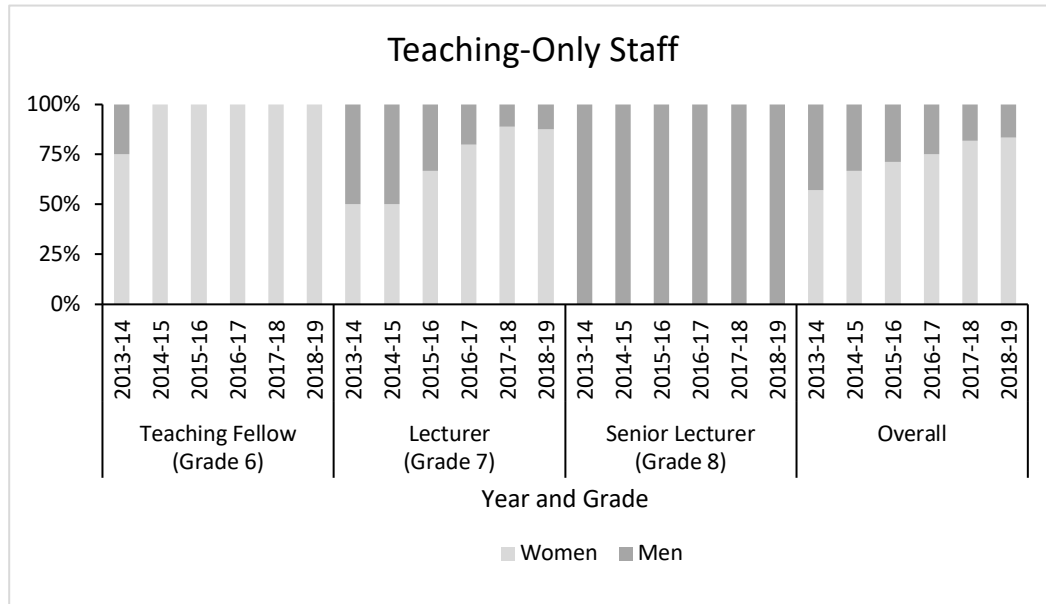


Figure 4.2.4 Teaching-Only staff by year, grade and gender (headcount numbers redacted). NB: We do not have any Teaching-Only staff at Grade 9.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

The School has [less than 5 technicians], so it is not possible to discuss this further without breaching [their] confidentiality.

- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

There are no zero-hour contract staff.

Redeployment Scheme

Within 6-months of a contract ending, staff meet with line-managers and HR representatives to discuss the feasibility of extending their current contract, opportunities for redeployment within the University, and finding employment outside the University.

Data and Analysis: Open-Ended vs. Open-Ended Funding Limited vs. Fixed Term Contracts

Since 2015-16, all staff in T&R positions have been employed on open-ended contracts. Most staff in Research-Only positions are on open-ended but funding limited contracts (Table 4.2.3); there are more women employed in these roles but there is no gender difference within contract type for staff in this category.

Year	Sex	Number/Distribution between contract type (%)	Research-only			Research & Teaching			Teaching-only		
			Open-ended	Open-ended but funding limited	Fixed Term/minimum hours	Open-ended	Open-ended but funding limited	Fixed Term/minimum hours	Open-ended	Open-ended but funding limited	Fixed Term/minimum hours
2013-14	W	N	<5	6	<5	11	<5	<5	<5	<5	<5
		%	<5	86	<20	92	<10	<5	50	50	<5
	M	N	<5	<5	<5	13	<5	<5	<5	<5	<5
		%	<5	100	<5	100	<5	<5	100	<5	<5
2014-15	W	N	<5	6	<5	10	<5	<5	<5	<5	<5
		%	<5	86	<20	91	<10	<5	100	<5	<5
	M	N	<5	<5	<5	13	<5	<5	<5	<5	<5
		%	<5	100	<5	100	<5	<5	100	<5	<5
2015-16	W	N	<5	<5	<5	10	<5	<5	5	<5	<5
		%	<5	100	<5	100	<5	<5	100	<5	<5
	M	N	<5	<5	<5	13	<5	<5	<5	<5	<5
		%	<5	100	<5	100	<5	<5	100	<5	<5
2016-17	W	N	<5	<5	<5	10	<5	<5	5	<5	<5
		%	<5	100	<5	100	<5	<5	83	<20	<5
	M	N	<5	<5	<5	13	<5	<5	<5	<5	<5
		%	<5	50	50	100	<5	<5	100	<5	<5
2017-18	W	N	<5	8	<5	10	<5	<5	5	<5	<5
		%	<5	100	<5	100	<5	<5	56	<20	33
	M	N	<5	<5	<5	13	<5	<5	<5	<5	<5
		%	<5	100	<5	100	<5	<5	100	<5	<5
2018-19	W	N	<5	8	<5	9	<5	<5	5	<5	<5
		%	<5	100	<5	100	<5	<5	50	30	20
	M	N	<5	<5	<5	13	<5	<5	<5	<5	<5
		%	<5	100	<5	100	<5	<5	100	<5	<5

Table 4.2.3 Staff by role, contract type, year and gender

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Research-Only staff, employed on funding-limited contracts, were the most likely to leave (24 staff; 66% of leavers; see Table 4.2.4). There is a trend for women to be more

likely to be made redundant (57% of women vs. 13% of men made redundant) and men more likely to resign (43% women vs. 88% men resigned).

Analysis to Action

- 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 (**Action A11**).

More fine-grained analysis is redacted, as it is identifying of individuals.

Career Track	Year	% W Leavers	% M Leavers
Research-Only Staff	2013-14	43	50
	2014-15	57	67
	2015-16	43	<5
	2016-17	75	-
	2017-18	<5	<5
	2018-19	13	50
	Total	39	62
Teaching & Research Staff	2013-14	<5	<5
	2014-15	25	23
	2015-16	9	<5
	2016-17	<5	<5
	2017-18	<5	<5
	2018-19	10	<5
	Total	8	<5
Teaching-Only Staff	2013-14	<5	<5
	2014-15	<5	33
	2015-16	<5	<5
	2016-17	<5	<5
	2017-18	33	50
	2018-19	33	100
	Total	16	23
All Staff	2013-14	13	6
	2014-15	30	32
	2015-16	18	<5
	2016-17	16	12
	2017-18	11	6
	2018-19	19	13
	Total	18	12

Table 4.2.4. Leavers by year, role and gender. Raw numbers redacted and one typo omitted.

(Word count: 2310)

5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Recruitment processes

In our 2015 analysis, we identified a need to improve our recruitment and selection processes to ensure they were more gender neutral, inclusive, and fair. We acted by:

- Job adverts prominently displaying the Athena SWAN logo and a statement stating the School's commitment to furthering equality, diversity, and inclusion.
- Offering Skype interviews for those who might be unable to attend in person.
- Selection committees undergoing recruitment specific E&D training.
- Selection committee compositions complying with the University's policy to "give due regard to an appropriate gender, race and age balance".

Since 2016, all selection panels have been mixed gender. Feedback from our most recent academic appointments (40% women) was unanimously positive about the recruitment process, job talks, interview, and informal interactions with staff.

Actions to Impact

"I was impressed with the attempts to make the application and selection processes gender-neutral, inclusive, and fair."
(Feedback from a woman Senior Lecturer).

Data monitoring and analysis: Overall

Overall, we made 55 appointments of whom 36 were women (66%; Table 5.1.1)

Year	Sex/%W	% Shortlisted	% Offered	% Offers Accepted	% Applicants
2013-14	W	30	33	100	10
	M	17	100	100	17
	% W	<5	<5	<5	<5
2014-15	W	22	36	100	8
	M	11	30	100	<5
	% W	<5	<5	<5	<5
2015-16	W	5	100	100	5
	M	32	17	100	5
	% W	<5	<5	<5	<5
2016-17	W	18	57	100	11
	M	27	33	100	9
	% W	<5	<5	<5	<5
2017-18	W	75	60	100	45
	M	25	50	100	13
	% W	<5	<5	<5	<5
2018-19	W	27	39	100	11
	M	23	42	91	9
	% W	<5	<5	<5	<5
Overall	W	26	44	100	12
	M	20	36	95	7
	% W	<5	<5	<5	<5

Table 5.1.1. Overall recruitment data by year and gender. Raw numbers redacted.

Data monitoring and analysis: Research-Only Posts

For Research-Only posts, we made 26 appointments of whom 20 were women (80%; Table 5.1.2). 54% of applicants were women, with more women applicants for research assistant roles (67%) than research fellow roles (43%).

Overall, there was little difference in the likelihood of women and men being shortlisted, but women were more likely to be appointed than men. Men were more likely to be shortlisted at Grade 5 and women more likely to be shortlisted at Grade 6. Among those shortlisted, women were more likely to be appointed at both grades, almost three times more likely at Grade 6.

There were multiple single gender shortlists; it is important that the occurrence of these are monitored and challenged.

Analysis to Action

- Selection panels to be challenged on single gender dominated shortlists (Action A2.6)

Post (Grade)	Year	Gender/ % W	% Shortlisted	% Offered	% Offers Accepted	% Applicants Hired
Research Assistant (Grade 5)	2013-14	W	33	33	100	11
		M	<5	<5	<5	<5
		% W				
	2014-15	W	42	38	100	16
		M	<5	<5	<5	<5
		% W				
	2015-16	W	<5	<5	<5	<5
		M	31	20	100	6
		% W				
	2016-17	W	8	<5	<5	<5
		M	36	40	100	14
		% W				
	2017-18	W	100	100	100	100
		M	<5	<5	<5	<5
		% W				
	2018-19	W	10	40	100	<5
		M	<5	<5	<5	<5
		% W				
	Overall	W	22	44	100	9
		M	27	30	100	8
		% W				
Research Fellow (Grade 6)	2013-14	W	<5	<5	<5	<5
		M	25	100	100	25
		% W				
	2014-15	W	25	40	100	10
		M	14	<5	<5	<5
		% W				
	2015-16	W	33	100	100	33
		M	33	<5	<5	<5
		% W				
	2016-17	W	30	100	100	30
		M	22	25	100	6
		% W				
	2017-18	W	83	60	100	50
		M	17	<5	<5	<5
		% W				
	2018-19	W	55	33	100	18
		M	19	20	<5	<5
		% W				
	Overall	W	35	64	100	23
		M	19	20	100	<5
		% W				
Research- Only Combined	All Years	W	31	48	100	15
		M	22	24	100	5
		% W				

Table 5.1.2 Research-Only recruitment data by year and gender. Raw numbers redacted.

Data monitoring and analysis: T&R Posts

In our 2015 analysis, we identified the need to identify and proactively encourage applications from women candidates for T&R posts. We acted by:

- Forming search committees to identify competitive women candidates.
- Senior staff approached and encouraged applications from candidates identified by search committees.
- Removing the need/opportunity to negotiate.

Actions to Impact

- We recently appointed a woman Professor and a woman Senior Lecturer, (both of whom took up their posts outside the data reporting period), who were identified and encouraged to apply via the search committee process.
- A selection committee proactively decided that a woman candidate who had originally applied for a Lectureship position (Grade 7) be appointed as a Senior Lecturer (Grade 8) based on her experience at the time of selection.

Overall, for T&R posts, we made [a number of] appointments of whom 40% were women (Table 5.1.3). There were fewer women at the application (42%) shortlisting stages (32%). Women were less likely to be shortlisted (8% vs. 13%) but shortlisted women were substantially more likely to be offered a position (83% vs. 54%).

Analysis to Action

- *We will increase the proportion of women being shortlisted for Teaching & Research posts (Action A2).*

Our Professorial appointments during the reporting period (50% women), were based on candidates being head-hunted based on specifically required research expertise.

Post (Grade)	Year	Gender/ % W	% Shortlisted	% Offered	% Offers Accepted	% Applicants Hired
Lecturer (Grade 7)*	2014-15	W	5	100	100	5
		M	11	33	100	<5
		% W				
	2018-19	W	9	67	50	<5
		M	14	67	75	7
		% W				
Professor (Grade 9)	2014-15	W	<5	<5	<5	<5
		M	100	100	100	100
		% W				
	2018-19	W	100	100	100	100
		M	<5	<5	<5	<5
		% W				
Teaching & Research Combined	All Years	W	8	83	80	6
		M	13	54	86	6
		% W				

Table 5.1.3 Teaching & Research recruitment data by year and gender. Raw numbers redacted.

Data monitoring and analysis: Teaching-Only Posts

In our 2015 analysis, we identified the need to increase the number of women in academic posts. As most of our Research-Only staff are women, we acted by:

- Providing Teaching-Only career path information sessions for Research-Only staff.
- Encouraging applications from Research-Only staff.

Actions to Impact

- For Teaching-Only posts, we made a number (<20) appointments of whom 77% were women (Table 5.1.4).
- 7 of these appointments were women who had previously been employed in the School as Research-Only staff on funding-limited contracts.

Overall, 61% of Teaching-Only applicants were women. Women were more likely to be shortlisted (53% vs. 21%), but shortlisted women were somewhat less likely to be appointed (36% vs. 43%). [Senior Lecturer information redacted due to small numbers]. There were 5 single gender shortlists; *Selection panels to be challenged on single gender dominated shortlists (Action A2.6)*.

Post (Grade)	Year	Gender/ % W	% Shortlisted	% Offered	% Offers Accepted	% Applicants Hired
Teaching Fellow (Grade 6)	2014-15	W	29	14	100	<5
		M	<5	<5	<5	<5
		% W				
	2017-18	W	67	50	100	33
		M	40	50	100	20
		% W				
	2018-19	W	83	40	100	33
		M	57	25	100	14
		% W				
	Overall	W	42	29	100	12
		M	24	33	100	8
		% W				
Lecturer (Grade7)	2016-17	W	67	50	100	33
		M	<5	<5	<5	<5
		% W				
	2017-18	W	83	40	100	33
		M	<5	<5	<5	<5
		% W				
	2018-19	W	78	43	100	33
		M	<5	<5	<5	<5
		% W				
	Overall	W	78	43	100	33
		M	<5	<5	<5	<5
		% W				
Senior Lecturer (Grade 8)	2017-18	W	<5	<5	<5	<5
		M	33	100	100	33
		% W				
Teaching-Only Combined	All Years	W	53	36	100	19
		M	21	43	100	9
		% W				

Table 5.1.4. Teaching-Only recruitment data by year and gender. Raw numbers redacted.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

School induction

In our 2015 staff survey, only 63% of respondents, 62% of men (8/13) and 63% of women (12/19), reported having an induction; of those, only 60%, 50% of men and 67% of women agreed their induction was useful. We acted by introducing a new staff induction, including:

- Introductory tour of the building.
- Meetings with key post-holders inside and outside the School.
- Academic staff induction handbook with information on training, development, and networking opportunities, flexible working, and family-friendly policies.
- Induction checklists for new staff and SAO to complete.
- SAO ensures inductions and all mandatory training have been completed.

Actions to Impact

- Since August 2016, all 16 new academic staff (11 women) have received the improved School induction, and all have indicated it was useful in post-induction feedback.

There is currently no School induction process for Research-Only staff, which can lead to slower integration.

Analysis to Action

- *We will improve the process of induction for Research-Only staff by further improving School-specific induction process (Action A7).*

University induction

New staff receive an online induction pack and are invited to biannual induction fayres, which allow them to meet other new staff from across the University.

Probation

New academic staff undergo a probationary period of 3-years (12-months for Teaching-Only staff). However, a 2016 School review of the probation process indicated that not all probationary staff felt this period was useful. We acted to improve probation support for:

- Induction
- Formal mentoring
- Training
- Annual objective setting and review

Actions to Impact

- In a 2019 ad hoc survey, the staff who most recently underwent probation (66% w), indicated that their probation period was useful. All confirmed they received induction, Annual Review, adequate training opportunities, and that they had benefited from being assigned a mentor.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Guidance on the promotions process is provided in a handbook on the University intranet. In addition, HR offer University-wide, School-specific, and one-to-one promotions information sessions. Unsuccessful applicants receive written feedback and are also invited to contact HR, their HoS, and the chair of the promotions sub-committee to arrange meetings for further feedback.

In our 2015 analysis, we identified a gender imbalance in promotion applications. From 2011-2014, only 5 women applied for promotion (38% of applications). This gender imbalance was most marked in 2013-14, when <5 women applied for promotion unsuccessfully and 5 men applied successfully. We acted by:

- Discussing promotions during Annual Reviews
- SMG identifying potential promotion candidates
- Proactive encouragement of applications from SMG identified candidates
- Line-managers and promoted staff providing feedback on draft applications
- Informal lunchtime discussions of promotions process

Actions to Impact

- In the period 2014-2018, the number of women applying for promotion almost doubled from 5 to 9.
- Our staff survey asks whether people agree with the statement (Figure 5.1.1):
"Promotion was discussed in my Annual Review"
In 2016, 72% of respondents agreed; 61% of men and 81% of women [raw numbers redacted].
In 2019, 94% of respondents agreed; 93% of men and 96% of women (raw numbers redacted).
- Our staff survey asks whether people agree with the statement (Figure 5.1.1):
"My decision to apply for promotion was motivated by my line manager".
In 2016, 57% of respondents agreed; 60% of men and 56% of women [raw numbers redacted].
In 2019, 73% of respondents agreed; 71% of men and 75% of women [raw numbers redacted].
- Those (66% women) who applied for promotion had previously attended a Promotions informal lunchtime discussion.

"It was helpful to hear the experiences of those who have been through the promotion process, both successfully and unsuccessfully."

(Feedback from a woman T&R Lecturer following the Promotions discussion).

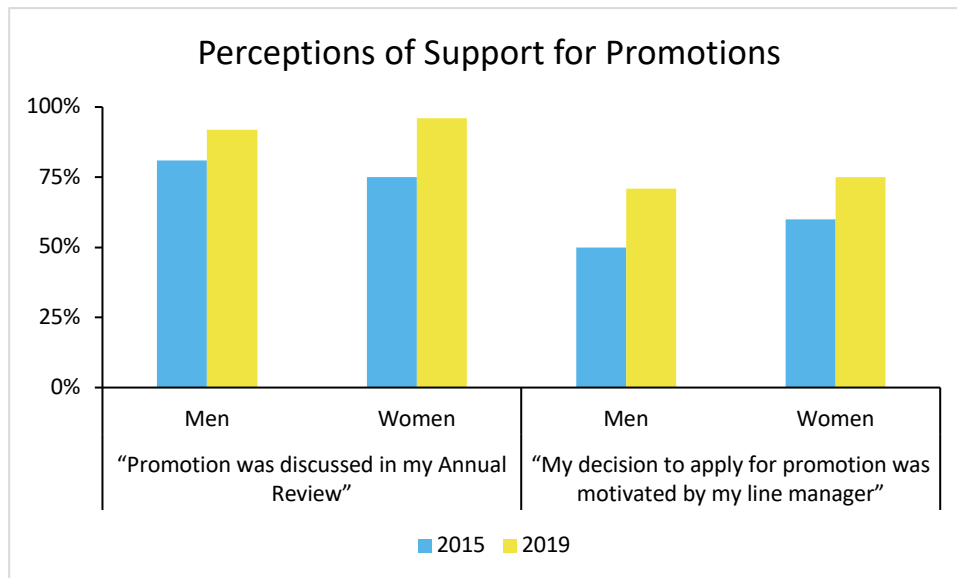


Figure 5.1.1. Perceptions of Support for Promotions from the Annual School surveys in 2015 and 2019.

Overall, 14 women and 10 men have applied for promotion since 2012 (58% women; Table 5.1.5). The small number of promotion applications since 2017 [raw numbers redacted], is reflective of the pattern of promotions in the preceding 4-years, where a relatively large number of staff were promoted. Our promotion success rates were similar for women (64%) and men (70%), which is higher than the University-wide promotion success rate (50%).

Promotion Data Across All Posts			
Grade Applied for	Year	% W Success	% M Success
Applications for Promotion to Grade 7	2012-13	100	100
	2013-14	<5	100
	2014-15	100	<5
	2015-16	100	<5
	2016-17	100	<5
	2017-18	No Applications	
	2018-19	No Applications	
Applications for Promotion to Grade 8	2012-13	100	<5
	2013-14	<5	100
	2014-15	<5	<5
	2015-16	50	<5
	2016-17	50	<5
	2017-18	No Applications	
	2018-19	<5	100
Total		64	70

Table 5.1.5. Staff applying for promotion by year, grade, success and gender.

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

There was no gender imbalance in REF or RAE submissions (Table 5.1.6).

	% W Submitted	% M Submitted
RAE2008	45	47
REF2014	42	41
Overall	43	45

Table 5.1.6 Staff submitted to RAE 2008 and REF 2014 by eligibility and gender. Raw numbers redacted.

SILVER APPLICATIONS ONLY

5.2 KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake and how its effectiveness is reviewed.

University induction

P&S staff receive a University induction (see 5.1ii).

School induction

In our 2015 staff survey, only 67% of P&S respondents reported having an induction; only 50% agreed their induction was useful. We acted by introducing a new P&S staff induction, including:

- An introductory tour of the building.
- Meetings with key post-holders inside and outside the School.
- Regular one-to-one meetings with the SAO throughout the first month.
- A P&S staff induction handbook with information on relevant training, and development opportunities, flexible working and family-friendly policies.
- The SAO ensures inductions and all mandatory training have been completed.

Actions to Impact

- In the 2018 one-to-one P&S staff interviews (100% uptake), all P&S staff appointed since 2016 (all women) reported that they had received the new School induction (vs. 66% in 2016) and all staff reported that it was useful (vs. 50% in 2016).

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

The SAO encourages reflective engagement with the promotions criteria to identify areas of relative strength and weakness and how the latter might be addressed by work-based, training, and networking opportunities.

No P&S staff were promoted during the reporting period. One member of staff was promoted shortly before the reporting period and one had their position regraded as part of University-wide structuring. The other two staff only joined the School in 2017.

Before 2018, we did not gather the views of P&S staff on promotions. We acted by:

- Discussing promotions experiences as part of the biennial P&S staff one-to-one interviews (100% uptake in 2018).

Actions to Impact

- 100% of P&S staff reported that their promotion aspirations were usefully discussed during their Annual Review.
- 100% of P&S staff said they did not require training on the promotions process.

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Mandatory training

Within three months of employment, all staff undergo E&D e-training; Within 6-months, all new teaching staff are required to participate in a centrally organised 2-day course on *Teaching and Learning in Higher Education*. The HoS and SAO receive a quarterly report of mandatory training compliance.

- During the reporting period 100% of eligible staff completed their mandatory training.

Centrally organised training

The Centre for Academic Development offers training covering the breadth of skills required for working in HE. Staff can also study undergraduate or postgraduate courses, including to the level of formal qualification, free of charge; this includes the Postgraduate Certificate in Learning and Teaching in HE.

- In the 2019 staff survey:
 - o 77% of respondents, 71% of men and 81% of women [raw numbers redacted], reported they had taken part in training in the previous two-years.
 - o 94% of respondents, 100% of men and 90% of women [raw numbers redacted], reported they had not faced any barriers to training.

The University currently has no automated mechanism for monitoring or reporting on the uptake or effectiveness of staff participating in centrally organised training.

Analysis to Action

- *We will monitor the uptake, gender balance, and effectiveness of centrally organised training (Action C10).*

School organised training

In the 2016 staff survey, 14% of respondents, 8% of men and 19% of women, felt that their access to training was limited. We acted by:

- Increasing awareness of University training opportunities with regular emails from SAO, HoS, DoR, and DoPGR highlighting potentially relevant courses.
- Organising inhouse training, where members of School staff share their expertise. These have included one-off taster sessions (e.g., Providing Video Feedback), intensive multi-day workshops (e.g., multi-level modelling), and setting-up specialist interest groups (e.g., MatLab programming).
- Since 2018, we have sponsored three women to participate in the AURORA leadership programme [roles redacted as less than 5].
- Since 2017, we have sponsored 21 staff (7m/14w, 67% women), to become Fellows of the Higher Education Academy.

Actions to Impact

- In the 2019 staff survey, 6% of respondents, 0% of men and 10% of women, felt that their access to training was limited.
- There was no gender difference in uptake of School sponsored training (58% women).
- Feedback from staff has been very positive about the opportunity to undertake School sponsored training:

“Participating in the Aurora programme was invaluable for my development. I feel more self-assured in my professional abilities and have developed a UK-wide network of contacts from all walks of University life.” (Female [member of staff] who was sponsored through the AURORA leadership programme over the Silver application period).

“Becoming a Senior Fellow with the HEA was a milestone in my professional development. It gave me the space to reflect at length on strengths, as well as areas for improvement, in my pedagogical practice and leadership.” (Female [member of staff] who became a Senior Fellow of the HEA over the Silver application period).

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Annual review for T&R and Teaching-Only staff

All staff undergo mandatory Annual Review, where they reflect on, discuss, and set objectives for teaching, admin, research, training, promotion, and career aspirations. Academic line-managers act as reviewers; line-managers must undergo mandatory training before they can be a reviewer. A video guide to successful annual reviews is available online for both reviewers and reviewees. Reviewers and reviewees complete separate checklists covering each stage of the review process, which are forwarded to the SAO who monitors uptake and ensures all reviews are completed.

- All staff completed their Annual Review in the period 2016-19. A 2019 School survey into the Annual Review process indicated that all respondents felt their Annual Review was useful (22/34 eligible staff completed the survey of whom 12 were women).

Annual review for Research-Only staff

Neither the School or University monitors the uptake and effectiveness of Annual Review for Research-Only staff.

- In 2019, we ran an ad hoc survey of our Research-Only staff, which indicated that only 20% of respondents had an Annual Review in the previous three years (50% of eligible staff completed the survey, all of whom were women). Those who did have an Annual Review reported that it was useful.

Analysis to Action

- *We will monitor the uptake, gender ratio, and effectiveness of Annual Review for Research-Only staff (Action A5).*

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

School support for postdoctoral researchers

In our 2015 analysis, we identified the need to provide greater support for the career progression of our postdoctoral researchers. We acted by:

- Forming an Early Career Research Forum (ECRF). The ECRF is now a well-established group, comprising postdoctoral researchers and PhD students who meet monthly for research-oriented, career-oriented, and social events.
- Sponsoring pedagogical training for Research-Only staff, including completing formal teaching qualifications (e.g., HEA Associate Fellowships).
- Providing opportunities for Research-Only staff to undertake teaching.
- Encouraging postdoctoral researchers to present their research at lab meetings within the School and providing funding for them to present at conferences.

Actions to Impact

In 2019 we surveyed perceptions of support for career progression among our Research-Only staff (60% of people responded, all of whom were women).

- 100% of respondents said they had attended at least one ECRF meeting and that the group was useful.
- 83% of respondents said they has undertaken at least one formal teaching training opportunity in the previous 2-years.
- 100% of respondents said they had undertaken UG teaching/supervision in the preceding two-years and that all were satisfied by this experience.
- 100% of respondents said they had had the opportunity to present their research in the previous 2-years (83% of respondents said they taken at least one such opportunity).

Where Research-Only staff wish to apply for independent research fellowships, they are provided with guidance from the DoR, who appoints an internal mentor. The DoR and mentor facilitate the applicant's route along the University's 5-stage fellowship support procedure, which includes intensive feedback on fellowship applications.

More fine-grained analysis is not possible as it would potentially be identifiable.

Analysis to Action

- *We will encourage Research-Only staff to engage with School and University support for applying for fellowship funding (Action A3.4).*

School support for new T&R staff

New T&R staff receive lighter teaching and admin loads throughout their probationary period. New staff are allocated a discretionary research budget to support their research during probation.

- A 2018 ad hoc survey of new members of staff (66%w) indicated that they had received all the above support and that this had been beneficial.

School support for established staff

In our 2015 analysis, we identified the importance of research leave to act as a springboard towards future promotion applications. In 2016, we acted by introducing a new annual research leave scheme.

- Staff on research leave receive funds to support their research.
- No admin, UG supervision or small group teaching for an academic year.
- Women Senior Lecturers have been strongly encouraged by the HoS to apply.

Actions to Impact

- Since 2016, 66% staff awarded leave have been women Senior Lecturers.
- Quotes from women [T&R staff] who were awarded research leave:

"I recaptured the joy of doing research and learning new things. I think this is probably the best thing the department can do to help staff develop."

"Research leave gave me room to breathe, catch up on my technical skills, and time to evaluate the next steps in my research career."

"The benefits are hard to overstate. I am starting the new year with a set of exciting research plans, new collaborators, and a wealth of ideas that will last me for at least the next 5-years."

School support for new Teaching-Only staff

New Teaching-Only staff receive lighter teaching and admin loads throughout their 12-month probationary period. The DoTL discusses opportunities for career progression when new Teaching-Only staff commence their employment and during annual review/6-monthly catch-up meetings.

- In the 2019 staff survey, 100% of Teaching-Only respondents (75% w) indicated that their career progression was discussed in their annual review.

University support for all staff

Mentoring

In 2016, the University launched a new staff mentoring scheme, which matches more junior staff with more experienced mentors.

- The School currently has five mentors; six staff have received mentoring since 2016. In recent post-mentoring feedback, all mentors and mentees reported that they found the experience to be positive and worthwhile.

Leadership

There is a two-level development programme to enhance leadership and management skills of Principal Investigators (PIs); a “New PIs” course supports aspiring or recently successful PIs; a “Senior PIs” course supports more experienced PIs to develop and maintain a more strategic focus.

- Across the reporting period, PI training was completed by sixteen staff (10 women); data from the annual staff survey indicates ~80% of both men and women felt the training was useful.

The University runs Coaching and Buddying schemes but uptake from our School has been low (< 10% of staff).

Analysis to Action

- *We will seek to increase uptake of the mentoring, buddying, and coaching schemes (Action A8).*

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

General student career support

Feedback from UG student course evaluations (2015) and an ECRF focus group (2016) indicated there was a need for improved support about academic careers. We acted by:

- Creating the role of School Employability Officer (2016).
- Developing guides to networking and applying for jobs.
- Creating career profiles of 63 academic staff, PhD students, and professional psychologists (68% women).
- Organising an annual networking event, which allows students to meet with academic staff, professional psychologists, and employers.

Actions to Impact

- The 2019 networking event was attended by around 150 students (~120 UG & ~30 PG; ~80% women) and 80 academic staff/Professional psychologists/employers attended (75% women).

“The networking event really helped me think differently about the various routes to becoming an academic.”

(Final year woman UG student)

UG specific career support

We offer competitive internship bursaries for UG students to gain research experience. Since 2013, 42 of 55 bursaries have gone to women (76%). In 2017, we introduced a scheme enabling final year students to gain course credits for workplace internships.

In our 2015 analysis, we identified the need to increase the visibility of women academic role models in our career support. Since 2016, we acted by:

- Annual career path talks to the student Psychology Society by women academics.
- Annual career panels with staff panellists from all career tracks (75% women).

PG specific career support

PhD students have an annual research budget that can be used for training, conference attendance, or research support. PhD students have access to a diverse range of training and development opportunities offered by the University Graduate School. PhD students are members of the ECRF, which provides support, guidance, and development opportunities.

Feedback from an ECRF meeting on career development in 2017, indicated that PGR students felt they would benefit from the opportunity to undertake teaching. In 2018, we acted by:

- Encouraging PhD students to undertaking paid UG teaching.
- Monitoring the number and gender of PGR students undertaking teaching.

Actions to Impact

- In 2018-19, 65% of PGR students undertook paid teaching (39% of men and 83% of women); in 2019-20, this increased to 90% of PGR students (80% of men and 95% of women; see Table 5.3.1).

	Women (% of cohort)	Men (% of cohort)	% Women
2018-19	15 (83%)	5 (39%)	75
2019-20	17 (95%)	9 (80%)	65

Table 5.3.1 Number and percentage of PGR students undertaking paid teaching roles by gender

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Support for preparing funding applications

The School has an internal peer review process for grant applications, with more experienced researchers providing feedback on both early and polished drafts. We also maintain a library of successful funding applications.

- The School paid for all staff to attend Professor [redacted] acclaimed grant writing workshops (2016); 69% of staff attended (8m/12w, 60% women). All attendees reported finding this workshop useful.

Support for unsuccessful applicants

The School provides 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 [$< \sim 20\%$; $\sim 80\%$ women].

Analysis to Action

- *We will provide additional support for those whose funding applications are unsuccessful (Action A6).*

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5.4 Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

P&S staff are actively encouraged to attend any relevant training sessions; with funds provided wherever necessary. Training needs are assessed during Annual Review and ad hoc as required.

Examples of recent training include:

- o Aurora Women's Leadership Programme
- o ILM accredited "Moving into Management" and "Middle Management Development" programmes
- o Soft-skills training (e.g., assertiveness training)
- o Health & Safety related training, (e.g., mental health first-aid)
- o Compulsory training (e.g., E&D training – all staff).

In the 2018 biennial one-to-one interviews, 100% of P&S staff reported that they had undergone training in the past two years, and all said that this training was useful.

The School currently has no mechanism for monitoring the uptake, gender ratio, or effectiveness of staff participating in centrally organised training.

Analysis to Action

- *We will monitor the uptake, gender ratio, and effectiveness of centrally organised training (Action C10).*

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

P&S staff undergo the same mandatory Annual Review process as Academic staff. The HoS and SAO both received training in undertaking Annual Reviews with P&S staff; both reported that this training was useful and worthwhile. The SAO undergoes the same Annual Review process as a reviewee, with the HoS acting as reviewer.

- All P&S staff participated in Annual Reviews during the period 2016-19. In the 2018 one-to-one interviews, all staff reported that their workload and career progression were usefully discussed in their Annual Review.

(iii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

The SAO encourages staff to attend training sessions, courses, and networking opportunities.

- In the 2018 one-to-one interviews, all P&S staff reported that the School is supportive of their career aspirations.

In 2017, we acted to further enhance support for P&S staff development by encouraging voluntary secondments to other sections of the University.

- One member of P&S staff undertook a part-time secondment [in a different section] for a year [during the Silver application].

Actions to Impact

“Undertaking a voluntary secondment was a fantastic experience in terms of my career development. Interacting with staff from peers to Vice-Principals has allowed me to build a network across all areas of the University.”

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Before and after going on leave, staff meet with their line-manager and our HR-partner to discuss plans and options for before, during, and after leave. The School has two trained workstation assessors [gender redacted], who meet with staff to assess whether they require any adjustments to their physical working environment.

The University does not provide funded cover for maternity leave; instead, duties are reassigned to other members of staff. P&S staff have a handover period prior to their maternity leave.

- In 2019, we lobbied the Principal to provide a central fund for maternity/paternity cover. The Principal was receptive and commissioned a policy report that was considered and then accepted by the University management team.

Actions to Impact

- Following our lobbying, from 1st August 2020, the University will launch a centrally funded scheme to provide maternity/paternity leave cover.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Staff on leave receive all School-wide email communications. Prior to returning, leavers are offered the opportunity to discuss with their line-manager, either in person, over the phone, or via email, their plans to return and any required adjustments. Staff are entitled to 10 paid Keeping-In-Touch (KIT) days during maternity leave.

- All staff who took leave during the reporting period made social visits to the School with their babies and partners while they were on leave.
- From 2012-18, only 9 of 70 possible KIT days were used. A 2018 ad hoc survey of those who have had maternity leave in the last 6-years, indicated that all staff knew they could take KIT days, but most chose not to do so.

Analysis to Action

- *We will examine why the uptake of Keeping-in-Touch days is so low in the School (Action A9).*

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Staff returning from leave meet with their line-manager to discuss appropriate adjustments to their workload. T&R and Teaching-Only staff receive lower teaching loads and administrative responsibilities during the first 12-months of their return. All returning staff have the option of returning on a part-time basis.

Feedback from an ad hoc 2018 survey of those who have taken maternity leave since 2013, suggests all staff received the support they required before, during and after leave and that they successfully reintegrated into the School. However, we do not currently formally monitor whether those returning from maternity, paternity, parental, or adoption leave receive appropriate support before, during and after leave.

Analysis to Action

- *We will introduce a formal leave checklist and review process (Action A10).*

In our 2015 analysis, we identified the need to provide additional support for staff with children. We acted by:

- Introducing a “Family Conference Award”, which allows staff and students to apply for up to £250 to pay for caring costs to facilitate conference attendance.
- Creating a dedicated baby-feeding room with a fridge for storing food and adding baby-changing facilities to toilets.

Actions to Impact

- In the 2019 staff survey, 94% of respondents, 86% of men (12/14) and 100% of women (21/21), agreed that introducing the Family Conference Award has positively impacted our equality culture.
- One woman staff member noted in the staff survey, *“Having the family conference award is great! It also sends a very positive message that the School is supporting the research careers of people with children.”*

Staff and students with children have access to excellent, discounted, on-campus childcare, at the Rocking Horse Nursery. The University offers a sacrifice scheme to help employees with the cost of childcare.

- Staff and students from the School have had 8 children attend the University nursery in the past 5-years.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

- Since 2012, we have had 7 instances of maternity leave (Table 5.5.1).
- The return rate (up to 6 months returning) was 100%.

Year	Track	Number taking leave	Number returned	Number still in School after:			Reason for leaving	KIT Days
				6 - months	12 - months	18 - months		
Total		7	7	7	6	6	-	9 of 70

Table 5.5.1 Maternity leave, return rates and number of KIT days taken by year

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

The University provides 1-week of full-pay paternity leave and one week of Statutory Paternity Pay. Information about leave is provided during School and University inductions and on the University website. Staff apply to HR for paternity leave; they then meet with the HoS and DoTL to discuss appropriate reductions in workload.

- In 2013-19, [less than five, numbers redacted] members of staff (spanning Grades 6-9) took the then maximum entitlement of paternity leave. There have been no examples of shared parental or adoption leave.
- In a 2019 ad hoc survey, 88% of men respondents [numbers redacted] said they were aware of the University's paternity leave policies. 100% said that they would use these if eligible.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Formal flexible working

The University has various formal flexible working options including, part-time working, part-year working, job sharing, flexible hours, career breaks and a 9-day fortnight.

- All formal requests for flexible working have been successful.
- 9 women and [<5] men currently work part-time across all Research-Only, T&R, and Teaching-Only staff (Table 5.5.2). [<5] members of P&S staff work part-time, and [<5] work a 9-day fortnight.

Career Path	Year	% W Part-time	% M Part-time
Research-Only	2013-14	29	<5
	2014-15	14	<5
	2015-16	<5	<5
	2016-17	<5	<5
	2017-18	50	<5
	2018-19	25	<5
Teaching & Research	2013-14	17	<5
	2014-15	18	<5
	2015-16	10	<5
	2016-17	10	<5
	2017-18	10	8
	2018-19	11	8
Teaching-Only	2013-14	<5	<5
	2014-15	<5	<5
	2015-16	<5	<5
	2016-17	<5	<5
	2017-18	<5	<5
	2018-19	40	<5
Total	2013-14	18	<5
	2014-15	15	<5
	2015-16	6	<5
	2016-17	7	<5
	2017-18	26	7
	2018-19	26	6
	Overall	18	<5

Table 5.5.2 Full-time and part-time staff by career path, year and gender. Raw numbers redacted.

Informal flexible working

Our previous analysis found mixed perceptions of School support for flexible working.

In the 2015 staff survey:

- 72% of respondents, 77% of men and 69% of women felt the School supported flexible working [numbers redacted].
- 66% of respondents, 77% of men and 63% of women (12/19) reported working flexibly [numbers redacted].

We acted by:

- Staff can request not to be timetabled for teaching on specific days or times.
- Flexible working is visibly endorsed by senior staff, with all SMG working flexibly.

- In March 2018, we acted to raise awareness of flexible working with a themed lunchtime discussion on “work-life balance”.

Actions to Impact

In the 2019 staff survey:

- o 100% of respondents felt the School supported flexible working.
- o 78% of respondents, 86% of men (12/14) and 76% of women (16/21), said they worked flexibly “often/very often”.

“It is reassuring to get confirmation that people work flexibly and that NOBODY seems to work a 9-to-5, Monday-to-Friday week!!”

(Quote from a female Teaching-Only Lecturer attendee at the 2018 informal discussion of work-life balance)

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

- One woman Lecturer, who was previously full-time but went to part-time after returning from maternity leave, [over the Silver period] returned to full-time.

Despite support from the HoS, this process was not straightforward, as the University has a policy where transition from part-time back to previously full-time requires a funded “business case”.

Analysis to Action

- *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; **Action A4**).*

5.6 ORGANISATION AND CULTURE

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

In our 2015 School E&D survey, a relatively low number of staff chose to describe the School as “supportive” or “inclusive”. In response, in 2017, we began a biannual series of themed informal lunchtime discussions relating to gender equality and inclusivity (e.g., Athena SWAN, the promotions process, work-life balance, stress coping mechanisms).

Actions to Impact

- High engagement with informal discussions (~75% of staff, ~80% of women, have attended at least one discussion).
- In the 2019 staff E&D survey, 83% of respondents, 86% of men and 81% of women agreed that having informal lunchtime discussions had positively impacted the School’s equality culture [numbers reacted].
- Survey respondents describing the School as “supportive” has increased:
 - o 76% in 2015; 77% of men and 63% of women [numbers reacted].
 - o 94% in 2019; 93% of men and 95% of women [numbers reacted].
- Survey respondents describing the School as “inclusive” has increased:
 - o 57% in 2015; 62% of men and 53% of women [numbers reacted].
 - o 74% in 2019; 79% of men and 71% of women [numbers reacted].

While the number of staff describing the School as “inclusive” has increased, it is still lower than we would like, as is the number of staff describing the School as “social” (see Table 5.6.1), [numbers reacted].

Analysis to Action

- *We want to promote greater inclusivity by increasing staff social contact (Action C9).*

Which of the following terms describes the School?	2015 % All (% Women)	2016 % All (% Women)	2017 % All (% Women)	2018 % All (% Women)	2019 % All (% Women)
Supportive	76 (63)	83 (85)	87 (85)	93 (90)	94 (95)
Inclusive	57 (53)	73 (65)	70 (61)	67 (61)	74 (71)
Social	68 (61)	63 (55)	30 (39)	51 (40)	50 (43)
Sexist	6 (12)	<5	<5 (8)	<5	<5

Table 5.6.1 Staff choosing adjectives to describe the School in the last 5-years of staff surveys

In 2017, feedback from the School E&D survey indicated that terminology used by some researchers for gender and sexual orientation were outmoded and potentially offensive. We acted by:

- Developing a guide to undertaking inclusive research.
- Promoting the inclusive research guide via email, handbooks, and online.

Actions to Impact

- In the 2019 staff E&D survey, 74% of respondents (11m/15w, 72% of women) agreed our guide to undertaking inclusive research had positively impacted the School's equality culture.

In January 2019, the School developed its own unconscious bias training, which was completed by most staff (~80% and ~83% of women). We want to ensure that all existing and new staff complete this training. The University's online E&D training is not currently mandatory for PG students.

Analysis to Action

- *We will ensure that all existing and new staff receive unconscious bias training (Action C5.3).*
- *We will make online E&D training mandatory for all psychology PG students (Action B8).*

Fostering a positive equality culture beyond the School

As a School, we have achieved significant progress by influencing University-wide policies, practices, and culture through a wide range of activities (Table 5.6.2).

Date	Activity
Jan-20	Designed and implemented pilot unconscious bias monitor scheme for University promotions panels.
Feb-19	Consulted by HR about introducing unconscious bias monitors to University promotion panels.
Jan-19	Contributed to Advance HE Review of Athena SWAN process, UHI, Inverness.
Biannually since Jan-18	Provided E&D expertise on "Teaching in HE 2-day course", which is compulsory for all new teaching staff at the University.
Aug-18 onwards	Worked with Aberdeenshire Philosophy Café in schools, to organise discussion series challenging academic gender stereotypes in secondary school children (discussions in ~ 75% of schools 12/17).
Jun-18	Gave talks on "How society's stereotypes form and change (or not change!)" at various schools across Aberdeenshire.
Apr-18	Gave talk on "Unconscious Bias" to the Rowett Institute.
Mar-18	Represented E&D issues on University Reward Strategy Working Group.
Feb-18	Initiated hosting Scotland-wide "From SMART actions to impact" ECU information session, which has held at UoA.
Dec-17	Joined the Gender Action Plan (GAP) working group setup to respond to the Scottish Funding Council's GAP programme.
Nov-17	Organised for E&D consultant to meet with the EDRG and lead a session with the University Management Group.
Feb-17	Attended Athena SWAN Psychology Network meeting at UCL.
Aug-15	Consulted by Vice-Principal for People about introducing University-wide unconscious bias training.
Jul-15	Joined the Gender Equality Steering Group.

Table 5.6.2. Examples of how we help influence equality and diversity issues outside the School

Senior commitment and action

The HoS has made advancing gender equality a central aim of the School's strategic and operational plans. This has included providing substantial financial support for equality endeavours, including:

- School PhD-studentship to examine E&D in HE (~£100,000; 2016-19)
- Sponsorship of staff through the AURORA programme (~£5000; 2016-ongoing)
- Family Support Awards (~£2500; 2015-ongoing)
- Costs of attending equality and diversity events (~£1000; 2015 ongoing)
- Hosting E&D consultant [name redacted] visit to the University (~£500; 2018)

Becoming a beacon of equality and diversity through research and dissemination

At the Athena Swan Psychology Network meeting at UCL, in 2017, there was consensus that, as a discipline, psychology in the UK could provide better scientific support and resources to help improve E&D in HE. Our School are committed to taking a lead in this.

Analysis to Action

- *We will undertake research into E&D in HE through the EDRG (Action B8).*
- *We will further develop and deliver training and consciousness raising materials for staff and students in HE (Action B7).*
- *We will work with Athena SWAN leads from psychology departments in other University's to reinvigorate networks for sharing best practice (Action B9).*
- *We will lobby the University to host an annual "Equality and Diversity Research Day" (Action C12).*
- *We will work towards achieving an AS Gold award in recognition of the School's continued progress and wider influence through beacon activities (Action C13).*

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The School monitors the application of HR policies and practices through the School's HR partner, the University Athena SWAN coordinator (who works within HR), and through active engagement with campus trade unions.

- In 2017, the School created the role of "bullying and harassment officer". The officer offers confidential support and advice, disseminates information about policies and support services, and monitors policy adherence.
- In 2018, the School developed its own bullying and harassment guide. This has been circulated to all staff and students, helping to raise awareness, and offer information about support and advice.

Actions to Impact

"It's reassuring that our School actively attempts to stop bullying. I was worried that [someone outwith the School] was being bullied, so I sent [them] our School's bullying and harassment guide. The guide was the impetus for [them] to seek help."

(Personal communication, from [a] woman PhD student)

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

From 2013-15, only one of four School executive committees was chaired by a woman and, relative to the School gender ratio, women were overrepresented on the UG teaching committee but underrepresented on the other three executive committees (Table 5.6.3). From 2015, we acted by:

- Monitoring and ensuring representative gender balance across committees.
- SMG review committee membership annually in May/June.
- Most committee roles change on a three-year rolling cycle.
- While senior committee roles are typically undertaken by more senior staff, junior staff are given the opportunity to undertake such roles to gain experience and enhance promotion prospects.

Actions to Impact

- Two of four executive committees are now chaired by women with overall ordinary membership representative of School's gender ratio (11m/19w; 63% women; Table 5.6.3).
- Women now comprise 43% of the chairs of advisory committees and 50% of the ordinary members (18m/18w; Table 5.6.4).

Committee	Year	Chair	% W members
School Management Group	2013-14	<5	40
	2014-15	<5	33
	2015-16	<5	40
	2016-17	<5	50
	2017-18	<5	50
	2018-19	<5	57
	2019-20	<5	57
Research Committee	2013-14	<5	43
	2014-15	<5	43
	2015-16	<5	43
	2016-17	<5	50
	2017-18	<5	50
	2018-19	<5	63
	2019-20	<5	75
Undergraduate Committee	2013-14	<5	73
	2014-15	<5	75
	2015-16	<5	73
	2016-17	<5	60
	2017-18	<5	64
	2018-19	<5	62
	2019-20	<5	70
Postgraduate Committee	2013-14	<5	40
	2014-15	<5	33
	2015-16	<5	33
	2016-17	<5	43
	2017-18	<5	57
	2018-19	<5	60
	2019-20	<5	40
Summary	2013-14	25%	54
	2014-15	25%	52
	2015-16	25%	52
	2016-17	50%	52
	2017-18	50%	56
	2018-19	50%	61
	2019-20	50%	63

Table 5.6.3 Executive committee membership by year and gender. Raw numbers redacted.

Committee	Chair	% W members
EDT	<5	50
External Liaison	<5	60
Ethics	<5	57
Communications	<5	50
Marketing	<5	33
UG Staff-Student Liaison	<5	All staff
PG Staff-Student Liaison	<5	All staff
Summary	43% W	50

Table 5.6.4 Advisory committee membership by year and gender. Raw numbers redacted.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Line-managers encourage and monitor participation in external committees as part of the Annual Review process.

Many staff participate on influential University committees. Other than Senate, which requires nomination and election, University committee roles are associated with holding internal School posts.

Many staff also participate on influential external committees, including learned societies (e.g., Experimental Psychology Society), editorial boards of international journals (e.g., Journal of Experimental Psychology), and grant funding bodies (e.g., ESRC).

- The EDT review annually external committee participation; there is currently no evidence of gender imbalance (55% of School representatives on external committees are women).

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Teaching and admin roles are reviewed annually by the SMG and discussed with staff during Annual Reviews. In 2016, we developed our own workload model. Workload model data are not considered in promotion criteria. Workload activities are assigned points based on estimates of their associated time and responsibility; points targets are adjusted for seniority and contracted hours. Workload model data are examined for gender bias, each June, by the SMG and EDT.

- There has been no evidence of gender bias in workload allocation during the reporting period.

School-wide administrative workloads are circulated annually by the HoS. Teaching workloads are not currently circulated to all staff.

- In the 2019 staff survey, 72% of respondents (14m/11w, 52% of women) felt the allocation of workload is transparent, and this could be improved.

Analysis to Action

- *We will increase transparency of workload allocation by publishing and circulating annual admin and teaching roles (Action C11).*

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

In the 2015 staff survey, only 85% of respondents said meetings were held at times they could attend. We introduced family friendly meeting policies:

- Administrative meetings should occur within core working hours (10am-4pm).
- Administrative meetings should not be arranged during school holidays.

Actions to Impact

- In the 2019 staff survey, 94% of respondents (13m/20w, 95% of women) agreed the introduction of family friendly meeting policies had helped improve our equality culture.
- Respondents saying meetings are held at times they can attend increased:
 - o 85% in 2015; 85% of men (11/13) and 84% of women (16/19).
 - o 97% in 2019; 93% of men (13/14) and 100% of women (21/21).

At the 2019 informal discussion of work-life balance most staff agreed they struggle to manage aspects of family-work balance.

Analysis to Action

- *We will monitor the effectiveness of existing family friendly policies and improve these where possible (Action C8).*

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

In our 2015 analysis, we identified a substantial gender imbalance in invited talks; for example, in 2013/14 only 13% of our seminar speakers were women (Table 5.6.5). We acted by:

- Annually monitoring and, wherever possible, balancing the gender of prominent role models.

Actions to Impact

- In every academic year since 2015, at least 50% of seminars speakers have been women.
- Over the last 6 years, women have represented 53% of seminar speakers, 57% of seminar chairs and 33% of Anderson lecturers.
- In the 2019 staff survey, 89% of respondents, 79% of men and 95% of women agreed that monitoring the gender balance of external speakers had helped to improve the School's equality culture.

Year	Seminar Speakers			Seminar Hosts/Chair		
	Women	Men	% W	Women	Men	% W
2013-14	<5	13	<20	10	5	67
2014-15	7	10	41	9	8	53
2015-16	8	5	62	8	5	62
2016-17	11	6	65	11	6	65
2017-18	7	6	54	6	7	46
2018-19	7	7	50	9	5	64
2019-20	8	8	50	8	8	53
Total	50	55	48	61	44	58

Table 5.6.5 Seminar Speakers, Hosts/Chairs.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Since 2016, 58 staff and students (22m/36w, 62% women) were involved in 53 outreach activities (Table 5.6.6). The percentage of men and women involved in outreach activities is representative of the gender ratios of the School.

Role	Women	Men	Total	% W
PG student	15	10	25	60
Researcher	10	<5	12	<90
Lecturer	5	<5	9	<60
Senior Lecturer	5	<5	9	<60
Professor	<5	<5	<5	<40
Overall	36	22	58	62

Table 5.6.6 Staff and students that have engaged in outreach since 2016 by role and gender

Outreach activities are described and celebrated in the School's quarterly newsletter but are not a formal quantitative aspect of the workload model. Students do not currently receive recognition for outreach activities.

- In the 2019 staff survey, only 66% of respondents, 71% of men and 62% of women [numbers redacted] felt outreach/engagement activities received appropriate recognition.

At a School-wide staff meeting in 2019, there was consensus that we need to increase coordination and recognition of outreach and engagement activities.

Analysis to Action

- We will increase coordination of outreach/engagement activities (Action B5).
- We will revise the School's workload model to formally recognise outreach and engagement with workload points (Action B6).

(Word count: 6288)

SILVER APPLICATIONS ONLY

6 CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them. The subject of one of these case studies should be a member of the self-assessment team. The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case Study 1 – [Professor, permission to publish]

I started as a lecturer in [year redacted] and was incrementally promoted to become a Professor in [year redacted]. During my [time] working in the School, I personally feel I always receive the same opportunities, support, and workloads as male colleagues. However, in the past, I also witnessed female colleagues, specifically those with children, who were not always supported as much as they might have been. The School has really changed a lot since it began the Athena SWAN process. I had my first child in [year redacted], and since then there has been a noticeable and positive step-change in the School in attitudes towards managing work and family balance (we even have a toy box in the staffroom!).

I took [caring] leave and the School was extremely supportive before, during and after my leave. I felt supported in using [allowed] days to maintain my involvement with ongoing research while on leave, without ever feeling this was a requirement. The HoS ensured I had much-reduced teaching and admin load on returning from leave and I was given huge flexibility and autonomy over my working hours. Indeed, the School's family friendly policies actively attempt to accommodate a healthy work-life balance. For instance, the date of a recent School away day was changed to avoid a clash with a primary school in-service day; this would not have happened before 2015!

The School has actively helped me develop my skills, such as by nominating me for, and supporting my participation on, the year-long [leadership course]. This experience helped me develop the confidence to lead and manage teams more effectively and to take a more prominent role in the running of the School. I am currently School Director [role redacted], an openly advertised post I was encouraged to apply for. I have also previously undertaken many of the major administrative roles in the School (i.e., [roles redacted]) and it is great to see other newly promoted senior women now taking on these roles.

Each time I was promoted, I was encouraged to apply by the then Head of School; this encouragement led to my applying when I would not have otherwise. Based on my own experience, and as a line-manager myself, I think it is a hugely positive step for the School to have formally embedded the identification of potential candidates for promotion and to ensure discussions around career progression occur as part of the annual review process – I am confident more women will be promoted, and faster, because of this.

Case Study 2 - [redacted from public document]

Case Study 3 – [Senior Lecturer, permission to publish]

I joined the School in [redacted], when I was appointed as a Senior Lecturer. In [redacted], I received an email [from staff] encouraging me to apply for a Lecturer post ... I was very flattered that the School had clearly taken considerable time to examine my research profile before approaching me and encouraging me to apply.

I applied for and was interviewed for the position of Lecturer (Grade 7). I was impressed with the attempts to make the application and selection processes gender-neutral, inclusive, and fair. This effort, together with my interactions with the many staff I met, led me to form a very positive impression of the School as a friendly, collegiate, and supportive place to work.

While I applied for a position as a Lecturer (Grade 7), I was offered a position as a Senior Lecturer (Grade 8) based on previous achievements which came up during the selection process. At the time, I would not have felt comfortable negotiating for this promotion, although mentors in my previous university had suggested it to me. I was therefore deeply impressed by the School's progressive decision to remove the need for salary/Grade negotiation by appointing me at a higher grade than I had originally applied for. My appointment as a Senior Lecturer undoubtedly has the potential to accelerate my future career trajectory.

Since joining the School, I have been impressed by both the School's informative and helpful formal induction process and the informal warm welcome I have received from staff and students. I have also received lighter teaching and admin responsibilities, which has helped me to establish my lab, develop my research programme, apply for grants, and generally hit the ground running.

(Word count: 1102)

7 FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

A note from the SAT

We applied for a Silver award in April 2019 and were awarded Bronze. While we were initially disappointed with this outcome, on reflection the experience of preparing, and receiving feedback on, that application has helped us to reinvigorate our engagement with the Athena SWAN process.

It was heartening that the feedback we received indicated our application was "relatively close to meeting the criteria for a Silver award". However, the panel also indicated that they felt our analysis was inconsistent (particularly in section 4), and that the application did not sufficiently identify key challenges and explore the underlying reasons for these. The panel also indicated the importance of disaggregating survey data by gender.

Having had the opportunity to reflect on the feedback we received, as a SAT we decided we wanted to undertake a thorough reanalysis of our data (including new data from the

last 12-months). Having completed this reanalysis, the SAT unanimously agreed that we should prepare and submit a new Silver application.

We feel that analysing our data more consistently has allowed us to better illustrate the impacts of our previous actions, to identify new and ongoing challenges we face, and determine how these challenges can be addressed by future actions. We hope you agree.

Best wishes,
School of Psychology SAT

(Word count: 217)

COVID-19 Response

Supporting home working

We gave staff permission to take home any equipment they required for home working (e.g., monitors) and have offered to purchase and deliver any additional equipment staff might require (e.g., microphones).

We acted to reduce increased workload stress by pausing all non-essential committees and working groups. COVID-19 specific working groups have been formed to better support the School's transition to online teaching, research, admin, and welfare.

Workload setting will consider caring responsibilities and domestic setup. Accordingly, plans and expectations for probation and Annual Review will be adjusted and tailored based on individual variation in circumstances associated with COVID-19.

Analysis to Action

- *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 (Action D4).*

Supporting social contact

To ensure staff and PGR students have the opportunity for informal virtual social contact, we have popular twice daily virtual coffee rooms. To facilitate communication, we have introduced twice monthly virtual School discussion forums and have increased the frequency of SMG email communications.

Analysis to Action

- *We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic (Action D3).*

Supporting our students

To ensure our honours students can progress and graduate, we developed an open-book online exam format as an alternative to essay-based paper and pencil honours exams; there is a "no-detriment" policy for these assessments. The University has waived sub-honours exams.

Supporting Research-Only staff

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.

Analysis to Action

- *We will monitor the submission, and implications, of requests for grant extensions/changes (Action D2).*

Supporting Equality and Diversity

The EDT has been identified as a priority committee for continuity. We will continue to meet as scheduled, albeit virtually. However, 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.

Analysis to Action

- *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 (Action D1).*

Perceived impact of COVID-19 response

We conducted an ad hoc survey into staff perceptions of the School/University responses to the COVID-19 situation (see Table 7.1); 59% of staff responded, 67% of men and 55% of women [numbers redacted]:

In relation to the COVID-19 situation, how well supported do you feel by...	Men	Women	Overall
...the School?	100%	94%	97%
...the University?	100%	88%	94%
...your colleagues?	100%	88%	94%

Table 7.1 Number of staff saying that they feel "well supported" or "very well supported" in 2020 ad hoc survey on the COVID-19 situation. Raw numbers redacted.

Actions to Impact

Some comments from the COVID-19 survey [reflecting staff from all roles]:
“Management have made it clear that productivity will be lower, which takes pressure off.” (Woman, [role redacted])

“Excellent communication and a general atmosphere of supportiveness.”
(Woman, [role redacted])

“Keeping in contact with everyone virtually. Quickly switching to online assessments.” (Woman, [role redacted])

“Understanding the issues that arise when locked down with children makes a real difference.” (Man, [role redacted])

“Communicating with staff and supporting me in the transition to home working has been very effective.” (Man, [role redacted])

(Word count: 458)

8 ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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Action No.	Analysis	Action	Key milestones	Timeframe	Owner(s)	Measure
		Senior members of staff will lead new EDT sub-groups with responsibility for Key Challenge actions				
		All the actions in the School's Action Plan are associated with one of the School's priority Key Challenges. Senior members of staff will lead new EDT sub-groups with overarching responsibility for delivering these aims and actions.				
A		Increasing the percentage of women in T&R roles (Director of Research)				
		By 2025, the School aims to achieve at least gender parity across T&R roles at every Grade. The working group will develop the School's strategy for ensuring women are supported for internal promotion, securing University support for new posts, and attracting the best external female candidates for these posts. [The Director of Research] is well placed to lead this group as [they are] an internationally recognised researcher, [as well as] School Director of Research, and [information redacted].				
B		Reducing the gender imbalance in undergraduate representation (Director of Teaching and Learning)				
		By 2025, the School aims to reduce the undergraduate gender imbalance from 84% female to 75% female and to have closed the gender attainment gap. This working group will seek to increase equality of opportunity, support, and attainment, from pre-University to post-University. [The Director of Teaching and Learning] is well-placed to lead this group, as [they are] Director of Teaching and recently led the British Psychological Society's [relevant initiative].				
C		Increasing awareness of our equality challenges, actions, and impacts (EDT lead)				
		By 2025, the School aims to ensure that all students and staff are engaged with equality and diversity challenges in psychology, HE, and beyond. The EDT will produce annual equality and diversity reports and action plans, based on a "living document" of the current application. This working group will also develop the School's strategy for undertaking and disseminating research into increasing equality and diversity in HE. [The EDT lead] is well-placed to lead this group, as [they are] a social psychologist who researches [stereotypes] and is lead of the University-wide Equality and Diversity Research Group.				
D		Responding to challenges presented by COVID-19				
		The COVID-19 pandemic poses a serious threat to equality and diversity progress in HE. As a SAT we have begun the process of anticipating and responding to the immediate short-term and medium-term challenges. However, we anticipate that our action plan will evolve considerably in response to the developing COVID-19 situation and the challenges it presents.				

NB: Actions in each section below are ordered by priority. The SAT monitors progress towards all actions on a quarterly basis, revising existing actions/timeframes where appropriate and formulating new actions as required. Where applicable, action timeframes have been adjusted to take into account anticipated disruption from the COVID-19 situation; however, all timeframes remain under quarterly review.

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.	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.
		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.	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).
		We need to find out the knowledge and opinions about becoming a Reader/Professor among our Senior Lecturers.	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.
		Utilizing this knowledge, we need to best support women to promotion to Reader/Professor.	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.

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A2	We will increase the number of women applying and being shortlisted for Teaching & Research posts.	<p>Our proportions of women T&R staff are currently lower than the national benchmark.</p> <p>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%).</p> <p>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.</p>	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.	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%)	

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
A3	We will increase the number of Research-Only staff employed in the School at Grade 7 or above.	<p>We currently have no Research-Only staff above Grade 6.</p> <p>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.</p> <p>We offer a range of support for Research-Only staff who wish to apply for independent fellowships, but uptake has been low.</p> <p>The School needs to do more to ensure that becoming a Senior Research-Only member of staff is a viable career path.</p>	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 Pls 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
			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			

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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).	<p>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.</p> <p>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.</p>	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.

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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.			

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
A6	We will provide additional support for those whose funding applications are unsuccessful.	Most grant applications are rejected.	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%).
		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.	A6.2 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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.
			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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
A8	We will seek to increase uptake of mentoring, buddying, and coaching schemes.	<p>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.</p> <p>It is particularly important to ensure that Research-Only staff are provided with mentors.</p> <p>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.</p>	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).
			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.
			Overall target			In 2022 staff survey, at least: <ul style="list-style-type: none"> - All Research-Only staff assigned a mentor - 15 academic staff report being involved in mentoring - 5 staff report using the buddy scheme - 5 staff report using the coaching scheme

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
A9	We will examine why the uptake of Keeping-in-Touch days is so low in the School.	<p>During the period 2012-2018, only 9 of 70 possible KIT days were used.</p> <p>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 use them.</p> <p>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.</p>	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
A10	We will introduce a leave checklist and review process.	<p>Currently, we do not formally monitor whether those returning from maternity/paternity/paternal/adoption leave successfully reintegrate into the School.</p> <p>We need to ensure that all staff receive appropriate support before, during and after leave.</p>	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.	<p>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.</p> <p>The University runs an exit survey, but the return rate is very low.</p>	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).

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
B	Creating an inclusive, equal, and supportive environment for our students					
B1	We will increase the proportion of UG applications from men.	<p>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.</p> <p>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%.</p> <p>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.</p>	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%).
			Overall target			

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.	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 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.
		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.	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.
		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.	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%).

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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).
			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.
			Overall target			

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
B4	We will challenge stereotypes associated with studying psychology through engagement with local schools.	<p>Research suggests academic course choices are influenced by societal gender stereotypes.</p> <p>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.</p> <p>Challenging such stereotypes requires engaging with children from a young age - well before they make school subject choices.</p>	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).

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.	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.
		Many of our activities are organised in a piecemeal manner, with individual staff agreeing to do events when they are approached directly.	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.
		We do not actively involve our students in outreach and engagement activities, which denies them an opportunity of developing useful transferrable skills.	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
B7	We will further develop and deliver training and consciousness raising materials for staff and students in HE.	<p>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).</p> <p>We need to further increase awareness of the effects of social bias in HE.</p> <p>In the last two years, we have run a number of successful training and consciousness raising events on social bias (including unconscious bias).</p> <p>To make this training available to all new staff and students, we will develop an online version.</p>	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.

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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.	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.
		We setup the EDRG to help investigate the social and cognitive factors that influence gender imbalances in our School.	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.
		While this research focuses on the issues we face in our School, many of the findings are applicable to other psychology departments and disciplines.	B8.3 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.

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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.	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.
		This worked very well with the Athena SWAN Psychology Network (ASPoN).	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.
		We will work with colleagues from other institutions to develop and reinvigorate Athena SWAN Psychology Networks	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.

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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.	<p>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.</p> <p>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.</p> <p>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.</p>	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
C2	We will increase awareness of the School's equality challenges, actions, and impacts by redesigning and expanding the School's E&D webpages.	<p>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.</p> <p>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.</p>	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.
			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

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
C3	We will increase PGR engagement with E&D issues and the Athena SWAN process.	<p>The response rate for the postgraduate survey is considerably lower (33%) than for the staff survey (80%).</p> <p>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.</p>	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%).
			C3.2 We will add E&D feedback and suggestions boxes to the shared PGR workspaces.	Oct 2020, then embedded	EDT lead	

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.
			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.
			Overall target			

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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	

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.	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.	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
C9	We want to promote greater inclusivity by increasing staff social contact.	<p>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%).</p> <p>We want to promote greater inclusivity by increasing staff social contact.</p>	C9.1 We will appoint a social convener.	June 2020	HoS	<p>Increase in the proportion of staff who describe the School as “inclusive” from 66% to 80% in annual staff survey.</p> <p>Increase in the proportion of staff who describe the School as “social” from 51% to 75% in annual staff survey.</p>
			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	

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
C11	We will increase transparency of workload allocation by publishing and circulating annual admin <i>and</i> teaching roles.	<p>In the 2018 staff survey, 90% of respondents were happy with their workload and 94% said their workload is discussed during their Annual Review.</p> <p>However, only 83% of staff felt the allocation of workload is transparent.</p> <p>While admin roles are circulated annually by the HoS, teaching loads are not made available to all staff.</p> <p>In the 2018 staff survey, 90% of respondents were happy with their workload and 94% said their workload is discussed during their Annual Review.</p>	We will increase transparency of workload allocation by publishing and circulating annual admin <i>and</i> 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%).

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C12	We will lobby the University to host an annual “Equality and Diversity Research Day”.	<p>There is increasing University-wide interest in research into E&D.</p> <p>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.</p>	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.
			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.

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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), 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.
			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 website.	May 2023, output reviewed annually	EDRG lead	Formal launch of website
			Overall target			Prepare Athena SWAN Gold award application by 2025.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.	<p>The University employs two staff whose core responsibilities are supporting and facilitating the Athena SWAN process.</p> <p>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.</p> <p>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.</p>	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
D2	We will monitor the submission, and implications, of requests for grant extensions or changes.	<p>There is huge uncertainty for Research-Only staff on funding limited contracts, most of whom are women at key career transition points.</p> <p>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.</p> <p>It is important that we monitor this situation and provide additional support to Research-Only staff if required.</p>	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
D3	We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic.	<p>The COVID-19 situation presents many novel challenges for our staff, students, the HE-sector, and society.</p> <p>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.</p> <p>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.</p>	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.

Action No.	Action	Analysis	Key milestones	Timeframe Start, End	Owner(s)	Measure
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.	<p>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.</p> <p>This has the potential to disproportionately affect the careers of women, as they are more likely to undertake caring responsibilities.</p> <p>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.</p>	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.