



Department Application
Bronze and Silver Award
[REDACTED]

School of Psychology & Neuroscience,
University of St Andrews



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.

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.

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.

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	
Word limit	12,000	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	489
2. Description of the department	500	511
3. Self-assessment process	1,000	1,014
4. Picture of the department	2,000	2,134
5. Supporting and advancing women's careers	6,500	6,825
6. Case studies	1,000	996
7. Further information	500	31

Name of institution	University of St Andrews	
Department	School of Psychology & Neuroscience	
Focus of department	STEMM	
Date of application	30 th November, 2017	
Award Level	Silver	
Institution Athena SWAN award	Date: 25 April 2013	Level: Bronze
Contact for application Must be based in the department	Dr Gillian Brown	
Email	psyequal@st-andrews.ac.uk	
Telephone	01334 463041	
Departmental website	https://www.st-andrews.ac.uk/psychology/	

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List of acronyms

ARD – Academic Review and Development

AS – Athena SWAN

CAPOD – Centre for Academic, Professional and Organisational Development

DoPG – Director of Postgraduates

DoR – Director of Research

DoT – Director of Teaching

E&D – equality and diversity

E&DC – Equality and Diversity Committee

HESA – Higher Education Statistics Agency

HoS – Head of School

IBANS – Institute of Behavioural and Neural Sciences

KIT – Keeping In Touch

MG – Management Group

PGR – postgraduate (research)

PGT – postgraduate (taught)

RDS – Review and Development Scheme

SC – School Council

SM – School Manager

TRAMS – Teaching, Research & Academic Mentoring Scheme

UG – undergraduate

WG – working group

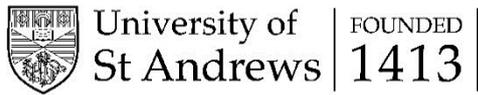
Data analysis notes

- a) HESA comparator data are from the '(104) Psychology & behavioural sciences' category, and the HESA data are only available up to 2015-16.
- b) Some of the values in the data tables are rounded values, which means that the percentage may sometimes appear not to be correct.

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.



SCHOOL OF PSYCHOLOGY & NEUROSCIENCE
Professor Keith T Sillar
Head of School

Equality Charters Manager,
Equality Challenge Unit,
First Floor Westminster Tower,
3 Albert Embankment,
LONDON SE1 7SP

28 November, 2017

To the Equality Charters Manager,

I endorse fully our Athena SWAN Silver Award application, and I confirm that it provides an honest and accurate representation of the School.

A key priority during my Headship has been to create structures and policies that ensure all staff are equally valued and supported. Our ideas and ambitions have now been systematically transformed into governance processes that have embedded equality and diversity (E&D) into all our decision-making. I have transformed my Management Committee to include an E&D Officer, with a supporting Deputy, and I have instituted a statutory E&D agenda slot on the Management Group and Staff Council meetings.

For me, E&D is critical to the success of individual staff members and, through that, to the success of the whole School. In that regard, one accomplishment that has given me particular pleasure involved an E&D audit of staff contracts, which culminated this year in the contracts of three female academics being converted from fixed-term to standard Lectureships.

In addition, since our Athena SWAN Bronze Award period, we have demonstrated impact in three key areas:

Increased number of senior female academic staff: Historically, we have had few promoted female staff. We lobbied the University to create more open and transparent promotions procedures and also changed School policies to encourage those who are eligible for promotion to apply. This led to a threefold increase in applications from women. Relative to 2013, we have an additional four senior female academics (one Senior Lecturer, two Readers and one Professor).

School Core Meeting Hours policy: Previously, staff with caring responsibilities encountered problems attending some events. We now have a Core Meeting Hours

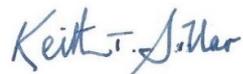
policy, and the timing of the Seminar Series has been moved in response. Our social events are now family-friendly and open to children.

Gender parity of seminar speakers: We identified a preponderance of male speakers at School events. This led to a change of policy for seminars, annual lectures and symposia. Our data show that we now have equal numbers of men and women in all these domains.

Despite these and other successes, we are not complacent. We have identified three main priorities for improvement over the next period. These are (a) increasing the numbers of female applicants at postgraduate student and academic staff levels, (b) avoiding single-sex short-lists for research and academic posts, and (c) formalising family-related leave procedures and support. In all of these areas, we have developed new policies, and I have committed funds from the School budget to support our planned activities.

In summary, we have made significant progress since 2014, but we recognize we have further to go. As Head of School, I am firmly committed to moving forward in creating an equal and fair workplace where all can thrive.

Yours faithfully,



Professor Keith T. Sillar

Head, School of Psychology & Neuroscience

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.

The School of Psychology & Neuroscience was formed in 2012, when neuroscience researchers from the School of Biology joined the long-established School of Psychology. Our new School was ranked 2nd in Scotland, and 15th in the UK, in REF2014, and 4th in latest *Complete University Guide* (2018). The University was ranked 1st in the *National Student Survey* (2017), awarded *TEF Gold* (2017) and named *UK University of the Year for Student Experience* (*Times/Sunday Times Good University Guide*, 2018).

The School has four research groupings: i) *social and group processes*, ii) *perception, cognition and action*, iii) *origins of mind*, and iv) *cellular and developmental neuroscience*. All of the School's facilities, including experimental laboratories, are located in St Mary's Quad (**Figure 2.1**). Most of our undergraduate (UG) teaching takes place in these buildings, where academic staff members have individual offices, and research staff and postgraduate students have communal office spaces.



Figure 2.1 The School building.

The School offers two 4-year, UG degree programmes (Psychology, Neuroscience), plus a range of full- and part-time taught postgraduate (PGT) and research postgraduate (PGR) degrees. Our annual student intake is around 100 UGs, 55 PGTs and 15 PGRs, resulting in a population of around 560 students (~80% female) (**Table 2.1**).

	Female	Male	Total	% female
Undergraduates (UGs)	381	81	462	82.5
Taught postgraduates (PGTs)	43	13	56	76.2
Research postgraduates (PGRs)	26	17	43	61.2
Total	449	111	560	80.2

Table 2.1 Student complement (2016-17).

The School has 39 academic staff and 16 research staff (around 45% female in both categories), plus 16 professional/support staff (around 60% female) (**Table 2.2, Figure 2.2**). Although our first female Professor was only appointed in 1992, we currently have 3 female and 5 male Professors (38% female).

	Female	Male	Total	% female
Academic staff	17	22	39	43.6
Research staff	7	9	16	43.8
Professional/support staff	11	7	18	61.1
Total	35	38	73	47.9

Table 2.2 Staff complement (2016-17).

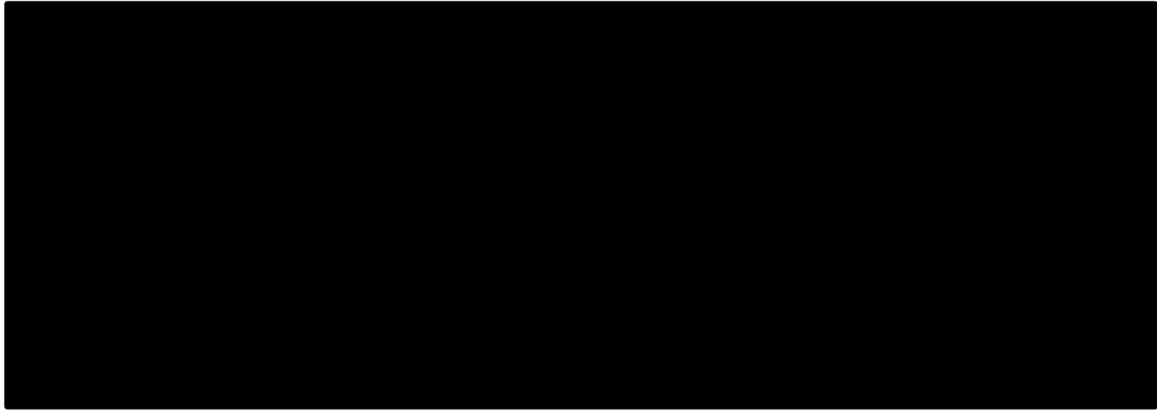


Figure 2.2 Senior Honours class plus members of academic, research and professional/support staff (2015-16).

The School has a School Council (SC), which includes UG and PG representatives, and a Management Group (MG), which consists of the Directors/Officers of each of the main sub-committees, plus the School Manager and School IT Manager (**Figure 2.3**).

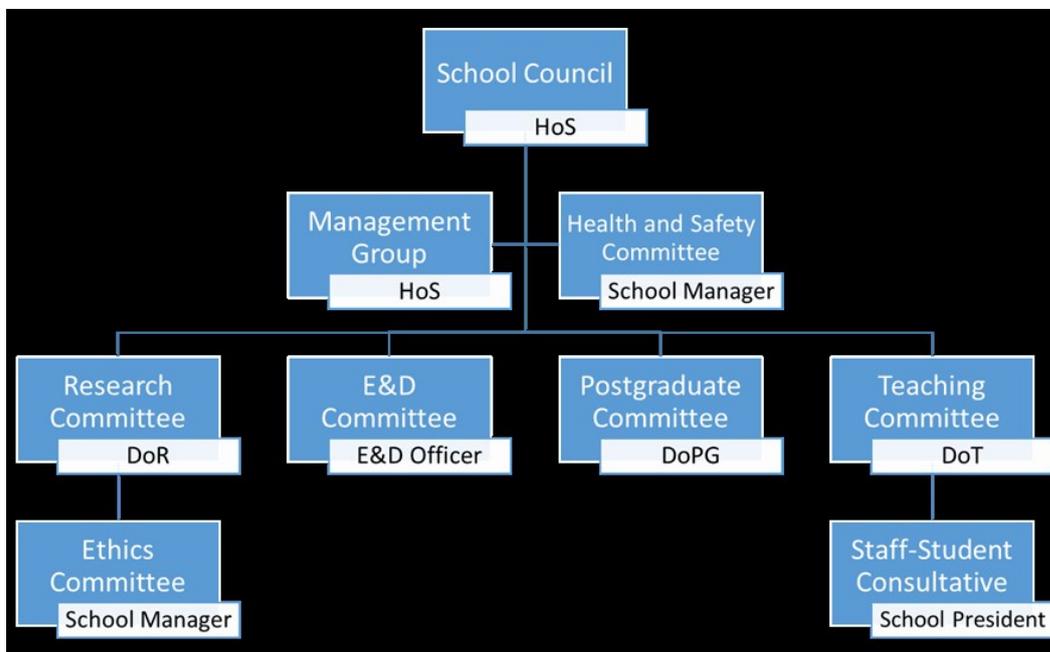


Figure 2.3 School committee structure, plus chair of each committee.

Evidence of impact: Embedding E&D within the School structure

In 2015, as planned in our AS Bronze (**Action2014, 2.i-iii,5.ii**):

- a School E&D Officer role was established,
- a new School E&D Committee was established,
- student representatives were invited onto the Committee, and
- administrative support and a budget (£1k) were provided.

The E&D Officer became a member of Management Group, and E&D was added as a standing item to the School Council and annual School Strategy Day agenda, meaning that E&D became fully embedded within decision-making processes.

In 2017, a new Deputy E&D Officer role was established, which indicates the School's continued commitment to this agenda.

The 2017 School E&D survey asked respondents to describe ways in which the culture of the School had improved since our AS Bronze Award (2013), and positive feedback was provided via open-ended responses:

Quotes from 2017 School E&D survey:

"I have noticed recently that there is a real effort, across the School, to make sure women are equally represented as speakers, committee members, group leaders, etc."

"Promotions process is more transparent."

"I feel the leadership of the E&D committee is quite motivated to see policies implemented to promote gender equality. The committees of which I am part seem to have a good balance of female & male participants, and it's heartening to see more women in positions of leadership in the School."

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 E&D Committee (E&DC), which acts as the self-assessment team, consists of a range of academic, research and professional/support staff, plus student representatives (**Table 3.1**). As part of self-assessment process, the E&DC established five working groups (2017), which covered i) career development, ii) key career transitions, iii) flexible working/leave, iv) culture, and v) data analysis.

Name	School/Committee role
Research, academic, professional/support staff	
Lab Manager	Technical staff member; career development working group (WG)
Eric Bowman	Lecturer; Teaching Committee member; career transitions WG
Gillian Brown	Reader; E&D Officer; led all WGs
Malinda Carpenter	Professor; Deputy E&D Officer; data analysis WG
Catharine Cross	Lecturer; flexible working/leave WG

Jackie MacPherson	Technical staff member (School IT Manager); culture and career development WGs
Fergus Neville	Research fellow; data analysis and career transitions WG
Akira O'Connor	Senior Lecturer; Research Committee member; career development WG
Steve Reicher	Professor; Deputy Head of School; flexible working/leave WG
Erin Robbins	Lecturer; culture WG; provided case study
Co-opted members	
Kathryn Browne	University HR Information Analyst (E&D)
Shona Deigman	School Manager
Keith Sillar	Head of School
Lynsey Rattray	University HR Assistant (E&D)
Student representatives	
PG student	PGT Student Representative
PG student	PGR Student Representative
UG student	School President (UG)
UG student	President of Psychology Society
UG student	President of Neuroscience Society

Table 3.1 E&DC membership and roles (2017-18).

- Academic staff members of the E&DC are allocated units in the School's Academic Workload Model, and all staff on the E&DC have completed the University's **Diversity** and **Unconscious Bias Training** modules (**Section 5.6.ii**).

- We are committed to increasing the proportion of male staff on E&DC, so that membership more closely reflects staff gender balance (~50%) (**Action2017, 3.1**), as well as maintaining our balance of grades, roles and student representatives.

Action2017, 3.1: Ensure that the gender balance of staff on the E&D Committee approximately reflects the gender balance of staff in the School.

(ii) an account of the self-assessment process

Our self-assessment process involved three stages: i) data collection and surveying, ii) analysis and policy proposals, and iii) implementation via appropriate decision-making committees, including MG and SC. Example achievements are listed in **Table 3.2**.

Date (month/yr)	Example achievements/activities
11/2017	Organised 'What's Athena SWAN got to do with me?' event for staff and students.
07/2017	Commented on University's response to Scottish Funding Council's <i>Gender Action Plan Report</i> .
06/2017	Provided feedback on University's <i>Trans Staff and Students</i> policy as part of a University-wide consultation.
05/2017	Prepared School <i>Core Meeting Hours</i> policy, which was sent to staff for comments and was approved by MG.
05/2017	Provided feedback on University's new <i>Workload Model Policy</i> during a University-wide consultation.
04/2017	Hosted the E&D Officers from the School of Psychology, University of Aberdeen, for networking meeting.
02/2017	Outreach activities with schools featured on School website to coincide with <i>UN International Women & Girls in Science</i> day.
02/2017	Circulated information to School about the St Andrews LGBTIQ+ Pride event.
01/2017	Provided comments on University's family-friendly and special leave policies during a University-wide consultation.
11/2016	Attended University workshop on <i>Embedding E&D in the Curriculum</i> , presented by HEA Scotland staff.
10/2016	Designed and disseminated staff survey about attitudes to mentoring.
09/2016	Organised School Seminar on the effects of confronting sexism, by Dr Soledad de Lemus (University of Granada).
08/2016	Circulated information about University's Bridging Fund, which bridges fixed-term research and teaching staff between contracts
07/2016	Circulated copies of Royal Society of Edinburgh's ' <i>Academic Women Now</i> ' booklet, which included profiles of St Andrews female staff.
05/2016	Attended University workshop on gender, prestige and academic career progression.
05/2016	Committee member participated in ' <i>Diversity Education in UK Medical Schools</i> ' meeting in London.
03/2016	Committee member was panel member at UCU/Student Association ' <i>Race and racism in higher education</i> ' event.

02/2016	Committee member sat on AS psychology panel.
11/2015	Organised a Promotions Information Event, including a presentation from Head of HR.
11/2015	Attended University's 'Diversity and inclusion in learning and teaching in HE' workshop.
10/2015	Submitted recommendations for improving University's academic promotions material, which led to changes in promotion procedures.
10/2015	Submitted a response to University's call for items to advance institutional gender equality.
09/2015	Created an AS presentation to be used in School's UG induction talk during Orientation Week.
09/2015	Circulated link to University's <i>Gender Identity and Sexual Orientation</i> survey, facilitated by Stonewall, to School.
08/2015	Role description of E&D Officer and E&D Committee created.

Figure 3.1 Example achievements of E&DC.

Evidence of impact: *Successfully lobbied the University to appoint an HR Information Analyst*

As planned in our AS Bronze Award (**Action2014, 4.b.iv**), we lobbied the University to appoint an HR Information Analyst to support Schools with their AS applications. The E&D Officer, along with the School of Biology's E&DC Officers, met with the Principal, Professor Sally Mapstone, to discuss this idea and other E&D items (2017). The appointment was approved and made that year.

- An 'E&D suggestions box' in the School mail room allows any School member to submit anonymous comments or ideas to the E&DC.
- All staff and PG students were encouraged to participate in the 2017 School E&D Survey (respondents: 43 staff and 17 PGs; 39 females and 21 males), and a summary of the survey results is on the School's E&D website.
- The five E&DC Working Groups (3-5 people per WG), which were established in April 2017 and each met in person at least four times, were responsible for interpreting data, seeking examples of good practice and devising actions.
- The E&DC organised a School consultation event called 'What's Athena SWAN got to do with me?' (based on Birmingham City University's AS good practice) to inform staff and students about AS and solicit feedback on the action plan.

The E&D Officer also:

- sits on the University's E&D Committee,
- assisted with the University's Athena SWAN (AS) submission as a member of the Statistical Analyses working group,
- acted as 'buddy' to E&D Officers in two other Schools (Biology and Classics), including providing feedback on a draft AS application, and
- attended two Psychology AS networking events (London, 2016; 2017).

Evidence of sharing good practice at a national level: *Female academic staff member presented her research on gender biases to the Scottish Government*

One of our Committee members, Dr Catharine Cross, was invited to present her research on gender, stereotypes and social norms to a **Scottish Government discussion panel** (2015), and Dr Cross subsequently sat on a Scottish Government **Research Advisory Committee** that investigated the potential barriers to women's career progression (2016-17).

Evaluation and actions

We have implemented numerous positive actions, as well as sharing good practice with others. We will ensure that our new Action Plan progresses smoothly and transparently by using an online workflow and producing annual School reports (**Action2017, 3.2**).

Action2017, 3.2: Create an online Action Plan Workflow, which is accessible to all staff and E&DC members, to ensure that the key outputs and milestones in the Action Plan are completed in the planned timeframe, and provide an annual Athena SWAN Progress Report to the School Council.

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

Our three main plans are, firstly, to ensure that at least one member of the other core School committees (i.e. Research, Postgraduate and Teaching Committees) sits on the E&DC to enhance communication and the cross-exchange of ideas (**Action2017, 3.3**).

Action2017, 3.3: Ensure representation from each of the key School Committees on E&DC to enhance cross-communication with all key areas of School activity.

Secondly, to increase student engagement, the E&DC will organise AS-related events for UG and PG students and include UGs in the next School E&D Surveys (2019, 2021) (**Action2017, 3.4**).

Action2017, 3.4: Encourage students to engage with the AS agenda by organising a student-focused AS event, and increase the number of student respondents in the School E&D surveys by extending the survey to UGs and by providing prize draws.

Thirdly, to build on our current good practice and achievements, we will support beacon activities and gender-related research, e.g., by match-fund applications to the University's 'Gender, Diversity and Inclusion Research Fund', with the aim of submitting an AS Gold application (**Action2017, 3.5**).

Action2017, 3.5: Build towards an Athena SWAN Gold application by supporting beacon activities and gender-related research projects.

4. A PICTURE OF THE DEPARTMENT

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

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

The School does not run access/foundation courses, but does contribute to outreach activities involving children from disadvantaged socioeconomic backgrounds (e.g. Sutton Trust) (**Section 5.6.viii**).

(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.

- The School offers two 4-year, Honours UG degrees: i) **Psychology**, and ii) **Neuroscience**.
- The vast majority of UGs are full-time (<5 part-time UG, 2015-17).

Psychology

- Enrolment on the Psychology degree has grown over time, reaching 345 students in 2016-17 (all year-groups combined; **Table 4.1.2**).
- In 2016-17, 84% of Psychology students were female (**Table 4.1.2, Figure 4.1.1**). While this percentage has been consistently higher than HESA comparator data, this difference was lowest in the most recent comparator year (2015-16).

Academic year	Female	Male	Total	% female	% female (HESA)
2012-13	250	46	295	84.6	78.9
2013-14	263	43	306	86.1	79.2
2014-15	273	52	325	84.0	79.7
2015-16	268	57	325	82.6	80.5
2016-17	289	56	345	83.8	-

Table 4.1.2 Number of female and male Psychology UGs, plus HESA comparator data.

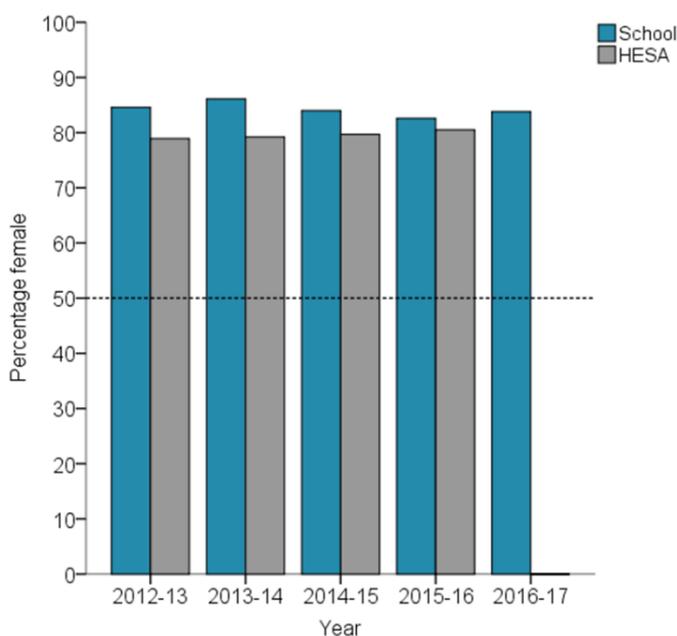


Figure 4.1.1 Percentage of Psychology UGs that are female, plus HESA comparator data.

- Since 2012-13, around 80% of Psychology applications were from females (**Table 4.1.3, Figure 4.1.2**), and a similar percentage of entrants are female (~82%).

Year of entry	Offer Type	Female	Male	Total	% female
2012-13	Applications	600	183	783	76.6
	Offers	229	66	295	77.6
	Acceptances	101	31	132	76.9
	Entrants	69	18	86	79.7
2013-14	Applications	668	156	824	81.1
	Offers	291	53	344	84.5
	Acceptances	126	21	147	85.7
	Entrants	80	16	96	83.8
2014-15	Applications	681	170	851	80.0
	Offers	378	81	459	82.3
	Acceptances	150	40	191	78.9
	Entrants	93	24	116	79.8
2015-16	Applications	710	171	880	80.6
	Offers	330	70	400	82.5
	Acceptances	134	32	166	81.0
	Entrants	70	18	88	79.6
2016-17	Applications	805	172	977	82.4
	Offers	393	75	468	84.0
	Acceptances	121	21	142	85.2
	Entrants	87	15	102	85.3

Table 4.1.3 Number of female and male Psychology UG applications, offers, acceptances and entrants.

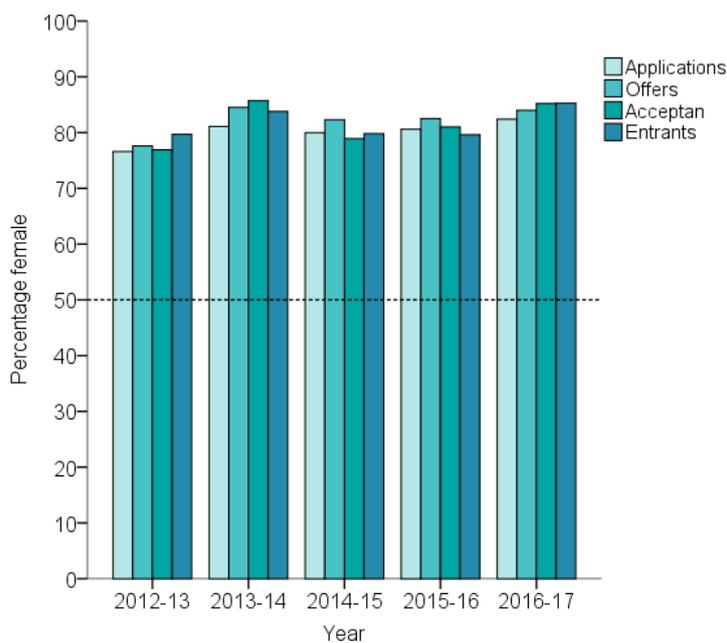


Figure 4.1.2 Percentage of female UG Psychology applications, offers, acceptances and entrants.

Evaluation and actions

We have confirmed that our outreach activities are organised and presented by both female and male ambassadors, and attract both female and male attendees (**Section 5.6.viii**), and we will encourage male students to sign up for the *Undergraduate Mentoring Scheme* (**Section 5.3.i**).

To increase the number of males applying to our UG Psychology programme and to provide further support to our current male UGs, we will implement the following actions (**Action2017, 4.4.1-4.4.2**).

Action2017, 4.1.1: Add testimonials from male UG students to the online Psychology prospectus webpage, evaluating attitudes to psychology at our outreach events, and encouraging more male students to attend our Open Days.

Action2017, 4.1.2: Evaluate the needs of our current male UG students by conducting focus groups, and devise any appropriate actions.

To increase awareness among our UGs of diversity and equality issues, legislation and responsibilities, we will encourage our students to complete relevant training and will add AS-related material to the curriculum (**Action2017, 4.1.3**).

Action2017, 4.1.3: Encourage all current UG students to complete the University's online Student Diversity Training module, and add an AS-related activity to the practical classes of First Year Psychology students.

Neuroscience

- The number of UG Neuroscience students has almost trebled over the past five years (**Table 4.1.4**), following a large restructuring of this programme in 2010.
- The percentage of Neuroscience UGs that are female has grown to 79% (2016-17), which is close to the HESA comparator (**Table 4.1.4, Figure 4.1.3**).
- We attribute the lower percentage of females in the earlier years to the fact that most of these entrants were via the Biology route, which is less female-biased than Psychology. We do not have any plans to change the intake gender balance.

Academic year	Female	Male	Total	% female	% female (HESA)
2012-13	29	13	42	69.0	78.9
2013-14	41	14	55	74.5	79.2
2014-15	59	16	75	78.5	79.7
2015-16	73	19	92	79.2	80.5
2016-17	92	25	117	78.5	-

Table 4.1.4 Number of female and male Neuroscience UGs, plus HESA comparator data.

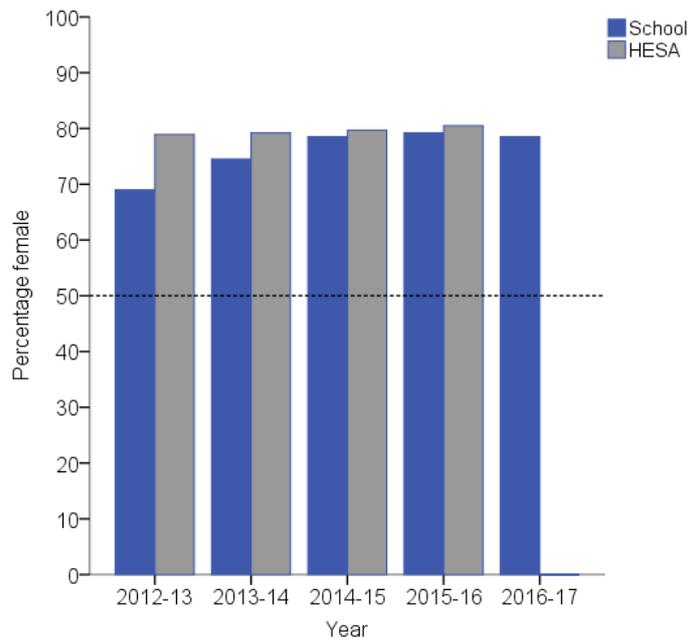


Figure 4.1.3 Percentage of Neuroscience UGs that are female, plus HESA comparator data.

- Since 2013, over 75% of applicants to the Neuroscience degree have been female (Table 4.1.5, Figure 4.1.4), with a similar percentage of female entrants.

Year of entry	Offer Type	Female	Male	Total	% female
2012-13	Applications	113	34	147	76.9
	Offers	27	11	38	71.1
	Acceptances	<5	<5	13	
	Entrants	<5	<5	7	
2013-14	Applications	126	46	172	73.3
	Offers	52	18	70	74.3
	Acceptances	19	7	26	73.1
	Entrants	<5	<5	17	
2014-15	Applications	117	44	161	72.7
	Offers	72	25	97	74.2
	Acceptances	25	8	33	75.8
	Entrants	<5	<5	20	
2015-16	Applications	139	51	190	73.2
	Offers	61	17	78	78.2
	Acceptances	32	6	38	84.2
	Entrants	16	5	21	
2016-17	Applications	186	59	245	75.9
	Offers	91	24	115	79.1
	Acceptances	25	7	32	78.1
	Entrants	19	7	26	73.1

Table 4.1.5 Number of female and male Neuroscience UG applications, offers, acceptances and entrants.



Figure 4.1.4 Percentage of female Neuroscience UG applications, offers, acceptances and entrants.

Evaluation and actions

- As with the Psychology degree, male students are in the minority in the Neuroscience programme, and we therefore must ensure that male students are not disadvantaged or excluded.
- We will increase the amount of support provided to male Neuroscience UG students by undertaking the same actions outlined for Psychology UGs (**Action2017, 4.1.1-4.1.3**).

Degree classification

- Degree classifications are combined for Psychology and Neuroscience, due to small samples in some years (although we have checked, and similar results are found when data are split by programme).
- In general, female and male students receive similar proportions of First Class degrees, but the proportion of male students receiving 2:2 degrees is higher than for female students (**Table 4.1.6, Figure 4.1.5**).
- We do not believe that biases occur during marking processes, as written assignments and exams are anonymised and have been identified by matriculation numbers, rather than by name, for at least 10 years.

Year of award	Classification	Female	Male	Total	% females	% males
2012-13	1st		<5	15		
	2:1	42	12	54	66.7	70.6
	2:2		<5	11		
	3rd	<5	<5			
2013-14	1st		<5	24		
	2:1		<5	52		
	2:2		<5	8		
	3rd	<5	<5			
2014-15	1st		<5	25		
	2:1	55	8	63	66.3	57.1
	2:2		<5	9		
	3rd	<5	<5			
2015-16	1st	25	5	30	35.7	35.7
	2:1	43	8	51	61.4	57.1
	2:2	<5	<5			
	3rd	<5	<5			
2016-17	1st	29	5	34	28.4	35.7
	2:1	70	8	78	68.6	57.1
	2:2	<5	<5			
	3rd	<5	<5			
Total	1st			128	28.2	25.0
	2:1			298	65.9	57.4
	2:2			34	5.6	17.6
	3rd			<5		

Table 4.1.6 Undergraduate degree classifications (Psychology and Neuroscience combined).

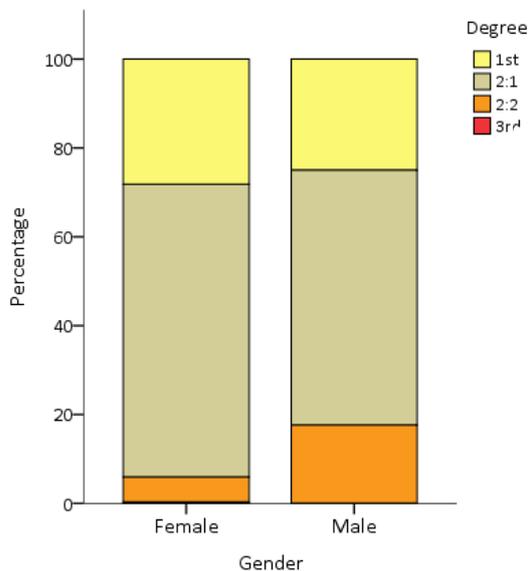


Figure 4.1.5 UG degree classifications for female and male students (total).

Evaluation and actions

- As male students are in the minority and are slightly more likely than females to receive 2:2 degrees, we will undertake a review to establish what factors might contribute to this pattern and devise any appropriate actions (**Action2017, 4.1.4**).

Action2017, 4.1.4: Evaluate the factors that might contribute to the gender disparity in degree classifications, and devise any appropriate actions.

(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 **four full-time PGT degrees:** i) *MSc: Psychology (Conversion)*, ii) *MSc: Evolutionary and Comparative Psychology*, iii) *MSc: Research Methods in Psychology*, and iv) *MSc: Health Psychology* (co-taught with School of Medicine).
- We also provide **three part-time, distance-learning PGT degrees:** i) *PGDip/MSc: Adults with Learning Disabilities*, ii) *Postgraduate Certificate: Adult Support, Protection and Safeguarding*, and iii) *Postgraduate Certificate: the Psychology of Dementia Care*, aimed at practitioners in professional care and service sectors.

Full-time PGT programmes

- The number of students taking our full-time PGT programmes has almost doubled since 2012 (**Table 4.1.7**).
- The percentage of female students on these PGT programmes is currently 67%, which is lower than HESA comparator data (**Table 4.1.7, Figure 4.1.6**).

Academic year	Female	Male	Total	% female	% female (HESA)
2012-13			18		79.7
2013-14	19	9	27	68.3	78.6
2014-15	23	7	30	75.6	78.6
2015-16	25	11	36	69.2	79.3
2016-17	23	11	34	66.6	-

Table 4.1.7 Total number of female and male students on full-time PGT programmes, plus HESA comparator data.

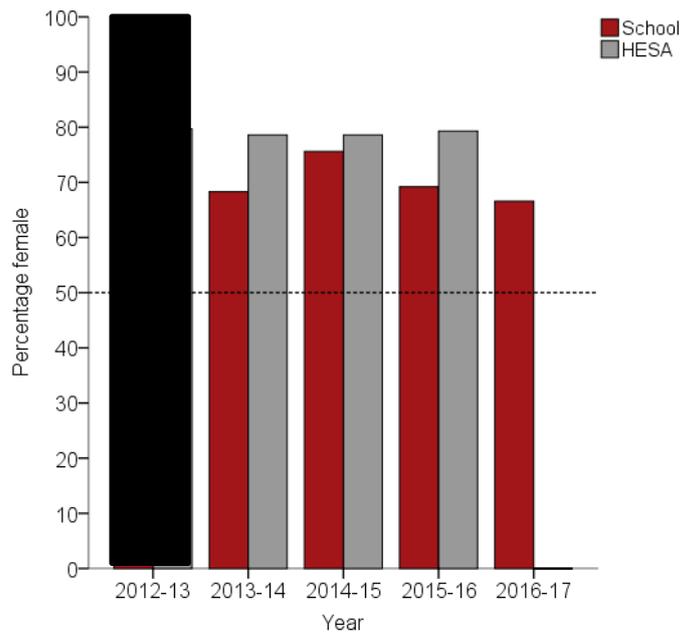


Figure 4.1.6 Percentage of full-time PGT students that are female, plus HESA comparator data.

- For all years, except 2014-15, the percentage of offers made to females was higher than the percentage of female applicants (**Table 4.1.8, Figure 4.1.7**). However, in three of these years, a drop then occurred in the percentage of female acceptances and entrants.

Year of Entry	Offer Type	Female	Male	Total	% female
2012-13	Applications	60	26	86	70.0
	Offers	30	11	42	72.8
	Acceptances			21	
	Entrants			18	
2013-14	Applications	86	43	129	66.4
	Offers	42	19	61	69.0
	Acceptances	24	10	34	71.3
	Entrants	19	9	27	68.3
2014-15	Applications	119	38	157	75.7
	Offers	44	16	60	72.8
	Acceptances	26	7	33	78.0
	Entrants	23	7	30	75.6
2015-16	Applications	116	47	163	71.4
	Offers	54	21	75	72.1
	Acceptances	26	12	38	68.4
	Entrants	23	11	34	67.3
2016-17	Applications	118	39	156	75.3
	Offers	48	15	63	76.6
	Acceptances	26	11	37	69.6
	Entrants	23	11	34	66.6

Table 4.1.8 Number of female and male full-time PGT applications, offers, acceptances and entrants.

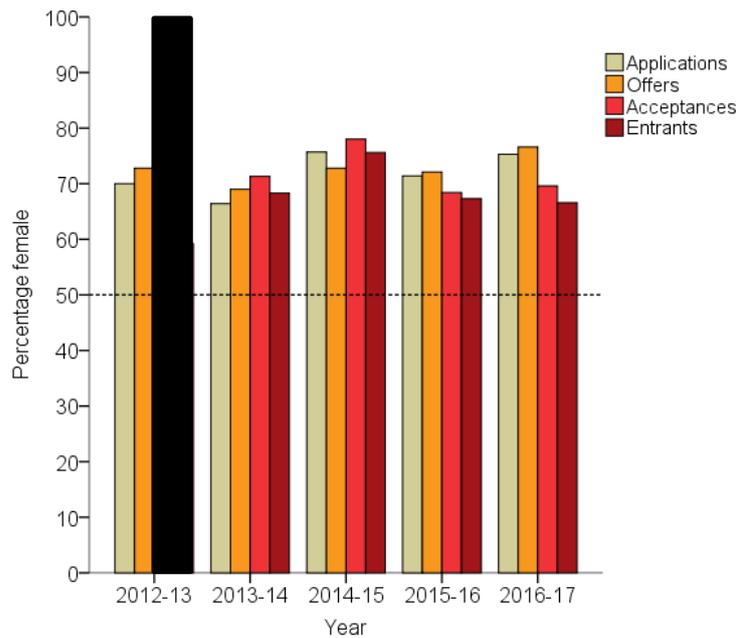


Figure 4.1.7 Percentage of female full-time PGT applications, offers, acceptances and entrants.

Evaluation and actions

- Our most popular full-time PGT programme is the *MSc: Psychology (Conversion)* (50% of PGTs in 2016-17 (17/34)). As this degree attracts students that have not previously studied psychology, we do not necessarily expect the gender balance to be the same as our UG population, and our main goal is not to change the percentage of female students on our full-time PGT programmes.
- Instead, we note that the percentage of females dropped from the offer to entrant stage in four of the past five years.
- We asked the PGT Course Controller what reasons were given for not taking up places, and the main two reasons were not securing funding and accepting another offer.
- We will therefore create a list of potential PGT funding sources on our School website, add testimonials from female students to the PGT prospectus and include the AS logo in PGT advertising material (**Action2017, 4.1.5**).

Action2017, 4.1.5: Encourage female students to take up places on our full-time PGT programmes by providing information about potential funding sources, adding testimonials from female students to prospectus material.

Full-time PGT completion rates

- Completion rates for our full-time PGT programmes are high: 97% of female, and 93% of male, students achieved their intended degrees (**Table 4.1.10**).



Table 4.1.10: Completion rates for full-time PGT programmes.

Part-time, distance-learning PGT programmes

- The proportion of female students taking our distance-learning PGT programmes has generally been similar to HESA comparator data (**Table 4.1.11**) and reflects the gender balance of staff in adult care services, who are the largest target audience.

Academic year	Female	Male	% female	% female (HESA)
2012-13	25	7	78.1	79.7
2013-14	22	9	71.0	78.6
2014-15	21	9	70.0	78.6
2015-16	21	<5		
2016-17	20	<5		

Table 4.1.11: Total number of female and male students on the part-time PGT distance-learning programmes (by year of completion), plus HESA comparator data.

(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.

- The School offers a PhD programme (3 students have taken a one-year MPhil in the past 5 years; these data are included with the PhD numbers).
- The number of PGR students has remained relatively stable over time (**Table 4.1.12**). The majority of these students study full-time (5 part-time students, 2015-17).
- The percentage of female PGR students has been consistently lower than HESA comparator (**Table 4.1.12, Figure 4.1.9**), and we aim to address this issue, as described below.

Academic Year	Female	Male	Total	% female	HESA
2012-13	27	12	39	69.2	73.6
2013-14	32	14	45	70.0	73.8
2014-15	33	19	52	63.5	73.4
2015-16	31	22	52	58.7	74.0
2016-17	26	17	43	61.2	-

Table 4.1.12: Total number of female and male PGR students, plus HESA comparator data.

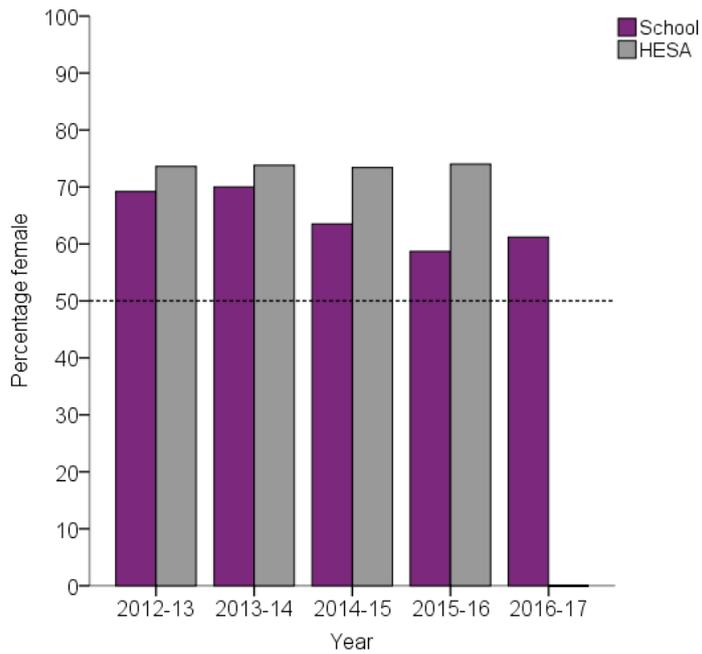


Figure 4.1.9 Percentage of PGR students that are female, plus HESA comparator data.

- The percentage of applications from females closely matches the percentage of female PGR entrants (except in 2015-16; **Table 4.1.14, Figure 4.1.10**).

Year of entry	Offer Type	Female	Male	Total	% female
2012-13	Applications	24	12	35	67.1
	Offers	12	7	18	
	Acceptances	9	5	14	
	Entrants		<5	12	
2013-14	Applications	52	32	84	61.7
	Offers	15	11	26	
	Acceptances	12	7	19	
	Entrants	11	5	16	
2014-15	Applications	39	21	60	65.0
	Offers	20	10	30	
	Acceptances	12	7	19	
	Entrants	11	7	18	
2015-16	Applications	23	18	41	56.1
	Offers	9	7	16	
	Acceptances	7	5	12	
	Entrants	5	5	10	
2016-17	Applications	28	14	42	66.7
	Offers	13	6	19	
	Acceptances		<5	11	
	Entrants		<5	11	

Table 4.1.14 Number of PGR student applications, offers, acceptances and entrants.

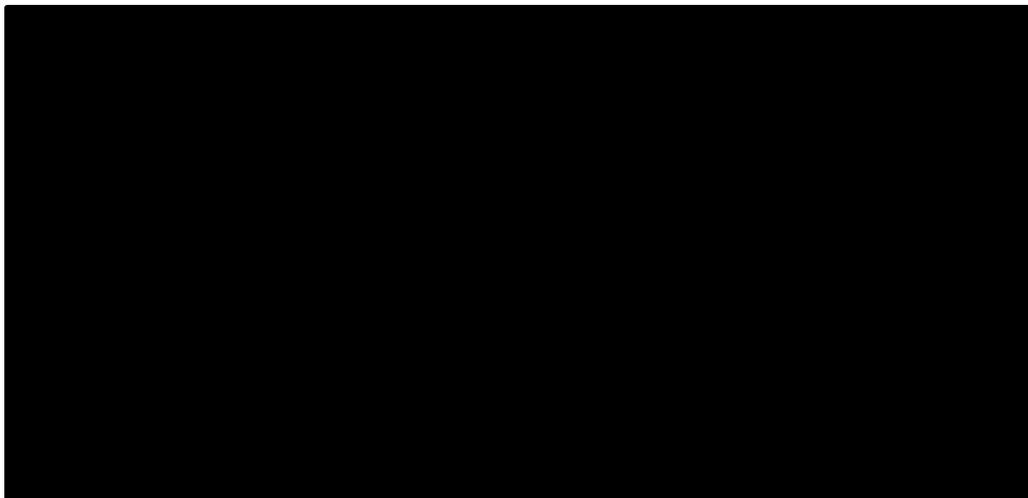


Figure 4.1.10 Percentage of female PGR degree applications, offers, acceptances and entries.

Evaluation and actions

- We note that the percentage of female PGR students is lower than comparator data. These data might be viewed positively, in terms of providing PG training to male students, which are under-represented at UG level.

- However, we would like to attract more female applicants to our PGR programme and will therefore provide clearer information about potential PGR funding sources, add testimonials from female students to our prospectus material and increase our advertising (**Action2017, 4.1.6**).

Action2017, 4.1.6: Increase the number of female applicants to our PGR programmes by providing more information about funding sources, adding testimonials from female students to prospectus material, and increasing our advertising.

PGR completion rates

- Completion rates for PGR students are high: 89% of female, and 100% of male, students were awarded their intended degree (**Table 4.1.15**).

Start year	Degree		Intended degree awarded	Other degree awarded	No degree awarded	% achieving intended qualification
Total	PhD+MPhil	Female	55			88.7
		Male	20			100

Table 4.1.15 PGR degree completion data for PhD and MPhil students ('Other degree awarded' = PhD awarded MPhil, or MPhil awarded Postgraduate Certificate).

- As a small number of female students did not complete any degree type, we will conduct exit surveys with all students that leave, monitor any patterns that emerge and devise any appropriate actions (**Action2017, 4.1.7**).

Action2017, 4.1.7: Monitor the reasons why PGR students do not complete programmes, and devise any appropriate actions.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

- The percentage of students that are female decreases from UG level (which is higher than HESA comparator data) through to PGT and PGR levels (which are lower than HESA comparators) (**Figure 4.1.11**).

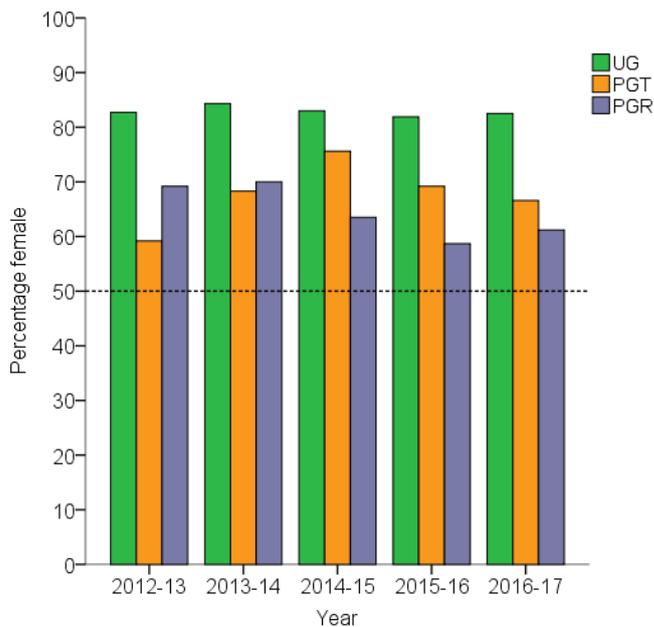


Figure 4.1.11 Percentage of UGs, PGTs and PGRs that are female (Psychology and Neuroscience degrees combined).

Evaluation and actions

A number of factors are likely to influence the pipeline data, including the fact that:

- we do not currently offer specific PGT or PGR programmes in clinical psychology, which tend to attract high proportions of female applicants.
- students registering for our PGT and PGR programmes have taken a broad range of UG degrees, including biology, mathematics and computer science, and are therefore not directly comparable to our UG population.

However, we are not complacent about the findings and plan to increase the numbers of female students enrolled on our PGT and PGR programmes (**Action2017, 4.1.5-4.1.6**) and enhance our support for UG research schemes (**Action2017, 5.3.4**).

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research 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.

The University grades and role descriptors are shown below (**Table 4.2.1**).

Grade	Research-only	Education-focused	Education- and research-focused
6	Research Fellow	Associate Lecturer	-
7	Senior Research Fellow	Lecturer	Lecturer
8	-	Senior Lecturer	Senior Lecturer
8	Grade 8 Research Fellow	-	Reader
9	Grade 9 Research Fellow	Professor	Professor

Table 4.2.1 Role descriptors.

Research-only staff

- Around 45% of our research-only staff are female, which is considerably lower than the HESA comparator data (**Table 4.2.2, Figure 4.2.1**).

Role	Year	Female	Male	Total	% female (HESA)
Researcher A					
Researcher B					
Total	2012	8	10	18	69.4
	2013	11	10	21	69.2
	2014	8	10	18	67.9
	2015	<5	10		66.8
	2016	7	9	16	

Table 4.2.2 Number of female and male research-only staff (no grade 8-9s).

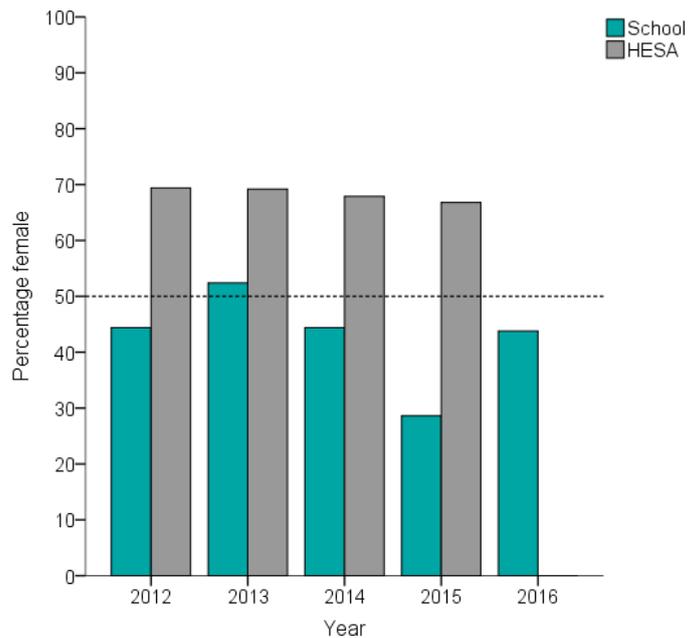


Figure 4.2.1 Percentage of research-only staff that are female, plus HESA comparator data.

Evaluation and action

Although the reasons for the lower percentage of female research staff compared to HESA comparators are unclear, we will reduce the possibility that biases occur during the appointment process by requiring at least one female and one male staff member on appointment panels (**Action2017, 4.2.1**) and, where appropriate, we will involve female academics from other Schools to avoid over-burdening our female staff.

Action2017, 4.2.1: Introduce a new rule that all appointment panels for research staff will include both female and male staff members.

In addition, we plan to update our recruitment material (**Section 5.1.i**), and we will introduce search committees and avoid single-sex long-lists and short-lists (see below).

Education-focused staff

- 75% of our education-focused staff are female, which is slightly higher than HESA comparator data, although the sample is small (**Table 4.2.3, Figure 4.2.2**).

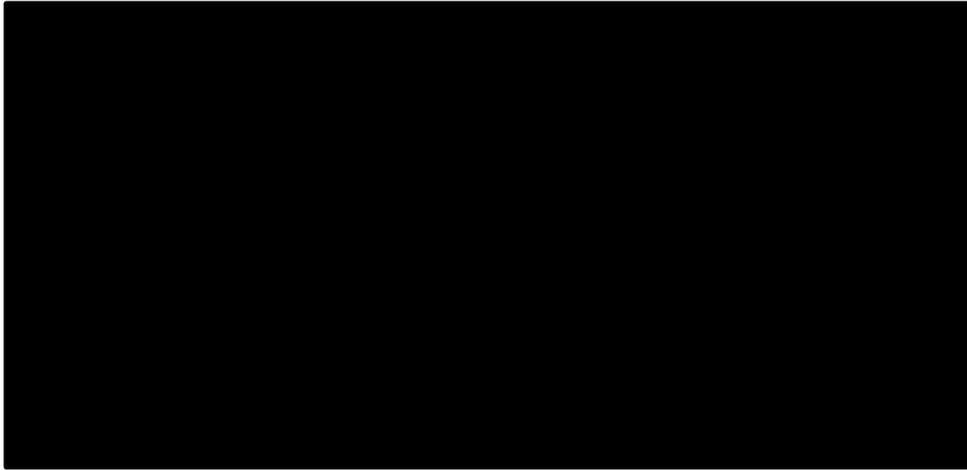


Table 4.2.3 Number of female and male education-focused staff.

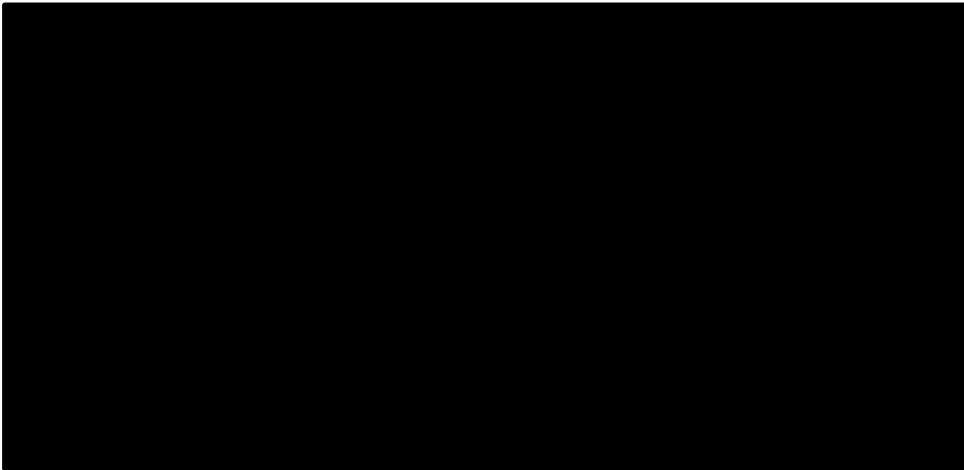


Figure 4.2.2 Percentage of education-focused staff that are female, plus HESA comparator data.

Education- and research-focused staff

- 40% of our education- and research-focused staff are female (**Table 4.2.4**), and this percentage has remained relatively stable across years.
- The percentage of female Lecturers has dipped slightly over the past two years (**Table 4.2.4, Figure 4.2.3**), partly due to promotions.

- Our percentage of female Professors has improved through hiring a third female Professor (and has further increased with the recent retirement of a male Professor in 2017: 3 female and 5 male, 38% female).

Role	Year	Female	Male	Total
Lecturer / Senior Lecturer	2012	8	10	18
	2013	11	12	23
	2014	9	10	19
	2015	10	12	22
	2016	7	11	18
Reader / Professor	2012	<5	9	
	2013	5	10	15
	2014	5	10	15
	2015	5	10	15
	2016	7	10	17

Table 4.2.4 Number of female and male education- and research-focused staff.

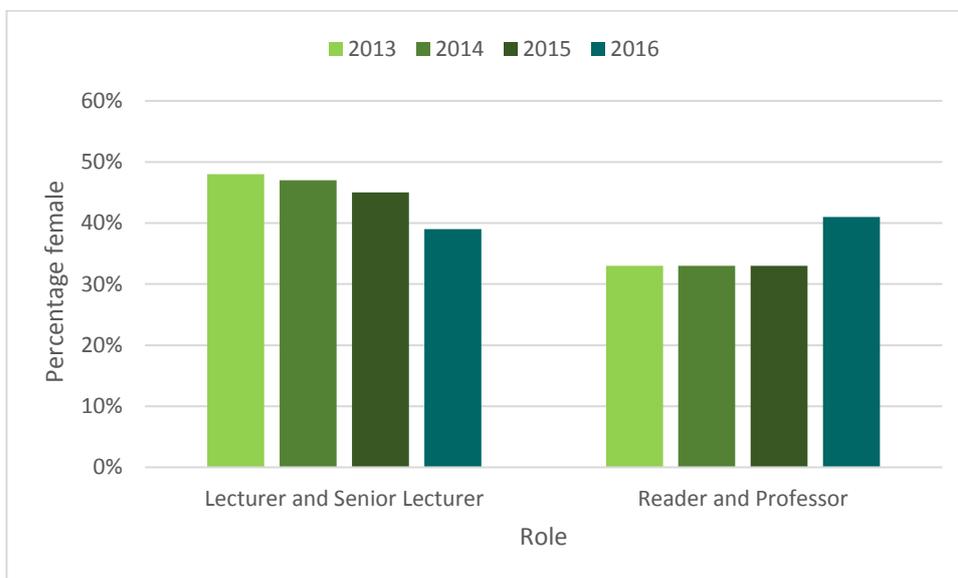


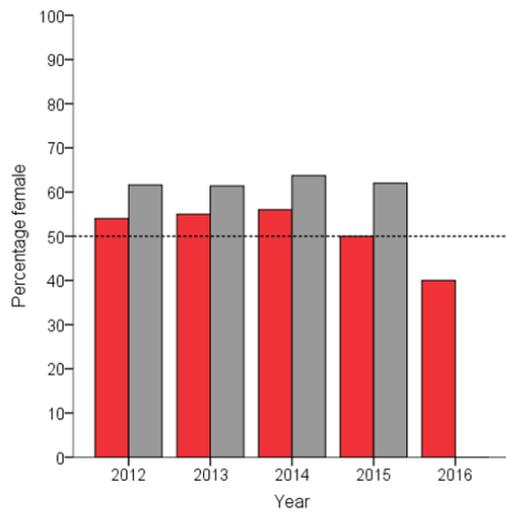
Figure 4.2.3 Number of female and male education- and research-focused staff.

- As HESA comparator data are not available for Readers, we combined the Senior Lecturer (SL) and Reader categories. For each category, our percentage of female staff is lower than the HESA comparator (**Table 4.2.5, Figure 4.2.4**).
- However, our staff profiles show some improvement, as the percentage of female SL/Readers and Professors has increased since 2012.

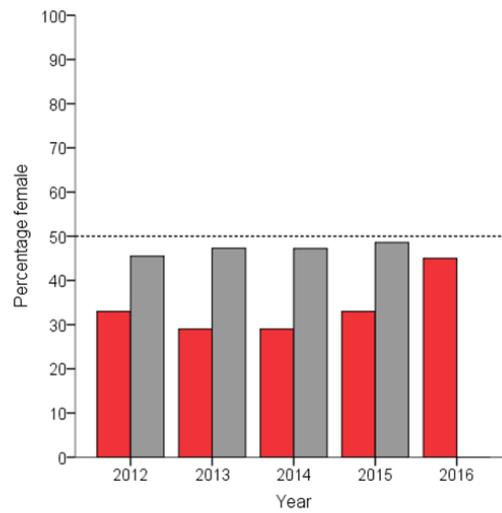
Role	Year	Female	Male	Total	% female	% female (HESA)
Lecturer	2012					61.6
	2013					61.4
	2014					63.7
	2015					62
	2016					-
Senior Lecturer and Reader	2012					45.5
	2013					47.3
	2014					47.2
	2015					48.6
	2016					-
Professor	2012					31.6
	2013					34
	2014					36.9
	2015					36.9
	2016					-
Total	2012	12	19	31	38.7	51.3
	2013	16	22	38	42.1	51.9
	2014	14	20	34	41.2	53.9
	2015	15	22	37	41	53.3
	2016	14	21	35	40	-

Table 4.2.5 Number of female and male education- and research-focused staff, plus HESA comparator data.

a) Lecturer



b) Senior Lecturer and Reader



c) Professor

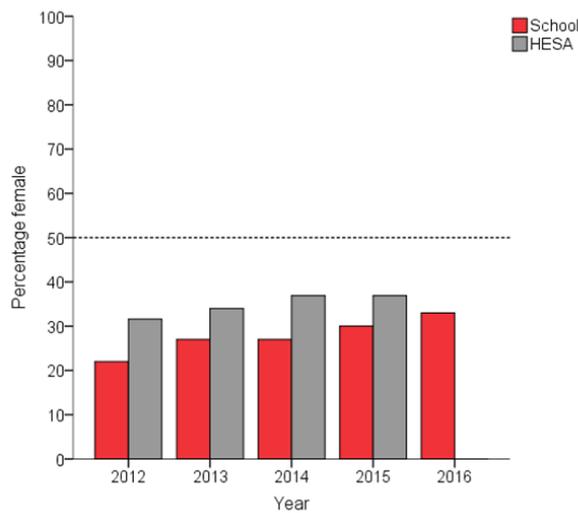


Figure 4.2.4 Percentage of education- and research-focused staff that are female, plus HESA comparator data, for a) Lecturers, b) SL/Readers, and c) Professors.

- The pipeline data show that the percentage of female staff remains relatively stable from Researchers to SL/Reader (**Figure 4.2.5**), which suggests that the School successfully supports career progression through these grades.
- However, the percentage of female Researchers and Lecturers is substantially lower than the HESA comparators, and the percentage dips at Professorship level.

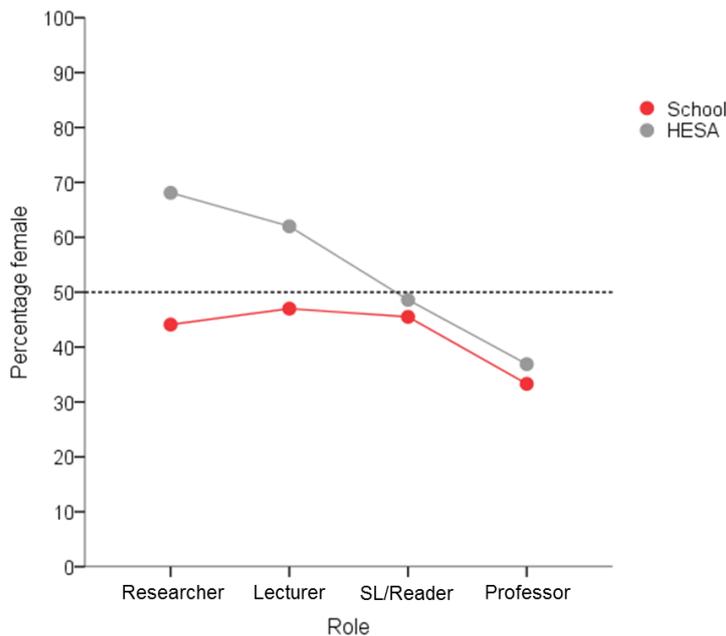


Figure 4.2.5 Percentage of staff that are female for Researcher (all grades), Lecturer (including Associate Lecturer), SL/Reader and Professor (2016), plus HESA comparator data (2015/16).

Evaluation and actions

- Our goals are to i) increase the numbers of female staff joining the School at both Researcher level and Lecturer level, and ii) ensure that female staff are supported all the way through to Professorships.
- We will set up search committees for all academic and research posts, which will include an E&D representative and will advise on the wording of adverts and ensure broad distributed of advert (**Action2017, 4.2.2**).

Action2017, 4.2.2: Introduce search committees for all academic and research posts, which will have E&D representation, with the remit of ensuring that adverts are appropriately worded and widely distributed.

- The search committee will contain at least one female and one male staff member, and all members will be required to complete the University's online **Recruitment and Unconscious Bias Training** modules.
- Academic staff appointment panels and interview committees already contain both female and male members, and members complete these training modules.
- We will avoid single-sex long- and short-lists for research posts, and commit to having no single-sex long- and short-lists for academic posts (**Action2017, 4.2.3**).

Action2017, 4.2.3: Avoid single-sex long-lists and short-lists for both research and academic posts.

- Female staff will be provided with increased support with career progression (**Section 5.3.iii**) and with achieving promotion to Professorial level (**Section 5.2.ii**).

SILVER APPLICATIONS ONLY

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

- One member of technical staff transitioned to a research-only contract.

- (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.

- The majority of research-only staff are on fixed-term contracts, as expected for staff that are usually funded by external grants (**Table 4.6.7**).

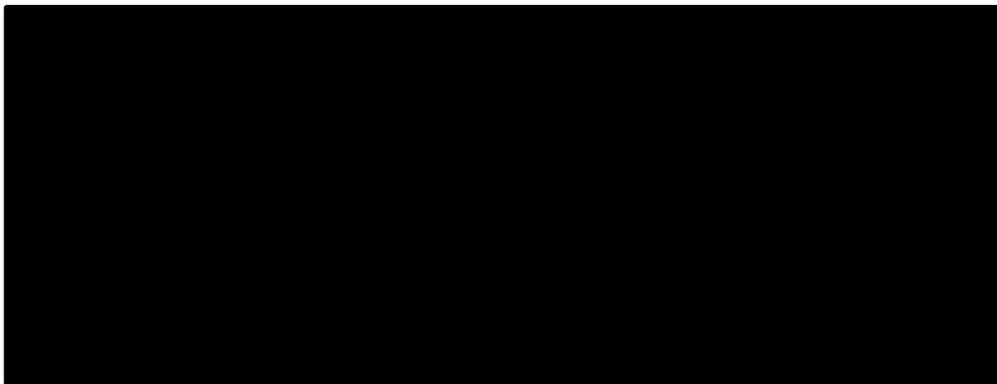


Table 4.6.7 Number of female and male research-only staff on fixed-term and standard contracts by role.

- In 2016, all 14 research-only staff were on fixed-term contracts.
- In 2012-16, the School had up to 5 fixed-term female Lecturers in any given year, but no fixed-term male Lecturers during this period (**Table 4.6.8**).



Table 4.2.8 Number of female and male education-focused, and education- and research-focused, staff on fixed-term and standard contracts by role.

Evaluation and actions

Evidence of impact *Progression of fixed-term Lecturers to standard contracts*

As planned in our AS Bronze (**Action2014, 4a.ii**), we **reviewed the use of fixed-term Lectureship** contracts. Since 2013, all staff employed on fixed-term Lectureship have undergone a transparent review and, where appropriate, interview process, which has resulted in **3 fixed-term female Lecturers** being awarded standard Lectureship contracts in the School (2017). One female Associate Lecturer remains, by choice, on a fixed-term, part-time contract, and no other Lecturers are fixed-term.

- While fixed-term Lectureships provide excellent stepping-stones for junior academics, and these posts usually result from research grant buy-outs, we are conscious that these posts often represent a vulnerable stage of one's career.
- Academic staff on fixed-term contracts are treated the same as all other staff, including receiving an annual School Class Grant (**Section 5.3.iii**), and have adjusted teaching and administration duties to allow time for career development.

- All future fixed-term Lecturers will continue to be given an adjusted teaching and administration duties, and we will ensure that such staff are carefully mentored and supported in terms of their career development (**Action2017, 4.2.4**).

Action2017, 4.2.4: Adjust the workload of any future fixed-term Lecturers to enhance career development, and ensure that mentors discuss plans for career progression.

(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.

- The School has a very low staff turn-over, except for research-only staff that are usually employed on fixed-term, external grants and would be expected to leave at the end of their contracts (**Table 4.2.9**).
- These data are consistent with the hypothesis that staff enjoy working in the School, and also indicate that change in staff profiles are likely to occur slowly.
- Due to the small numbers and lack of clear differences in reasons for leaving in the University's *Online Exit Questionnaire*, no actions are planned at this stage.

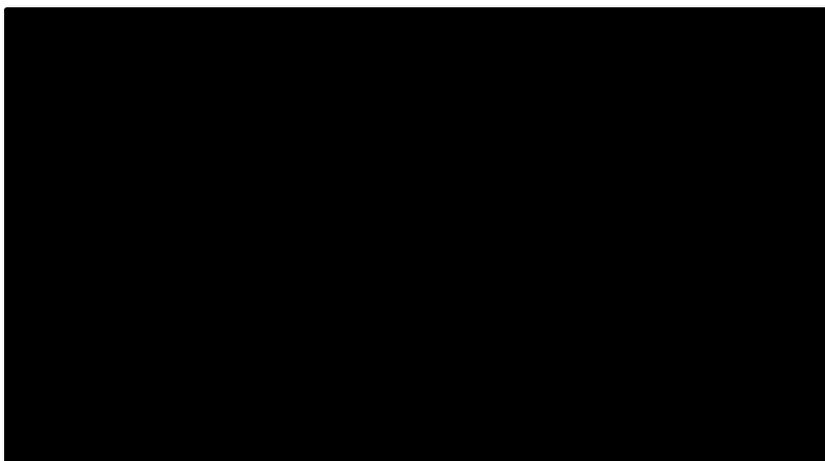


Table 4.2.9 Number of female and male leavers by role.

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.

As stated earlier, we will introduce search committees for all research and academic appointments (**Action2017, 4.2.2**), in order to avoid using informal approaches, such as personal networks that can be gender-biased.

We are also introducing rules stating that i) appointment panels for research posts will contain both female and male members (**Action2017, 4.2.1**), and ii) single-sex short-lists should be avoided (**Action2017, 4.2.1, 4.2.3**).

In addition, we will further embed E&D into the role description for the Staff Representative on appointment panels (**Action2017, 5.1.1**) (e.g., by giving this person responsibility for tracking gender balance from application to short-listing stages).

Action2017, 5.1.1: Create a role description for the Staff Representative on appointment panels, which describes the duties of this Representative and includes example of good E&D practice.

Word count (i) = 295

(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.

The induction process for new research and academic staff involves both University-level and School-level processes (**Figure 5.1.1**).

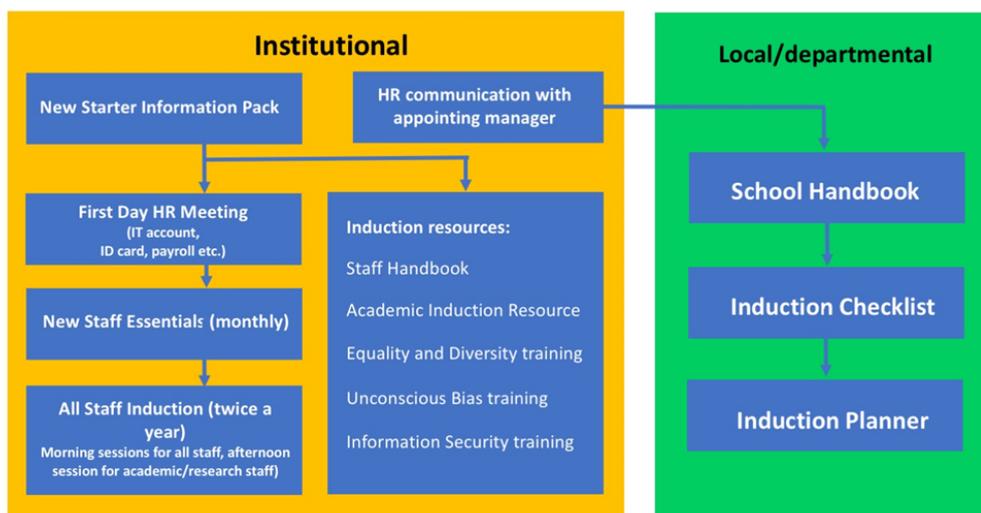


Figure 5.1.1: Staff induction processes.

- As an example of good practice, the **All Staff Induction** event, which runs twice per year, includes an E&D talk by the University’s **Head of E&D (HR)**.
- New staff are expected to complete the University’s online **Diversity Training** and **Unconscious Bias Training** courses as part of their formal induction (**Section 5.6.ii**).
- Since 2013, 14 research and academic staff have attended the University’s New Staff Essentials and Induction events.
- The University evaluates its induction events via questionnaires, and the satisfaction levels are high (>80%; 2013-14).

At the School level, all new staff:

- have an meeting with the Head of School (HoS) or line manager and are given the School's **Induction Checklist** and **Planner**, which provide information about what actions need to be completed and who to contact for assistance,
- are given a tour of the School, introduced to key personnel, welcomed to the School via an email to all staff, and assigned a mentor (academic staff) or a buddy (research staff), and are directed to the **School Handbook** on the School's intranet.

Quote from a new academic staff member: *"Everyone in the School has been so helpful and welcoming. People go out of their way to show us how things work here and to make sure we have what we need to do our jobs well."*

Evaluation and actions

Informal feedback from recently appointed staff indicates that the School Handbook does not contain all of the information that new staff would find useful. We will organise a focus group with staff appointed in the past 5 years to learn what additional information would be beneficial and then update the Handbook (**Action2017, 5.1.2**).

Action2017, 5.1.2: Update and extend the School Handbook.

(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.

- Academic promotions are based on performance in at least two of the following: i) **research and scholarship**, ii) **teaching and pedagogical activities**, iii) **impact, outreach, knowledge exchange**, and iv) **service and leadership**.
- The University's **Academic Promotions** round takes place annually, and the application form asks for any relevant information about **personal circumstances**, such as career breaks, which are taken into account during the process.
- In 2013-17, 9 academic staff from the School applied for promotion (**Table 5.1.3**), with a slightly higher percentage success rate for female, than male, candidates.

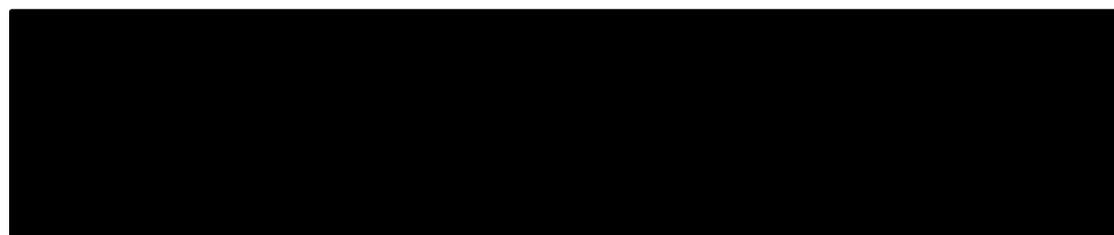


Table 5.1.3: Numbers of female and male staff applying to each grade and success rates (data combined across years due to small numbers; applicants promoted to a new grade, but not the requested grade, are listed as successful).

Evidence of impact: *Increase in number of female academic staff applying for promotion following Promotions Procedures information event*

As planned (**Action2014, 3.b.vii**), we organised as a **Promotions Procedures information event** for academic staff (2015), with the aim of encouraging female academic staff to apply for promotion, which included a talk about the University's academic promotion procedures and a Q&A session with the Head of HR. Our measure of success (increase in number of female staff applying for promotion) was achieved: the **number of female staff applying for promotion trebled** in the two years followed this event relative to the preceding two years. The number of male staff also increased relative to before the event. The success rate for female and male applicants was identical during this post-event period (67% each).

- The University subsequently started to run an annual **Academic Promotions Open Meeting** (2016), where the Deputy Principal and Head of HR explain changes to procedures and any answer questions.

Evidence of impact: *Improvements to academic promotions procedures*

In October 2015, the School E&D Committee reviewed the University's **academic promotions procedures** and, in collaboration with the School of Biology, **produced a set of recommendations to improve fairness and transparency**. This review was submitted to the University and read by the Principal, Deputy Principal and Head of HR. A number of changes were made as a direct result, including:

- Removal of the requirement for at least two international references for applications for Reader/Professor, given the potential for discrimination against those that are less able to travel, and
- Removal of the rule that unsuccessful applicants would not be allowed to apply in the following year, which could deter suitable, but cautious, applicants.

In order to encourage suitably qualified female staff to apply for promotion, we will ensure that the annual review meetings cover includes discussions about promotion (**Section 5.4.ii**) and encourage staff to take up mentoring opportunities (**Section 5.3.iii**).

To help with improve the presentation of promotion application material, we will set up a committee of experienced staff to offer feedback on draft promotion applications (**Action2017, 5.1.3**), which will include advice on how to choose appropriate referees.

Action2017, 5.1.3: Set up a committee that offers feedback on draft academic promotion applications, including advice on choosing referees.

(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.

- During REF2014, the School followed the University's **REF2014 Code of Practice**, which was created after a full **Equality Impact Assessment**, and the HoS and Director of Research (DoR) undertook bespoke ECU '**E&D in the REF**' training.

- The percentage of staff in the School whose outputs were submitted to REF2014 was higher for female than male staff, while, in RAE2008, outputs were submitted for all eligible staff (**Table 5.1.4**).

	Female eligible	Female submitted	% female submitted	Male eligible	Male submitted	% male submitted
REF2014	17.5	15.5	88.6	22.2	15.2	68.5
RAE2008	12.9	12.9	100	21	21	100

Table 5.1.4: Number of female and male staff whose outputs were eligible, and whose outputs were submitted, to REF2014 and RAE2008 (FTEs).

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 of this and how its effectiveness is reviewed.

- The induction processes for professional/support staff closely mirror those for academic staff and include attendance at the University's **All Staff Induction** event.
- Within the School, new members of professional/support staff meet with their line manager, are given the **Induction Checklist** and **Induction Planner**, and have a meeting at 6 months to organise further support or training, if required.
- All new staff members are welcomed to the School in an email to all staff, given a tour of the School and introduced to key personnel.
- Since 2013, 3 professional/support staff members have attended the University's New Staff Essentials and Induction events (i.e., 100% of new staff).

We will invite professional/support staff to the focus group meetings for new hires to seek suggestions for improving the School Handbook and induction process (**Action2017, 5.1.2**).

(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.

- For professional/support staff, the only route for promotion is either via re-grading of the current role or applying for other jobs within the University, if available.
- The re-grading process is carried out through the University's **Workforce Planning Group** (WPG), and requests for regrading can be submitted to this Group with support from the HoS and line manager.

- Re-grading requires a change in level of responsibility or skills, rather than simply workload or effectiveness in the role, and partly depends upon the grades of the team in which the role sits.
- Since 2013, 4 members of professional/support staff have been regraded or promoted to a higher grade, and the School successfully lobbied for a new School Manager appointment.
- In the 2017 School E&D survey, most of the professional/support staff respondents disagreed, or strongly disagreed, with the statement that 'I feel optimistic about the chances of career progression'.
- The School realises the challenges surrounding promotion for professional/support staff, and the HoS makes efforts to provide staff with opportunities to increase their levels of responsibilities and gain new skills.

HoS will continue to ensure that decisions about work allocations and responsibilities take the career progression of professional/support staff into account, and the School will proactively engage with on-going, University-level discussions about new schemes, such as technical apprenticeships and cross-School service integration.

A new School budget has been created for professional/support staff training (**Section 5.4.1**), and professional/support staff will be encouraged to take up relevant training opportunities using these funds.

To provide further support, we will include progress towards promotion as part of annual appraisal meetings, organise a Q&A session about re-grading with our HR Business Partner, and offer feedback on re-grading applications (**Action2017, 5.2.1**).

Action2017. 5.2.1: Increase the amount of support provided to professional/support staff regarding career progression by ensuring that career progression is discussed during annual appraisal and by offering feedback on draft promotion applications.

We will lobby the University to include a senior member of professional/support staff on WPG, as representation is currently lacking from the Group (**Action2017, 5.2.2**).

Action2017, 5.2.2: Lobby the University to include a senior member of professional/support staff on the Workforce Planning Group, which makes decisions about professional/support staff re-grading applications.

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?

The University's **Centre for Academic, Professional and Organisational Development (CAPOD)** provides structured development programmes for staff members across the full range of career stages and roles (**Figure 5.3.1**).

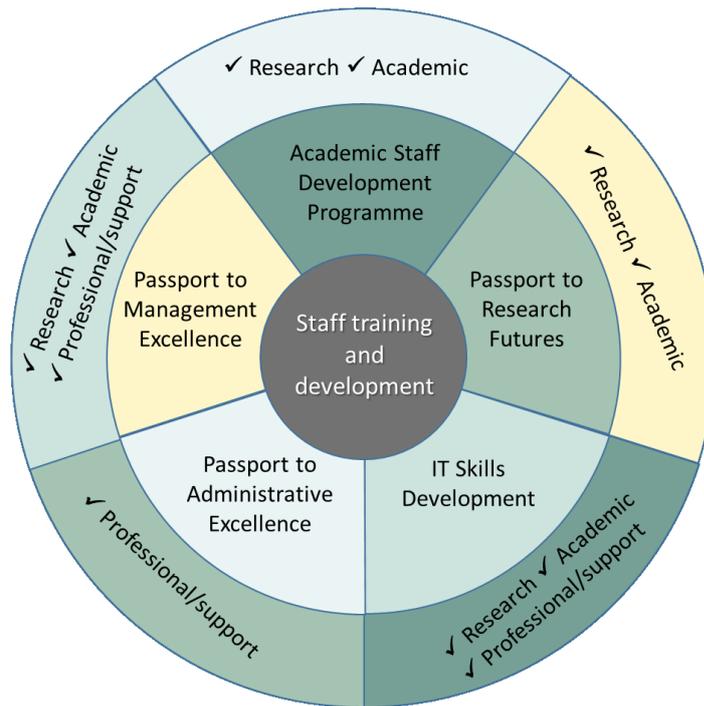


Figure 5.3.1: CAPOD’s core staff development programmes.

- For example, the **Passport to Research Futures** programme is targeted towards research staff and includes the **Lunchtime Legends** seminars, which are presented by senior female and male academics.
- All academic staff receive information about upcoming training events via CAPOD’s e-newsletters, which are published every 6-8 weeks, as well as via posters, flyers, emails and the University’s weekly staff e-newsletter, **In the Loop**.
- In addition to University-level programmes, the School runs a series of **First Wednesday of the Month** staff training sessions, which cover a range of subject-specific topics related to research, teaching and administration.
- From 2013-16, 20 academic staff members, and 13 research staff members, from the School attended CAPOD modules.
- In the 2017 School E&D survey, 87% of academic and research staff disagreed with the statement that ‘I do not have opportunities for professional training’ (**Figure 5.3.2**).

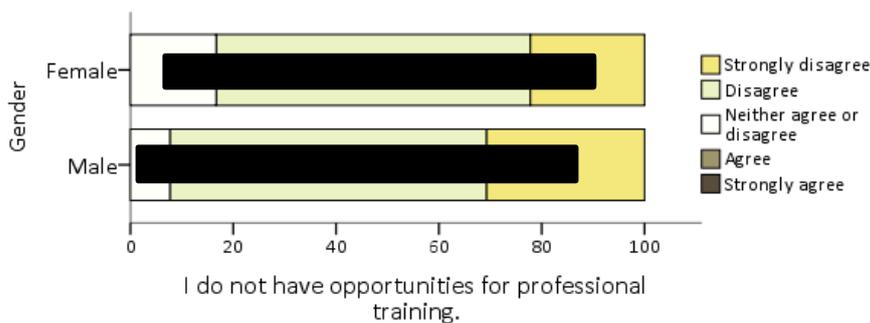


Figure 5.3.2: Survey results for research and academic staff.

Although satisfaction levels are high, we would like to increase staff uptake of CAPOD training and will invite CAPOD to give a presentation about available programmes and solicit suggestions from staff for new training modules (**Action2017, 5.3.1**).

Action2017, 5.3.1: Increase the level of uptake of CAPOD training programmes, or external training opportunities, among research and academic staff.

(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.

- All academic staff take part in the University's **Academic Review and Development (ARD)** scheme, which involves annual, one-to-one meetings with the HoS, or line-manager for research staff.
- For academic staff, uptake rates for ARD meetings are high: over the past 3 years (2015-17), 95% of ARD meetings were completed, with the exceptions only occurring when reviewees were on leave or abroad.
- However, the School does not currently maintain records of whether ARD meetings with research staff have taken place. We will monitor uptake of ARD meetings by research staff and ensure that reviewers have undergone appropriate training (e.g., CAPOD's *HR Policies for Managers* module) (**Action2017, 5.3.2**).

Action2017, 5.3.2: Improve the Academic Review and Development scheme by ensuring that ARD meetings for research staff are held regularly, and that reviewers are appropriately trained.

(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.

Support for research staff

- In 2012, the University received a **European Commission HR Excellence in Research Award** which recognises the University's alignment with the principles laid out in the Concordat to Support the Career Development of Researchers.
- The University provides a range of support, such as the **Postdoc Pizza Fridays**, which are attended by the Careers Service and CAPOD, and the **Bridging Funds**, which provides up to 6 months of salary to researchers who are between grants.
- The School has a **Research Staff Representative (RSR)**, who is elected by the research staff members, sits on the Research Committee and School Council.
- With support from E&D, the RSR and research staff in the School set up a network, which meets once per semester, to discuss project ideas, share resources and learn from others' experiences.

Mentoring and leadership schemes

The University provides a range of mentoring and leadership schemes (**Table 5.3.2**):

Scheme	Research staff	Academic (teaching)	Academic (teaching and research)	Professional and support staff
Teaching, Research & Academic Mentoring Scheme	✓	✓	✓	
Academic Probationers Mentoring Scheme		✓	✓	
Elizabeth Garrett Mentoring Scheme*	✓	✓	✓	
Online Toolkit for Heads of School		✓	✓	
Professional Staff Mentoring Scheme				✓
Coaching Service	✓	✓	✓	✓

Table 5.3.2 University mentoring/leadership schemes, plus eligible mentees (*Elizabeth Garrett Mentoring Scheme is available to senior female academic staff only).

- For example, all research and academic staff are eligible to be mentees on the **Teaching, Research & Academic Mentoring Scheme (TRAMS)**, which runs cross-institutionally with the Universities of St Andrews, Dundee and Abertay.
- The **Elizabeth Garrett Mentoring Scheme**, running for the first time in 2018, is aimed at senior academic staff (SL/Reader/Professor and research equivalent).
- The University funds staff to attend external mentoring programmes, including the female-only **Aurora** programme and **Equate Scotland** coaching service.

In 2014-16, 14 staff from the School have participated in TRAMS: 11 of these were mentees and 3 were mentors, and 1 staff member has attended the Aurora leadership programme (2016-17).

We will encourage all staff to take up mentoring and leadership training opportunities, and we will provide financial support where required (**Action2017, 5.3.3**).

Action2017, 5.3.3: Ensure that staff are aware of the available mentoring schemes, and encourage all staff to have a mentor.

Support for academic staff

Example of best practice: Allocation of Class Grants to all academic staff

Each academic staff member is automatically allocated a basic annual **Class Grant** from the School budget, which can be spent on pilot research, conference attendance, small items of equipment or other resources. Additional Class Grant budget is allocated for each PGR student and research staff member supervised by that staff member, using a set formula. We can confirm that average size of Class Grant awarded to female and male staff does not significantly differ (2015-17).

- **Probationary staff** have a reduced teaching and administration load, and the workload model is used to support career progression by ensuring fair allocations and providing opportunities to gain new skills and experience.
- All academic staff are members of one or more of the School's four **research groupings**, which provide staff with a network of colleagues with overlapping

research interests, and are often members of **University research centres and institutes**.

- Academic staff are entitled to apply for one semester of **Research Leave** every four years to support their research and impact-related activities.
- Staff can request **short periods of time away** during semester, for example, to attend a conference or conduct fieldwork, by submitting a form to HoS.
- The **Knowledge Transfer Centre** supports research-user links, and funding is available for knowledge exchange (e.g., EPSRC, Wellcome ISSF, KE Impact Awards).

(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).

Our UG and PG students are provided with a broad range of support for career progression from the University and School (**Figure 5.3.2**).

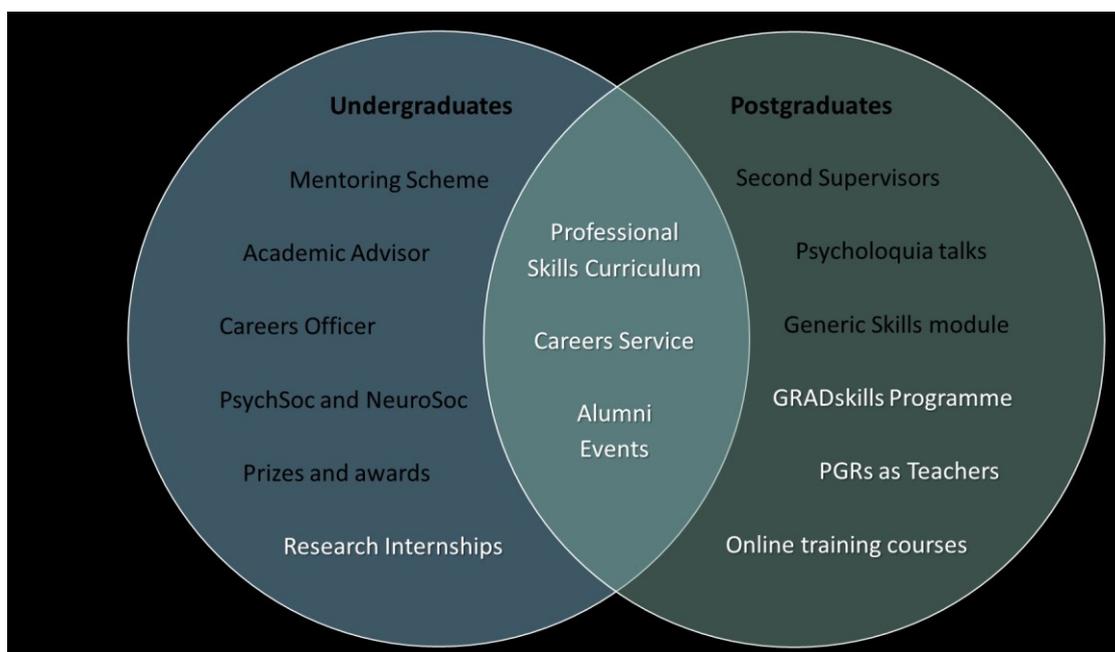


Figure 5.3.2 Examples of support provided to UG and PG students (black: School schemes, white: University schemes).

- The School's **Undergraduate Mentoring Scheme** provides incoming UGs with a student mentor in the same degree programme. A handbook provides guidelines for the mentors and mentees, and mentors attend a *Mentor Briefing Session*.
- The School's **Careers Officer** organises regular events for UGs and PGs, and the student-run **Psychology Society** and **Neuroscience Society** organise careers-related events (e.g., talks by clinical psychologists), with financial support from the School.
- A range of stipendiary research internships are available to undergraduates, including the University's **Laidlaw Undergraduate Internship Programme in Research and Leadership** and the **Undergraduate Research Assistant Scheme**.

- All PGR students are members of one or more of the School's four **research groupings**, which offer journal clubs, and PRG students are often members of interdisciplinary **University research centres and institutes**.
- Each PGR student gives a 30-minute **Psycholoquia** talk in the School once per year. Other presentation opportunities include the annual *Institute of Behavioural and Neural Sciences* mini-conference and *St Leonard's College Postgraduate Lectures*.
- The **School President** (UG), **PGT Representative** and **PGR Representative**, elected by their peers, sit on School Council and Research Committee, thus ensuring that student views are represented and contribute to decision-making.

In 2016, we have allocated £2k from the School budget to support the *Undergraduate Research Assistant Scheme*, and this funding was repeated in 2017. We also provide a comprehensive list of other UG research scholarship funding on the School website.

To ensure that all UGs have equal access to information about upcoming opportunities, we will create an online database of available research projects (**Action 5.3.4**).

Action2017, 5.3.4: Create an online database of all research projects that are available in the School for UG scholars and interns, which is updated annually.

(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.

Prior to application

- Each School is allocated a **Business Development Manager** (BDM), who visits the School once per month to meet researchers, emails funding information and organises visits from funding agencies and mock fellowship interview panels.
- The University is a member of **Interface**, an independent knowledge intermediary that links national and international businesses with Scottish academics, and the DoR circulates information about these, and other, research opportunities.
- CAPOD offers **training** in writing grant applications, managing research budgets and budgeting as part of the *Passport to Research Futures* programme, and staff have access to the searchable **Research Professional** database.

During the application process

- Each School has a dedicated **Finance & Support Team** member, who provides salary costings for grant applications and helps with online forms.
- The School has an **Internal Grant Approval Process**, which encourages applicants to obtain feedback on draft applications from at least two colleagues.

After grant award decision

- When a grant is awarded, HR staff assist with **advertising and recruiting** research staff, a **Contracts Manager** finalises any formal collaboration agreements, and the University's **Knowledge Transfer Centre** supports relations with external partners.

- When a grant is unsuccessful, the BDM and DoR provide support to find alternative funding sources, and mentors also provide a source of support and advice.

To provide further support, we will add examples of successful grant applications and impact statements to our School’s intranet (**Action2017, 5.3.5**).

Action2017, 5.3.5: Add examples of successful grant applications and impact statements to the School website.

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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?

CAPOD provides a range of structured development pathways for professional/support staff:

- The **Passport to Management Excellence** and the **IT Skills Development Programme** (see **Section 5.3.i**) includes access to the externally-recognised Microsoft Office Specialist (MOS) qualifications.
- CAPOD’s **Passport to Administrative Excellence** includes one year’s free membership to the *Association of University Administrators* and access to additional development resources and events.
- The University is a member of **HEaTED**, a leading external provider of professional development and networking opportunities for technical staff.
- Staff receive regular information about upcoming training events and opportunities via leaflets, posters, direct mailings, and the University’s weekly electronic staff newsletter, **In the Loop**.
- From 2013-16, 8 professional/support staff members undertook CAPOD training, and, in the 2017 School E&D survey, none of the professional and support staff respondents agreed with the statement that ‘I do not have opportunities for professional development’.

Quote from a member of professional/support staff about CAPOD courses: *“In addition to relevant skills-based training, the courses provide a welcome opportunity to engage with current thinking and practices in areas beyond the confines of my current role...; they also allow me to meet and share experiences with others working in similar roles and facing similar challenges.”*

While CAPOD provides some funding for professional/support staff training, including external training that leads to professional qualifications, this funding does not cover the full training costs, and the E&DC therefore asked the School to provide funding.

Evidence of impact: *Budget for professional/support staff training and networking*

Lack of funding was identified as a potential barrier to professional/support staff receiving training and taking up networking opportunities. The HoS therefore allocated an annual budget of £2k for this purpose (2017-18 onwards). Staff will be encouraged to take up this funding in bi-annual emails from the School Manager, and uptake will be monitored annually and the budget adjusted as required.

We will encourage professional/support staff to take up training opportunities, and we will proactively look for opportunities to nominate professional/support staff for external awards that recognise their contributions (**Action2017, 5.4.1**).

Action2017, 5.4.1: Ensure that professional/support staff receive information about training events and funding opportunities, and seek out potential external awards.

(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.

- All members of professional/support staff take part in the annual, University-wide **Review and Development Scheme (RDS)**, which involves an annual one-to-one meeting between the staff member and their line manager.
- A set of principles for this scheme describes the roles and responsibilities of both the reviewee and reviewer. The outcome of the annual meeting is an agreed set of objectives and a plan for providing support and training.
- All current RDS reviewers have completed the HR for Managers module, and all future reviewers will also complete this course.

(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 University runs a **Professional Staff Mentoring Scheme**, which involves mentees and mentors from different Schools and provides an opportunity for mentees to discuss progress, training and career development.
- The University's **Coaching Service**, which runs in collaboration with the University of Aberdeen, provides the opportunity to work with a coach to address specific work-related challenges, identify future goals and develop personal skills.
- Professional/support staff are eligible for the **Aurora** leadership scheme and have access to the University's **Careers Centre**.

Evidence of impact: *Successfully lobbied for professional/support staff to have full access to the University's Careers Centre*

The Careers Centre provides a broad range of services to current students, graduates, alumni and graduate staff member, but professional/support staff without graduate-

level qualifications were excluded from the list of eligible service users. In 2017, we successfully lobbied the Head of the Careers Centre to remove this restriction, and all professional/support staff across the University can now use the service.

To encourage all professional/support staff to take up appropriate mentoring, leadership training and career progression opportunities, we will provide regular information about available opportunities and funding sources (**Action2017, 5.4.2**).

Action2017, 5.4.2: Encourage professional/support staff to take up mentoring, leadership training and other career progression opportunities, using available financial resources, including the new School budget for professional/support staff.

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.

- As planned in our AS Bronze Award (**Action2014, 4.b.ii**), the HoS or line manager has a **formal consultation** with the staff member to identify the needs and goals for the leave and return to work periods (e.g., the level of contact during leave).
- The maternity and adoption leave policies are available on the University's and School's E&D websites.
- The School's **HR Business Partner** is available to answer questions and to have individual meetings with staff; contact details are provided on the E&D website.
- The HoS or line manager initiates any required teaching, administrative, or other replacement, as appropriate (i.e., the staff member taking the leave is not responsible for organising cover).
- The School Manager helps with any **risk assessments** required for staff that are pregnant or breastfeeding.

The University processes for students planning to take maternity/adoption leave are not clearly laid out, so we will lobby the University to clarify the procedures that students should follow and link this information to our website (**Action2017, 5.5.1**).

Action2017, 5.5.1: Clarify the procedure that UG and PG students should take when requesting maternity/adoption leave and the entitlements that are available.

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

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

- The University's **enhanced maternity/adoption package** provides 16 weeks of leave at full salary (plus 23 weeks at statutory pay and 13 weeks unpaid).

- The University's **Keeping In Touch** (KIT) scheme allows employees to return for up to 10 days of work at full-pay to keep contact with their research groups and colleagues, or attend conferences or professional development events.
- In 2012-16, maternity leave was taken by 6 staff. No staff took adoption leave.
- In 2012-16, 0 staff used KIT days, and feedback suggests that not all staff are aware of all of the potential support that is available:

Quote from a staff member: *"When I was due to go on family-related leave, I found it difficult to find clear information about my entitlements, and I wasn't sure what support I could ask for from the School to help maintain my research momentum. In retrospect, I feel that I received much less support than I needed, and some further guidance would have been appreciated."*

Also, as decisions about leave are generally made on an individual basis and happen irregularly, we need to ensure that all staff taking leave are given appropriate levels of support and that such decisions are consistent, fair and transparent.

We will therefore produce a **Planning for Leave Workflow** to be used by the HoS, line managers and staff member during the initial formal consultation meeting (**Action2017, 5.5.2**). This document will contain links to the relevant University policies (including KIT days) and will provide examples of the type of support that can be requested.

Action2017, 5.5.2: Create a **Planning for Leave Workflow**, which will outline all of the University-level procedures that need to be followed and the type of support available within the School.

During the 2017 University-wide consultation on family-friendly policies, the E&D Committee lobbied the University to improve its maternity/adoption package, and we will continue to seek improvements (**Action2017, 5.5.3**).

Action2017, 5.5.3: Lobby the University to improve maternity/adoption, paternity and other family-friendly policies for staff and students, including better communication about entitlements.

(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.

- The University is a member of the **Computershare Childcare Voucher scheme**, which provides tax-free, salary-sacrifice cover for childcare costs.
- The University opened a new **nursery** in 2017, and a list of other local childcare providers is on the University website and linked from the School E&D website.

Example of good practice: *Successfully lobbied the University to increase the amount that could be applied for from the Caring Fund*

The University established a **Caring Fund**, which covers the childcare costs or other costs associated with caring responsibilities for attending work-related events, e.g.,

conferences, and is available to academic staff, research staff and PGRs. We successfully lobbied the University to increase the maximum amount that could be applied for from £500 to £1k pa.

- In 2016, 8 members of staff used childcare vouchers, and 2 academic staff have received money from the Caring Fund (2012-17).

In the 2017 School E&D Survey, only 48% of female respondents, and 74% of male respondents, agreed that the School is supportive of staff who need to take maternity, paternity or other leave (**Figure 5.5.1**).

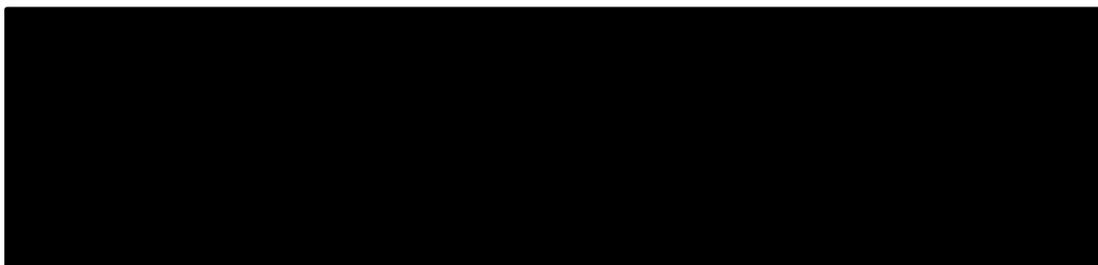


Figure 5.5.1: Survey result (all role categories).

The survey results show that further action is needed to support female staff, in particular. The new Planning for Leave Workflow will provide a much more structured approach to leave, including a clear description of the types of support available and the flowchart of the procedures that should be followed (**Action2017, 5.5.2**).

In addition, we will monitor the satisfaction levels of staff returning from leave by setting up individual meetings within 3 months of return, so that we can continue to improve the amount and type of support provided at all stages (**Action2017, 5.5.4**).

Action2017, 5.5.4: Monitor the suitability and usefulness of support provided before, during and after family-related leave.

(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.

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

All staff members that took maternity leave in 2012-16 returned to post, although some have subsequently left the university when their contract ended.

(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 2 weeks of full-pay paternity leave for staff with more than 26 weeks of continuous service and is available to fathers, partners (female and male) and adopter's partners.
- The HoS or line manager has a formal consultation and provides appropriate reductions in workload for staff taking paternity leave. The new Planning for Leave workflow will be used to ensure that staff are aware of all entitlements, including childcare vouchers and the Caring Fund (**Action2017, 5.5.2**).
- From 2012-16, 4 staff members took paternity leave. No staff took shared parental, adoption or parental leave (2012-16).

While the School is expected to offer a reduced workload for academic staff taking paternity leave, we are concerned whether this requirement has been consistently applied. The new Planning for Leave workflow will state that staff taking paternity leave are entitled to a reduced workload, and agreements with HoS or line managers should be documented prior to leave (**Action2017, 5.5.2**).

(vi) Flexible working

Provide information on the flexible working arrangements available.

- The University's **Flexible Working policy** allows employees to vary the total number of working hours, the distribution of those hours across the week, or the place of work (e.g., temporarily working from home).
- **Formal applications** for flexible working are made to HR, following discussions with the HoS, and involve a change to the individual's work contract. Guideline for managers are provided on the University website, plus an application form.
- 8 staff members currently work part-time hours.

The 2017 School E&D Survey results show similar proportions of female (59%), and male (63%), respondents feel that their line manager is supportive of flexible working (**Figure 5.5.3**).

Quote from 2017 School E&D Survey: *"My line manager has always been great in supporting my requests, and indeed has suggested instances where I should leave early/work from home to help with caring responsibilities."*

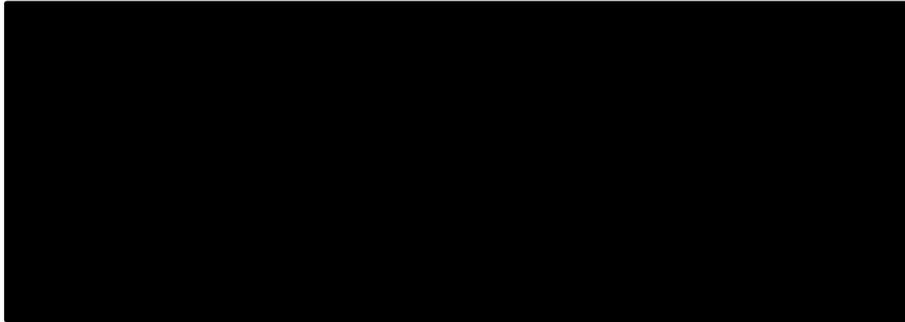


Figure 5.5.3: Survey results for all role categories.

(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.

- As stated in the University's flexible working policy, staff are encouraged to talk with their HoS or line manager about how best to transition from part-time to full-time work.
- The School acknowledges the difficulties that can accompany this transition and enables a smoother transition via the use of accrued holidays to enable a gradual increase in weekly hours.

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.

Commitment to AS Charter principles

- The School is committed to mainstreaming structural and cultural changes to advance gender equality, as evidenced by having the School E&D Officer on MG and having E&D as a standing agenda item on SC.
- We have lobbied the University to improve policies and procedures that impact on the careers of female academics (e.g., academic promotions and family-friendly policies), and our recommendations have resulted in positive improvements.
- As our UG population is female-biased, we have devised actions to ensure that male students are fully supported, and, as the proportion of female students drops from UG to PG, we will step-up our efforts to attract female PG applicants.

- We are committed to supporting the careers of our female professional/support staff and addressing the specific concerns raised by these staff members about prospects for career progression.
- We state our commitment to the AS Charter principles on our School website, and our Athena SWAN Bronze certificate is located in the lobby of the main School building, directly opposite the main entrance.

Quote from the School's 2017 E&D Survey: *'I believe that the School takes gender equality seriously, and is a great place to work.'*

Physical structure of the School

Since our AS Bronze award, we have made significant changes to the physical structure of the School buildings to promote gender equality and inclusion.

Example of best practice: *Second baby-change and breast-feeding facilities*

A second baby-change facility has been installed in the School, including breastfeeding facilities and a refrigerator for storage of breast milk and baby food (**Figure 5.6.1**).



Figure 5.6.1: Signage and wall-art in the new baby-change facility.

- A set of gender-neutral toilets has been installed in place of a set of male-only toilets, so that the School now offers gender-neutral, female-only and male-only toilet facilities.
- In the foyer of the main School building, wall-mounted electronic screens show rolling content, including a statement saying that this School welcomes students of all races, ethnicities, sexualities and social backgrounds (**Figure 5.6.2**).



Figure 5.6.2: Welcome message on wall-mounted screens in main foyer.

(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.

E&D training

- The University's online **Diversity Training** module has been completed by 83 staff and PGRs (2014-17).
- The University's online **Unconscious Bias Training** module has been completed by 23 staff members (2016-17).

Staff are encouraged to complete these modules as part of the University's staff induction process and, as planned in our AS Bronze Award (**Action2014, 4.a.ii**), these data are monitored, and email reminders are sent by the E&D Officer.

HR policies

- The University has a broad range of HR policies covering equality, bullying, harassment, grievance and disciplinary processes, which are available on the University website and linked to the School's E&D webpage.
- Each School is assigned an **HR Business Partner**, who is the first point of contact for any member of staff that has queries about the policies or want to discuss any issues confidentially.
- Any changes to HR policies are circulated to staff via email and also appear in the University electronic newsletter, and the HR Business Partner is invited to attend School Council to provide up-dates.
- Supervisors of PGR students are required to attend at least one of two University training sessions per year, which include information about HR policies, such as how to deal with leave requests.

In the 2017 School E&D Survey, 78% female and 89% of male respondents agreed with the statement that ‘I feel adequately supported by my line manager in dealing with gender-based harassment or inappropriate behaviour’ or neither agreed nor disagreed with this statement (**Figure 5.6.3**).

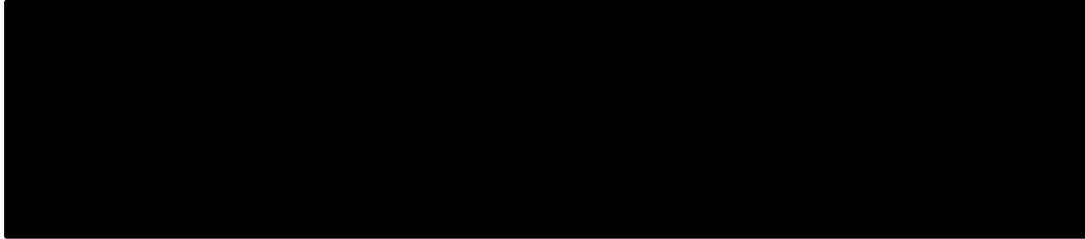


Figure 5.6.3: Survey data for all role categories.

These results could partly reflect the lack of knowledge about what support would be provided, e.g., ‘I’ve never asked for support with this, so I don’t know how it would go’ (2017 School E&D Survey).

To increase awareness of these policies, we will advertise the policies through posters, fliers and an annual email, and we will also clarify the support provided by the School (**Action2017, 5.6.1**).

Action2017, 5.6.1: Circulate information about the University’s HR policies on harassment and bullying, and clarify the support available within the School.

(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.

- The five most influential School committees are **MG, Research Committee, Teaching Committee, Postgraduate Committee** and **Ethics Committee**, which are Chaired/Convened by 3 female and 2 male staff members (**Table 5.6.1**).
- Overall, the gender balance on these key committees (49%) closely reflects the staff gender balance within the School (48%), with a slight bias towards males on Teaching Committee and females on Research and Ethics Committee.

Year	Chair/ Convenor	Females	Males	% female
	HoS	Management group		
2014-15	M	4	5	
2015-16	M	5	4	
2016-17	M	5	4	
2017-18	M	5	4	
	DoR	Research Committee		
2014-15	F	3	5	
2015-16	F	4	7	
2016-17	F	6	5	
2017-18	F	6	4	
	DoT	Teaching Committee		
2014-15	M	3	7	
2015-16	M	3	8	
2016-17	M	5	8	
2017-18	M	4	8	
	SM	Ethics Committee		
2014-15	F	4	3	
2015-16	F	5	2	
2016-17	F	6	2	
2017-18	F	4	3	
	DoPG	PG Committee		
2014-15	F	1	3	
2015-16	F	1	3	
2016-17	F	1	3	
2017-18	F	2	3	
	Total			
2014-15		15	23	39.5
2015-16		18	24	42.9
2016-17		23	22	51.1
2017-18		21	22	48.8

Table 5.6.1 Numbers of female and male staff on the School's key committees (Directors and Convenors are included in the numbers).

- As planned in our AS Bronze Award (**Action2014, 4.b.i**), HoS takes into account gender balance and career stage representation, as well as individual workloads, when making decisions about committee duties.
- Academic roles and duties are discussed as part of the annual ARD scheme, and the School has sufficient numbers of female academics (N=17) to ensure that no particular female is overly burdened by committee work.
- Three Committees include professional/support staff (MG, Ethics, Research). Research Committee includes the PGR student representative, and UG, PGT and PGR representatives sit on SC and staff-student consultative committee.
- In 2017, Deputy roles were introduced for each of the key Directorships in the School (i.e., DoR, DoT, DoPG, Director of Impact), which provide shadowing opportunities, and half of these Deputies are female (Deputy DoT and DoPG).

(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?

- Upcoming opportunities to sit on external committees (e.g., grant funding panels, strategy boards) are circulated to staff by email, and the HoS and DoR directly approach individuals, particularly female staff, when such opportunities arise.
- Staff are encouraged to sit on external and internal committees during annual ARD review meetings, which include specific questions about service activities, as service contributes to academic promotion applications.
- Our female staff currently sit on several prominent external committees (e.g., BBSRC and European Research Council grant panels, conference programme committees), and staff are encouraged to seek guidance from these role models.

(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.

- The School's academic workload model, which was listed as an example of good practice in the feedback to our AS Bronze Award application (2013), is based around the principles of equity, fairness and transparency.
- The workload model covers i) teaching, ii) PGR supervision, iii) administration, and iv) research/impact/outreach, and allocates units to specific activities and duties.
- As planned in our AS Bronze Award (**Action2014, 4.a.i.2**), we have now included impact activities and University service in the workload model.
- Units are then converted into quintiles (i.e., contributions are scored from 1-5).
- The data show that female staff have similar average teaching allocations to males, and slightly lower PGR supervision and administration, as would be expected given the staff profile of the School (e.g., most Professors are male) (**Table 5.6.2**).

Year		Teaching	PGR supervision	Administration
2015-16	Female (N=17)	3.0 (± 0.4)	2.5 (± 0.3)	2.5 (± 0.3)
	Male (N=23)	2.9 (± 0.3)	3.0 (± 0.3)	3.3 (± 0.3)
2016-17	Female (N=17)	2.8 (± 0.3)	2.9 (± 0.3)	2.8 (± 0.3)
	Male (N=22)	3.3 (± 0.3)	3.1 (± 0.3)	3.3 (± 0.3)
2017-18	Female (N=17)	2.9 (± 0.3)	2.8 (± 0.4)	2.9 (± 0.3)
	Male (N=21)	3.2 (± 0.3)	3.3 (± 0.3)	3.2 (± 0.3)

Table 5.6.2: Means (\pm SEM) for quintiles of teaching, administration and PGR supervision (1 = low, 5 = high).

- The amount and type of work allocated to each staff member is decided annually by the HoS and DoT, and all staff are offered the opportunity to request changes to

their current roles (e.g., to gain new skills and experience), as part of the annual ARD review meetings.

Although a full description of the model is on the School's intranet, individuals are not easily able to access information about their own data, and the HoS is not able to view the model outputs without consulting the DoT or Workload Model Officer. We will transfer the model to an online database to increase accessibility (**Action2017, 5.6.2**).

Action2017, 5.6.2: Create an online version of the School's workload model to enhance the accessibility of information.

(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.

Timing of meetings

Evidence of good practice: *Creation of a School 'Core Meeting Hours' policy*

As planned in our AS Bronze Award (**Action2014, 4.b.iii**), the E&DC devised a policy about the timing of meetings, and, after a period of drafting and consultation with staff and students, the School implemented an official **Core Meeting Hours policy** (2017). The policy states that 'all activities that staff members and postgraduate students are required to attend, or might wish to attend, are normally held between 9.30am-3.30pm (Mon-Fri).' Such activities include School Council and core committee meetings, and the policy is on the School website.

Seminars and social events

- In the 2017 School E&D survey, 47% of female (16/34), and 52% of male (10/19), respondents agreed with the statement that 'I would attend more seminars if they were held at more convenient times' (**Figure 5.6.5**).

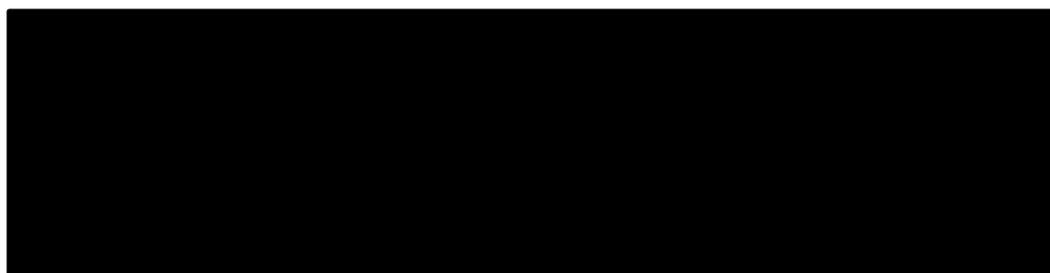


Figure 5.6.5: Survey data (all role categories).

- To fit with the new Core Meeting Hours Policy, we have moved the Seminars to 1pm, so these results are predicted to improve in the next E&D survey (2019).

Evidence of good practice: *Seminar Series moved to within Core Meeting Hours*

The School **Seminar Series** has been moved to 1pm on Fridays (2017-18 onwards), in order to help those with school-aged children to attend. The Seminar Series had already been moved to 3.30pm at least 10 years ago, from a 4.30pm timeslot.

- Most of the School's social events (e.g., retirement events, end-of-semester staff lunches, Graduation garden party) take place during core meeting hours.
- The Core Meeting Hours policy states that, for any one-off events organised outwith these hours, organisers must consider how those with family/caring or other responsibilities can be included (e.g., inviting children, mobile crèche).

(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.

- As planned in our AS Bronze Award (**Action2014, 3b.ii**), we have been proactive in ensuring that female role models are visible within the School, particularly in our School seminar programmes, as outlined below.

	Seminar Series*		
	Female	Male	% female
2013-14			
2014-15			
2015-16			
2016-17			
Total	36	42	46.2
	IBANS mini-conferences**		
	Female	Male	% female
2013-14			
2014-15			
2015-16			
2016-17			
Total	26	27	49.1
	Total		
	Female	Male	% female
2013-14	7	22	24.1
2014-15	22	12	64.7
2015-16	15	18	45.5
2016-17	18	17	51.4
Total	62	69	47.3

Table 5.6.2: Female and male speakers in Seminar Series and IBANS mini-conferences (includes *Jeeves Lectures and **IBANS keynotes).

Evidence of impact: *Gender balance of seminar speakers*

In 2013-14, only 25% of seminars across the School were given by female academics. To rectify this problem, the HoS instructed the seminar organisers to ensure that all future seminar programmes were gender balanced. All emails that subsequently asked for suggested speakers explicitly stated that names of both female and male academics were expected, and E&D was considered through the construction of the programme. In all subsequent years, at least 45% of our speakers have been female (**Table 5.6.2**). In addition, the annual **Jeeves Lecture**, which is our named prestigious

lecture, has been given by females and males (2013-17), and the interdisciplinary **Institute of Behavioural and Neural Sciences (IBANS)** mini-conference, has had 50% female keynote speakers (2013-17).

To ensure that these positive actions continue when administration duties are rotated between staff, we will revise the Seminar Organiser role descriptor to describe how to take E&D into account when running seminar programmes (**Action2017, 5.6.3**).

Action2017, 5.6.3: Revise the Seminar Organiser role descriptor to ensure that E&D is embedded within this role.

- Our staff and students are exposed to other female role models within the School, including female staff members that have been HoS, Provost, University Vice-Principal (Enterprise and Engagement), and Vice-President of an academic society.
- Female staff and students are nominated for internal and external prizes (**Figure 5.6.6**).

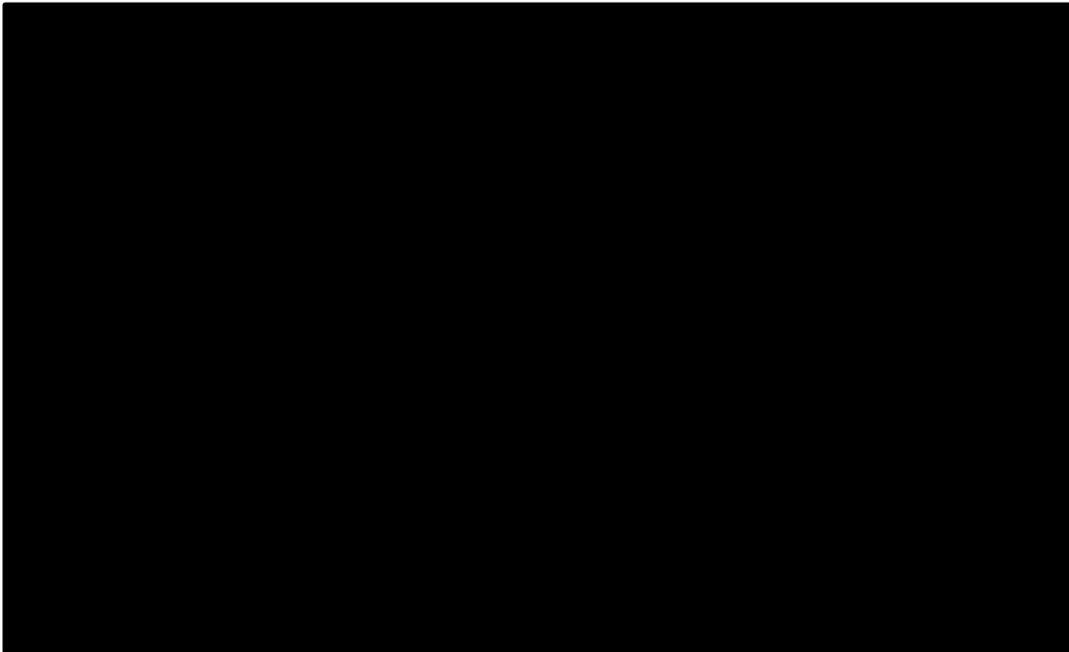


Figure 5.6.6 [Redacted]

- As planned in our AS Bronze Award (**Action2014, 3.b.iii**), the School website contains a gender balance of photographs of staff and students (9 photos of individual females, 9 photos of individual males, 13 mixed-gender groups).
- A news items about our outreach with school children was featured on the front page of the School website on the *UN International Day of Women and Girls in Science* (2017) (**Figure 5.6.7**).



Figure 5.6.7: Snapshot of the School website.

We plan to organise an annual E&D-related seminar, with the first seminar on gender equality, and celebrate relevant women in science days (**Action2017, 5.6.4**).

Action2017, 5.6.4: Organise an annual E&D-related seminar with an external or internal speaker, and celebrate relevant annual events, such as the *UN International Women and Girls in Science* day.

In addition, we will conduct a comprehensive Curriculum Review, based on the advice disseminated at the *Embedding E&D in the Curriculum* workshop (2016), which was presented by HEA Scotland staff and attended by the E&D Officer (**Action2017, 5.6.4**).

Action2017, 5.6.5: Carry out a Curriculum Review, which will include i) reviewing the visual images used and the gender balance of authors in reading lists, and ii) seeking opportunities to teach equality, diversity and inclusion in the curriculum.

(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.

- As planned in our AS Bronze Award (**Action2014, 4.b.v**) we have monitored the outreach activities of staff and students. Approximately equal numbers of females and males have engaged in outreach activities (2014-17; **Table 5.6.3**).

Role	Female	Male	Total	% female
PG student				
Researcher				
Lecturer				
SL/Reader				
Professor				
Total	26	29	55	47.3

Table 5.6.3 Number of females and males that have engaged in outreach (2014-17).

- The type of activities undertaken range from large-scale, national events (e.g., National Science Week) to local events (e.g., talks at primary schools).

Examples of recent outreach by staff and students:

- A staff member runs the local Bright Club, which uses stand-up comedy to communicate about science, has performed at the Edinburgh Fringe and runs University workshops on science comedy (**Figure 5.6.8a**).
- One of our students won the *Best Science Communicator Prize* at the University's *XX Factor* event, which showcases the research of female PGR students to 10-12-year-old children (**Figure 5.6.8b**).

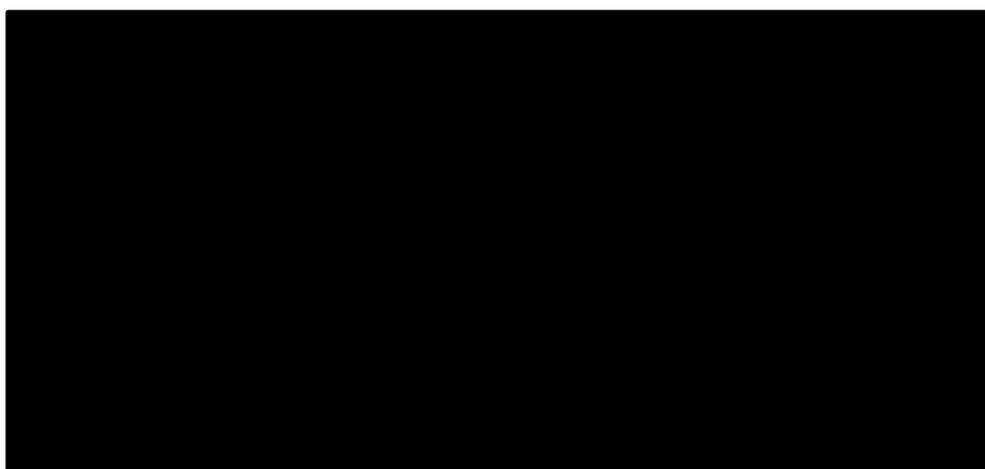


Figure 5.6.8: a) [REDACTED]

- The School contributes to events aimed at those from under-represented groups considering studying at university (e.g. Sutton Trust summer schools; 2014-17).
- Members of the School engage with national media and give public talks (e.g., 12 staff members have been on radio or television; 2014-17).
- Public engagement is a key part of the UG curriculum, e.g., a compulsory 3rd year psychology assessment and two optional 4th year modules ('Communicating Psychology and Neuroscience'; 'Communication and Teaching in Science').
- Academic staff contributions to outreach are formally recognised through the workload model, either as administrative duties (where activities are core to the School mission) or as research/impact activities.
- While PG students do not receive formal recognition, these students gain valuable experience, and we have introduced an annual UG/PG outreach prize (2017).
- Data on participant uptake are available for our outreach activities involving school- and college-aged students, and show that the events attract both female and male participants (63% female overall) (**Table 5.6.4, Figure 5.6.9**).

Event	2015-17		
	Female	Male	% female
Space School (P6)	52	76	40.6
Science Camp (P6/7)	57	70	44.9
Lift-Off 2 Success*	165	62	72.7
Space School Returners (S3)	27	39	40.9
REACH: 'Introduction to Psychology' (S4)	46	15	75.4
REACH: Brain Day (S5)	27	8	77.1
First Chances: Summer School Psychology Taster (S4)	39	21	65.0
First Chances: Summer School Psychology Session (S5)	106	56	65.4
Sutton Trust Summer School (S5/Y12)	194	76	71.9
Fife College Visit	66	37	64.1
Total	779	460	62.9

Table 5.6.4: Number of children/students who identified as female and male taking part in recent outreach events (P = primary, S = secondary).

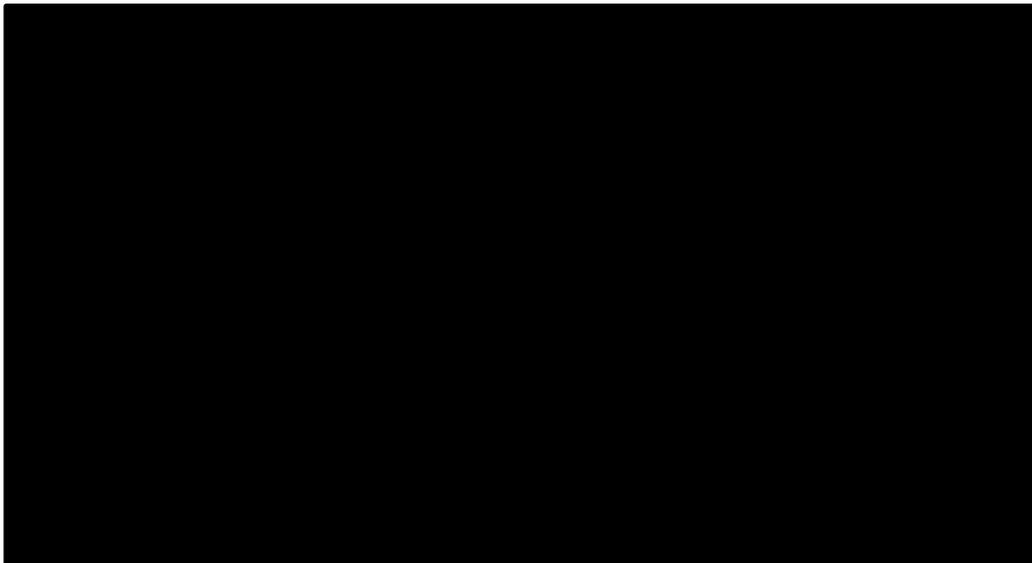


Figure 5.6.9: Female and male participants at the School's outreach activities.

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.

[Case studies redacted]





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.

Thank you to Dr Douglas Martin and Dr Rachel Swainson (School of Psychology, University of Aberdeen), and Prof. Kevin Laland (School of Biology, University of St Andrews), for feedback and comments.

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 PLAN: SCHOOL OF PSYCHOLOGY & NEUROSCIENCE, UNIVERSITY OF ST ANDREWS

List of acronyms

DoPG – Director of Postgraduates

DoR – Director of Research

DoTPG – Director of Taught Postgraduates

E&D – equality and diversity

HoS – Head of School

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
1-2	LETTER OF ENDORSEMENT AND DESCRIPTION OF THE DEPARTMENT					
	No actions for these sections					
3	THE SELF-ASSESSMENT PROCESS					
3.1	Ensure that the gender balance of staff on the E&D Committee approximately reflects the gender balance of staff in the School.	We commit to ensuring that the balance of female and male staff on the E&D Committee does not increase from two thirds female.	i) Update the E&D Committee description to state our commitment to this action and to a maximum female:male staff ratio of 2:1 on the Committee. ii) HoS will provide support for this action if the aim cannot be achieved through volunteers.	i) Jan 2018 ii) Annually from 2018	i) E&D Officer ii) HoS	Maximum female:male staff ratio of 2:1 on the E&D Committee maintained throughout the award period.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
3.2	Create an online Action Plan Workflow, which is accessible to all staff and E&DC members, to ensure that the key outputs and milestones in the Action Plan are completed in the planned timeframe, and provide an annual Athena SWAN Progress Report to the School Council.	To gain the maximal benefits from the new Action Plan, we need a systematic method for tracking the completion of the planned action points.	<p>i) Create an online Action Plan workflow in the School's intranet (SharePoint) to track progress on the Action Plan, with reminders sent to the responsible persons.</p> <p>ii) Progress on the Action Plan is reviewed at each E&DC meeting using the Workflow.</p> <p>iii) Provide an annual progress report to School Council, and put this report on the School E&D website.</p>	<p>i) Jan-Apr 2018</p> <p>ii) Apr 2018 onwards</p> <p>iii) Annually from Oct 2018</p>	<p>i) School IT Manager</p> <p>ii) E&D Officer</p> <p>iii) E&D Officer, Deputy E&D Officer</p>	Workflow is created; progress on the Action Plan is reviewed quarterly by E&D Committee; an annual report is presented at School Council; and the Action Plan is completed in the planned timescale.
3.3	Ensure representation from each of the key School Committees on E&DC to enhance cross-communication with all key areas of School activity.	While we currently have representatives from the main School Committees on the E&D Committee, this situation has arisen by chance, rather than by planning.	<p>i) Ensure that at least one member of Teaching Research Committees sit on the E&D Committee.</p> <p>ii) HoS will provide support for this action if the aim cannot be achieved through volunteers alone.</p>	<p>i) Annually from Aug 2018</p> <p>ii) Annually from Aug 2018</p>	<p>i) E&D Officer</p> <p>ii) HoS</p>	E&D Committee includes representatives of these other Committees; and E&D topics are raised, discussed and minuted at these Committees.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
3.4	Encourage students to engage with the AS agenda by organising a student-focused AS event, and increase the number of student respondents in the School E&D surveys by extending the survey to UGs and by providing prize draws.	The events and surveys that have been organised so far have mainly attracted staff, so we will organise an AS-relevant event specifically for UG and PG students. In addition, the response rate to the School E&D survey was low (~20% of PGs).	<p>i) Meet with the PG and UG representatives on the E&D Committee once per semester to discuss ideas for AS-related events, such as workshops, talks or discussion groups.</p> <p>ii) Use the E&D budget to support the student events.</p> <p>iii) Increase the number of student respondents in the School E&D surveys by including UGs and by providing prize draws for student respondents, funded from E&D Committee budget.</p>	<p>i) Jan-Dec 2018 onwards</p> <p>ii) Jan 2018 onwards</p> <p>iii) Jan-Apr 2019, Jan-Apr 2021</p>	<p>i) E&D Officer, Deputy E&D Officer, PG/UG student reps</p> <p>ii) E&D Officer</p> <p>iii) E&D Officer, E&D survey co-ordinator</p>	Meetings are held with student representatives (one per semester); at least one student-focused AS events is organised per year; at least 10% increase in number of student respondents in each successive School E&D survey (2019, 2021).

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
3.5	Build towards an Athena SWAN Gold application by supporting beacon activities and gender-related research projects.	We have achieved several examples of good practice in terms of promoting the Athena SWAN agenda outwith the University, and providing support for such activities will be essential as we work towards a Gold Athena SWAN award application.	<p>i) Set-up a committee that meets regularly (once per quarter) with the remit of planning for an Athena SWAN Gold Award application.</p> <p>ii) Use the School budget to support beacon activities (e.g., staff giving talks on gender equality and inclusion) and to provide matched-funding and under-write applications to the University's '<i>Gender, Diversity and Inclusion Research Fund</i>'.</p> <p>iii) Network with other Athena SWAN Silver and Gold psychology/neuroscience departments to share good practice and learn from their achievements.</p> <p>iv) Use the School budget to reimburse the full travel costs of staff members that attend or observe Athena SWAN panel meetings.</p>	<p>i) Apr 2018 to Nov 2021</p> <p>ii) Apr 2018 onwards</p> <p>iii) Jan-Dec 2019</p> <p>iv) Apr 2018 onwards</p>	<p>i) E&D Officer</p> <p>ii) HoS, E&D Officer</p> <p>iii) School E&D Officer, Deputy E&D Officer</p> <p>iv) HoS, Seminar Organiser</p>	The School would meet the requirements for applying for an Athena SWAN Gold award in 2021, in relation to supporting beacon activities and gender-related research projects (at least one of each per year).

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4	A PICTURE OF THE DEPARTMENT					
4.1	STUDENT DATA					
4.1.1	Increase the percentage of applications from male students to the UG Psychology programme, by adding testimonials from male UG students to the online Psychology prospectus webpage, tracking attitudes to psychology at our outreach events, and encouraging more male students to attend our Open Days.	As our Psychology UG population is more female-biased than HESA comparator data, we want to encourage more male students to apply for this programme.	<p>i) Add testimonials from both male and female UGs to the Psychology UG prospectus webpages.</p> <p>ii) Investigate the attitudes of female and male attendees at our outreach activities with school- and college-aged children to obtain information about attitudes towards studying psychology at university-level, and devise any appropriate actions on the basis of this information.</p> <p>iii) Encourage more males to attend our UG Psychology Open Days by increasing advertising of these events, and encourage both female and male UGs help out at these Open Days.</p>	<p>i) May-July 2018</p> <p>ii) May 2018 onwards</p> <p>iii) May 2018 onwards</p>	<p>i) E&D Website Co-coordinator</p> <p>ii) Deputy E&D Officer, relevant members of School staff that engage in outreach</p> <p>iii) Open Day co-ordinator, E&DC</p>	Our target for the end of the award period is for at least 20% of our Psychology UG applications to be from male students (target based on HESA comparator data, currently 18% male UGs).

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4.1.2	Evaluate the needs of our current male UG students by conducting focus groups, and devise any appropriate actions.	As our School's UG population is female-biased, we must ensure that male UGs feel welcome and included in the School.	<p>i) Conduct a focus group with the School President, UG representatives and current male Psychology and Neuroscience students to discuss ideas for enhancing inclusion and support.</p> <p>ii) Devise any relevant actions based on these findings, and present planned actions to Management Group.</p> <p>iii) Present a report of the focus groups outcomes to School Council, and add agreed items to Action Plan.</p>	<p>i) Feb-Apr 2018</p> <p>ii) May-June 2018</p> <p>iii) Oct 2018</p>	<p>i) E&D Teaching Committee Representative</p> <p>ii) E&D Officer</p> <p>iii) E&D Officer, Deputy E&D Officer</p>	Ideas for enhancing support for male students identified; planned actions presented to Management Group; report presented to School Council; and agreed actions are added to the Action Plan Workflow.
4.1.3	Encourage all current UG students to complete the University's online Student Diversity Training module, and add an AS-related activity to the practical classes of First Year Psychology students	Although we currently refer to equality and diversity in our UG induction events, we want to increase awareness of AS-related issues, legislation and responsibilities.	<p>i) Encourage UG students to complete the University's Student Diversity Training module by providing a link during Induction, by email and allocating time to complete the training during class.</p> <p>ii) Add an AS-related activity to the first semester of the First Year Psychology curriculum via the practical classes.</p>	<p>i) Annually from Sept 2018</p> <p>ii) Annually from Sept-Nov 2018</p>	<p>i) First year course controller</p> <p>ii) First year course controller</p>	Target of 100% of UGs in the School having undertaken the Student Diversity Training module; inclusion of AS-related activity in the First Year course material.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4.1.4	Evaluate the factors that might contribute to the gender disparity in degree classifications, and devise any appropriate actions.	As degree classification profile differs for female and male UGs, we will explore what factors might influence this pattern of data.	<p>i) Set up a working group to consider what factors might influence the degree success of UGs, such as module choice, joint- or single-degree options, and grade trajectory across years (particularly sub-honours to honours), in collaboration with Teaching Committee.</p> <p>ii) Devise any relevant actions based on these findings, and present planned actions to Management Group.</p> <p>iii) Present a report of the focus groups outcomes to School Council, and add agreed items to Action Plan.</p>	<p>i) Jan-Apr 2018</p> <p>ii) May-June 2018</p> <p>iii) Oct 2018</p>	<p>i) E&D Teaching Committee Representative</p> <p>ii) E&D Officer</p> <p>iii) E&D Officer, Deputy E&D Officer</p>	The working group meeting takes place; planned actions are presented to Management Group; outcomes of the review are presented at School Council; and agreed actions are added to the Action Plan Workflow.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4.1.5	Encourage female students to take up places on our full-time PGT programmes by providing information about potential funding sources and adding testimonials from female students to prospectus material.	As the percentage of female students drops from offers through to entrants on our PGT programmes, we want to encourage more female students to take up places on these programmes.	<p>i) Add a list of PGT funding opportunities to the School website.</p> <p>ii) Add testimonials from female PGT students to the online prospectus webpages.</p> <p>iii) Add the Athena SWAN logo to online and printed PGT advertising material.</p> <p>iv) Advertise our PGT programmes more widely via emails, posters, information sessions and the School twitter account, including to our UG students.</p> <p>v) Monitor PGT student application, offers, acceptances and entrants data each year, and initiate further actions if progress not occurring.</p>	<p>i) Jan-May 2018</p> <p>ii) June-Aug 2018</p> <p>iii) June-Aug 2018</p> <p>iv) Annually from Sept 2018</p> <p>v) Annually from Sept 2018</p>	<p>i) Director of Taught Postgraduates (DoTPG)</p> <p>ii) DoTPG</p> <p>iii) E&D website co-ordinator</p> <p>iv) DoTPG</p> <p>v) E&D Committee</p>	Our target is to ensure that the percentage of female PGT entrants matches the percentage of female PGT applicants during the award period (as an example, in 2016-17, that would have meant that 72% of entrants were female, rather than 67%).

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4.1.6	Increase the number of female applicants to our PGR programmes by providing more information about funding sources, adding testimonials from female students to prospectus material, and increasing our advertising.	As the percentage of female students on our PGR programmes is lower than the HESA comparators, we want to encourage more female students to apply.	<p>i) Add a list of PGR funding opportunities to the School website.</p> <p>ii) Add testimonials from female PGR students to the relevant online prospectus webpages.</p> <p>iii) Add the Athena SWAN logo to online and printed PGR advertising material.</p> <p>iv) Advertise our PGR programmes, including to UG students in other universities and our own UGs, via emails, posters, information sessions and the School twitter account.</p> <p>v) Monitor PGR student application, offers, acceptances and entrants data each year, and initiate further actions if progress not occurring.</p>	<p>i) Jan-May 2018</p> <p>ii) June-Aug 2018</p> <p>iii) June-Aug 2018</p> <p>iv) Annually from Sept 2018 onwards</p> <p>v) Annually from Sept 2018</p>	<p>i) Director of Postgraduates</p> <p>ii) Director of Postgraduates</p> <p>iii) E&D website co-ordinator</p> <p>iv) DoPG, PGR Advisors</p> <p>v) E&D Committee</p>	Our first target is to increase the total number of PGR applications by 5% year-on-year during the award period; our second target is to increase the percentage of applicants that are female to at least 70% (from 67% in 2016-17).

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4.1.7	Monitor the reasons why PGR students do not complete programmes, and devise any appropriate actions.	Although the numbers of PGR students that don't complete a degree programme is small, we need to monitor these data in case any patterns emerge.	i) Monitor the number of PGR students that complete their degrees, switch to alternative degrees or terminate their studies. ii) Devise any relevant actions based on these findings, and present planned actions to Management Group.	i) Annually from Aug 2018 ii) As required	i) DoPG ii) DoPG, E&D Officer	Reasons for PGR students not completing their degree programmes identified; relevant actions raised at MG and added to action plan workflow.
4.2	ACADEMIC AND RESEARCH STAFF DATA					
4.2.1	Introduce a new rule that all appointment panels for research staff will include both female and male staff members.	The percentage of research staff that are female is below the HESA comparator data.	i) At least one female and one male staff member will sit on the appointment panels for all research staff posts, as is currently implemented for all academic appointment panels.	i) January 2018 onwards	i) Chair of appointment panel, HR Recruitment Manager, HoS	All appointment panels for research posts have female and male members.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4.2.2	Introduce search committees, which will have E&D representation, for all research and academic posts, with the remit of ensuring that adverts are appropriately worded and widely distributed.	We currently do not have a system of search committees, and our adverts for academic posts are not reviewed from an E&D perspective before being released.	<p>i) Set up search committees for all academic and research posts, with both female and male members and with one representative from the E&D Committee.</p> <p>ii) Search committee to review draft advert to ensure that the wording is appropriate, that the AS logo, the University's equality statement, and the Working Families' flexible working logo are included.</p> <p>iii) Ensure that adverts are circulated widely, including to appropriate women in science lists.</p> <p>iv) Search committees to receive information about the gender balance of applications for all post, so that any disparities between the gender balance of applications and the proposed long-list can be discussed.</p> <p>v) School covers childcare costs of interviewees.</p>	<p>i) January 2018 onwards</p> <p>ii) January 2018 onwards</p> <p>iii) January 2018 onwards</p> <p>iv) January 2018 onwards</p> <p>v) Jan 2018 onwards</p>	<p>i) HoS</p> <p>ii) Search committee, including E&D representative</p> <p>iii) Search committee, including E&D representative</p> <p>iv) HR Assistant</p> <p>v) HoS</p>	<p>Increase in the percentage of applications from females for research posts to at least 60% during the award period (from 51% in 2012-16); an increase in the percentage of applications from females for academic posts to at least 60% during the award period (from 47% in 2012-16).</p>

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4.2.3	Avoid single-sex long-lists and short-lists for both research and academic posts.	The most likely way to increase the number of female academic staff is to ensure that female staff are interviewed for available posts.	<p>i) For academic posts, create a rule of having no single-sex long-lists or short-lists, unless approval can be sought from HR and the Principal's Office.</p> <p>ii) For research posts, single-sex long-lists and short-list should be avoided, and, if the panel wants to select a single-sex long-list or short-list after a thorough search for suitable candidates has been carried out, permission must be sought from the HoS.</p>	<p>i) January 2018 onwards</p> <p>ii) January 2018 onwards</p>	<p>i) HoS, HR Recruitment Manager</p> <p>ii) HoS, HR Recruitment Manager</p>	All appointment short-lists contain female and male applicants.
4.2.4	Adjust the workload of any future fixed-term Lecturers to enhance career development, and ensure that mentors discuss plans for career progression.	While we have successfully supported the careers of fixed-term Lecturers, we need to ensure that appropriate levels of support are provided to any future fixed-term Lecturers.	<p>i) Ensure that fixed-term Lecturers receive appropriate adjustments to workloads throughout the fixed-term period, so that these staff have time to build their CVs.</p> <p>ii) Add a statement to the mentoring page of the School E&D website, saying that mentors of fixed-term staff should focus on career development and progression.</p>	<p>i) Jan 2018 onwards</p> <p>ii) Jan-June 2018</p>	<p>i) HoS, DoT, Workload Model Officer</p> <p>ii) E&D website co-ordinator</p>	Workload model data show that fixed-term staff have received adjusted workloads; the University's <i>Online Exit Questionnaire</i> data show career progression for these staff.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.1	KEY CAREER TRANSITION POINTS: ACADEMIC STAFF					
5.1.1	Create a role description for the Staff Representative on appointment panels, which describes the duties of this Representative and includes example of good E&D practice.	We will take the opportunity to embed E&D within the appointment process by ensuring that Staff Representatives are aware of their duties with regard to this remit.	<p>i) Create a role description for the Staff Representative for academic posts, including the requirement to take equality, diversity and inclusion into account during the process.</p> <p>ii) Ensure that the long-listing and short-listing committees are provided with information about the gender balance of applicants.</p>	<p>i) July-Dec 2018</p> <p>ii) Jan 2018 onwards</p>	<p>i) E&D Officer, HoS</p> <p>ii) Staff Representative</p>	Staff Representative role descriptor created and implemented.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.1.2	Update and extend the School Handbook.	Although a clear induction is in place, we need to ensure that the information being provided is comprehensive and up-to-date and that School-level processes, such as the 'buddying' scheme for new Research staff, are being implemented consistently.	<p>i) Set up a working group that has the remit of evaluating and enhancing the content of the School handbook to ensure that it contains information that is relevant to academic, research and professional/support staff.</p> <p>ii) Conduct focus groups with staff that have joined the School in the past 5 years to gain feedback about the current School handbook.</p> <p>iii) Ensure that the induction process is being carried out with all new research staff, including providing research staff with a 'buddy'.</p> <p>vi) Add new questions to the School E&D survey to ask about satisfaction with the School handbook.</p>	<p>i) Jan-Dec 2018</p> <p>ii) Jan-Apr 2019</p> <p>iii) Jan 2018 onwards</p> <p>iv) Jan-Dec 2019</p>	<p>i) E&D Officer, Deputy E&D Officer, DoICT, other relevant members of the School</p> <p>ii) E&D Officer, Deputy E&D Officer</p> <p>iii) School Manager, line managers, DoR</p> <p>vi) E&D Officer and Survey Co-ordinator</p>	Updated Handbook uploaded to School website and advertised to all staff and PG students; all new research staff are provided with buddies; School E&D Survey shows that the majority of staff and PG students agree that the Handbook is useful and informative.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.1.3	Set up a committee that offers feedback on draft academic promotion applications, including advice on choosing referees.	The 2017 School E&D Survey showed that a proportion of academic staff report that they are not optimistic about the chances of career progression, and some staff remain uncertain about the criteria and procedures.	<p>i) Set up a committee that annually offers to provide feedback on academic promotion applications two months prior to the deadline, and invite all academic staff to submit draft applications to this committee.</p> <p>ii) Lobby the University to add a specific question about promotion to the ARD form to ensure that discussions about career progression take place annually.</p> <p>iii) Add new questions to the School E&D survey asking whether staff feel that they understand the promotions or re-grading criteria and procedures, and whether they feel adequately supported in their progress towards promotion/re-grading.</p>	<p>i) Sept 2018 onwards</p> <p>ii) Jan 2018 onwards</p> <p>iii) Jan-Dec 2019, 2021</p>	<p>i) HoS and Deputy HoS</p> <p>ii) E&D Officer, Deputy E&D Officer, HoS</p> <p>iii) E&D Officer and Survey Co-ordinator</p>	Target of gender parity amongst promoted academic staff by end of the award period; question about career progression added to ARD form; greater levels of optimism about the chances of career progression in E&D Survey relative to previous survey results; evidence that all staff understand the promotions procedures and feel supported, as measured in the School E&D survey.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.2	KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF					
5.2.1	Increase the amount of support provided to professional/support staff regarding promotion by ensuring that career progression is discussed during annual appraisal and by offering feedback on draft promotion applications.	The 2017 School E&D Survey showed that a large proportion of professional/support staff report that they are not optimistic about the chances of career progression.	<p>i) Set up a committee that annually offers to provide feedback on professional/support staff re-grading applications, and invite staff to submit draft applications to this committee.</p> <p>ii) Ensure that discussions about promotion and training opportunities are included in the annual RDS meetings.</p> <p>iii) Lobby the University to add a specific question about promotion to the RDS form to ensure that discussions about career progression take place annually.</p>	<p>i) Sept 2018 onwards</p> <p>ii) Sept 2018 onwards</p> <p>iii) Jan 2018 onwards</p>	<p>i) HoS and School Manager</p> <p>ii) Line managers</p> <p>iii) E&D Officer, Deputy E&D Officer, HoS</p>	Greater levels of optimism among professional/support staff about the chances of career progression, as reported in the School E&D Survey, relative to the previous survey results.
5.2.2	Lobby the University to include a senior member of professional/support staff on the Workforce Planning Group, which makes decisions about professional/support staff re-grading applications.	Currently, the Workforce Planning Group, which assesses re-grading requests does not include a representative of professional/support staff.	i) Lobby the University to include a senior member of professional/support staff on the Workforce Planning Group, to provide representation from this staff category in re-grading decision-making processes.	i) Jan 2018 onwards	i) HoS, E&D Officer, Deputy E&D Officer	Suggestion raised via appropriate routes; changes made to the structure of the Workforce Planning Group.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.3	CAREER DEVELOPMENT: ACADEMIC STAFF					
5.3.1	Increase the level of uptake of CAPOD training programmes, or external training opportunities, among research and academic staff.	As the proportion of research and academic staff that have undergone CAPOD training since 2013 is relatively low, we will encourage research and academic staff to take up training opportunities.	<p>i) Invite CAPOD to provide a one-off information session in the School about the available training schemes, including the Passport programmes and mentoring schemes.</p> <p>ii) Require all members of Management Group to lead by example by undertaking at least one CAPOD training module and reporting their experience back to the School.</p> <p>iii) Ask staff what additional training events they would like to be covered by CAPOD or by the School 'First Wednesday of the Month' sessions, and identify any barriers to staff attending these courses (such as suitability/length of the modules), and feed this information back to CAPOD.</p>	<p>i) Jan-May 2018</p> <p>ii) Jan 2018 - Dec 19</p> <p>iii) Jan-May 2018</p>	<p>i) E&D Committee</p> <p>ii) MG members</p> <p>iii) E&D Committee</p>	CAPOD event organised and carried out in School; 100% of research and academic staff take up at least one training opportunity during the award period.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.3.2	Improve the ARD scheme by ensuring that ARD meetings for research staff are held regularly, and that reviewers are appropriately trained.	Uptake of ARD meetings by research staff is not currently monitored, so we cannot confirm that these meetings are occurring annually, and levels of training among reviewers are not known and could be low.	<ul style="list-style-type: none"> i) Monitor uptake of ARD meeting by research staff and line managers. ii) Encourage all ARD reviewers to undertake CAPOD's HR Policies for Managers module. iii) Encourage staff to discuss their draft ARD form with their mentor prior to the ARD meeting. iv) Lobby the University to include a reference to mentoring in the ARD scheme description, as in Q6. 	<ul style="list-style-type: none"> i) Annually from Sept 2018 ii) Jan-Aug 2018 iii) Annually from Sept 2018 iv) Jan 2018 onwards 	<ul style="list-style-type: none"> i) PA to HoS ii) HoS iii) HoS iv) E&D Officer, Deputy E&D Officer 	Uptake of ARD meetings by 100% of research staff, except for staff on leave; all ARD reviewers have completed appropriate training; a statement about mentoring is circulated annually to the School and included in a revised ARD form.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.3.3	Ensure that staff are aware of the available mentoring schemes, and encourage all staff to have a mentor.	Survey results indicate that not all academic staff have a mentor, which means that staff are not taking full advantage of the benefits of mentoring.	<p>i) Annual email about the available mentoring schemes sent to staff, including a link to the list of mentoring schemes on the School E&D website.</p> <p>ii) Mentoring will be monitored around the time of the ARD meetings and a list of mentees and mentors maintained within the School.</p> <p>iii) The CAPOD event will include information about the available mentoring schemes.</p> <p>iv) Evaluate uptake of mentoring by re-running the School Mentoring Survey.</p>	<p>i) Annually from Sept 2018,</p> <p>ii) Annually from Sept 2018</p> <p>iii) Jan-May 2018</p> <p>iv) Sept 2019, 2021</p>	<p>i) E&D Officer</p> <p>ii) HoS, PA to HoS</p> <p>iii) E&D Committee</p> <p>iv) E&D Committee</p>	100% of staff that want a mentor have a mentor, as measured in the School Mentoring Survey.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.3.4	Create an online database of all research projects that are available in the School for UG scholars and interns, which is updated annually.	While the School provides a broad range of research opportunities for UG students, some students might feel wary or anxious about approaching individual staff members, so we will create an online database of available summer scholarship and internship projects.	<p>i) Create an online database of available research projects on the School website, where UGs can find information about opportunities, supplemented by the currently available information on funding opportunities.</p> <p>ii) Continue the annual UG Research Experience Speed-dating session, where potential supervisors describe the available projects to an UG student audience.</p>	<p>i) Jan-June 2018</p> <p>ii) Annually from Nov 2018 onwards</p>	<p>i) School President, E&D Officer, DoT, Careers Link</p> <p>ii) Careers Link</p>	Online database created and updated annually.
5.3.5	Add examples of successful grant applications and impact statements to the School website.	In order to provide examples of good practice, we will add a set of recent successful grant applications and impact statements to the School website.	<p>i) Solicit recent grant applications and impact statements from members of the School and upload to the School intranet.</p> <p>ii) Review these resources every two years and solicit new material, if required.</p>	<p>i) Jan-Dec 2018</p> <p>ii) Jan-Dec 2020</p>	<p>i) DoR</p> <p>ii) DoR</p>	Examples of successful grant applications and impact statement added to School website (at least five) and updated as required.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.4	CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF					
5.4.1	Ensure that professional/support staff receive information about training events and funding opportunities, and seek out potential external awards.	While the uptake of CAPOD training opportunities has been high among professional/support staff, not all staff are aware of the funding that is available to support training and networking.	<p>i) Send an annual email about the University and School funding that is available to professional/support staff for training and networking.</p> <p>ii) Provide more regular information about CAPOD, University-wide and external training opportunities.</p> <p>iii) Encourage staff to take up appropriate training and mentoring opportunities via RDS meeting discussions.</p> <p>iv) Aim to nominate professional/support staff for appropriate external awards.</p> <p>v) Inform professional/support staff that the Career Centre is available for their use, and add the name of the Careers Centre Link to the School E&D website.</p>	<p>i) Annually from Sept 2018</p> <p>ii) Jan 2018 onwards</p> <p>iii) Annually from Sept 2018 onwards</p> <p>iv) Jan 2018 onwards</p> <p>v) Jan 2018</p>	<p>i) E&D Officer, line managers</p> <p>ii) E&D Officer and CAPOD Link</p> <p>iii) HoS, line managers</p> <p>iv) HoS, line managers</p> <p>v) E&D Officer</p>	Increased levels of satisfaction with training opportunities in the School E&D next surveys compared to the previous survey data.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.4.2	Encourage professional/support staff to take up mentoring, leadership training and opportunities, using available financial resources, including the new School budget for professional/support staff.	We want to ensure that all members of professional/support staff take up appropriate mentoring and leadership development opportunities.	<p>i) Annual email about the available mentoring and leadership schemes sent to staff.</p> <p>ii) Mentoring and leadership will be monitored around the time of the RDS meetings.</p> <p>iii) The CAPOD event will include information about the available mentoring and leadership schemes.</p> <p>iv) Evaluate uptake of mentoring by re-running the School Mentoring Survey.</p>	<p>i) Annually from Sept 2018,</p> <p>ii) Annually from Sept 2018</p> <p>iii) Jan-May 2018</p> <p>iv) Sept 2019, 2021</p>	<p>i) E&D Officer</p> <p>ii) HoS, PA to HoS</p> <p>iii) E&D Committee</p> <p>iv) E&D Committee</p>	100% of staff that want a mentor, as measured in the School Mentoring Survey.
5.5	FLEXIBLE WORKING AND MANAGING CAREER BREAKS					
5.5.1	Clarify the procedure that UG and PG students should take when requesting maternity/adoption leave during their study period and the entitlements that are available.	Information about the procedures that UG and PG students should follow if wanting to take leave for caring responsibilities is unclear.	<p>i) Seek clarification from the University about the current rules for maternity/adoption leave for UG and PG students.</p> <p>ii) Advertise the maternity/adoption entitlements to UG and PG students in the School via posters, emails and the School website.</p>	<p>i) Jan-Dec 2018</p> <p>ii) Jan-Dec 2018</p>	<p>i) E&D Officer</p> <p>ii) E&D Officer, E&D website co-ordinator</p>	Information about these policies is circulated to students and added to the School website.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.5.2	Create a Planning for Leave Workflow, which will outline all of the University-level procedures that need to be followed and the type of support available within the School.	Feedback from staff indicates that clearer information is needed about the types of support available from the University and School during and after the period of leave.	<p>i) Conduct focus groups to find out what additional types and amount of support and information are needed by staff taking maternity, adoption and other types of family-friendly leave.</p> <p>ii) Devise a new Planning for Leave workflow to provide HoS, line managers and staff with information about available support and entitlements.</p> <p>iii) Add examples of support that has been provided to staff taking family-friendly leave to the School E&D website.</p> <p>iv) Include a 'children in the workplace' policy for the School, in consultation with HR, to state that children are welcome in the School buildings, as long as health and safety rules, and other relevant restrictions, are adhered to.</p>	<p>i) Jan-Aug 2018</p> <p>ii) Jan-Aug 2018</p> <p>iii) Jan-Aug 2018</p> <p>iv) Jan-Aug 2018</p>	<p>i) E&D Officer, Deputy E&D Officer</p> <p>ii) E&D Officer, Deputy E&D Officer</p> <p>iii) E&D website officer</p> <p>iv) E&D Officer, Deputy E&D Officer</p>	Focus groups provides ideas for the Planning for Leave Workflow, which is then created, advertised and implemented in the School; Planning for Leave Workflow used in 100% of cases when a staff member takes family-related leave.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.5.3	Lobby the University to improve maternity/adoption, paternity and other family-friendly policies for staff and students, including better communication about entitlements.	The current family-friendly policies are not easily accessible on the University website, and further improvements could be made to the policies.	i) Raise questions about the family-friendly policies at the University's E&D Committee, and continue to pursue the points raised by the School during the 2017 University-level consultation on family-friendly policies.	i) Jan 2018 onwards	i) E&D Officer, HoS	Suggestions for improving the family-friendly policies are raised via appropriate routes; changes are made to the University-level policies.
5.5.4	Monitor the suitability and usefulness of support provided during and after family-related leave.	While the HoS meets individually with staff planning to take family-friendly leave, including maternity/adoption leave, the adequacy and level of satisfaction with the support has not yet been assessed.	i) HoS/line manager has an individual meeting with the returnee within three months to discuss whether any changes to the agreed support are required. ii) The E&D Officer (or Deputy E&D Officer) meets with the returnee within 6 months of returning to gain feedback on whether the process could have been improved.	i) Jan 2018 onwards ii) Jan 2018 onwards	i) HoS ii) E&D Officer, Deputy E&D Officer	Returnees with HoS and E&D Officer (or Deputy E&D Officer) within 3 months of return from leave; all returnees provide positive feedback on the support provided.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.6	ORGANISATION AND CULTURE					
5.6.1	Circulate information about the University's HR policies on harassment and bullying, and clarify the support available within the School.	Some respondents in the 2017 School E&D survey report that they do not feel adequately supported with regard to harassment and bullying.	<p>i) Provide links to the University's HR harassment and bullying policies on the School E&D website, and state that the School has a zero tolerance approach.</p> <p>ii) Place posters about these policies around the School and on the electronic screens in the foyer that state.</p> <p>iii) Send an email to all staff and students at the start of the academic year about these HR policies and where to find information.</p> <p>iv) Invite HR and Head of E&D to a School Council meeting to provide an overview of the University's Harassment and Bullying Policy, including sexual harassment awareness and procedures.</p> <p>v) Add new questions to the School E&D survey to specifically ask about knowledge of these policies.</p>	<p>i) Jan-June 2018</p> <p>ii) Jan-Dec 2019</p> <p>iii) Annually from Sept 2018</p> <p>iv) Oct 2018</p> <p>v) Jan-June 2019</p>	<p>i) E&D website co-ordinator</p> <p>ii) E&D Officer, Deputy HoS</p> <p>iii) HoS</p> <p>iv) HoS</p> <p>v) E&D Officer, E&D Survey Co-ordinator</p>	100% of respondents agree that they feel supported in dealing with any potential issues, and are aware of the relevant policies, as measured in the School E&D survey.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.6.2	Create an online version of the School's workload model to enhance the accessibility of information.	While the current workload model is considered to be fair and is supported by staff, accessing information about the workload model output is currently difficult.	<p>i) The workload model will be transferred to an online database to make it easier for the data to be extracted by HoS and DoT during relevant decision-making processes.</p> <p>ii) Individual members of staff will be able to see their own workload model data and their quartile rankings calculated in the current excel files, with the facility also available in the new online version.</p> <p>iii) Information about the workloads of all staff will be provided to HoS for annual ARD meetings.</p>	<p>i) Jan-Dec 2019</p> <p>ii) Jan-Dec 2019</p> <p>iii) Dec 2019 onwards</p>	<p>i) Workload Model Officer, DoICT</p> <p>ii) Workload Model Officer</p> <p>iii) Workload Model Officer</p>	The new online database will be designed and implemented.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.6.3	Revise the Seminar Organiser role descriptor to ensure that E&D is embedded within this role.	While the seminar data are currently good, we are aware that the ratio of female and male speakers could easily slip.	<p>i) Re-write the Seminar Organiser role descriptor to include a statement that gender balance of speakers is expected to be maintained.</p> <p>ii) Instigate a new rule that seminar chairs should first elicit questions from postgraduate students, before staff ask questions.</p> <p>iii) Use the School budget to supplement the seminar speaker budget when additional resources are needed, e.g., travel of a dependent child and caregiver, additional travel costs incurred by individuals with disabilities.</p> <p>iv) A report about the gender parity of speaker lists will be sent annually by the Seminar Organiser to the E&D Committee.</p>	<p>i) Jan-June 2018</p> <p>ii) Jan-June 2018</p> <p>iii) Sept 2018 onwards</p> <p>iv) Annually from May-July 2018</p>	<p>i) E&D Officer, Seminar Organiser, Deputy HoS</p> <p>ii) Seminar Organiser, Deputy HoS</p> <p>iii) Seminar Organiser, Deputy HoS</p> <p>iv) Seminar Organiser</p>	Gender parity will be maintained within the seminar programme and other events.

Action point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
5.6.4	Organise an annual E&D-related seminar with an external speaker, and celebrate relevant annual events, such as the <i>UN International Women and Girls in Science day</i>.	In order to increase awareness of current E&D research or best practice, we will organise an annual seminar, as well as celebrating relevant annual awareness days.	<p>i) Organise an annual E&D seminar, with input from the E&D Committee student representatives.</p> <p>ii) Mark annual women in science days by emails, news items, posters, public lectures and student-led events.</p>	<p>i) Annually from Jan-Dec 2018</p> <p>ii) Annually from Jan-Dec 2018</p>	<p>i) E&D Committee</p> <p>ii) E&D Committee</p>	At least one E&D seminar and one awareness day event organised per year.
5.6.5	Carry out a Curriculum Review, which will include i) reviewing the visual images used and the gender balance of authors in reading lists, and ii) seeking opportunities to teach equality, diversity and inclusion in the curriculum.	We would like to conduct a thorough review of our teaching material and help lecturers to devise any solutions, if biases are found and opportunities to teach about equality, diversity and inclusion are identified.	<p>i) Set up a working group to evaluate how to implement the Curriculum Review, using information from the <i>Embedding E&D in the Curriculum</i> workshops, which was presented by HEA Scotland staff and attended by the E&D Officer.</p> <p>ii) Conduct the Curriculum Review and produce a report of the findings, which is presented at School Council and disseminated to staff.</p>	<p>i) Jan-Dec 2019</p> <p>ii) Jan-Dec 2019</p>	<p>i) E&D Committee</p> <p>ii) E&D Committee, other relevant staff</p>	Report created and disseminated to staff, highlighting examples of good practice and how improvements can be made; improvement to curriculum carried out.