Athena SWAN Silver department award application

Name of university: University of St Andrews

Department: School of Psychology and Neuroscience

Date of application: 30 April 2014

Date of university Bronze and/or Silver Athena SWAN award: 25 April 2013

Contact for application: Dr Mike Oram

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Departmental website address: http://www.st-andrews.ac.uk/psychology/

Supporting webpages: http://psychologyequality.wp.st-andrews.ac.uk/gender-equality/
http://www.st-andrews.ac.uk/hr/edi/sex_gender/athenaswansupport/psychology/

Athena SWAN Silver Department awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term ‘department’ and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.
1. **Letter of endorsement from the head of department**: maximum 500 words (498 words)

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

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

Please refer to the supporting letter on the next page from our Head of School of Psychology & Neuroscience, Professor Keith Sillar.
Dear Athena SWAN Coordinator,

I strongly endorse the Athena SWAN Silver Award application prepared by the School of Psychology & Neuroscience.

Psychology has a particular responsibility with regard to promoting women in science. While we have large numbers of women undergraduates, and while the representation of women remains higher at all levels in Psychology compared to other SET subjects, neuroscience included, the proportion still declines progressively with seniority. At Professorial level, only a little over a quarter of academic staff are women. We are determined to rectify this situation.

We do not regard gender equality issues as peripheral to the 'core business' of the School. Rather we enthusiastically and proactively embrace the challenges before us. For our discipline, fully representative mix of different groups is absolutely essential in order to develop a rounded view of mind and behaviour. A more representative School is a better School.

This enthusiasm was reflected in the efforts that went into our Gender Inclusion Survey. The survey provides a comprehensive and honest picture of what we have achieved and what remains to be done. We are pleased that the survey has been promoted through the Scottish Athena SWAN Network and that some questions have been adopted as good practice by Scottish HEIs.

This enthusiasm is also reflected in the way that members of the School embraced the Athena SWAN process. The weekly open meetings that were held to discuss equality issues were remarkably well attended and many people who were not on our self-assessment team made extensive and valuable contributions. I myself have been at the centre of our equalities work, and have always prioritised meetings of our self-assessment team over other meetings. I will continue to prioritise this work in the School and will give it my full support throughout my term of office.
There is another aspect of the process which is worth commenting on. When equalities are at issue, there is a tendency to deny problems and to see charges of inequality as an attack on one's integrity. This can make it more difficult to identify where progress is needed and how progress can be accomplished. By contrast, it was gratifying to see how open members of the School were in acknowledging and identifying practices that could exclude women - and how willing they were to be self-critical. Their commitment to achieve progress superseded any concern to appear good.

In summary, we have worked hard to create an open, welcoming and inclusive culture in the School. This is symbolised in our School Management Group which comprises 5 women and 3 men. But we recognise that more needs to be done. We have sought to devise a clear, precise and measurable action plan which achieves our objectives. Already the process of completing this application has helped us move forward. Irrespective of the outcome, we will continue to deepen and broaden our equalities work in order to become the School we want to be.

Yours faithfully,

Professor Keith T. Sillar

Head, School of Psychology & Neuroscience
2. The self-assessment process: maximum 1000 words (1002 words)

a) The self-assessment team (505 words)

The School of Psychology & Neuroscience’s self-assessment team was created consists of 15 members (10 women, 5 men), representing different roles, career stages and work-life balance experiences. The Convener is appointed by the Head of School, the other members volunteered to take part.

**Dr Leda Blackwood:** Research Fellow in Social Psychology. Leda’s experience with equality and diversity includes the development of Australian equality strategy and advisory committees.

**Dr Eric Bowman:** Lecturer in Behavioural Neuroscience and current Master’s Course Coordinator. Dr. Bowman raised two children during his 20-year tenure at St. Andrews and also has personal experience with how the University supports members of staff through major and chronic illness.

**Prof. Verity Brown:** Provost of the Graduate School of the University. She joined St Andrews with her 10-week old daughter, her second child being born in 1996. She served as Head of School from 2000-2007 and again 2011 – 2013, then was appointed Provost.

**Ms Jenny Daggett:** 3rd year PhD student, with her previous degrees from the U.S. She is the School postgraduate student representative and joined our Equality and Diversity team in 2014.

**Dr Peter Foldiak:** Lecturer in theoretical and computational psychology. Peter’s family lives in Hungary and he frequently travels to visit them.

**Prof. Julie Harris:** Professor in Vision Science who moved her research group to St. Andrews in 2005. Her partner moved with her to St. Andrews, as he was willing to re-establish his own career.

**Dr Akira O'Connor:** SINAPSE-funded Lecturer, appointed in 2010. He has established an active research group. Akira has five-year-old son and a six-month-old daughter.

**Dr Mike Oram:** Lecturer in computational psychology and neuroscience and Convener of the Equality and Diversity team. Mike joined the SAT at the end of March 2014 after attending some of the informal “coffee room meetings”.

**Prof. Stephen Reicher:** Professor in Social Psychology. He is currently an advisor to the Equalities and Human Rights Commission on 'Good Relations'. Steve has a 9 year old child.

**Ms Jackie MacPherson:** Director of ICT. Jackie joined the School as a trainee electronics technician in 1989. As Director of ICT she co-ordinates the IT strategic planning within the School.

**Ms Anna Smet:** 3rd year PhD student. Anna has spent almost half of her time as a PhD student in a in the field collecting data. Her partner and family reside overseas.

**Dr Helen Sunderland:** PA to Head of School and the School’s Senior Administrator. Helen joined the School in 2006 with a PhD and continues to complete professional training courses.
Dr Nicole Tausch is a Lecturer in Social Psychology. She came to the School in 2010 and heads her own research group. Nicole has a six-month-old daughter and has recently returned from maternity leave.

Ms Michelle Young: Part time Administration Assistant. Michelle is taking a distance learning MSc in Occupational Psychology at Birkbeck University. She is divorced and the sole career of her two teenage children.

Mr Sukhi Bains: University E&D Officer provides extensive support and advice to the team.
b) The self-assessment process so far (215 words)

Table 2.1: Highlights of Athena SWAN initiatives undertaken in the School of Psychology & Neuroscience.

<table>
<thead>
<tr>
<th>Date</th>
<th>Highlights of Positive Gender Equality &amp; Athena SWAN Tasks</th>
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<tbody>
<tr>
<td>Nov 2012</td>
<td>The School provided feedback to the institutional Athena SWAN submission and action plan.</td>
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<tr>
<td>6 Mar 2013</td>
<td>School’s first “pre- self-assessment” meeting with a presentation by the University’s Equality &amp; Diversity Officer.</td>
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<tr>
<td>6 Mar 2013</td>
<td>Head of School gave key address at the RSE and YAS &quot;Strategies to address inequalities in the workplace&quot; event.</td>
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<td>11 March 2013</td>
<td>School guidelines on 'Fostering Good Relations' and achieving ‘Equality Outcomes’ was made publicly available through the EHRC website (<a href="http://www.equalityhumanrights.com/scotland/public-sector-equality-duty/fostering-understanding-reducing-prejudice-and-setting-equality-outcomes/">http://www.equalityhumanrights.com/scotland/public-sector-equality-duty/fostering-understanding-reducing-prejudice-and-setting-equality-outcomes/</a>)</td>
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<tr>
<td>15 Mar 2013</td>
<td>First self-assessment team (SAT) meeting held.</td>
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<td>1 Aug 2013</td>
<td>Draft Gender Inclusion Survey reviewed.</td>
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<td>9 Oct 2013</td>
<td>School staff reviewed an online “Unconscious Bias” training module for the institution.</td>
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<td>17 Oct 2013</td>
<td>School’s Gender Inclusion Survey completed (89 respondents: 52 females, 36 males).</td>
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<td>Nov 2014</td>
<td>Anonymous suggestion box installed</td>
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<td>21 Nov 2013</td>
<td>School’s transparent Workload Model presented at the University’s Institutional SAT meeting.</td>
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<tr>
<td>18 Dec 2013</td>
<td>Evaluation of gender bias in PGT and PGR admissions process reported</td>
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<tr>
<td>16 Dec 2013</td>
<td>Gender Inclusion Survey content promoted at VITAE’s ‘Every Researcher Counts’ workshop for principle investigators.</td>
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<tr>
<td>23-31 Jan 2014</td>
<td>Questionnaires on student interest in upcoming modules administered to 1st, 2nd &amp; 3rd year undergraduates (290 respondents: 236 female, 46 male, 8 undisclosed)</td>
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<td>5 Mar 2014</td>
<td>‘Diversity in the Workplace – HE’ training module promoted to all School staff (62% completion rate to date).</td>
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<td>10 Mar 2014</td>
<td>Gender Inclusion Survey relayed as good practice to HEIs at the ‘Scottish Athena SWAN Network’ meeting.</td>
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<td>11 Mar 2014</td>
<td>Members of SAT assisted in reviewing the ECU Athena SWAN presentation to be delivered by the Equality &amp; Diversity Officer to the School of Chemistry.</td>
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<td>4 &amp; 7 Apr 2014</td>
<td>Gender balance of Careers Fair established</td>
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<tr>
<td>15 Apr 2014</td>
<td>School Teaching Committee agreed to undertake curriculum review with respect to teaching and informing students of gender related issues</td>
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<tr>
<td>17 Apr 2014</td>
<td>Use of gender inclusion survey results in teaching statistics agreed</td>
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<tr>
<td>23 Apr 2014</td>
<td>SAT attended ‘Learning &amp; Teaching Committee: Diversity in Learning &amp; the Academy’ and discussed in taking part in the ‘Race Equality Charter Mark’ pilot.</td>
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</table>

Table 2.1 details the main initiatives and tasks undertaken in the School’s self-assessment process. The Athena/SWAN activities began in Nov 2012, with School involvement in the institutional submission. The School’s first major action, facilitated by the University’s Equality and Diversity Officer, was to design and conduct a gender inclusion survey. This assessed opinions and perceptions relating to a range of equality issues, including gender. The survey was relayed as good practice to other HEIs as well as receiving within-institution interest. The results of the survey are given in the appropriate sections of this application.
Given the importance of receiving information about diversity issues from all School members, the team opened consultation process by running weekly meetings and by establishing an anonymous suggestion box. Through our investigations and discussions we developed a clear and coherent overall perspective (figure 2.1). The plans we propose, divide into (1) monitoring, and (2) positive action. We need to monitor (a) to detect patterns of both conscious and unconscious gender bias, and (b) to detect the factors that underlie any such bias. We need to take positive action (a) to increase the number of women who apply to the School (especially at postgraduate, researcher and academic staff levels), and (b) to enhance the experience and success of women in the School.

**c) Plans for the self-assessment team** (273 words)

*Action plan 2.i:* Formalise the self-assessment team (SAT) as the School’s E&D Committee with 6 members of staff (gender balanced, including representation of support, postgraduate & post-doctoral staff). The team will include a convenor, data officer and a secretary. These positions will be responsible for survey generation and analysis, checking and reporting on progress of the action plans, and finally collating and recording reports.

As well as implementing current action plans (Figure 2), the team will be pro-active in developing new actions especially where bias is detected through our various monitoring activities. The convenor will sit on the School Management Group (see action plan 5 below).

*Action plan 2.ii:* We will continue to monitor a broad range of equality, diversity and inclusiveness topics. In doing so we are mindful that we may find that women can be multiply disadvantaged (e.g. as a parent, female and disabled). The team will continue to monitor E&D related issues through regular open fortnightly meetings. Additionally, the anonymous suggestion box has already proved to be a useful channel of communication and will be maintained. Information gathered through these mechanisms will inform the E&D team and be passed on to relevant decision-making committees of the School.

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**Framework for action**

1) Monitoring

- **a) Detecting bias**
  - Trigger to take action
  - Provide a measure of success

- **b) Detecting factors**
  - Identify factors which influence women’s involvement in psychology & neuroscience

2) Positive action

- **a) Get women into science**
  - Increase applications from women

- **b) Keep women in science**
  - Enhance experience

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*Figure 2.1. Overview of the action plans.*
**Action plan 2.iii:** In addition to the open meetings, the E&D team will meet formally on a monthly basis. Its remit will be (a) to respond to issues brought up through the open meetings/suggestion box, and to develop action plans in order to deal with them; (b) to receive reports relating to the progress of ongoing action plans; (c) to forward diversity related proposals to appropriate decision making committees within the School; (d) to prepare reports to present at each School Council meeting where ‘Equality and 'Diversity ' will be inscribed as a regular agenda item.

3. A picture of the department: maximum 2000 words (1939 words)

3a. Overview (138 words)

The School of Psychology & Neuroscience is a small/medium-sized research-active academic department. As of December 2013, we have 37.2 FTE academic staff (16 female), 19.7 researchers (10.5 female), and 17 support staff (secretarial, technical, professional; 9 female).

Although psychology and neuroscience attracts a high proportion of female undergraduates, the proportion drops markedly through the stages of an academic career, ending up with clear male dominance at the professorial end (Figure 3.1). Thus, a central theme in our action plan is to identify contributing factors to this attrition and to put in place processes designed to counter those factors (Figure 2.1). We will counter discriminatory practices and take positive action to counter the wastage of talent that is currently occurring at all key transition points: from UG to postgraduate (PG), from PG to researcher/lecturer and from lecturer to professor.

![Psychology & Neuroscience (Dec 2013)](image)

*Figure 3.1. Decline of female representation as one progresses “up” the academic career chain. Data from 2013.*
3b. Student data (i) Numbers of males and females on access or foundation courses (124 words)

The School does not run access or foundation courses: however School staff have been responsible for contributing to University level courses targeted specifically at students from under-privileged backgrounds (e.g. for the last five years the Sutton Trust Summer School has been run by School Staff with seven different School staff contributing).

The School does run Evening degree modules as part of the University Evening Degree program, and students can transition from this to our undergraduate degree program. The intake for this course is usually more mature, in employment and from a wider range of backgrounds than our undergraduate population. The proportion of female evening degree students at St Andrews is high (70-80%) and has remained roughly constant over the last 5 years (Figure 3.2).

![Figure 3.2. Proportion of female FTE students on the evening degree. Head count: 2009-10 = 50; 2010-11 = 53; 2011-12 = 52; 2012-13 = 43; 2013-14 = 42](image)
Our School offers 2 full time undergraduate degrees: Master of Arts (Honours) and Bachelor of Science (Honours), with 361 full-time equivalent (FTE) students currently (no part-time students). Psychology and neuroscience is a popular choice for female students: the proportion of our students who are female shows an increase over the last 5 years (79% rising to the current 84%, \( r^2=0.98 \), Figure 3.3), slightly higher than the UK average (2009-2013: 79%), which has not shown the same increase.

The high proportion of women undergraduates in psychology and neuroscience provides an important potential avenue into science and technology. Our data suggest this potential is not fulfilled. Women are less likely than men to continue through to postdoctoral positions let alone into academic positions (Figure 2.1). At the most basic level we need to examine whether women enter psychology without intending to pursue a career in science, or whether some aspect of the student experience discourages them from such a career.

In addition, we need to ensure that all our students get a positive view of women in psychology both in terms of the content of what they are taught and in terms of exposure to positive models (see section 4.b.iii). We support the student 'PsychSoc' which runs a series of activities, including speakers who talk to the students about the various careers that are open to them. We work with PsychSoc to monitor these activities and ensure a high representation of women (our careers fair in April 2014 had 9 women and 2 male presenters).

**Plans for retention of psychology undergraduates in science**

**Action plan 3b.ii.1**: We are working with the University E&D officer to construct a University wide questionnaire that will be administered to all UG at the start of each academic year and on leaving the University (end of year 4). The questionnaire will address (a) future intentions as well as actual destination (Figure 3.ii.a), (b) reasons for changes in intention, (c) perception of their discipline as dominated by men/women. This will allow us to monitor if intentions change in psychology, how this
compares to other disciplines, and reasons for changes. Results will allow for targeted future interventions.

**Action plan 3b.ii.2**: We will continue to ensure that representation of academics includes highlighting successful women in our academic/careers fairs. We will also work with Psychsoc to ensure an equitable representation of women in their activities.

**Action plan 3b.ii.3**: A major curriculum review by the School Teaching Committee has been agreed in which all modules are expected to embed E&D issues within their design, content and assessment [e.g. the data included in this report will be used as the basis for statistics modules from Sept 2014].

![Figure 3.ii.a. Proportion of female (blue) and male (yellow) students going to different destinations. The destinations of 71 of our UG students (68 female, 25 male) who graduated in Psychology related degrees (BSc/MA Honours) in 2012.](image)
There is no clear trend in the proportion of female postgraduate students on taught courses (PGT) over the last 5 years (Figure 3.4), although effects might not be evident because of low numbers. The attrition of female students in St. Andrews (data from 2009-2014: UG=81%, PGT=68%) is not seen nationally (UG=79%; PGT=80%) and is of major concern. The action plans for the PGT are given with those for the PGR.

There is no clear trend in the proportion of female postgraduate students on taught courses (PGT) over the last 5 years (Figure 3.4), although effects might not be evident because of low numbers. The attrition of female students in St. Andrews (data from 2009-2014: UG=81%, PGT=68%) is not seen nationally (UG=79%; PGT=80%) and is of major concern. The action plans for the PGT are given with those for the PGR.

3b. Student data (iv) Postgraduate male and female numbers on research degrees (207 words)
The proportion of female postgraduate research students (PGR) in the School is shown in Figure 3.5. Although the proportion of female PGR students is marginally higher than for PGT (average over last 5 years: 71% vs 68%), it is still considerably lower than the 81% for undergraduates. As with PGT, we are below the national average (74%, 2009-2013). Of equal concern is the trend for the proportion of female PGR to be dropping (decrease ~1.5%/year, $r^2=0.63$).

As we have already noted, the reasons for this attrition are complex, although the figures shown in section 3.v. show that the rate of female admissions reflects the rate of female applications, suggesting that the admissions process itself is not a major site of concern. We therefore consider that our major focus should be on attracting women to apply in the first place. It is particularly important that we address the way that Psychology at St. Andrews is represented, stressing in all our literature the prominent place of women. This is particularly important in the cognitive, neuroscience and perception sub-fields (see figure 3.6): Factor analysis of our ‘student future module interest’ project suggests that our female students express significantly more interest ($F_{[1,280]}=11.6$, $p<0.001$) in clinical and social psychology than men but less interest in cognitive psychology, neuroscience and perception related modules ($F_{[1,280]}=4.4$, $p=0.04$).

**Plans to increase the proportion of female postgraduates**

**Action plan 3b.iii.1:** We will review our literature and web pages associated with PGT, ensuring (a) that the full breadth of interests in the School is stressed, (b) the images reflect that breadth; (c) there is a substantial representation of women in both text and images (see figure 3.7).

**Action plan 3b.iii.2:** Role out questionnaire on intentions (3b.ii.1) to PGT and PGR.

**Action plan 3b.iv:** As with 3b.iii.1, we will review literature/web pages and collect questionnaire data from research postgraduates.
3b. Student data (v) Ratio of course applications to offers and acceptances by gender (277 words)

Given the drop in the proportion of females at postgraduate level compared to undergraduate, we were concerned that there might be bias in our admission policy (although we have worked hard to ensure a balance of female and male staff on all postgraduate interview panels). We therefore compared admission scores of male and female applicants as assessed by male and female members of the postgraduate admission panel over the last two years: the differences were negligible (males gave 1.5% higher ratings to male candidates in 2012/13, 0% difference in 2013-14).

Figure 3.8. Proportion of female students at different stages of the admission process averaged over the last 5 years. The proportion of female applications (blue bars) offer (yellow bars), acceptances (green bars) and entrants (purple bars) is shown for undergraduate (UG), postgraduate students for taught courses (PGT) and research based postgraduate course (PGR).

Figure 3.8 shows the proportion of women from the last 5 years as they progress through the entry process. There is no clear trend for the proportion of female applications, offers, acceptances or entrants to vary over time for undergraduate, PGT or PGR admission processes (all p>0.1, see Figure 3.9). The main feature to note is the reduction in the proportion moving from UG to PGT to PGR.

For the PGT courses (Figures 3.8 & 3.9, middle) the proportion of offers made to females is slightly higher than the proportion of applicants (p=0.02), but this does not translate to entrants (the proportion of female entrants is ~5% lower than the proportion of offers). The pattern for PGR is similar to that of the undergraduates: a small increase in the proportion of women that come to St Andrews compared to the proportion that apply.

**Action plan for admissions process**

**Action plan 3b.v:** We will continue to monitor the admission scores of male and female applicants as assessed by male and female members of the postgraduate admission panel to ensure continued equality from members of the admission panel.
Figure 3.9. Proportion of female students at different stages of the admission process. The proportion of female applications (blue bars), offers, (yellow bars), acceptances (green bars) and entrants (purple bars) is shown for the last 5 years. **Upper:** Undergraduate admission. **Middle:** PGT admission. **Lower:** PGR admission.
3b. Student data (vi) Degree classification by gender (61 words)

The frequency of obtaining a 1st, upper second (2.1), lower second (2.2) or 3rd class degree are equivalent for male and female students ($\chi^2_{21} = 1.5, p=0.47$; Figure 3.10).

**Figure 3.10. Proportion of male and female students receiving different degree classes.** The blue bars show the proportion of female students receiving 1st, upper second (2.1), lower second (2.2) or 3rd class degrees is plotted for the last 4 years. Female head count: 2009-10 = 60; 2010-11 = 62; 2011-12 = 64; 2012-13 = 61. The yellow bars show the proportion of male students receiving 1st, upper second (2.1), lower second (2.2) or 3rd class degrees plotted for the last 4 years. Male head count: 2009-10 = 18; 2010-11 = 14; 2011-12 = 24; 2012-13 = 17.

**Action plan for degree classifications**

**Action plan 3b.vi:** We will continue to monitor degree classification for male and female undergraduates and if significant differences arise, review our assessment and grading procedures for individual modules.
3b. Staff data (vii) Female: male ratio of academic staff and research staff (337 words)

The data (Figure 3.11) illustrate the continuing attrition of women from postgraduate to research/academic staff levels and then onto professorial positions (~75% of research postgraduates are women, ~50% of lecturers and ~25% of professors, Figure 3.11 upper) even though overall the proportion of women in Psychology is higher than that in other SET subjects at all levels (Figure 3.11 lower).

As ever, the factors involved in this attrition are complex. As data provided in section 4 indicate, if women do apply for a job or for promotion, their chances of being selected are as good as, if not
better than men, suggesting few major problems in the selection process. We therefore focus on the factors which lead women to enter (or not to enter) the selection process in the first place.

We have implemented a series of measures designed to encourage women to stay in Science. We ensure that our postgraduates have talks from both female and male postdocs who can explain to them what is involved in postdoctoral research. We support our postdoctoral researchers through and Early Career Researcher Forum and all female staff have been included in a series of Women in Science events.

Additionally, we intend to shift from reactive practices (in which women may be less likely to put themselves forward) to proactive practices (in which we actively encourage women to apply). This philosophy will feed through much of our proposals detailed in subsequent sections.

Proposals for the appointment and promotion of women

**Action plan 3b.vii.1**: Search committees will be given a specific remit to ensure a good gender balance amongst applicants for all academic jobs.

**Action plan 3b.vii.2**: We will initiate a 'pathways to promotion' process within the School. Professorial staff will assist the Head of School in reading and discussing the cv’s of all non-professorial staff on an annual basis. This will allow encouragement to apply for promotion when ready and charting out what needs to be achieved in order to become ready (including agreeing what support the School can provide).

### 3b. Student data (viii) Turnover by grade and gender (281 words)

![Turnover of research and academic staff](image)

**Figure 3.12. Turnover as a proportion of grade and gender.** The proportion of female (blue bars) and male (yellow bars) FTE staff at different grades that leave per year (data combined for last 5 years). Total FTE Researcher A = 70.3; Researcher B = 24.0; Lecturer = 65.6; Senior lecturer = 20.0; Reader = 19.0; Professor = 43.4

The turnover from the last 5 years is shown in Figure 3.12. Researcher A grade appointments are usually fixed term contracts, leading to a relatively high turnover of such staff. However, it is clear that a greater proportion of female Research A staff leave (43% leave per year) compared to males (26% leave per year). These data suggest that females are more likely to leave academia even early in
academic careers. We do not know if the higher turnover of females compared to males is because (1) women are on shorter term contracts, (2) they are not offered continuation contracts as often, (3) they are successful in getting other jobs in academia, or (4) they leave academia.

Given the small number of other staff who have left, the breakdown of leavers by year by grade is not meaningful: over the last 5 years, we have had no professors or readers leave. 1 senior lecturer, 2.3 FTE lecturers and 1 Researcher B left in the last 5 years. In 2013, a senior lecturer left for family reasons and a researcher B left to pursue a career as a school teacher. 2 lecturers (1.4 FTE) left in 2011 and another (0.9 FTE) left in 2009 when their short term contracts finished. One went to a UK University as a senior lecture, one moved to a lectureship at a non-UK University; one moved to a fixed term research contract at a UK University.

Proposals for addressing staff turnover

*Action plan 3b.viii:* We do not currently have reliable data on why our research staff leave and what they do after they leave. We will gather this information and use it to inform future action plans.

4. Supporting and advancing women’s careers: maximum 5000 (4997 words)

4. Key career transition points

4. Transitions (a) (i) Job application and success rates by gender and grade (103 words)

Since April 2010 there have been 16 new academic appointments to the School of Psychology and Neuroscience. The proportion of women who applied fell from researcher A to lecturer to professorial levels. However the numbers appointed were (numerically) higher than the proportion of applicants at all grades (Figure 4.1). Given the small number of posts this is not statistically significant.
Plans for addressing job application and success rates

**Action plan 4 Transitions a.i.** We will continue to monitor for gender differences in job application rates and success rates at all grades.

See item 3b.vii.a. regarding search procedures to increase numbers of female applicants

4. Transitions (a) (ii) Applications for promotion and success rates by gender and grade (63 words)

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**Table 4.1. Application for promotion over the last 5 years.** Five women and 2 men applied for promotion over the last 5 years. The number of FTE employed on standard contracts who were not professors is shown in the FTE column (F = female staff, M = male staff).

Over the past 5 years there have only been 5 applications for promotion from women (40% success rate) and 2 from men (0% success, see Table 4.1). It is hard to draw any general conclusions from such small numbers (on average, only 12% of female and 3% of male academics apply for promotion per year). However the lack of applications may reflect issues with our promotions process. That is, the Head of School sends out an annual notification of the upcoming promotion round and invites members of the School to apply. While the annual Q6 appraisal process is sometimes used to advise staff, we do not have a systematic process to encourage all members of staff to consider both how to be in a position to achieve promotion and when to apply. Our pathway to promotions process will rectify this.

Plans for addressing promotion applications and success rates

**Action item 4. Transitions a.ii:** We will continue to monitor for gender differences in promotion application rates and success rates at all grades.

‘Pathways to promotion’ (item 3b.vii.2) will encourage applications and improve success rates.
4. Transitions (b) (i) Recruitment of staff (265 words)

The School has an institutional, legal and moral obligation to practise equality of opportunity throughout its recruitment and selection process. As such, the Head of School follows the University’s HR Unit published ‘Inclusive Recruitment Guide’ from job-design to final appointment. The guidance has been created in consultation with equality groups, feedback from the Equality Challenge Unit (ECU); alignment with the Equality and Human Rights Commission Equality Act (2010) Statutory Code of Practice for Employment, plus factors in the good practice guidance published by the UK Resource Centre for Women in SET. The University ensures that there is at least one woman on each interview panel.

Our processes do not seem to be biased against women once they have applied (see case study 2: Amanda Seed). However, there is a possibility of bias in getting applications from women. In particular, there is a danger (especially for senior jobs) that the networks of existing senior staff (predominantly male) are themselves gendered and hence marginalise women. We are therefore implementing a pro-active and organised search process in which a search committee (itself gender balanced) looks for potential candidates with a specific remit to approach women and men equally.

**Plans for recruitment of staff**

**Action item 4 Transitions b.i.** Once appointments have been made, we will survey all those invited to interview to ascertain whether there are any gender differences in the extent to which candidates felt that the process was welcoming and fair, and to identify any aspects of the procedure which were experienced as off-putting.

See item 3b.vii.a. regarding search procedures to increase numbers of female applicants

4 Transitions b (ii) Support for staff at key career transition points (330 words)

The School has developed a number of support mechanisms for staff at all levels:

1. Formal mentoring scheme for new members of staff. The mentor provides advice on a range of topics relevant to the new academic (e.g. research, teaching and administration).
2. All staff are members of one of five research groupings. These are organised informally and include postgraduates and research staff as well as teaching staff.
3. Monthly seminars to provide staff with training, advice and help in dealing with specific issues relating to research training and administration.
4. A research leave scheme for academic staff, designed to help staff develop their research and develop their careers.
5. A weekly seminar series with external speakers. All members of the School are encouraged to invite people in order to develop collaborative research links. A subsidised meal after each seminar is designed to foster such networking.
6. All academic staff receive a 'class grant' which allows them to pump prime research, to attend meetings for networking and to attend training courses (staff can, of course, apply to the Head of School to receive additional funding).
Our survey findings suggest these procedures have produced an environment in which staff generally agree that there are good opportunities both for training and for networking (Figure 4.2). Although male and female staff indicate that training opportunities exist to the same extent ($\chi^2_{[4]}=4.4$, $p=0.36$), there is a trend for women to be less positive about opportunities for networking (Figure 4.2, lower, $\chi^2_{[4]}=8.5$, $p=0.07$). Rather than adopting a 'one size fits all' solution (reasons for lack of promotion are likely to be different in different cases) we intend our 'pathways to promotion' process (see section 3.vii) to identify areas on a case-by-case basis and consider what measures to take in order to deal with those issues.

![Graph](image)

**Figure 4.2. Gender Inclusion survey: Perception of support in personal development.** Data from academic, postdoc & PG respondents in the Gender Inclusion survey. **Upper:** The distribution of responses to questions about the opportunities for training (Female n = 42, blue bars; male n = 30, yellow bars). **Lower:** The distribution of responses to questions about the opportunities for professional networking (Female n = 42; male n = 30).

**Plans for support at key career transition points**

**Action item 4. Transitions b.ii:** Maintain and extend the 6 key points given above by the ‘pathways to promotion’ (item 3b.vii.2) process.
4. Career development

4. Career development (a) (i) Promotion and career development (485 words)
The School operates 'Q6', an annual 'light-touch' appraisal process looking at achievements, goals, impediments both in the past and the future. This involves filling a form, a meeting with the Head of School (or PI for research staff), and an agreed statement after the meeting, including identifying ways in which the School can support career development.

The School is egalitarian in the distribution of responsibilities. Our workload model (see later) seeks to ensure that all academic teaching staff have a roughly equal load of teaching and administration, with the exception that we generally lighten the load of staff at the start of their careers and expect promoted staff to do the major administration jobs. There is no significant difference in workload on the basis of gender (using the present model, load is 3.6% greater for men than women). Planned changes to the workload model to take into account activities likely to be over-burdensome on women (e.g. committee membership outside the School) will result in a fairer distribution of duties.

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**Figure 4.3.** Gender Inclusion survey: Optimism about career prospects depends on role. Data from the Gender Inclusion survey. **Upper:** Academic n=28, non-academic=12, postdoc=6, PG=40. **Lower:** The distribution of responses from female and male academic, postdoc & PG. (Female n = 42; male n = 31).
In terms of the basis of promotion, quality of work is clearly prioritised: do one's job well in all areas, to be proactive and to be innovative. Having said this, quantity is not entirely irrelevant: for academic promotion, the ability to demonstrate high quality research over a sustained period is clearly of importance.

The University has changed its procedures in the promotion process, giving greater weight to teaching and administration (including outreach and service to the sector as a whole). Moreover, the Head of School uses all aspects of work in preparing the case for support in the promotion. We will ensure that all these areas are used in our 'pathways to promotion' process (3b.vii.2).

Results from our survey suggest that people's views about their career prospects are more a matter of position than gender (Figure 4.3). Non-academic staff feel, on average, that their career prospects are not as good as other staff (possibly due to the need to change job description in order to get promotion) whereas academic, postdoctoral and postgraduate staff are neutral to mildly optimistic. While the distributions are not significantly different between men and women ($\chi^2[4]=3.2$, $p=0.53$), we note that nearly a third of women are pessimistic about their careers compared to 17% of men. Our 'pathways to promotion' process aims to facilitate improved career prospects and should improve optimism (particularly for women).

Last, one critical aspect of career development is the provision of helpful and fair feedback on performance. Our survey indicates the majority of both men and women members of the School see their feedback as fair (Figure 4.4).

Plans for promotion and career development

**Action item 4. Career a.i.1:** We will continue to monitor optimism about career prospects and perception of feedback. 'Pathways to promotion' (item 3b.vii.2) will provide continuous support towards career development and promotion. Workload model changes will ensure a fairer distribution of load between men and women.
4. Career development (a) (ii) Induction and training (208 words)

All new staff attend a University Staff Induction Course which introduces a number of aspects of University life including the E&D policies. Additionally, all new staff meet with their line manager where their major responsibilities are outlined as well as major School policies explained. They are also referred to the dedicated web pages of the School and University websites containing relevant policies, including flexible working and our E&D policy (including completing the mandatory new ‘Online Diversity in the Workplace – HE’ training module). Finally, staff choose their own mentor in discussion with the Head of School.

Comments from our Gender Inclusion survey suggest that the policies would be better provided in hard copy. They also indicate that some line managers are more aware of issues surrounding flexible working than others. Hence it would be useful to have someone with dedicated expertise towards whom they could orient.

Plans for induction and training

**Action item 4. Career a.ii.1**: We will highlight policies concerning parenting, caring and flexible working and bring them together in a single place on the website. These will also be produced in hard copy and given to all new staff. The E&D Support Officer (item 4.Career.a.iii.2) will have expertise on policies regarding parenting, caring and flexible working.

**Action item 4. Career a.ii.2**: Head of School to continue to monitor the completions of the mandatory Online Diversity in the Workplace – HE training and take actions to ensure staff completions.

4. Career development (a) (iii) Support for female students (319 words)

Our policies have been aimed at increasing support for all students rather than targeting female students in particular. Thus, at undergraduate level, we have introduced personal tutors at sub-honours level to assist in the development of generic skills (e.g. essay writing, confidence in making public presentations). Equally, we have developed specific PGT 'generic skills' modules aimed at helping with cv writing, interview techniques, giving academic presentations etc., skills critical in making the transition from becoming a staff member.

With these general procedures in place, we recognise that it is important to address specific issues of gender. Wary of implementing a system that gives women the right to choose female tutors (for fear of overloading a minority of female staff with a majority of female students) we have taken other steps in this regard.

First, we seek to ensure that our students are exposed to examples of successful women in science (for example, our careers fair for undergraduates in April 2014 had 9 women and 2 male presenters). It is now formal policy to ensure that there is a gender balance in our prestigious weekly series of (largely external) seminar speakers. This is also true of our annual keynote 'Jeeves' lecture. Second, the E&D support officer will be a point of reference, particularly for postgraduate students, should they face problems of support from their own supervisor in terms of transition to an academic post.

Plans for supporting female students

**Action item 4. Career a.iii.1**: As part of our survey of students (item 3.ii.a) we will measure the extent to which men and women feel that they get the support they need to progress in their careers.

**Action item 4. Career a.iii.2**: We will let postgraduate students know the newly established E&D support officer will be a point of contact for all those who wish to talk in confidence about any issues [undergraduate support is already available from Student Support Services].
4. Organisation and culture

4. Organisation and culture (a) (i) Male and female representation on committees (190 words)

Committee chairs are chosen by the Head of School. However School members are invited to state their preferences and to apply for key administrative jobs (sometimes suggested as a means of improving the chances of securing promotion). Committee membership is normally chosen by discussion between the Head of School and the Committee chair while taking into consideration (a) individual workload, (b) gender and (c) broad representation in terms of career stage.

We have worked to ensure that women are not over-represented on ethics and teaching committees while countering under-representation on research committees (Figure 4.5). Given the comparative lack of senior women in the University, especially in the Sciences, and given the requirement to have women on committees, there is a danger of women having a disproportionate committee load outside the School (research councils, REF panels etc) as well as within the University. This needs to be monitored and appropriate revisions made to the workload model.

Plans for committee representation

Action item 4. Culture a.i: We will monitor male and female representation on committees both within the University and outside the University. See below regarding consequent changes to the workload model.
4. Organisation and culture (a) (ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts (150 words)

As would be expected, nearly all staff at Research A level are on fixed term contracts, with no difference between women and men (Figure 4.6). At Research B level, two male permanent reseach officers were appointed over a decade ago: since then our Researcher B contracts have been fixed term. What is more worrying is that all those on temporary lecturer contracts have been women. It is difficult to know why and, more importantly, whether it has facilitated or impeded their careers. Before we can devise specific actions, therefore, it is necessary to acquire more information about the temporary contract lecturer posts.

**Action on male: female ratios on fixed term contract posts**

**Action item 4. Culture a.ii**: For all fixed term lectureship posts we will monitor who applies, why they applied, and destination after leaving. Comparison with those in FTC Research B posts will allow us to see the impact on careers.

![Figure 4.6. Proportion of fixed term contracts by gender and grade. The numbers of staff (averaged over the last 5 years) of research A staff (FTE female: male = 7.7:6.3) is comparable to lecturers (7.3:5.8). Numbers of individuals at other grades are lower (Research B = 1.4:3.4; Senior Lecturer = 1:3; Reader = 1.8:2; Prof = 2.2:6.5).]
4. Organisation and culture (b) (i) Representation on decision-making committees (217 words)

The gender balance in committee representation is given above and we have noted a shift towards greater female representation on those committees traditionally seen as more prestigious and powerful. The Head of School has been a woman for 3 out of the last 5 years. There has been a consistent majority of women on the most powerful committee in the School - the Management Committee (the current Directors of Research, post-graduates, infrastructure and ethics are all women).

Our survey indicates the majority (some 80%) see men and women having equal power in the School, and this figure is constant between male and female respondents (Figure 4.7). Of the remaining 20% or so, there is a greater number of both men and women who see men as being dominant (15%) than who see women as dominant (4%). One factor leading some to see men as dominant may lie in the gender imbalance in professors which we have sought to address (e.g. item 3b.vii.2). It could also be that people are simply not aware of the figures in this report.

Plans for representation on decision making committees

Action item 4. Culture b.i.: We will continue to monitor representation on our committees and publish the results on our website. See pathway to promotion (3b.vii.2) regarding promotion of women to professorial positions.

Figure 4.7. Gender inclusion survey: Positions of power are perceived as being roughly equally held by 
women and men. (n=51 females, 33 males).
The School operates a detailed workload model of administrative and teaching duties. The workload is calculated for each academic member of staff and the levels taken into account by the Head of School and the Director of Teaching in the allocation of administrative and teaching duties.

If a member of staff has a higher than average workload in a given year then the ‘credit balance’ is carried forward to the next year. The relative success of our workload model is reflected in responses to the School’s Gender Equality Survey (Figure 4.8, upper). While overall staff tend to agree that the distribution of workload is fair, postgraduate students and academic (lecturing) staff felt their workload was fairer than the non-academic staff and postdoctoral researchers. The perceived load varied with role and gender (Interaction $F_{[3,77]}=3.7, p=0.015$). Members of the School also tend to agree that the efforts they expend are appreciated (Figure 4.8 lower).
Our workload model has been taken as an example of good practice by other schools after being presented at the Athena SWAN Institutional SAT in addition to being submitted as part of a Workload Models paper by the E&D Officer for the VP for Governance. There is, of course, room for improvement and we hope that the adjustments mentioned above will make the perceptions of fairness and appreciation even better.

**Plans for workload**

**Action item 4. Culture b.ii:** The School workload model will be adjusted to take into account service in the University and the sector more broadly. The E&D support officer (item 4.Career.a.ii) will be the contact point in cases of unreasonable imposition of workload, especially by supervisors onto postgraduate or postdoctoral staff.

**4. Organisation and culture (b) (iii) Timing of departmental meetings & social gatherings (267 words)**

As a matter of general policy all departmental meetings and regular activities are held between 9am and 5pm Monday – Friday. As an example, School seminars were shifted from 4.30 to 3.30pm on a Friday so that it is possible both to listen to the talk and to have an opportunity for informal discussion with the speaker before the 5pm cut-off. There are some School activities that occur outside these times, but these are not compulsory and non-attendance incurs no disadvantage. The School organises a series of social activities which include a Christmas Party, an annual Ball (promoted by the students’ PsychSoc) and a Quiz evening. These events are designed to be inclusive and family friendly (the Christmas Party has games & activities for children).

The results of our survey suggest that broad satisfaction with these arrangements irrespective of gender (see figure 4.9). Some 75% of respondents consider meetings to be at convenient times, less than 5% find the times inconvenient. Over 50% find social activities convenient whereas little over 10% find them inconvenient. Importantly, there was little difference in the views of men and women ($\chi^2$ tests, all p>0.7). Clearly there is still room for improvement and we need to consider a range of social activities which maximise the number of people who feel included.

**Plans for meetings and social gatherings**

**Action item 4. Culture b.iii.1:** We will continue to monitor the convenience of our meetings and social activities so we can schedule events in order to maximise inclusion.

**Action item 4. Culture b.iii.2:** There will be an explicit statement of the School policy that staff are not required to attend meetings outside normal hours and will not be disadvantaged for not attending.
Figure 4.9. Gender inclusion survey: The time of departmental events. **Upper:** The seminar times are mostly seen as convenient and there is little evidence that females feel differently from males (Female n = 50; male = 34). **Middle:** Meetings are scheduled at mutually convenient times. Female n = 51; male = 35. **Lower:** Other School related social activities are also scheduled at convenient times. (Female n = 49; male = 35).
The School seeks to promote a lively, inclusive and friendly atmosphere which encourages interaction between staff and students. We support the undergraduate PsychSoc which arranges talks and social events for students as well as joint staff-student activities. Daily morning coffee (~10.30 to 11am) where free coffee is provided is attended by postgraduates, academic and non-academic staff (individuals often bring in cakes on birthdays etc.). It provides a forum for general interaction and informal discussion of work related items. Finally, the School supports various research group meetings where postgraduate, postdoctoral and academic staff discuss matters of mutual interest.

The School places a particular emphasis on an inclusive and non-discriminatory culture. Our survey suggests these activities achieve the desired aim of making the School an open and welcoming place (80% of respondents agree with this – irrespective of gender, <10% disagree, Figure 4.10). However there are some problems. For instance the inclusion of non-academic staff at coffee mornings is rare and, as one person said “there appear to be cultural barriers between academic staff and the support staff …”. Encouragingly, our open Athena SWAN meetings is a case where there has been strong attendance across all members of the School.

In the main, our approach has been reasonably successful (Figure 4.11): no one reported witnessing or experiencing gender-related harassment and very few indicated any problem in support from line managers when dealing with sexual harassment (although this is hard to interpret if no harassment has occurred). There are, however, reports from some (roughly 10%) of having experienced or witnessed gender-inappropriate behaviour. When these occurred they were often inadvertent and represented failed attempts to be ironic or jovial (as one person put it: “In all cases the inappropriate behaviours were awkward attempts at humour”, or another: “we need to remember that some cultures do not tolerate ribald stories and jokes”). But blatant sexism was not entirely absent (“conversations about the strength of women academics available to be chosen for seminar talks has been a bit discouraging”).

Even if sexism is rare, one instance is one too many. It is very important, then, that where any such incidents occur in public witnesses as well as recipients should report or at least challenge inappropriate behaviours or harassment. When they occur in private, it is important to make it as easy as possible for the recipient to report what happened.
Plans regarding culture

**Action item 4. Culture b.iv.1:** As well as making it clear that gender inappropriate behaviours and gender harassment will not be tolerated and is grounds for disciplinary action, we will make it clear that there is an obligation upon those witnessing such behaviours to challenge them when appropriate and report them. These policies will be stated clearly and prominently on the School website.

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**Figure 4.11. Gender inclusion survey: Inappropriate behaviour but not harassment still occurs.**

- **Witnessed or experienced gender-related harassment**
  - Frequency for Female: 40%, Male: 60%

- **Witnessed or experienced gender-related inappropriate behaviour**
  - Frequency for Female: 40%, Male: 60%

- **Supported by line manager in dealing with gender-related harassment**
  - Frequency for Disagree strongly: 20%
  - Frequency for Disagree: 30%
  - Frequency for Neither agree nor disagree: 10%
  - Frequency for Agree: 50%
  - Frequency for Agree strongly: 10%
**Action item 4. Culture b.iv.2**: The School E&D Support officer (action 4.Career.a.ii.2) will be identified as the person to whom incidents shall be reported. The officer will both provide support and advice to the recipient and discuss what further steps need to be taken with the Head of School.

4. Organisation and culture (b) (v) Outreach activities (299 words)

The School involvement in Outreach activities ranges from regular formal activities (such as organising events for National Science and Engineering week and University Open days), to large scale award winning initiatives (the Living Links Centre at Edinburgh Zoo won a Senior Public Engagement Prize from the Royal Society of Edinburgh; a website supporting work on group processes is part of the A level curriculum and won a BPS Annual Teaching Prize) in addition to television & radio appearances, talks at schools, community organisations, Government events, professional bodies, Science exhibitions, A level conferences and so on.

Of specific relevance here are those activities associated with Equality & Diversity. Members of the School have delivered two keynote addresses at events organised by the EHRC on the implementation of 'Good Relations' policies by public bodies and a member of the School authored an EHRC report on the Scottish Government Objective 13 ('A strong fair and inclusive national identity'). In recent years, 25 members of the School have been involved in such activities, evenly split by gender (13 male, 12 female, including postdocs and postgraduates).

Where such activities are a regular part of a person's responsibilities they are part of the workload model. Given the success of our workload model as a 'light touch mechanism', we would not want to try to include every one-off activity. Monitoring such activity will detect if these activities add up to a significant load for particular staff members or groups of staff members and would trigger changes. We note also that such activities are an important part of service to the sector and hence feed into the promotions process.

**Plans for outreach activities**

**Action item 4.d.v**: We will continue to monitor outreach activities and feed the data into ongoing discussions about the development of the workload model.
4. Flexibility and managing career breaks

Flexibility overview (121 words)

The evidence from the Gender Inclusion survey (Figure 4.12), suggests that overall staff see the School as broadly supportive and amenable to flexible working. However, as can be seen, there are a number of qualifications to this overall picture. First, non-parents rate the school less positively in terms of supporting maternity and flexible working, perhaps suggesting they may not know about our policies. Second, even though the School is seen as supportive of parents rights, a worrying proportion (52%) find it hard to ask for these. Third, there are particular subgroups, especially postdoctoral students,
who rate the School less positively. This may be down to particular PIs who are less sympathetic and put pressure on researchers to complete project work.

4. Flexibility and managing career breaks (a) (i) Maternity return rate (315 words)

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Table 4.6 Academic/Research Staff who started maternity leave (as at 31 Dec, 2013).

Five women have taken maternity leave in the last 5 years (Table 4.6). One was a researcher (A), the other 4 lecturers. The RA took leave in 2010 and did not return in post. Three of the 4 lecturers returned to post. The fourth went on to another post in a non-UK University.

The School helps members requesting maternity leave well beyond the University’s requirements (e.g. rescheduling teaching and administration duties as required, see case studies). What is more, all School duties which take place outside normal hours (e.g. Evening Degree teaching, participation in Student Reading Parties etc.) are on a voluntary basis so as not to put people with caring responsibilities in a difficult position.

Plans for flexibility and maternity leave

**Action item 4. Flexibility a.i.1:** We will develop a package of information on maternity (and paternity/carer) rights which both clarifies those rights and stresses that staff are encouraged to exercise those rights. These will be put on the School website, given to staff when appointed and also at relevant times (e.g. when a member of staff informs the School that she is pregnant).

**Action item 4. Flexibility a.i.2:** The E&D support officer (see action 4.Career a.ii.2) will be a point of contact for all staff who are experiencing difficulties in asking for or receiving their rights around maternity leave.

**Action item 4. Flexibility a.i.3:** There will be a clear statement of School policy that all staff must support the maternity rights of all staff. In particular, staff will be reminded of this when they obtain grants that employ others.

**Action item 4. Flexibility a.i.4:** In order to illustrate our policies in practice, and to provide further encouragement for asking for rights, we will post a case study of maternity on our website and use this to show the types of flexibility that are available in order to help those returning from maternity leave.
4. Flexibility (a) (ii) Paternity, adoption and parental leave uptake (96 words)

Over the last five years we have had no instances of adoption, nor have we had requests for parental leave.

Three members of staff have taken paternity leave in the last 5 years (Table 4.7). Two returned to post. One - at lecturer A grade - did not.

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<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td>6</td>
<td>2</td>
<td>67%</td>
</tr>
</tbody>
</table>

Table 4.7 Academic/Research Staff who started paternity Leave (as at 31 Dec, 2013).

Plans for paternity, adoption and parental leave

**Action items:** In terms of perceptions, the data discussed in the previous section (see figure 4.12) applied equally to maternity and paternity (the survey items did not distinguish between the two). Hence, all the comments and the proposals are applicable here.

4. Flexibility and managing career breaks (a) (iii) Numbers of applications and success rates for flexible working by gender and grade (271 words)

Given different contractual arrangements, the issues here are different for academic and non-academic staff. For academic staff, the School has a strong culture and practice of flexibility: as long as people do their work they can arrange when to do that work. For instance, parents may pick their children up from School and look after them in the afternoon, but then work in the evenings. For such activities, academic staff are required to let the School Office know where they are in case they need to be contacted. Where absences may affect performance of duties (e.g. prolonged absences due to, for example, a sick or dying parent), it is necessary to ask permission from the Head of School. In all cases permission has been given and other staff have covered the work.

For non-academic staff, hours and holiday entitlements are defined. The University’s formal flexibility policy, available on the University website, incorporates the Flexible Working (Eligibility, Complaints and Remedies) (Amendment) Regulations 2009. Within the School Workshop, two staff requested to vary their hours in recent years: both requests were granted. Within the School Office there have been no requests for flexibility around working hours. In both the workshop and the office routine requests for short term flexibility (attending appointments etc.) are made to the relevant line-manager and are granted as a matter of course.

Plans for application for flexible working

**Action items 4. Flexibility: Applications for flexible working (a) (iii).** We intend to maintain current practice as it seems to work. It will be made clear to all staff that any concerns should be taken to the E&D support officer.
As a reflection of our policies, it is perhaps not surprising that 78% of respondents in our survey agreed that the School supports flexible working and only 1/68 disagreed (Figure 4.13), with no statistically significant difference in the response patterns of females and males ($\chi^2[4]=0.2$, $p>0.99$). However, there was a group of 20% who neither agreed nor disagreed, which may indicate an unawareness of policies. This is important not only in terms of the individual but also in terms of supervisors and principle investigators failing to extend rights to others. Consequently we need to make our policies more explicit and to make grant-holders aware of them.

**Plans regarding flexible working practices**

**Action item 4. Flexible b.i.1:** We will continue to monitor satisfaction with flexible working practices to see a problem does arise and action is required.

**Action item 4. Flexible b.i.2:** Information on flexible working practices in the School will form part of the induction pack given to all new staff on arrival.

**Action item 4. Flexible b.i.3:** Information on flexible working practices in the School will be given to PIs on receipt of a grant which employs postdoctoral staff. The need, where possible, to accommodate flexible working requests, will be stressed.
4. Flexibility and career breaks (b) (ii) Cover for maternity and adoption leave and support on return (315 words)

The Head of School discusses plans for leave to suit individual circumstances. Teaching and administrative duties are given to others (the workload model ensures a fair redistribution). In terms of research, plans depend upon the state of an individual's work (see case study 2). Equally, on return to work, arrangements are made with Head of School on a case by case basis. In one recent instance, the relevant staff member was given a lighter teaching and administrative load to facilitate her getting her research activities up to speed (see case study 1).

While the overall approach of the School is based on ensuring that career development is not damaged or slowed down by pregnancy, we have detected a recurrent pattern in our data which suggests that individuals may not know about this support and may be reluctant to ask for flexible and extended cover (see Figure 4.12). Furthermore, there can be a problem of ensuring that agreements made with the Head of School are properly recorded and disseminated (see case study 1).

Plans regarding cover for maternity and support on return

**Action item 4. Flexibility b.ii.1**: When staff take maternity/paternity/adoption leave they will meet with the Head of School and agree an action plan to maintain their career development prospects. This action plan will be disseminated to all those who need to be involved in implementing it.

**Action item 4. Flexibility b.ii.2**: When staff return from leave they will meet with the Head of School to agree an action plan to maintain a suitable work-life balance. This action plan will be disseminated to all those who need to be involved in implementing it.

**Action item 4. Flexibility b.ii.3**: A formal statement of our policy (above) will be accompanied with examples of what forms of support that have been provided in the past will be included in the induction pack and posted on the School website.
In overall terms, our Gender Inclusion survey, in combination with objective data concerning the success rates of male and female applicants, suggests that, broadly speaking, there is a positive, encouraging and non-discriminatory ethos in the School. This is exemplified by the final question in our survey which shows that nearly 75% of respondents believe that there is gender equality in the School and only 11% disagree (see figure 5.1). Clearly there is still room for improvement and we suggest a series of measures to address this in our action plan. However we do not regard the overt culture or practices of the School as our major point of concern.

By contrast, what is very striking is the classic pyramid structure of the School with very many women in the most junior positions and the proportion steadily decreasing up to Professorial level. In large part this seems to reflect decreasing numbers of female applicants at more senior positions and we therefore need to be far more proactive in encouraging women to apply and searching for female applicants.

At the same time as doing this we also need to do far more to signpost the many ways in which the School is welcoming and supportive to women. This is both to the benefit of women in the School who are sometimes not aware of the various forms of support available to them (e.g. when going on maternity leave) and also to women outside the School. By making sure that all our public portals (e.g. the website) show the prominent place of women in the School and the range of policies and practices devoted to gender equality, we hope to show more women that our School would be an attractive place to work.

The School is scheduled to assist with the University’s ‘Race Equality Charter Mark’ pilot, plus analyse gender school data for ethnicity/nationality as preparation for its Athena SWAN renewal in 2017.
**Action 5.1:** Identify gender stats with ethnicity/nationality to analyse for the next Athena SWAN submission and create actions for the ‘Race Equality Charter Mark’ pilot.

Finally, in order to make sure not just that the action plan outlined here is fully implemented but also that all School practices and policies are compliant with principles of equality and diversity, the convenor of the School E&D Team will be included in the School Management group.

**Plans to ensure general compliance with E&D principles**

**Action item 5.2** The Convenor of the school E&D team will be part of the School Management Group. This person will have the remit of scrutinising all decisions that are made to ensure that they protect and promote the position of women in the School.
6. Action plan

Our discipline is characterised by a pyramid structure with women at the bottom and men at the top. A large proportion of students entering Psychology as undergraduates are female but at Professorial level the ratio is reversed. The appendix contains comprehensive details of all the actions contained in this proposal. However, in many cases, what look like multiple actions are in fact a matter of repeating the same action in different contexts (e.g. monitoring for bias in the application process at undergraduate, postgraduate, researcher and academic staff levels). It is therefore possible to provide a simpler overview of our action plans (see Figure 6.1) and a timeline of those plans (Figure 6.2).

**Figure 6.1. Overview of the action plans.** The various actions we have proposed fit into the overall framework outlined at the start of the document (see figure 2). As will be recalled, this framework is based on two forms of monitoring (to detect gender bias and to detect the factors that might underlie such bias) and two forms of positive action (to increase the number of women applying to the School and to improve the experience/prospects of women in the School).
An overview of the timing of the action plans is given in Figure 6.2. The tables in the appendix contain the details of the different components of each plan and how they relate to the different sections of the form.

![Figure 6.2 Gantt chart of major action plans and initiatives](image)

The time line for plans for the E&D team (blue), monitoring (red) and positive action (green) are shown.
7. Case study: impacting on individuals: maximum 1000 words (974 words)

Non-case studies version.
## Appendix: University of St Andrews School of Psychology & Neuroscience: Athena SWAN Action Plan – updated by the SAT 30 April 2014

<table>
<thead>
<tr>
<th>No</th>
<th>Description of action</th>
<th>Action as of April 2014</th>
<th>Action planned</th>
<th>Responsibility</th>
<th>Timescale</th>
<th>Evaluation/Success Measure</th>
</tr>
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<tbody>
<tr>
<td>2.i</td>
<td>Formalise the Equality &amp; Diversity Team</td>
<td>Approved by School Management Committee, March 2014</td>
<td>6 members, including convenor, data officer and secretary</td>
<td>E&amp;D Committee Convenor</td>
<td>Complete by June 2014</td>
<td>Appointment of members &amp; officers</td>
</tr>
<tr>
<td>2.ii a</td>
<td>Open E&amp;D meetings</td>
<td>Meetings established since Sept. 2013</td>
<td>Maintain &amp; promote the meetings to all School members</td>
<td>E&amp;D Committee Secretary</td>
<td>Ongoing, every 2 weeks</td>
<td>Minutes of meetings, (including attendance numbers by gender)</td>
</tr>
<tr>
<td>2.ii b</td>
<td>Anonymous suggestion box</td>
<td>Established since October 2013 &amp; has already proved a useful channel of communication</td>
<td>Maintain &amp; promote the suggestion box</td>
<td>E&amp;D Data Officer</td>
<td>Ongoing</td>
<td>Number of items placed in the box and number of items resulting in successful action plan</td>
</tr>
<tr>
<td>2.iii</td>
<td>Formal E&amp;D team meetings</td>
<td>Regular meetings since summer 2013</td>
<td>(1) Respond to issues raised at open meetings &amp; suggestion box, (2) Receive reports of ongoing action (3) Forward proposals to appropriate decision making bodies (4) Prepare reports to present at School Council in the newly established ‘Diversity &amp; Equality’ agenda item</td>
<td>E&amp;D Committee Secretary</td>
<td>Monthly from June 2014</td>
<td>(1) Number of issues resulting in action (2) Completion &amp; success rate of ongoing action (3) Minutes of meetings of the decision making bodies (4) Reports to School Council</td>
</tr>
<tr>
<td>No</td>
<td>Description of action</td>
<td>Action as of April 2014</td>
<td>Action planned</td>
<td>Responsibility</td>
<td>Timescale</td>
<td>Evaluation/Success Measure</td>
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<tr>
<td>3b.ii 1a</td>
<td>Collect data on intentions, interests, career aspirations and perceptions of academia and academic life (Gender inclusion and interest survey).</td>
<td>Student interest and Gender Inclusion Surveys to staff developed, piloted and administered in 2013</td>
<td>Administer questionnaire to UG students taking St Andrews psychology modules at start of academic year. Administer to final year students when they leave the University</td>
<td>E&amp;D Data officer</td>
<td>Yearly, from Sept 2014</td>
<td>Evaluate using return rate, &amp; numbers of factors related to gender that are identified. Data to form part of Annual E&amp;D Report to School Council</td>
</tr>
<tr>
<td>3b.ii 1b</td>
<td>Roll out 3.ii a.1 (above) to UG in other Schools in St Andrews</td>
<td>University E&amp;D office has agreed the plan</td>
<td>Present the background and plan to the Institutional ASWAN committee in 2014</td>
<td>E&amp;D Data officer &amp; University E&amp;D officer</td>
<td>Yearly, from Sept 2015</td>
<td>Evaluate as above (item 3b.ii.1a)</td>
</tr>
<tr>
<td>3b.ii 2a</td>
<td>Provide positive models of successful women in psychology</td>
<td>Careers in Science talks (2014) for students run over 2 days, ~90 students attended. 9/11 speakers female.</td>
<td>Organize “job fair” like series for UG students highlighting successful women at post-graduate level and above.</td>
<td>School Careers Officer</td>
<td>Bi-annually, beginning Sept 2014</td>
<td>Attendance figures and feedback questionnaire about attitudes toward careers</td>
</tr>
<tr>
<td>3b.ii 2b</td>
<td>Address representation of women in PsychSoc activities</td>
<td>Agreed in principle by PsychSoc</td>
<td>Work with Psychsoc to ensure a balance of men and women in all events, and provide lists of women speakers where appropriate</td>
<td>E&amp;D Convenor &amp; PsychSoc President</td>
<td>Yearly, from Sept 2014</td>
<td>Proportion of women speakers to form part of Annual E&amp;D Report to School Council</td>
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<tr>
<td>No</td>
<td>Description of action</td>
<td>Action as of April 2014</td>
<td>Action planned</td>
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</table>
| 3b.ii 3 | Embed equality and diversity throughout the curriculum | (1) Major curriculum review agreed by the School Teaching Committee  
(2) Agreed to use data in this report as basis of methodology and statistics teaching from Sept 2014 | (1) Formulate guidelines for review of modules  
(2) Review all modules with a view to embedding E&D issues in the module content, process and assessment  
(3) Include E&D as one of the headings for module assessments |

**Responsibility:** Director of Teaching  
**Timescale:** Start in Sept 2014, with initial review completed by Sept 2015  
**Evaluation/Success Measure:** (1) Report of Teaching Committee to Staff meeting by June 2015  
(2) Annual module evaluations  
(3) School teaching audit to University

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**Section 3b.iii / 3b.iv – Plans to increase the proportion of female post-graduates (Taught / Research)**

| 3b.iii 1a | Improve representation of women in material targeted at postgraduate applicants | Review of existing web materials undertaken in early 2014 | (1) New images / photographs to be taken of current classrooms & research laboratories and embedded in the School web pages/postgraduate recruitment literature  
(2) Positive case studies of women postgraduates embedded in School web pages |

**Responsibility:** Director of PG Studies & School web-page designer  
**Timescale:** Complete by Dec 2014  
**Evaluation/Success Measure:** (1) A count of the gender balance in website/leaflet images.  
(2) Gender ratio of PG applications to form part of Annual E&D Report to School Council

| 3b.iii 1b | Maintain gender balance in PG literature | Not applicable | Review & update PG content as necessary  
**Responsibility:** Director of PG & School web-page designer  
**Timescale:** Yearly, from Sept 2015  
**Evaluation/Success Measure:** As above

| 3b.iii 2a | Generate data from PG on intentions, interests, career aspirations and perceptions of academic life. | Student interest survey developed, piloted and administered in 2013 | Administer questionnaire to PG students in School of Psychology & Neuroscience  
**Responsibility:** E&D Data Officer  
**Timescale:** Yearly, from Sept 2014  
**Evaluation/Success Measure:** Data set to form part of Annual E&D Report to School Council
<table>
<thead>
<tr>
<th>No</th>
<th>Description of action</th>
<th>Action as of April 2014</th>
<th>Action planned</th>
<th>Responsibility</th>
<th>Timescale</th>
<th>Evaluation/Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b.iii 2b</td>
<td>Roll out 3b.iii.2a to PG in other Schools in St Andrews</td>
<td>University E&amp;D office has agreed to support this plan</td>
<td>Present the background and plan to the Institutional ASWAN committee in 2014 with a view to roll-out in 2015</td>
<td>E&amp;D Convenor, Data Officer &amp; University E&amp;D office</td>
<td>Yearly, from Sept 2015</td>
<td>The number of other Schools that agree to take part and the subsequent return rate from students</td>
</tr>
<tr>
<td>3b.iv 2b</td>
<td>Adapt actions 3b.iii for PGR</td>
<td>As 3b.iii</td>
<td></td>
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</table>

### Section 3b.v – Plans for admissions process

| 3b.v a  | Evaluation of bias in postgraduate admission panel        | Evaluation performed in 2013                                                          | Monitor ratings for male and female applicants as assessed by male and female members of the postgraduate admission panel. Feedback score to members of staff | Director of PG                                         | Yearly (after each panel meeting), ongoing | Data set on level of bias in scores to form part of Annual E&D Report to School Meeting |
| 3b.v b  | Monitor the proportion of female applicants versus offers  | Monitoring established in 2013                                                        | Continue collecting the data and calculating the bias                            | UG Admissions Officer                                   | Yearly, from 2014                           | Data set providing ratio of applications to offers for men and women to form part of Annual E&D Report to School Council |

### Section 3.vi – Plans for degree classification

<p>| 3b.vi a | Monitor degree success rates                              | Monitoring established in 2013                                                          | Continue monitoring degree classification for female and male UG                  | E&amp;D Data Officer &amp; School Examination officer           | Yearly, from June 2014 (end of academic year) | Comprehensive data set assessing classification bias. Data to form part of Annual E&amp;D Report to School Council |
| 3b.vi b | If bias appears check for possible unconscious gender bias in grading of supervised modules (projects, supervised reviews) | Not applicable                                                                         | Close examination of which modules exhibit bias and examine variables which distinguish biased from unbiased modules | E&amp;D Data Officer &amp; School Examination officer           | As and if needed                           | Detection of any bias and its reduction as evaluated by subsequent data |</p>
<table>
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<tr>
<th>No</th>
<th>Description of action</th>
<th>Action as of April 2014</th>
<th>Action planned</th>
<th>Responsibility</th>
<th>Timescale</th>
<th>Evaluation/Success Measure</th>
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</thead>
<tbody>
<tr>
<td>3b vii 1</td>
<td>Targeted search procedures for all academic jobs</td>
<td>Agreed by Head of School</td>
<td>Search committees will be given a specific remit to ensure a good gender balance amongst applicants.</td>
<td>Head of School</td>
<td>As applicable, ongoing</td>
<td>Creation of data set on proportion of female applicants for each job. Data to form part of Annual E&amp;D Report to School Council</td>
</tr>
<tr>
<td>3b vii 2</td>
<td>Initiate a ‘pathways to promotion’ process</td>
<td>Agreed by Head of School</td>
<td>To read CVs of non-professorial staff and recommend to HoS (a) who should be persuaded to apply or (b) what needs to be achieved to become eligible along with what forms of support are necessary</td>
<td>Head of School</td>
<td>Yearly, from Jan 2015</td>
<td>An increase in the number of applications for promotion and success rate by women</td>
</tr>
<tr>
<td>3b viii a</td>
<td>Determine why staff leave and what they do afterwards</td>
<td>Agreed by School Management Group</td>
<td>Develop &amp; administer questionnaire to determine if staff leave because their contract runs out, they are successful in getting other jobs in academia, or they leave academia</td>
<td>E&amp;D Data Officer</td>
<td>As applicable, from Sept 2014</td>
<td>Comprehensive data set on staff who leave to form part of Annual E&amp;D Report to School Council</td>
</tr>
<tr>
<td>4a i.a</td>
<td>Monitor job application and success rates for men and women at all grades</td>
<td>Agreed by School Management Group</td>
<td>Organize the transfer of data from registry for each position as it occurs</td>
<td>E&amp;D Data Officer &amp; Registry</td>
<td>As applicable, ongoing</td>
<td>Data to form part of Annual E&amp;D Report to School Council</td>
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<tr>
<td>No</td>
<td>Description of action</td>
<td>Action as of April 2014</td>
<td>Action planned</td>
<td>Responsibility</td>
<td>Timescale</td>
<td>Evaluation/Success Measure</td>
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<tr>
<td>4a i.b</td>
<td>Increase the numbers of female applicants by using targeted search (see 3b.vii.1)</td>
<td>As for 3b.vii.1</td>
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**Section 4 Career Transitions a.ii – Plans for addressing promotions and success rates**

| 4a ii 1 | Monitor promotion application and success rates at all grades | Monitoring established in 2013 | Organize the transfer of data from registry for each position as it occurs | Head of School & E&D Data Officer | Yearly, from Sept 2014 | Creation of a comprehensive data set, to form part of Annual E&D Report to School Council |
| 4a ii 2 | See ‘pathways to promotion’ process (3b.vii.2) | As for 3b.vii.2 | |

**Section 4 Career Transitions b.i – Plans for recruitment of staff**

| 4b i 1 | Survey of all staff job candidates invited to interview St Andrews about recruitment process | Agreed by School Management Group | Survey job candidates about the extent to which they felt that the process was welcoming and fair, and to identify any aspects of the procedure which were experienced as off-putting. | E&D Data Officer | As applicable, from Sept 2014 | (1) Identification of good and poor aspects of our processes. (2) Feeding of that information into future action plans |
| 4b i 2 | Increase the numbers of female applicants by using targeted search (see 3b.vii.1) | As for 3b.vii.1 | | | | |

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### Section 4 Career Transitions b.ii – Plans for support at key career transition points

| 4b ii 1 | Improve awareness and use of current support mechanisms | Six major support mechanisms in place  
(1) Mentoring system  
(2) Research groupings  
(3) Training seminars  
(4) Research leave scheme  
(5) Networking around seminars  
(6) Pump-priming research with ‘class grant’ | Pathways to promotion process will expand and extend, particularly the mentoring scheme. | Head of School | Jan 2015 | Increase in optimism about career prospects etc. from our survey |
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<tr>
<td>4b ii 2</td>
<td>See ‘pathways to promotion’ process (3b.vii.2)</td>
<td>As for 3b.vii.2</td>
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</table>

### Section 4 Career development a.i – Promotion and career development

<table>
<thead>
<tr>
<th>4a i 1</th>
<th>Monitor optimism about career prospects and perception of feedback from line-managers</th>
<th>Initiated through Gender Inclusion Survey in 2013</th>
<th>Administer Gender Inclusion survey annually</th>
<th>E&amp;D Data officer</th>
<th>Yearly, ongoing</th>
<th>Increase in optimism. Data to form part of Annual E&amp;D Report to School Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a i 2</td>
<td>See ‘pathways to promotion’ process (3b.vii.2)</td>
<td>As for 3b.vii.2</td>
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<tr>
<td>4a i 3</td>
<td>Extending Workload model to include work outside the School</td>
<td>Section 4 Organisation and culture b.ii – Workload model</td>
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<td>Section 4 Career development a.ii – Induction and training</td>
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<tr>
<td>4a ii 1 Improve awareness of policies on parenting, caring and flexible working</td>
<td>Staff member has agreed to write new material. Gender Equality webpage is live providing information to staff on family friendly provision and E&amp;D policy</td>
<td>(1) Clear statement on policy on website (2) Case studies of people taking up their rights on website (4) Information about the E&amp;D Support Officer on the Web</td>
<td>E&amp;D Committee Secretary and School Web Officer</td>
<td>Complete by Jan 2015 (1) Report and minute implementation at Staff Council. (2) Evaluate using measures from Gender Inclusion Survey</td>
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<tr>
<td>4a ii 2 Delivery of mandatory diversity training (online and awareness sessions)</td>
<td>Head of School receives completion data from HR and requests staff outstanding to complete the module</td>
<td>Head of School to continue to monitor the completions of the mandatory Online Diversity in the Workplace – HE training and take actions to ensure staff completions, plus extend training to Post-grads</td>
<td>Head of School</td>
<td>Monitor Sep 2014 + annually 100% of all staff to have completed the training.</td>
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<tr>
<th>Section 4 Career development a.iii – Support for female students</th>
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<tbody>
<tr>
<td>4a iii 1 Monitor the extent to which UG and PG students feel they get the support they need to progress their careers</td>
</tr>
<tr>
<td>4a iii 2 Establish the School E&amp;D Support Officer</td>
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<thead>
<tr>
<th>Section 4 Organisation and culture a.i – Representation on committees</th>
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</thead>
<tbody>
<tr>
<td>4a i 1 Monitor womens’ representation on committees</td>
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<tr>
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<td>-------</td>
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<tr>
<td>4a ii 1a</td>
</tr>
<tr>
<td>4b i 1</td>
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<tr>
<td>4b ii 2</td>
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</table>

**Section 4 Organisation and culture a.ii – Fixed term & open ended contracts**

**Section 4 Organisation and culture b.i – Representation of decision-making committees**

**Section 4 Organisation and culture b.ii – Workload model**
### Section 4 Organisation and culture b.iii – Timing of meetings

| 4b iii 1a | Monitoring convenience of meetings and social events | (1) Policy on all meetings at family friendly times instituted since 2009 (e.g. changing times of seminars)  
(2) Evaluation of this policy in Gender Inclusion Survey | Administer Gender Inclusion survey annually | E&D Data Officer | Yearly, ongoing | Data to form part of Annual E&D Report to School Meeting |
|---|---|---|---|---|---|---|
| 4b iii 2 | Explicit statement that the School does not require attendance at meetings outside normal working hours placed in induction pack and on website | Agreed by School Management Group | Information to be put on website and included in staff induction packs | E&D Committee Convenor & School Web Officer | Complete by Dec 2014 | (1) Report and minute implementation at Staff Council.  
(2) Evaluate using measures from Gender Inclusion Survey |

### Section 4 Organisation and culture b.iv – Culture

| 4b iv 1a | Explicit statement that gender inappropriate behaviours will be grounds for disciplinary action placed in induction pack and on website | Agreed by School Management Group | Information will be put on website and included in staff induction pack | E&D Committee Convenor & School Web Officer | Complete by Dec 2014 | (1) Report and minute implementation at Staff Council.  
(2) Evaluate using measures from Gender Inclusion Survey |
|---|---|---|---|---|---|---|
| 4b iv 1b | Explicit statement that there is an obligation upon those witnessing such inappropriate behaviours to challenge them and/or report them | Agreed by School Management Group | Information will be put on website and included in staff induction pack | E&D Convenor & School Web Officer | Complete by Dec 2014 | (1) Report and minute implementation at Staff Council.  
(2) Evaluate using measures from Gender Inclusion Survey |
| 4b iv 2 | Establish the School E&D Support Officer | Plans accepted in principle and forwarded to University Workforce Planning Group | To Establish an E&D Support Officer who will be available to PG staff/students, providing information and dealing with problems relating to E&D | School E&D Committee Convenor and University E&D Officer | Complete by April 2015 | (1) Appointment of Officer  
(2) Number of approaches made to the Officer annually |
### Section 4 Organisation and culture b.v – Outreach activities

| 4b v 1a | Monitor outreach activities for all members of staff | Ongoing since 2012 | Check if outreach activities add up to a significant load for particular staff members or groups of staff members (and add to workload model if they do) | E&D Data Officer | Yearly, ongoing | Data on gender balance of outreach activities, to form part of Annual E&D Report to School Meeting |

### Section 4 Flexibility and managing career breaks a.i – Maternity leave

| 4a i 1 | Develop package of information on maternity rights and encourages staff to exercise those rights | Staff member in the process of writing the material | The package will be included in the induction pack and placed on the School website | E&D Committee Convenor & School Web Officer | Complete by Dec 2014 | (1) Report and minute implementation at Staff Council. (2) Evaluate using measures from Gender Inclusion Survey |
| 4a i 2 | Establish the School E&D Support Officer | Plans accepted in principle and forwarded to University Workforce Planning Group | To Establish an E&D Support Officer who will be available to PG staff/students, providing information and dealing with problems relating to E&D | School E&D Committee Convenor and University E&D Officer | Complete by April 2015 | (1) Appointment of Officer (2) Number of approaches made to the Officer annually |
| 4a i 3 | Better information about rights | Staff member in the process of writing the material | A clear statement of policy along with case studies will be placed on the School website, along with hard copies in the staff induction pack | E&D Committee Convenor & School Web Officer | Dec 2014 | (1) Report and minute implementation at Staff Council. (2) Evaluate using measures from Gender Inclusion Survey |

### Section 4 Flexibility and managing career breaks a.ii – Paternity leave

| 4a ii | See section 4a.i on maternity rights | | | | | |
### Section 4 Flexibility and managing career breaks a.iii – Application for flexible working

<table>
<thead>
<tr>
<th>4a iii 1a</th>
<th>Establish the School E&amp;D Support Officer</th>
<th>Plans accepted in principle and forwarded to University Workforce Planning Group</th>
<th>To Establish an E&amp;D Support Officer who will be available to PG staff/students, providing information and dealing with problems relating to E&amp;D</th>
<th>School E&amp;D Committee Convenor and University E&amp;D Officer</th>
<th>Complete by April 2015</th>
<th>(1) Appointment of Officer (2) Number of approaches made to the Officer annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a iii 1b</td>
<td>Better information about rights</td>
<td>Staff member in the process of writing the material</td>
<td>A clear statement of policy along with case studies will be placed on the School website, along with hard copies in the staff induction pack</td>
<td>E&amp;D Committee Convenor &amp; School Web Officer</td>
<td>Dec 2014</td>
<td>(1) Report and minute implementation at Staff Council. (2) Evaluate using measures from Gender Inclusion Survey</td>
</tr>
</tbody>
</table>

### Section 4 Flexibility and managing career breaks b.i – Flexible working practices

<table>
<thead>
<tr>
<th>4b i 1</th>
<th>Monitor satisfaction with flexible working practices</th>
<th>Part of the Gender Inclusion Survey since 2013</th>
<th>Administer Gender Inclusion survey annually</th>
<th>E&amp;D Data Officer</th>
<th>Yearly, ongoing</th>
<th>Data to form part of Annual E&amp;D Report to School Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b i 2</td>
<td>Provide better information about rights</td>
<td>Staff member in the process of writing the material</td>
<td>A clear statement of policy along with case studies will be placed on the School website, along with hard copies in the staff induction pack</td>
<td>E&amp;D Committee Convenor &amp; School Web Officer</td>
<td>Dec 2014</td>
<td>(1) Report and minute implementation at Staff Council. (2) Evaluate using measures from Gender Inclusion Survey</td>
</tr>
<tr>
<td>4b i 3</td>
<td>Ensure PIs are better informed about rights of postdocs</td>
<td>Agreed by School Management Group</td>
<td>Information on flexible working to be given to PIs on receipt of grants, emphasising the need to accommodate flexible working requests</td>
<td>E&amp;D C Committee Convenor &amp; Director of Research</td>
<td>As needed from May 2014</td>
<td>(1) Report and minute implementation at Staff Council. (2) Evaluate using measures from Gender Inclusion Survey</td>
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</tbody>
</table>
### Section 4 Flexibility and managing career breaks b.ii – Cover for maternity leave & support on return

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<tbody>
<tr>
<td>4b ii 1</td>
<td>Formalise process for agreeing maternity plans</td>
<td>Agreed by Head of School</td>
<td>The staff member and Head of School will meet to agree an action plan tailored to individual needs and to ensure that the career development of the staff member will not be damaged or delayed. This plan will be disseminated to all those that need to implement it</td>
<td>Head of School</td>
</tr>
<tr>
<td>4b ii 2</td>
<td>Formalise the requirement for a return-from-leave meeting with Head of School to agree action plan to maintain a suitable work-life balance</td>
<td>Agreed by Head of School</td>
<td>Disseminate details of return-from-leave action plan to all those that need to implement it</td>
<td>Head of School</td>
</tr>
<tr>
<td>4b ii 3</td>
<td>Provide better information about support available</td>
<td>Staff member in the process of writing the material</td>
<td>A clear statement of policy along with case studies will be placed on the School website, along with hard copies in the staff induction pack.</td>
<td>E&amp;D Committee Convenor &amp; School Web Officer</td>
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#### Section 5. General comments

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<tbody>
<tr>
<td>5.1</td>
<td>Widen analysis to ethnicity and/or nationality.</td>
<td>Commitment to be involved on the project with other STEM Schools across the University,</td>
<td>Identify gender stats with ethnicity/nationality to analyse for the next Athena SWAN submission and create actions for the ‘Race Equality Charter Mark’ pilot.</td>
</tr>
<tr>
<td>5.2</td>
<td>Convenor of E&amp;D team will be part of the School Management Group</td>
<td>Agreed by Head of School</td>
<td>The role will be to scrutinise all decisions to ensure that they protect and promote the position of women in the School</td>
</tr>
</tbody>
</table>

**Abbreviations**

<table>
<thead>
<tr>
<th>SAT</th>
<th>Self-Assessment Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>HoS</td>
<td>Head of School</td>
</tr>
<tr>
<td>E&amp;D</td>
<td>Equality &amp; Diversity</td>
</tr>
<tr>
<td>REM</td>
<td>Race Equality Charter Mark</td>
</tr>
<tr>
<td>PI</td>
<td>Principle Investigator</td>
</tr>
</tbody>
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