

## Bronze Department award application



<b>Name of University:</b>	<b>University of Exeter</b>
<b>Department:</b>	<b>Psychology</b>
<b>Date of application:</b>	<b>April 2014</b>
<b>Date of University Bronze Award:</b>	<b>November 2011</b>
<b>Contact for application:</b>	<b>Dr. Safi Darden</b> Email: S.Darden@exeter.ac.uk athenaswan@exeter.ac.uk
<b>Telephone:</b>	01392 724600 and 01392 723119
<b>Departmental website address:</b>	<a href="http://psychology.exeter.ac.uk/index.html">http://psychology.exeter.ac.uk/index.html</a> <a href="http://psychology.exeter.ac.uk/athenaswan/">http://psychology.exeter.ac.uk/athenaswan/</a>

**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 Department.

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 AS website. If in doubt, contact the AS Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the Department.

### Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

1. Letter of endorsement from Head of Psychology
2. The self-assessment process
3. A picture of the Department
4. Supporting and advancing women's careers:
  - a. Key career transition points
  - b. Career development
  - c. Organisation and culture
  - d. Flexibility and managing career breaks
5. Any other comments
6. Action plan

Table of Abbreviations:

AL	Academic Lead
AP (#)	Action Plan (reference number)
AS	Athena SWAN
ASWG	AS Working Group
CEG	College Executive Group
CEDAR	Clinical Education Development and Research
CLES	College of Life and Environmental Science
DCLIN	Doctorate of Clinical Science
DLHE	Destination of Leavers from Higher Education Survey
DPDR	Director of Postdoctoral Research
ECF	Early Career Forum
ECR	Early Career Researcher
ECU	Equality Challenge Unit
E&D	Equality and Diversity
E&R	Education and research (career path)
E&S	Education and Scholarship (career path)
HE	Higher Education
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
HRBP	Human Resources Business Partner
PASEG	Psychology Athena SWAN Executive group
PASWG	Psychology Athena SWAN Working Group
PDP	Professional Development Programme
PDR	Performance Development Review (appraisal)
PEG	Psychology Executive Group
PG	Postgraduate
PGR	Postgraduate Research (student)
PGT	Postgraduate taught (student)
PRAC	Promotion Roles and Committee
PS	Professional Services
PSG	Psychology Strategy Group
R	Research (career path)
R&S	Recruitment and Selection
RKT	Research Knowledge Transfer
STEM/M	Science Technology Engineering Math and Medicine
SWARM	SWARM (Simple Workload Allocation and Resource Management)
UG	Undergraduate (student)

Word count is shown in brackets at the end of each subsection and the total at the start of each section.



## PSYCHOLOGY

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Ms Sarah Dickinson,  
Equality Challenge Unit,  
7<sup>th</sup> Floor Queen's House,  
55/56 Lincoln's Inn Field,  
London  
WC2A 3LJ

30 April 2014

Dear Ms Dickinson,

As a member of the Psychology Athena SWAN Working Group (PASWG) and Head of Department (HoD), I am committed to the principles of the Athena SWAN Charter and delighted to endorse this submission for consideration for an Athena SWAN Department Bronze award.

In order to maintain and progress our success as a Department we must enable equal opportunities across our entire talent pool. Currently the majority of our student and early career populations are female and the majority of our senior staff are male. This loss of talent throughout the pipeline is extremely concerning as it points toward a discrepancy in opportunity between women and men. It is critical that we nurture the potential of our whole talent pool to ensure that we retain our bright and talented women in academia.

The Athena SWAN Charter has provided us with a mechanism by which we can introspect, collect data to identify the specific factors causing leaks in our pipeline and develop actions for change.

Our data demonstrates that although there is a gradual decline in numbers of women from undergraduate to Early Career Stage (our grade F/G), the majority of students and staff at these stages are women. After this point we see a sharp decline in female representation. In response to this, we have carried out additional research to identify specific local processes responsible for the decline in female representation (e.g., research into gender differences in publication strategy and grant application submissions, career-implications of non-

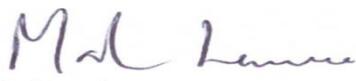
workloaded tasks and their biased allocation to women). Our subsequent Action Plan (AP) responds to this research, and aims to (i) promote Academia as a potential career path to our female student population; and (ii) to support the progression of our junior women into more senior positions.

Some of our key initiatives include:

- The introduction of deputy senior leadership positions, widening the pool of those able to experience senior roles. (AP5.5)
- Appointing a Director of Post-doctoral Research to provide mentorship and lead an Early Career forum (ECF) (AP3.12)
- The funding of a PhD student (also a PASWG member) to research the perceptions of 'fitting in' as a predictor of study and workplace satisfaction and share across our College and the University (AP1.6).
- Introduction of a work-loaded mentoring role and enabling staff to choose their own mentor (AP5.7)
- The introduction of a Promotion Roles and Committee's (PRAC) panel, the remit of which is to consider all staff and identify candidates for promotion and management roles within the Department (AP3.11)

The process of self-assessment has embedded the Athena SWAN principles into our core culture. For our Department and indeed our Science to realise its potential, we must harness the talents of our constituent members. The Athena SWAN Charter is now central to the environment that we have created to facilitate this.

Yours Sincerely,



Professor Mark Levine  
Head of Psychology

*Word count: 492/500.*

**2. The self-assessment process: 1000 words (908 used – no additional word allowance used)**

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

The PASWG membership (Table 1) spans the diversity of roles from each of our career paths; Research (R), Education and Scholarship (E&S), Education and Research (E&R), Professional Services (PS) and undergraduate (UG) and post-graduate (PG) communities. As a team we exhibit a range of non-work life styles, including parental and caring responsibilities. In addition to the core membership we seek advice and support from our Human Resources Business Partner (HRBP) and Central Human Resources (HR) team members who attend meetings and sub meetings as required.

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**2.2. An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the University, and how these have fed into the submission.**

Following the University gaining an Athena SWAN (AS) University Bronze Award, all Science, Technology, Engineering, Math and Medicine (STEM/M) Departments were invited to consider applying for a Departmental Award. Our Department was keen to participate and following an open invitation to all staff and students the PASWG was formed with membership based on people expressing an interest to be involved.

Since July 2012 we have met as a group and have links to the other Athena SWAN Working Groups (ASWG) within our own College of Life and Environmental Sciences (CLES) and across the University. We meet on average six times per academic year and in between we engage in discussions via a blog. The PASWG reports to the College and University ASWG and to the College and Psychology Department Executive (PEG) and Strategy (PSG) Groups (Fig. 1). Members are encouraged to review factsheets, surveys and other resources from the Equality Challenge Unit (ECU), the University's AS website and those circulated as part of the various groups working within the Charter principles.

This structure allows us to stay up to date with activities across the University and, importantly, provides a forum for providing input on these activities and to seek support for initiatives we are taking. Information is disseminated and discussed with the whole Department at monthly all-staff meetings, where AS is a standing agenda item. We have a Department AS webpage which profiles the membership of the PASWG, publicises the initiatives which we are working on, has links to other AS work within the University, highlights specific topics such as parent and carers support and importantly has a confidential feedback form which any staff member or student can use. We are in the

somewhat unique position that members of our Department conduct research on gender and we seek their insights as part of our self-assessment process and highlight their research within our AS web pages for others to use and reflect on.

At each meeting specific discussion topics are preceded by updates from the University and College ASWGs and followed by updates from individual members who are responsible for specific areas of the work.

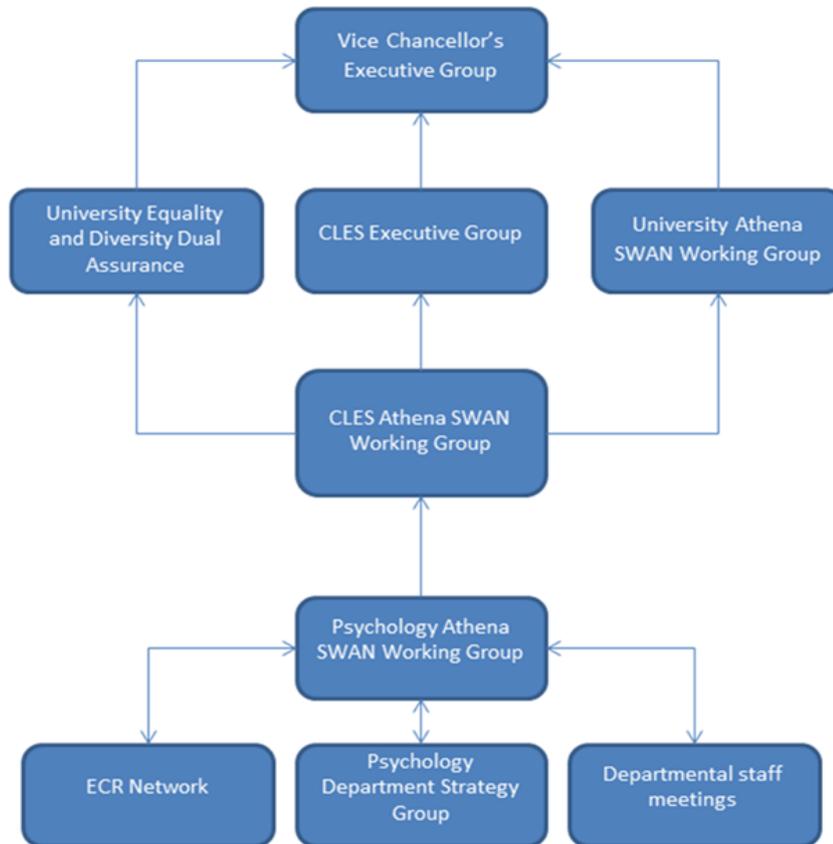
As a result of our self-assessment process we are expanding the group to include a specific sub-group to further progress the clinical areas (Clinical Education Development and Research: CEDAR) of our Action Plan (AP1.8). The sub group will be led by a mid-career member of the main PASWG. The establishment of this sub-group is key for ensuring that we effectively nuance our actions to suit the specific needs of our CEDAR staff and students.

External input has come from a variety of sources including:

1. Various speakers from other AS accredited Departments. An example was the event of 30 January 2013 featuring a keynote speech by Professor Teresa Rees CBE, Cardiff University's School of Social Sciences. As well as Professor Rees' talk on 'Promoting Research Excellence Necessitates Promoting Gender Equality' there was a question and answer session with a panel including Prof Michelle Ryan Professor of Social and Organisational Psychology. Prof Ryan with Prof Alex Haslam, uncovered the phenomenon of the glass cliff, whereby women (and members of other minority groups) are more likely to be placed in leadership positions which are risky or precarious. These talks lead to discussion and comments from staff and students who attended on topics such as working hours and commitments, maternity leave, mentoring and role models.
2. Via Ailsa McGregor, Assistant Director (HR), who is a member of the ECU AS Medical and Dental Advisory Group, attends the South West Regional Networks and who was one of speakers at the AS Medical and Dental Workshop in September 2013.
3. We have a number of staff within the University who have been on AS panels and we have sought advice from them on the self-assessment process.

[635]

Figure 1: Reporting channels for the PASWG



**2.3. Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.**

The PASWG is an embedded group within the Department’s committee structure and will continue to meet a minimum of once per term. We have established an AS executive group (PASEG), which is a comprised of three team members who meet separately once per term to review data and our Action Plan, monitor activities and coordinate the agendas for PASWG meetings. These group members have been allocated time in their workload models to support this work.

The PASWG have been active in collecting and analysing data on the Psychology work culture via focus groups, post-it poster sessions, exit interviews and anonymous surveys (AP1.3; 1.4; 3.9); this is something that we will continue to do on an annual basis (AP1.1).

Importantly, reports from PASWG to PEG, PSG and the College Executive group (CLES CEG) are timed so they occur prior to the next planning cycle. This enables the data to be reviewed and decisions on future plans to be influenced by gender consideration and needed resources to be allocated (AP1.2). We will provide an annual report, each March, to the University ASWG on the progress and successes of our actions.

[188]

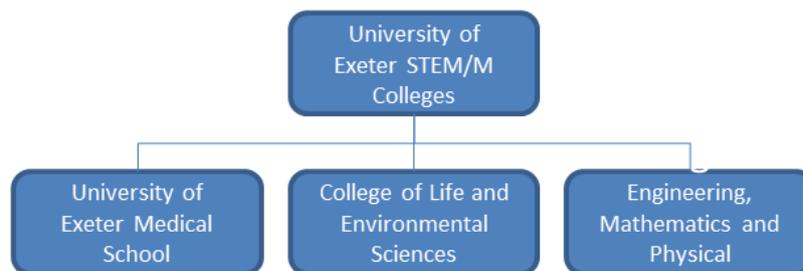
### **3. A picture of the Department:**

#### **2000 words (2488 used – including 500 of our additional word allowance)**

*Provide a pen-picture of the Department to set the context for the application, outlining in particular any significant and relevant features.*

In 2010, the School of Psychology became one of four Departments in the College of Life and Environmental Science (CLES). The College forms one of three STEM/M Colleges at the University (Fig 2).

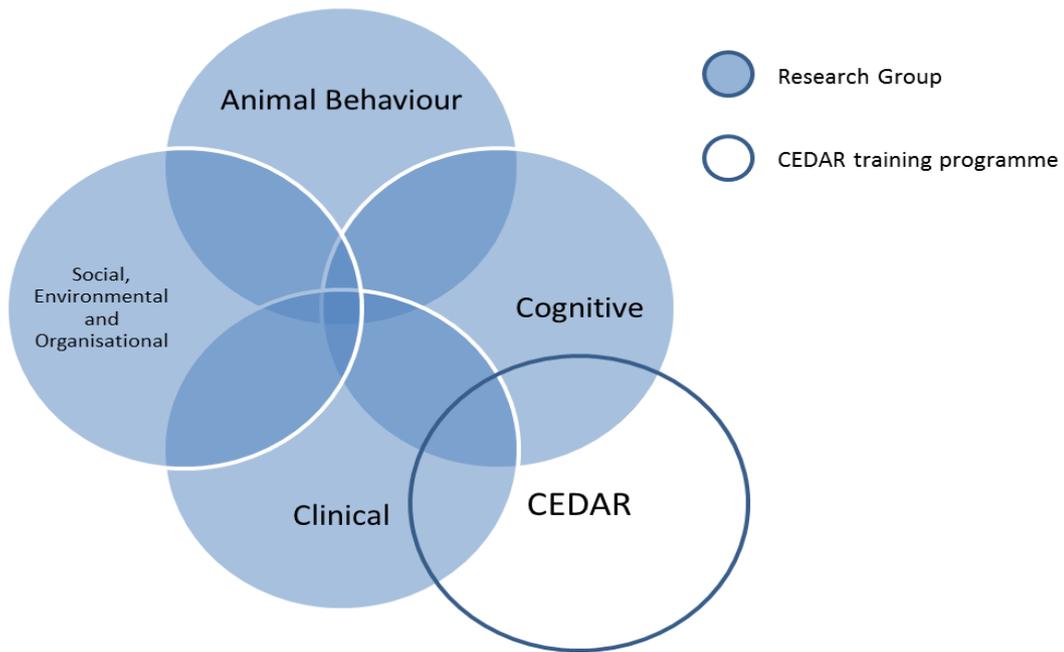
Figure 2: College structure for STEM/M



Based on the University's Streatham campus in Exeter the Psychology Department is situated in the Washington Singer Building and adjacent Henry Wellcome Mood Disorders Building. The Henry Wellcome Mood Disorders Building provides additional space for research, training and treatment for people who live with depression.

We have four research groups: Social, Environmental and Organisational Psychology; Cognitive Psychology; Animal Behaviour; and Clinical Psychology (Fig. 3). Each of these groups interlink and collaboration across the groups is commonplace. In addition, we have one clinical training programme (Fig.3): CEDAR has delivered a range of clinical training programmes since 2008, from the BSc in applied psychology through to Doctoral training programmes (Fig.4). Teaching and leadership in CEDAR is primarily provided by clinical educators with Psychology staff from the clinical research also contributing to teaching and research. Most CEDAR staff have University contracts, with funding for individual salaries contingently tied to programme funding (e.g., Increasing Access to Psychology Therapies Department of Health contracts).

Figure 3: Venn diagram showing the research groups and how they interact



We offer two UG degrees: BSc Applied Psychology (clinical) and BSc Psychology. We also offer a BSc Psychology with Sport and Exercise Science which is taught jointly by our Department and the Department of Sport and Health Sciences. Psychology may also be studied under the Flexible Combined Honours scheme either as a British Psychological Society accredited or non-accredited pathway.

We work in partnership with the NHS and the South West Strategic Health Authority to train future healthcare leaders primarily through the CEDAR programme. The Department has also forged strong research links with external stakeholders including the Met Office and government departments and agencies.



There are common themes across STEM/M areas with a mixture of clinical and non-clinical staff and the Department has identified two key differences, e.g. often clinical staff work across two institutions (University and an NHS Trust) with significantly different working practices and staff move sequentially between different funded programmes as the main path of career progression. These complexities can make implementing change challenging, however we are working to nuance our AS Charter work to further ensure that actions are indeed effective for clinical staff. From June 2014, we will have a CEDAR ASWG (sub-group to the PASWG) (AP1.8) to ensure that we this is done most effectively.

[476]

*Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

Explanation of data collection:

Central HR in conjunction with Departments has established recording systems which have generated a 5-year data repository to allow analysis of trends and the impact of implemented changes (AP1.1). In addition, we are carrying out both quantitative and qualitative data collection as a Department.

**Quantitative Data:** Staff and student data collection is coordinated by central HR and provided to PASWG for analysis. Data sets are split by gender. Staff data are sub-divided by career path and grade. PASWG collates and analyses additional quantitative data on the processes underlying trends in staff and student data to inform Departmental actions (AP1.4; 1.5).

**Qualitative Data:** We annually conduct focus groups and post-it sessions organised by PASWG to characterise individual experiences and responses to implemented changes ensuring there is representation from all localities, career paths and students (AP1.3; 1.4; 3.9).

Below we refer to graphs, with their associated raw data Tables, in sequence as “Data Set 1”, “Data Set 2”, etc.

[161]

**3.1. Student data**

Student benchmarking data have been derived from the Higher Education Statistics Agency (HESA) data provided by the ECU on the AS website “AS benchmarking data 2011/12”.

[26]

*Numbers of males and females on access or foundation courses – comment on the data and describe any initiatives taken to attract women to the courses.*

The University/INTO partnership provides academic and English language preparation for international students before they enrol into undergraduate and postgraduate courses.

INTO foundation courses are published with study career pathways to Psychology. Over the past six academic years, 44 students of both genders have taken this study opportunity, 64% of them female.

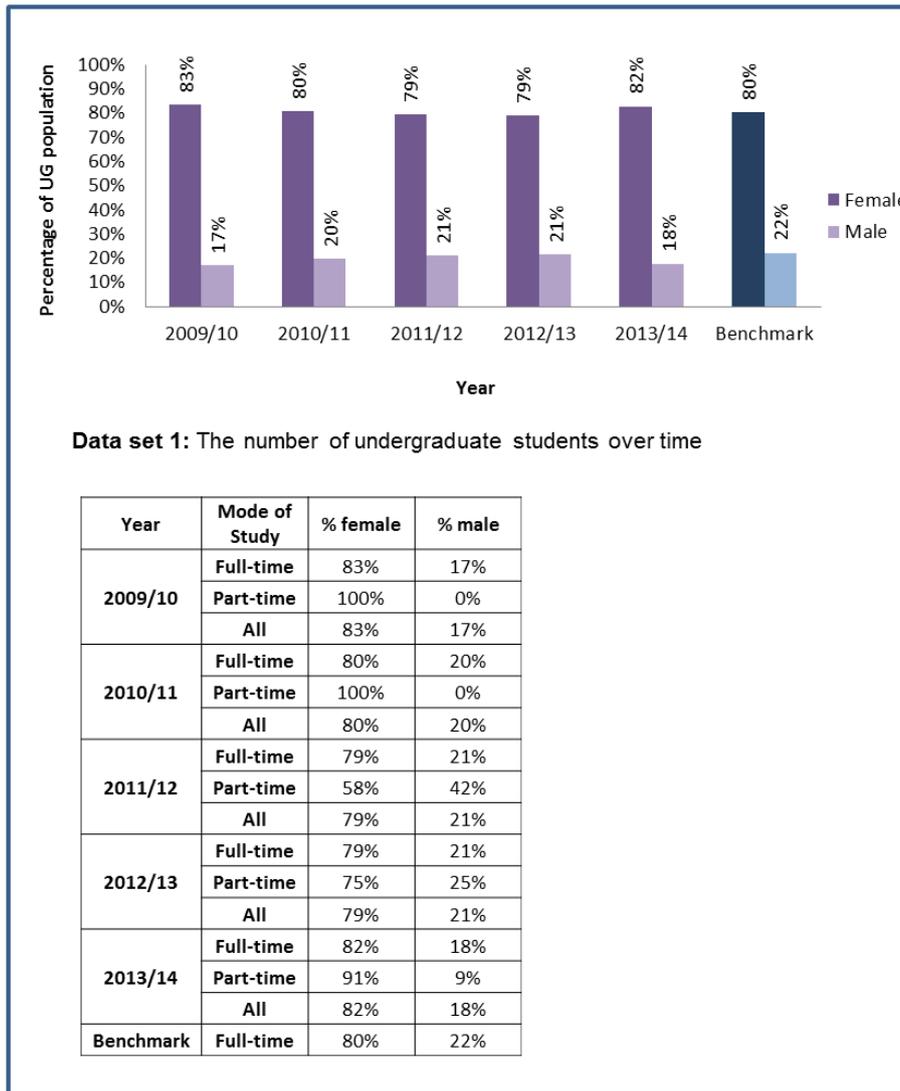
[51]

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

In line with the benchmark (80% female), the female:male ratio of UG students has been consistently high over the past 5 years (78% to 83%; Dataset 1). We have reflected upon what this gender bias might present for our female students, in an environment where currently the balance of senior academic staff are male. Although marking is anonymous in other instances of contact, there may be an unintentional bias whereby highly capable *male* students might stand out from the crowd (in the eyes of academics) more so than equally capable female students as their numerical oddity makes them appear more distinctive. We are developing materials to raise awareness of this potential ‘memory bias’ for male students amongst staff and will monitor the impact of their effectiveness once implemented (AP2.12).

Part-time study is offered to all UG students on the Psychology main UG programmes. As the Applied BSc involves clinical Placements, there are challenges to incorporating part-time study, however to date no students have requested a part-time placement on this programme. We will continue to monitor the impact of this arrangement on students (AP1.1). Students wishing part-time study meet with the programme director to map out their studies to alleviate any yearly programme changes that could make it difficult for students to complete prerequisites and required modules at the correct times. This is done annually for any part-time student to tailor their studies to any programme changes. In line with overall student numbers part-time students tend to be female.

[248]

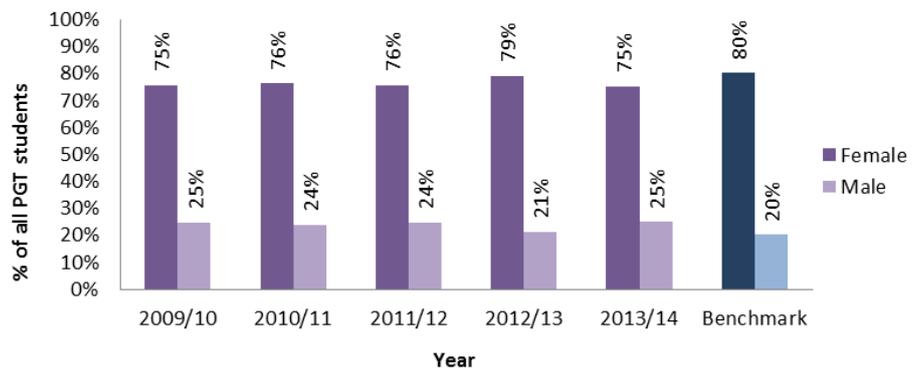


**3.1.2. Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

The female:male ratio of postgraduate taught (PGT) students is similar to our UG ratio (75% -82% female students), broadly consistent over 5 years and in line with benchmark data (80% female; Dataset 2).

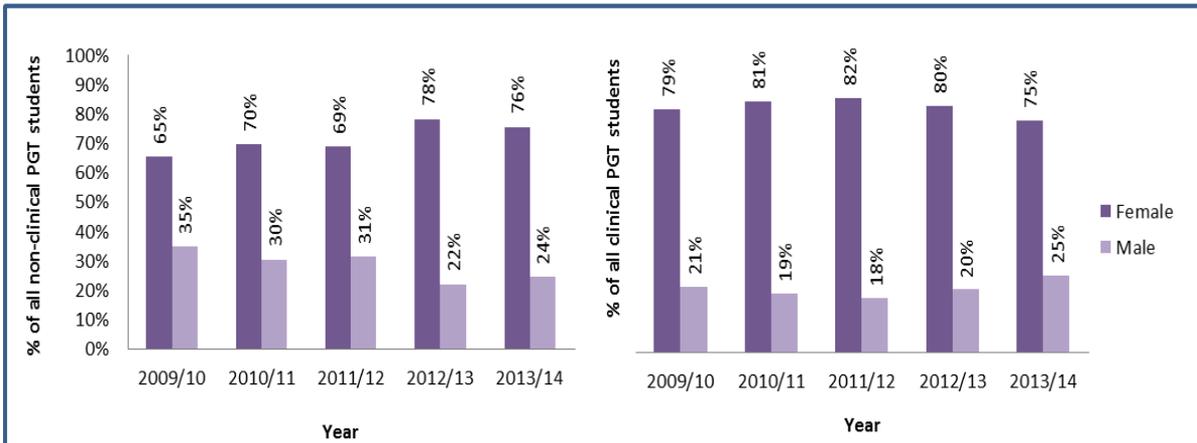
Our clinical (CEDAR) and non-clinical PG offerings represent two distinct streams. CEDAR programmes are designed to provide professional training to future healthcare practitioners, the other psychology research groups equip students with skills primarily required for academia, such as intensive research methods and high level statistical knowledge. We have split the PG offerings to make sure that the combined data is not masking any potentially concerning trends in either set of programmes. Data set 2b shows that although we have had a slightly lower representation of female students in our non-clinical compared to clinical programmes, females are still the strong majority here, making up 65-78% of the population in these programmes across the time period.

[147]



**Data set 2a: The number of postgraduate taught students over time**

Year	Mode of Study	% female	% male
2009/10	Full-time	73%	27%
	Part-time	77%	23%
	All	75%	25%
2010/11	Full-time	76%	24%
	Part-time	77%	23%
	All	76%	24%
2011/12	Full-time	75%	25%
	Part-time	76%	24%
	All	76%	24%
2012/13	Full-time	75%	25%
	Part-time	84%	16%
	All	79%	21%
2013/14	Full-time	77%	23%
	Part-time	74%	26%
	All	75%	25%
Benchmark	Full-time	80%	20%
	Part-time	78%	22%



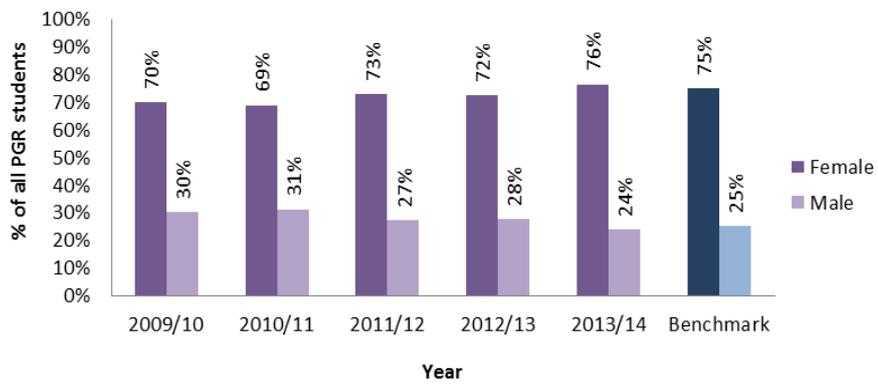
Data set 2b: The number of postgraduate taught students over time split by clinical and non-clinical programmes.

Year	Mode of Study	Non-clinical PGT students	Clinical PGT students
		% female	% female
2009/10	Full-time	63%	87%
	Part-time	100%	76%
	All	65%	79%
2010/11	Full-time	68%	81%
	Part-time	75%	80%
	All	70%	81%
2011/12	Full-time	69%	83%
	Part-time	69%	81%
	All	69%	82%
2012/13	Full-time	79%	69%
	Part-time	75%	86%
	All	78%	80%
2013/14	Full-time	78%	76%
	Part-time	67%	75%
	All	76%	75%

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

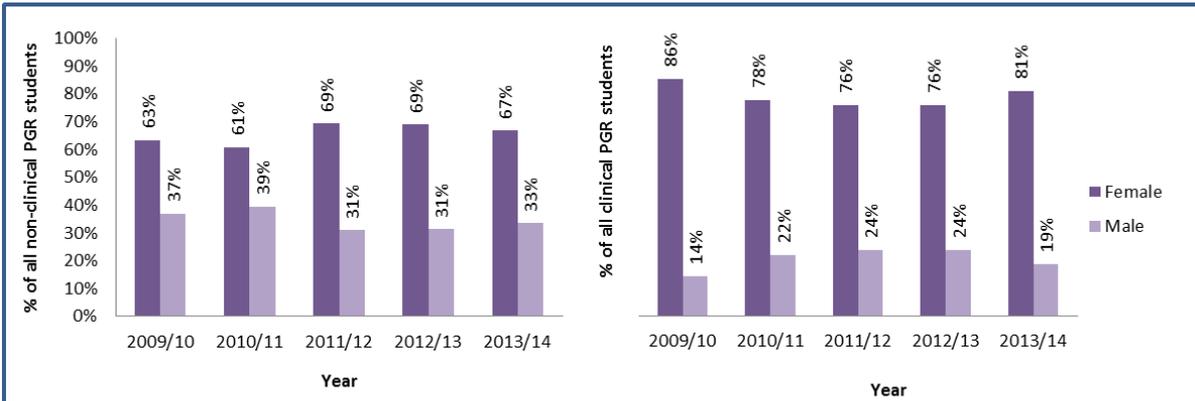
Data set 3a shows a steady increase in the percentage of female postgraduate researchers (PGR) across the past 5 years (70% to 76%), which is broadly consistent with the national picture (75% women). Our part-time ratios generally reflect our full-time ratios. The increase in female:male ratio can be partly attributed to the introduction of the new DCLIN (Doctorate of Clinical Science) programmes in 2009/10. When we split the data by clinical/non-clinical programs (Data set 3b), we see that our proportion of female non-clinical PGR students is lower (63-69%) than the clinical students (81-88%). We do not have the national figure for non-clinical PGR students, but our non-clinical PGR student female proportions represent a drop from our UG and PGT numbers. This ratio will continue to improve with our improving recruitment of female PGR students.

[134]



**Data set 3a:** The number of postgraduate researchers over time.

Year	Mode of Study	% female
2009/10	Full-time	71%
	Part-time	63%
	All	70%
2010/11	Full-time	69%
	Part-time	69%
	All	69%
2011/12	Full-time	75%
	Part-time	59%
	All	73%
2012/13	Full-time	74%
	Part-time	67%
	All	72%
2013/14	Full-time	75%
	Part-time	79%
	All	76%
Benchmark	Full-time	75%
	Part-time	73%



**Data set 3b:** The number of postgraduate research students over time split by clinical and non-clinical programmes.

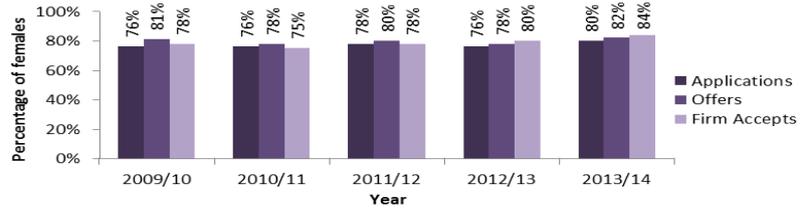
Year	Mode of Study	Psychology PGR students	DCLIN students
		% female	% female
2009/10	Full-time	63%	86%
	Part-time	63%	0%
	All	63%	86%
2010/11	Full-time	61%	77%
	Part-time	60%	83%
	All	61%	78%
2011/12	Full-time	72%	79%
	Part-time	54%	63%
	All	69%	76%
2012/13	Full-time	70%	76%
	Part-time	67%	0%
	All	69%	76%
2013/14	Full-time	68%	80%
	Part-time	60%	83%
	All	67%	81%

**3.1.4. Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

The percentage of women receiving an offer and then accepting the offer is, in all cases, similar to or greater than the percentage of applications originally made (Data sets 4-6). This is the trend for each level of study (UG, PGT and PGR) and consistent over the last 5 years and suggests that there is no gender bias during the admissions process for UG, PGT and PGR courses. We continue to monitor and ensure this balance of female firm acceptances (AP1.1).

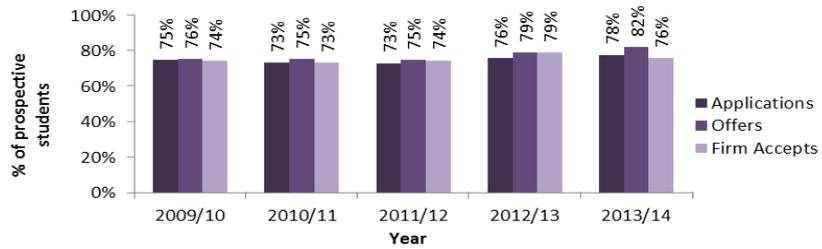
Our recruitment of female PGRs has grown steadily over the past 5 years and to ensure there is no unintentional bias and that this trend continues, we are participating in a University review of the PGR recruitment process to ensure an open and transparent appointment process (AP2.2).

[128]



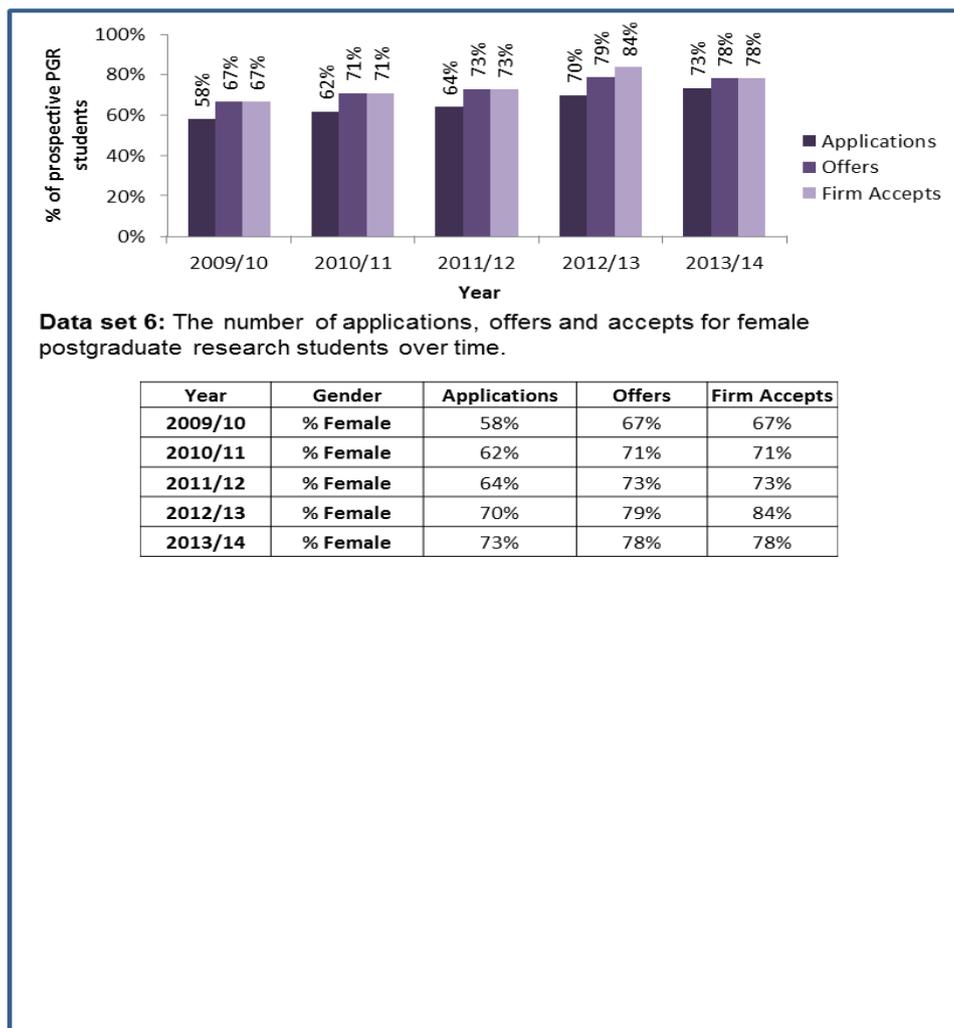
**Data set 4:** The number of applications, offers and accepts for female undergraduate students over time.

Year	Gender	Applications	Offers	Firm Accepts
2009/10	% Female	76%	81%	78%
2010/11	% Female	76%	78%	75%
2011/12	% Female	78%	80%	78%
2012/13	% Female	76%	78%	80%
2013/14	% Female	80%	82%	84%



**Data set 5:** The number of applications, offers and accepts for female postgraduate taught students over time.

Year	Gender	Applications	Offers	Firm Accepts
2009/10	% Female	75%	76%	74%
2010/11	% Female	73%	75%	73%
2011/12	% Female	73%	75%	74%
2012/13	% Female	76%	79%	79%
2013/14	% Female	78%	82%	76%



**3.1.5. Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Female UGs are outperforming male students as a higher percentage of women are achieving 2:1's and Firsts (Data set 7).

This is of particular interest to us as the research undertaken by the AS PhD student has found a tendency for female students to be generally less confident about their academic performance than male students. We are tailoring our mentoring to be mindful of and sensitive to the predictors of study demotivation identified in this research, such as 'poor fit of skills with career choice', 'student burnout', and 'perceived quality of performance relative to others' (AP2.7). In addition, in an effort to boost confidence, this academic year we are piloting a scheme that provides students with mark distributions for each course component so that they can see how they performed relative to others (AP2.13).

We are also producing an online series of documentary style interviews with academic staff at various career stages to provide staff and students with a diverse pool of role models who can offer female UGs and graduates with realistic, 'everyday' models of capable and confident female academics (AP2.8).

[182]



**Data set 7:** Undergraduate degree classification over time.

Year	Grade	Degree classification % female	% of degree classification within gender cohorts	
			Female	Male
2008/09	1	72%	19%	33%
	2:1	85%	69%	57%
	2:2	85%	12%	10%
	3		0%	0%
2009/10	1	77%	19%	25%
	2:1	86%	74%	57%
	2:2	64%	7%	18%
	3		0%	0%
2010/11	1	90%	17%	11%
	2:1	88%	73%	57%
	2:2	67%	10%	29%
	3	0%	0%	4%
2011/12	1	87%	22%	17%
	2:1	87%	67%	55%
	2:2	68%	10%	24%
	3	67%	1%	3%
2012/13	1	85%	21%	13%
	2:1	75%	67%	75%
	2:2	74%	10%	13%
	3	100%	2%	0%

### 3.2. Staff data

Staff benchmarking data have been derived from HESA data provided by the ECU on the AS website “AS benchmarking data 2011/12”.

[21]

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

The University has three non-clinical career paths (Table 2). These are considered equal, and movement between career paths is possible and common within the Department.

Clinical career paths reflect the levels defined in the Agenda for Change Framework. Table 3 shows the levels of clinical posts (E&S) within the Department.

Table 2: Career Paths for Academic Staff (non-clinical)

<b>The Universities Job Families and Grades</b>			
	<b>Research</b>	<b>Education and Scholarship</b>	<b>Education and Research</b>
<b>Grade E</b>	Associate Research Fellow	Associate Lecturer	
<b>Grade F</b>	Research Fellow	Lecturer	Lecturer
<b>Grade G</b>	Senior Research Fellow	Senior Lecturer	Senior Lecturer
<b>Grade H</b>	Associate Professor	Associate Professor	Associate Professor
<b>Professor</b>	Professor	Professor	Professor

Table 3: Career pathway for clinical staff

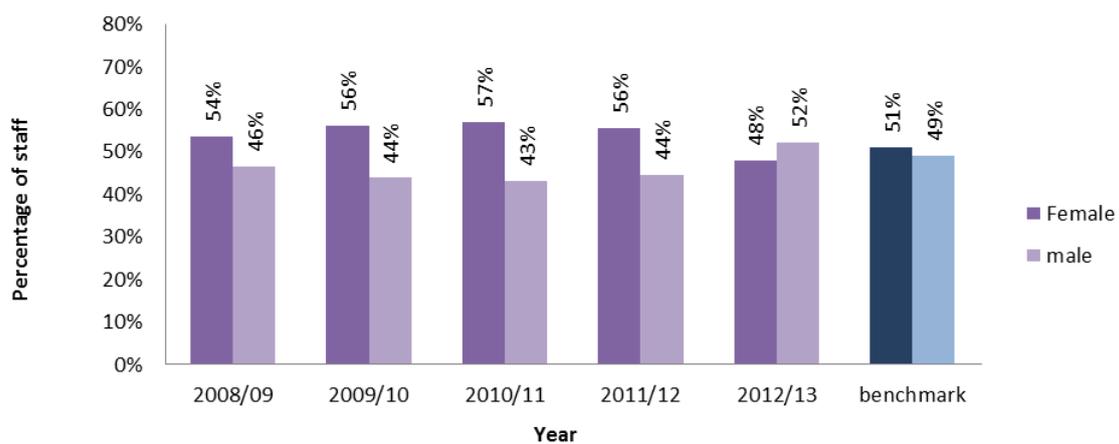
<b>Grade</b>	<b>Position</b>
<b>6</b>	Associate Lecturer
<b>7</b>	Programme tutor/ Lecturer
<b>8a</b>	Senior Lecturer
<b>8b</b>	Mid-level Senior Lecturer Academic Tutor
<b>8c</b>	Senior Lecturer/Associate Professor

Non-clinical staff numbers in the Department (Data set 8a) have increased since 2008/09, with the gender balance varying between 48-57% women over the past 5 years. This compares positively with benchmarking data (51% female staff). Our aspiration is for our ratio of female to male staff to ultimately reflect the high baseline ratio of female UG and PG students more appropriately and we realise that this may take some time. We have immediately aimed to increase the number of female staff overall, and in particular, in senior positions, where we have leakage in our pipeline (AP4.8).

We present our clinical staff data in Data set 8b from 2011/12 onwards. At this point the University reviewed its contractual arrangements for clinical staff and began moving them from NHS secondment agreements to direct employment (as described in section 3.0). Subsequently, this mostly female group of staff, many of them on part-time and/or fixed-term contracts, has been completely removed from our statistics by 2012/13, creating an apparent drop in female staff in non-clinical, with a mirrored increase in clinical staff across a number of statistics (see Data sets 8a, 9a and 11b).

For non-clinical staff data on part time appointments (Data set 8a/c) indicate a positive uptake of part-time positions. Over the past 5 years, the percentage of staff in part-time employment has ranged from 25-46%. Particularly encouraging is the fact that uptake is high amongst both male and female staff, especially amongst E&S and R staff (Data set 8c).

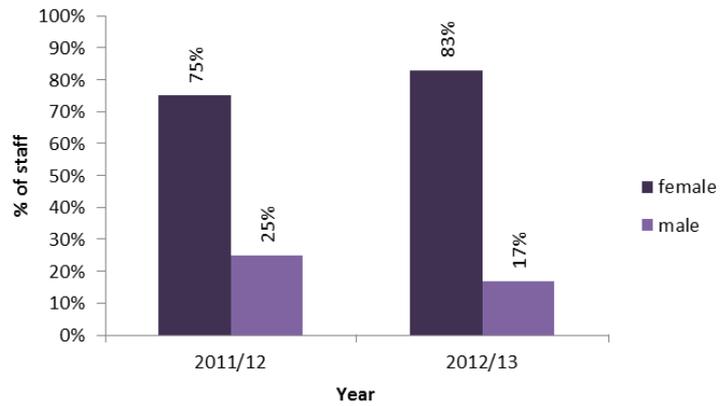
As part of our self-assessment process we have changed our recruitment methods and highlighted job share and part-time opportunities in job adverts (AP4.4). We aim to gather data on the reasons for part-time working, to check if these numbers reflect a voluntary decision to go part-time, rather than the availability of part-time over full-time vacancies (AP1.4).



**Data set 8a:** The percentage of all academic staff over time.

All academic staff	
Year	% female
2008/09	54%
2009/10	56%
2010/11	57%
2011/12	56%
2012/13	48%
benchmark	51%

Part-time academic staff	
Year	% female
2008/09	86%
2009/10	74%
2010/11	73%
2011/12	73%
2012/13	71%
benchmark	71%



**Data set 8b: All clinical academic staff over time (All E&S career path)**

Year		% female
2011/12	Full-time	0%
	Part-time	75%
	Total	75%
2012/13	Full-time	100%
	Part-time	81%
	Total	83%

**Data set 8c: All part time non-clinical staff by job family breakdown**

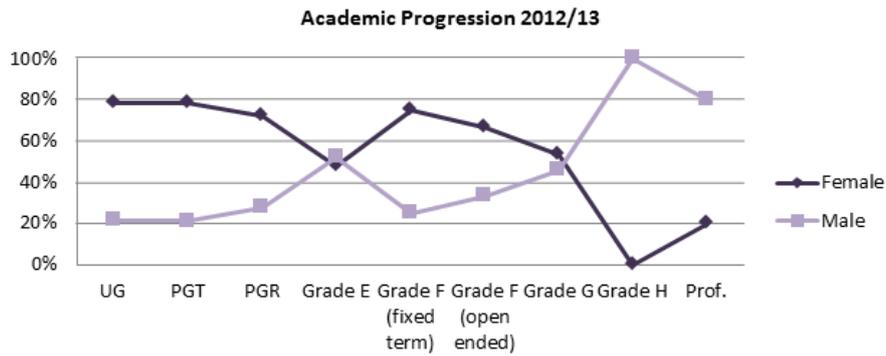
Year	Job family	All part-time staff		% as a proportion of gender	
		% female	Female	Male	
2008/09	R	86%	50%	50%	
	E&R	75%	25%	50%	
	E&S	100%	25%	0%	
	Total	86%			
2009/10	R	90%	53%	17%	
	E&R	50%	6%	17%	
	E&S	64%	41%	67%	
	Total	74%			
2010/11	R	89%	36%	13%	
	E&R	50%	9%	25%	
	E&S	71%	55%	63%	
	Total	73%			
2011/12	R	88%	26%	10%	
	E&R	33%	4%	20%	
	E&S	73%	70%	70%	
	Total	73%			
2012/13	R	64%	41%	57%	
	E&R	75%	18%	14%	
	E&S	78%	41%	29%	
	Total	71%			

Data set 9a shows the percentage of men and women at each salary grade for 2012/13 for non-clinical staff. There is a drop in female:male ratio at grade E which appears to be an anomaly as historical data show no attrition at this point. The grade E anomaly resulted from a high number of male fixed term contracts commencing and few ending. We will continue to monitor these numbers (AP1.1).

Our pipeline indicates that the first point of attrition occurs at Grade F (Lecturer/Research Fellow); declining from 70% to around 58% at Grade G (Senior Lecturer/Senior Research Fellow). The gender ratio at this level does not reflect biased promotion as promotion data shows the successful progression of women from F to G.

Supporting Early Career researchers (ECR) through mentoring (AP2.10; 3.12), annual appraisals (AP3.10), and promotion workshops (AP3.5) is key to keeping the pipeline open.

The lower female:male staff ratio at Grades G/H and Professor is likely to be due to a larger proportion of male staff being directly recruited to vacancies at this level. We are exploring the reasons for this, especially the dynamic at Associate Professor and Professor, where both promotion and direct recruitment of female staff has been low (AP1.1-1.4).

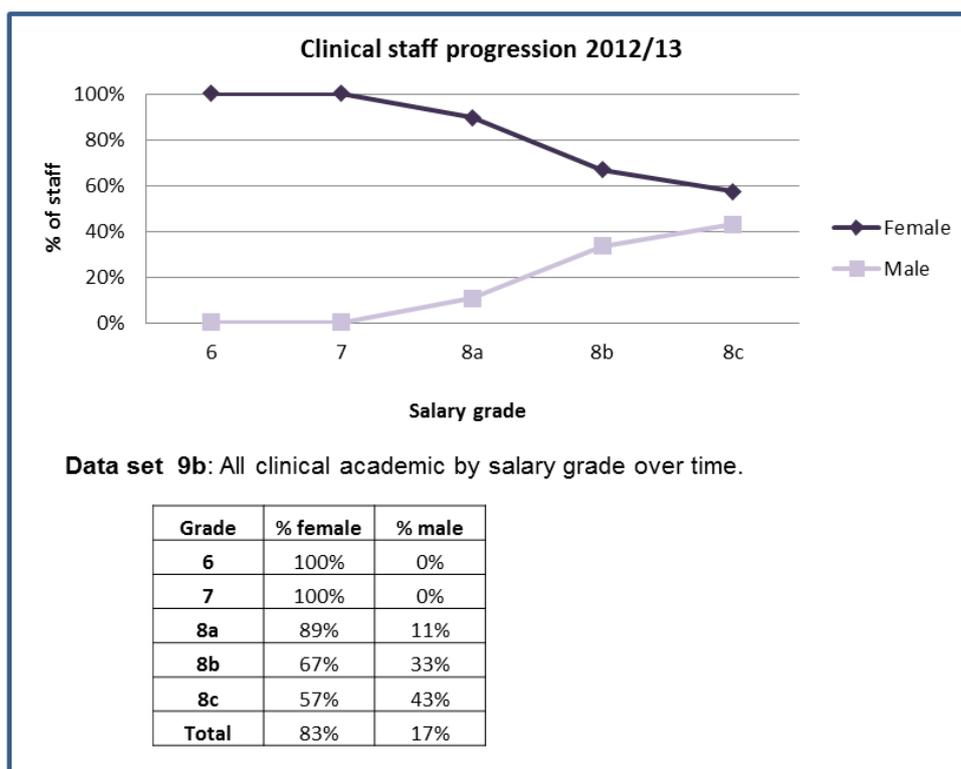


**Data set 9a:** All non-clinical academic staff at each salary grade over time.

Grade	Year	% female
Grade E	2008/09	81%
	2009/10	81%
	2010/11	74%
	2011/12	77%
	2012/13	48%
Grade F (fixed term)	2008/09	57%
	2009/10	77%
	2010/11	67%
	2011/12	70%
	2012/13	75%
Grade F (open ended)	2008/09	63%
	2009/10	75%
	2010/11	100%
	2011/12	67%
	2012/13	67%
Grade G	2008/09	71%
	2009/10	47%
	2010/11	60%
	2011/12	56%
	2012/13	54%
Grade H	2008/09	20%
	2009/10	33%
	2010/11	33%
	2011/12	33%
	2012/13	0%
Professor	2008/09	15%
	2009/10	14%
	2010/11	15%
	2011/12	0%
	2012/13	20%

For clinical staff the pipeline is more challenging given our interaction with and reliance on NHS partners (Data set 9b). Although females are in the majority across all grades, there is an attrition of females toward higher grades and no male representation at the two lowest grades. We aim to actively work towards putting in place workforce plans and through our funding bids ensure that there is equality of opportunity for clinical staff. The CEDAR AS subgroup will be key in this process (AP1.8) and we will work closely with them and HR as well as learning from other (external) Departments on what actions have had a positive impact elsewhere.

[666]



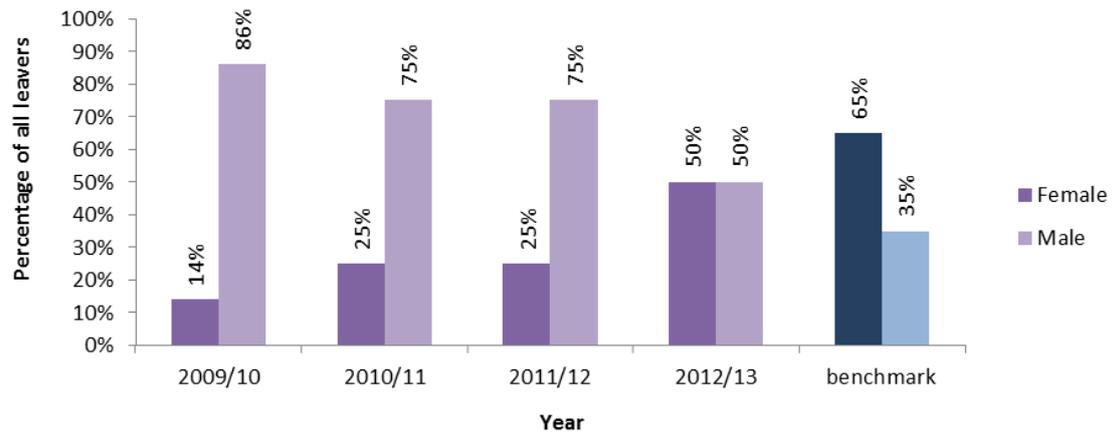
**3.2.2. Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Turnover of staff with open-ended contracts within the Department is relatively low (Data set 10a&b) with the majority of leavers being staff on fixed-term, externally funded contracts (e.g. R and E&S staff with funding from external sources). Data related to those individuals is therefore not included in either data set.

Among non-clinical staff, 3-7 people have left each year over the past 4 years, (28% female). Annual trends are difficult to interpret because of the very low number of leavers. For example, in the year where the number of female leavers exceeded the number of male leavers (2012/13), this was a difference of 2 vs 1. For clinical staff (Data set 10c), all leavers for the two reported years were female, but this is as expected given that females make up the large majority of staff (83% in 2012/13).

Since January 2013, exit interviews/surveys are offered to all leavers, including researchers on fixed-term contracts (AP3.9). The HoD conducts exit interviews with all leaving non-clinical open-ended contract staff. Anonymised results of these interviews are forwarded to the AS lead and presented directly to Department and College-level strategy groups. All staff members on fixed-term contracts are encouraged to either partake in a one-to-one interview or fill in a confidential exit questionnaire online. The outcomes of these exit surveys are reviewed annually. Uptake of exit interviews has been extremely good, with 5 out of 5 leavers having participated so far. We are currently rolling out this procedure to our clinical staff.

[248]



**Data set 10a:** Non-clinical staff leavers over time.

Year	Number of leavers	% of leavers as proportion of all staff		
		% female	Female	Male
2009/10		14%	2%	19%
2010/11		25%	2%	9%
2011/12		25%	2%	8%
2012/13		50%	6%	5%

**Data set 10b:** number of non-clinical staff leavers by grade and job family breakdown

*Data set 10b removed*

**Data set 10c:** Clinical staff leavers over time.

Year	Career Path	Number of leavers	% of leavers as a proportion of all staff	
			% female	Female
2011/12	R	0%	0%	0%
	E&R	0%	0%	0%
	E&S	0%	0%	0%
2012/13	R	0%	0%	0%
	E&R	0%	0%	0%
	E&S	100%	10%	0%

**4. Supporting and advancing women's careers:  
5000 words (5326 used – including 326 of our additional word allowance)**

**4.1. Key career transition points**

*Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

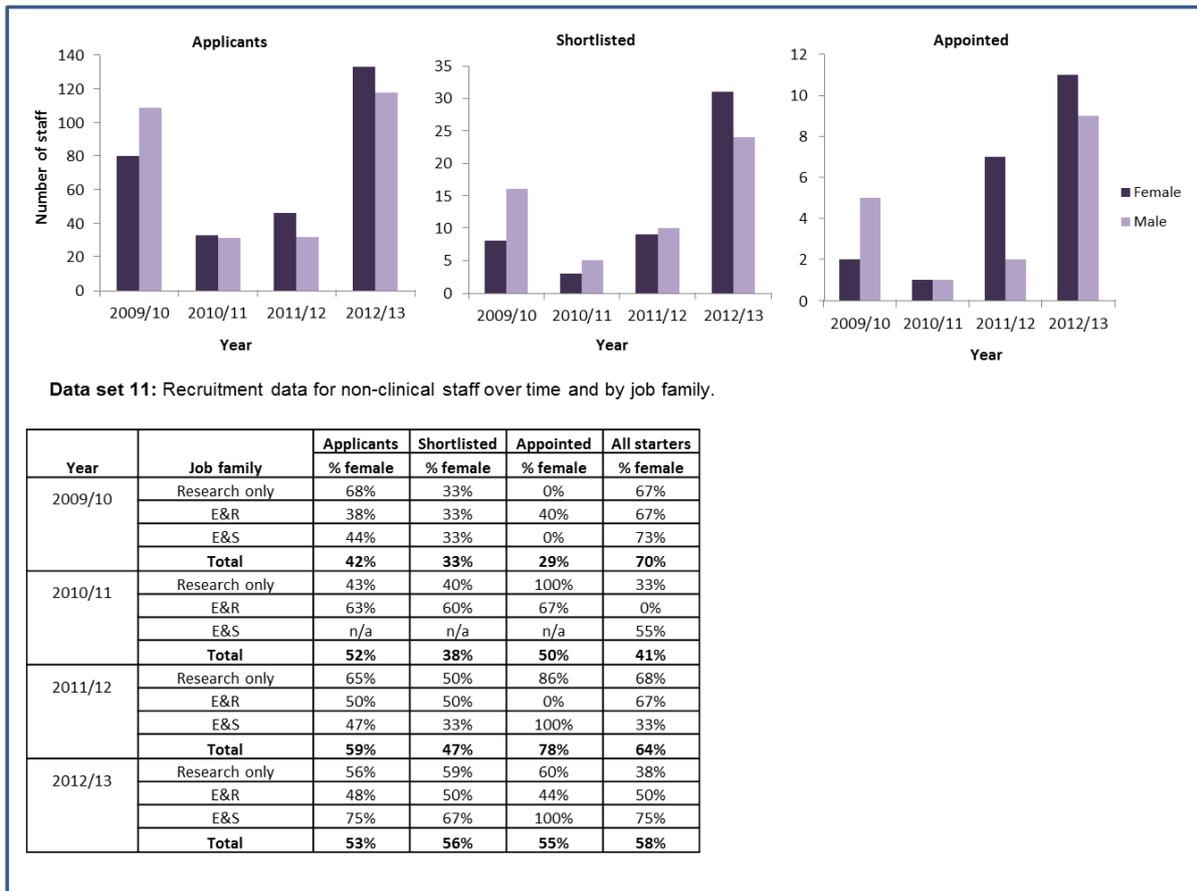
**4.1.1. Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

We have data from local records on non-clinical staff recruitment (Data set 11). From January 2014, all recruitment has been processed centrally through the HR e-recruitment system (AP4.5) and we will be able to monitor recruitment for all staff in the future (AP1.1).

Over the past four years, a smaller female:male ratio has progressed into a higher female:male ratio across the recruitment process. The data show that our actions have had a particularly positive impact on R positions, with an increase in attracting a higher percentage of female candidates from application to shortlisting to selection.

For E&R vacancies, there is some variability across the years, the number of female:male applicants remains low, suggesting that fewer talented women are applying. We have limited data on recruitment to vacant E&S positions.

Our recruitment actions have four focuses: (1) more accurate data collection procedures across all job families (AP4.5), (2) better preparation of our ECRs for a move to full academic posts (AP2.6; 3.12; 5.4; 5.6), (3) highlighting our family-friendly policies (AP6.14; 7.1-13), and (4) engaging in positive action to encourage qualified women to apply through formal and informal networks (AP4.8).



Our data show that the 30 selection committees which have taken place since 2009 have included at least one female staff member (Data set 12). Our initiative to introduce deputy roles will increase female representation on selection committees without overloading women in senior leadership roles (AP5.5).

[234]

Data set 12 removed

**4.1.2. Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.**

Lecturers in the E&R career path are appointed to a Professional Development Programme (PDP) of up to five years and their appointment and progression to Senior Lecturer status is confirmed upon successful completion of the programme.

Over the past 5 years, 17 individuals have been promoted in the department, 65% of them female.

We do not have data on promotion success rates for all grades, but we are working with the College to implement a procedure to track future data on number of individuals who apply

for promotion but are not successful, to assess any gender differences in application and success rates (AP1.4). We have implemented mechanisms to address pipeline leaks:

1. Dedicated webpages which are split into 'You Teach', 'You Research' and 'You Teach and Research' to replicate our career paths. These have information on promotion criteria and the process for being considered for promotion (AP3.3). Pastoral and outreach responsibilities are recognised in the promotion criteria and are pro-rated for part-time staff. Promotions for clinical staff are more complicated given the integrated link to the NHS and the associated terms and conditions of employment. We understand that this issue is being discussed at national level via the ECU Medical and Dental Advisory Group and look forward to guidance to assist with this element. In the meantime we are reviewing the documentation and processes currently in place to make these clear, easily understood and transparent (AP5.10).
2. We do not have a quota for promotions and promotion applications are considered at any time of the year. Promotion is discussed during annual Performance Development Review (PDR) appraisal (AP3.10). In May 2013 created a PRAC run by a senior member of staff who coordinates representatives from all staff grades and ensures a gender balanced membership (AP3.11). This Committee annually reviews the CVs of all members of staff and gives independent feedback to the HoD. The HoD then integrates this with feedback from career discussions at appraisal to produce a final list of staff members to be considered for the promotion process. PRAC panels also review CVs and provide short-lists for Department leadership roles. This process ensures that every member of staff is given equal consideration for administrative roles, particularly those that affect promotion.
3. We will run annual promotion workshops to cover the criteria for promotion at each level, for all career paths. These will be open to all staff, including those on fixed-term contracts. In response to feedback from staff where requests were made to have a promotion panel member at the workshop and the Dean will participate in the workshops (AP3.5);
4. Promotion criteria for all career paths are currently being reviewed to improve the consistency of criteria and processes for both applicants and managers (AP3.3).
5. We also have support mechanisms to assist our ECRs, including support for and wide advertisement of specialist grants for women in science. These are publicised via our online Researchers Toolkit (AP6.10), and training sessions specifically for female staff (e.g. the Springboard Programme: AP3.7; 3.8).

[501]

**Data set 13:** The number of all non-clinical academic staff receiving promotion from 2008/09 to 2011/12.

Year	% female
2008/09	60%
2009/10	60%
2010/11	75%
2011/12	0%
2012/13	67%

***For each of the areas below, explain what the key issues are in the Department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.***

***4.1.3. Recruitment of staff*** – comment on how the Department’s recruitment processes ensure that female candidates are attracted to apply, and how the Department ensures its short listing, selection processes and criteria comply with the University’s equal opportunities policies

All adverts contain information about staff benefits, including family friendly information (AP4.1). The “Working Here” pages were updated in 2012 to include gender balanced staff profiles and information on AS; the latter of which is also on all academic job advertisements (AP6.14). Template adverts, job descriptions and person specifications were created for all academic and clinical posts with Central HR to ensure equality. This ensures fair and equal criteria on which to select and shortlist applicants. Prior to posting, job advertisements and descriptions are independently checked by the College HRBP.

Potential applicants are encouraged to speak to a Department contact to find out more about the job role and the culture of the department. For applicants with partners working outside Higher Education (HE), HR provides advice on employment opportunities in the city and region. Interviewees (including Research and ECR posts) are given a tour of the Department and can meet informally with staff and PhD students. Applicants are given the opportunity to discuss flexible working and work life balance. Unsuccessful internal candidates are offered the opportunity to speak to a Learning and Development advisor to discuss development opportunities (AP4.7).

In January 2013 only a small minority of staff in post had undertaken mandatory Equality and Diversity (E&D) (2%) and about one third Recruitment and Selection (R&S) training (34%). Since then we have worked locally to increase the number of trained staff (Data set 14).

[234]

**Data set 14:** Equality and recruitment training completion for clinical and non-clinical staff (in March 2014).

Equality and Diversity training:

E&D	Non-clinical	Clinical
	% female	% female
Female	63%	20%
Male	61%	50%
Total	62%	22%

Recruitment and Selection training:

R&S	Non-clinical	Clinical
	% female	% female
Female	46%	3%
Male	58%	17%
Total	34%	6%

**4.1.4. Support for staff at key career transition points** – having identified key areas of attrition of female staff in the Department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

For non-clinical staff, our pipeline “leaks” at Grade F fixed-term to Grade F Lecturer and again at Associate Professor (Grade G) and above. For clinical staff the leak occurs at grade 8a. We have described in earlier sections our support for recruitment and promotion of women in relation to these career stages. Currently clinical staff in the E&S career path and we will be looking at whether the recently amended promotion criteria are suitable for those with a clinical background. Progression often occurs when new posts become available and we will also be addressing the perception that promotion is contingent on the availability of new posts (AP5.10).

In November 2013, in response to focus group feedback we established an Early Career Forum (ECF) for clinical and non-clinical PGs, postdocs and junior faculty (AP3.13) led by a new (work-loaded) Director of Postdoctoral Research (DPDR) (AP3.12). This Forum meets monthly during which the DPDR and HoD host informal discussions on career development opportunities, networking, and available support. In addition to other benefits, this has countered this group’s feeling of being ‘invisible’ (as expressed in focus group discussions).

Grant income and publication quality are key promotion criteria and key areas where staff have commented on the need for mentoring (e.g., “Would be good to have mentor with knowledge of research area for grants/papers”). We have conducted research to examine grant applications and publication strategies by gender (see Figure 6). In the past 5 years grant applications put in by females accounted for 30% of the total value of funds that were applied for. The number of applications submitted by female staff was 41% of grants when

compared to their male counterparts. Furthermore, female and male staff differ in their publication strategies such that female staff are more inclined to submit manuscripts to lower ranking journals than male staff on their first submission, and to show greater satisfaction in where papers are published, even when published in a journal ranked lower than that originally aimed for. We are using this data to provide female academic staff member and mentors with enhanced information, advice and support about grant and publication strategies.

[356]

#### **4.2. Career development**

*For each of the areas below, explain what the key issues are in the Department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

**4.2.1. Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

Promotion criteria for all career paths include research, teaching, business and community relations, including outreach, administration/management and pastoral care. This is openly published on our website so that applicants applying for vacancies can see this, while also informing existing staff about career pathways (AP3.3).

The College recognises that the criteria and information for R and E&R promotion requires review and update, including providing written guidelines on how periods of parental, caring and sickness leave can be accounted for in promotion applications. A wider HR review at the University level is currently updating these criteria in response to AS feedback. (AP3.3). As mentioned earlier, promotion routes for clinical staff can be more complicated and we have sought support to ensure that promotion routes and opportunities are clear for this key group (AP5.10).

We have described on page 31 the PRAC process for supporting promotion.

Annual PDR appraisals (AP3.10) are carried out by Academic Leads (ALs), who provide guidance, mentoring and coaching to staff. Previously all AL were male (4) and had a very limited mentoring role. In revamping our mentoring within the Department (AP5.7), we have increased the pool of trained ALs from 4 to 10 (6 women) and in response to staff comments and other forms of data collection, increased the role to include more structured mentoring. The list of ALs is published and staff are able to choose amongst the ALs, although to ensure a balanced workload, no AL can have more than four mentees. We recognise that choosing an AL is not trivial; guidance resources are given to staff to inform their choices (AP3.6).

In the 2012/13 round of PDRs, 31% of female academic staff compared with 57% of male academic staff completed a PDR. We were disappointed in this figure so put in place, additional workshops were offered to all academic staff (appraiser and appraisees) on how to

get the best out of PDRs. All academic appraisals are now reviewed by the College Dean (AP3.10) for general actions that the College can implement to support staff. Our aim is to ensure that we have a high completion rate (AP5.1). Clinical staff follow the same appraisal process.

Following discussions as a Department in December 2013 we agreed to introduce a deputy structure for key leadership roles with an associated workload allowance (AP5.5). This is a positive support mechanism which is seen as facilitating training roles for more junior staff and as a vehicle for developing the management talent pool. Suitable candidates for Deputy roles will be put forward by the PRAC committee in May 2014 and selected individuals will begin these roles in the new academic year.

We promote the University 'ASPIRE' (Accrediting Staff Professionalism in Research Led Education) programme which develops and accredits staff who teach and support students' learning. This is open to ECRs and clinical staff for personal development. It is accredited by the Higher Education Academy (HEA), and offers the opportunity for staff to gain both an ASPIRE Fellowship and the associated HEA Fellowship at one of four levels: Associate, Fellow, Senior Fellow or Principal Fellow.

Our Researcher Developer Programme provides PGRs and ECRs with professional development to enhance their research and employability. This is achieved through workshops, courses and careers guidance, funding to attend conferences and help designing their own development programmes. Researchers are able to develop skills such as: project management, presenting papers at conferences, rapid reading and writing of research material as well as core application and interview skills (AP5.8).

Our Research Knowledge Transfer (RKT) team offer support for research grant applications and provide an online repository of information called the "Research toolkit" (AP6.10).

Since promoting these support mechanisms through the PASWG we are delighted to have seen that in 2012/13, the uptake of training is 23% of all PGRs (26% for female PGRs) and 31% for all ECRs (31% for female ECRs).

[642]

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

Staff induction is mandatory for all new staff and also existing staff moving to a new role. Staff are informed on the induction procedures in their appointment letters and directed to the University induction web site. Each staff member is allocated an Induction Facilitator and notified of this contact prior to starting (AP3.2). Induction Facilitators are trained staff who work in the same location as starting staff. There are three levels to the induction process; University, College and job specific inductions, which occurs over the first three weeks of appointment.

The Department has now created electronic versions of our local induction materials, which includes information on maternity, parent and adoption leave, flexible working hours, part-time work, core hours for Department meetings, mentoring system, and committees and their membership (AP3.2). This has enabled new staff to quickly understand the structure and support within the Department. There is an additional induction checklist for clinical staff which dovetails with the Department's induction and provides information specific to clinical psychology.

All new staff are invited to a University induction talk and lunch hosted by the Vice Chancellor and Deputy Vice Chancellor team which provides staff with an opportunity to hear first-hand the overarching strategic objectives of the University, network with staff from other academic areas to start their in-house networks and meet members of the central Professional Services team to gain knowledge on the support and structures of the University. In week three the new staff member is talked through the personal development opportunities available and given further information on those specific to their role.

All new non-clinical staff meet with the HoD as part of their induction, new clinical staff meet with the Director of CEDAR and ECRs also meet with the DPDR. This ensures that staff are meeting with people who have knowledge relating to their role and career stage and on a one-to-one basis so they can be welcomed and integrated into the local academic community. This is an important part of our inclusive culture.

[334]

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

UGs and PGTs are mentored and supported by personal tutors. Staff are allocated personal tutees in their workload model, with students being free to change tutors at any point and to request tutors of a particular gender. Personal tutors provide pastoral and career support for students.

The University 'Career Zone' (AP2.11) provides a range of support mechanisms from dedicated careers and employment staff, including: finding graduate-level jobs, part-time and casual work, internships, careers service support and employability events. The Department also has an "employment officer" who provides specific support and guidance around careers and employability.

Career Zone includes the eXpert Scheme for students and recent graduates to contact alumni for advice and support. Alongside this the Career mentor scheme for PGs facilitates links with relevant professionals (AP2.11).

The Profiling for Success scheme is an online personal and career development tool for students. The main initiatives include: understanding values and learning style, evaluating career interests, identifying things students might find difficult and develop strategies to deal with these and understand how students relate to others in different situations (e.g. team work, leadership/management, socially).

A 'Peer Coaching Service' has been running for two years and has trained 60+ peer leaders who have supported 150+ UGs. The main aim of the scheme is to get our UGs familiar with working in an academic environment and have any questions about progressing into PG study answered (AP2.14). Locally, in 2012/13 the Department began a series of talks called "Psychology Prospects" where Psychology alumni (5 women, 4 men) talked about their career.

Our graduate destination data (DLHE (Destination of Leavers from Higher Education) 2011-12 Survey Data) support the high performance of our female UGs and their strong preparation for PG work and study:

- 49% of women and 33% of men used their qualification in their first job post HE
- 66% of women and 36% of men who were in further study sought a higher degree
- 69% of women and 70% of men felt that their experience prepared them well or very well for employment
- 94% of women and 89% of men felt their experience prepared them well or very well for further study

A similarly positive pattern can be observed with our female PGT destination data (DLHE 2011-12 Survey Data):

- 81% of women and 82% of men used their qualification in their first job post HE
- 66% of women and 40% of men who were in further study sought a higher degree by research
- 81% of women and 90% of men felt that their experience prepared them well or very well for employment
- 82% of women and 90% of men felt their experience prepared them well or very well for further study

'My PGR' (AP2.5) is an online tool for our PGR students which prompts and records meetings between students and supervisors and mentors to ensure that students are receiving uniform mentoring and supervision across the board. In addition, following focus group feedback we are currently revamping our PGR student mentoring to include a 'Buddy Up' scheme organised by PGR supervisors (AP2.10).

Training and career development courses are provided for Psychology PGR students by the University's Researcher Development Team. Attendance has been monitored by the Department from 2012/13 where we can see that these courses have been taken up by a

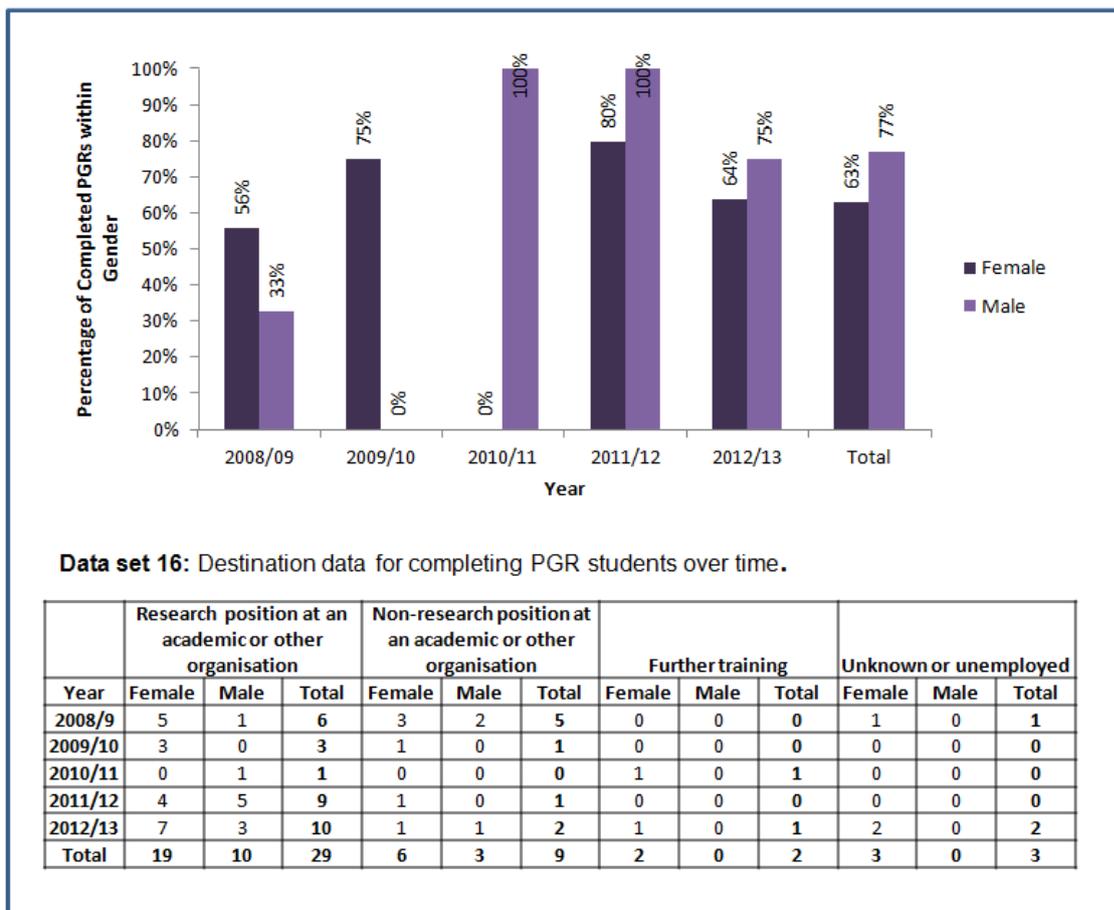
good proportion of female Psychology PGR students; 67% of attendees were female and 59% of female Psychology PGRs attended at least one course (Data set 15).

**Data set 15.** Overview of attendance of at least one training course by Psychology and Dclin PGR students in 2012/13.

	Female		Female Total	Male		Male Total	Grand Total
	PSY	Dclin		PSY	Dclin		
Percent of total attendees	67%	20%	87%	13%	0%	13%	
Percent of total no PGRs in department attending	59%	8%	24%	21%	0%	9%	20%

Our analyses show positive trends toward female PGR students staying in science (Data set 16). To maintain and increase this figure we provide mentoring and guidelines on publication (AP5.9) and have opened up the ECF to PGRs to show them what to expect in the next stage of the pipeline (AP3.13). We have also held well-attended seminars on “work/life balance” comprised of a sampling of female and male academics from junior (E grade) to senior (Professor) to promote awareness and knowledge of managing career demands in the face of co-existing family demands. We are pleased to have received feedback indicating that these sessions were helpful and we will continue to host similar AS related seminars annually.

[687]



### 4.3. Organisation and culture

Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

**4.3.1. Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

In Table 4 we can see that 22% of the members of the most senior CLES committee CEG are women. Senior Psychology committees are 34% (non-clinical) and 60% (clinical; Table 5) female, whereas the PRAC and less senior Psychology committees are up to 87% (non-clinical) and 78% (clinical) female. Female representation is particularly strong in Education, but less so in research committees.

Given the low number of female Associate Professors and Professors, to address gender imbalance on committees we introduced deputy roles for key positions to increase the pool of individuals qualified to take on more senior roles. We are particularly keen to encourage experienced mid-career women (Senior Lecturer) to put themselves forward for these deputy roles, especially in areas of research, where there is a particular imbalance.

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Table 4: Committee membership of non-clinical decision making groups.

Name of Committee	Purpose of Committee	% of Female Members
College Executive Group (CEG)	College level strategic planning, resource allocation and decision making	22%
College Education Strategy Group (CESG)	College education strategic planning and decision making	38%
College Research Strategy Group (CRSG)	College research strategic planning and decision making.	9%
Psychology Executive Group (PEG)	Discipline strategic planning and decision making	33%
Psychology Strategy Group (PSG)	Discipline strategic planning and decision making	25%
Panel on Promotion, Roles and Committees (PRAC)	Review and recommendation of individuals for promotion, roles and committees	50%
Psychology Research Strategy Group (RSG)	Discipline research strategic planning and decision making	20%
Psychology Education Committee (PEC)	Discipline Education planning and decision making (includes subject chairs)	58%
Education Management Committee (EMC)	Discipline Education planning and decision making (Academics and PS staff only)	53%
UG Staff Student Liaison Committee (UGSSLC)	UG Student/staff forum for communication and feedback (includes UG students)	74%
PG Staff Student Liaison Committee (PGSSLC)	PGT Student/staff forum for communication and feedback (includes PGT students)	87%
PGR Liaison Forum (PGRLF)	PGR Student/staff forum for communication and feedback (includes PGR rep/students)	60%
Ethics Committee	Discipline Ethics Committee to discuss/approve applications	40%
Health and Safety Committee	Discipline Health and Safety Committee planning and decision making	33%

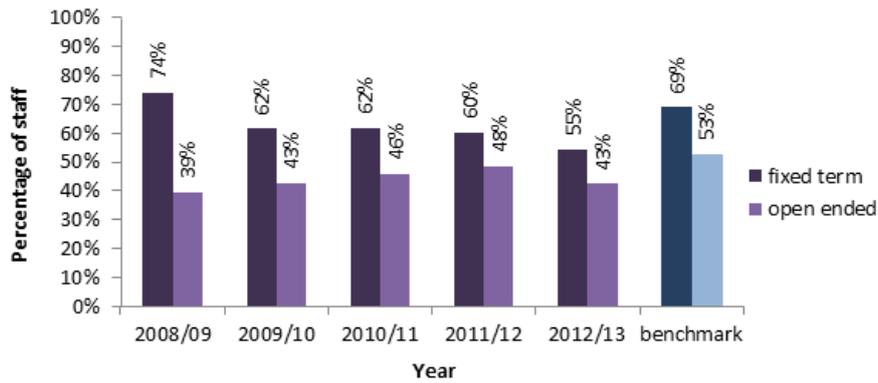
Table 5: Committee membership for clinical Decision making groups

Committee	Purpose of committee	% Female
Senior Management Group	Strategic planning and decision making within CEDAR	60%
Board of Examiners	Official Examination Board following vivas.	60%
CEDAR committee	Meeting of all Programme Leads of Clinical Programmes to discuss policy, strategy and current/future projects	58%
Mitigation committee	To consider all applications for mitigation from students on clinical programmes	50%
Doctorate in Clinical Psychology Training	Primary decision/policy making body for DCLIN psychology programme with external stakeholders	77%
Staff Student Liaison Committee	Student/staff forum for communication and feedback	78%

**4.3.2. Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.**

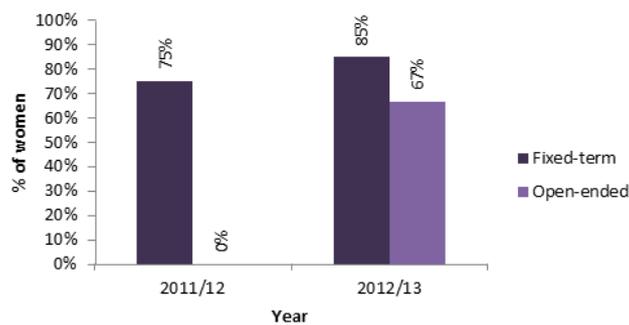
Since the 2009/10 academic year, fixed-term contracts have gone from 71% (57% of female staff and 23% of male staff) to 45% (51% of female staff and 39% of male staff) in 2012/13 (Data set 17a). Part of this change is due to the change in clinical staff contracts (see section 3.2.1) and the separate reporting of clinical staff (Data set 17b). With the onset of new NHS/Department of Health contracts in 2012/2013, we saw a growth in fixed-term clinical contract employees. The majority of clinical staff are on fixed-term contracts due to the nature of funding. There is no gender bias (data set 17b) in the proportion of female staff and male staff that are on fixed-term contracts. The relative proportion of clinical staff on open ended contracts is greater for male staff, but the number of open-ended staff is so small it is difficult to interpret if this is an indication of any bias, especially as numerically we have more women on open-ended contracts than men. 43% of our non-clinical open-ended staff are female, which is below the benchmark (53%; data set 17a). In the recruitment and promotion sections we have detailed our actions addressing these areas.

[199]



**Data set17a:** All non-clinical academic staff by contract type over time.

Contract type	Year	% females	% of total female	% of total male
Fixed Term	2008/09	74%	57%	23%
	2009/10	62%	78%	63%
	2010/11	62%	76%	62%
	2011/12	60%	64%	53%
	2012/13	55%	51%	39%
	benchmark	69%		
Open Ended	2008/09	39%	43%	77%
	2009/10	43%	22%	38%
	2010/11	46%	24%	38%
	2011/12	48%	36%	47%
	2012/13	43%	49%	61%
	benchmark	53%		
Total	2008/09	54%		
	2009/10	56%		
	2010/11	57%		
	2011/12	56%		
	2012/13	48%		



**Data set 17b:** All clinical academic staff by contract type

Contract type	Year	% female	% of female population	% of male population
Fixed-term	2011/12	75%	100%	100%
	2012/13	85%	93%	83%
Open-ended	2011/12	0%	0%	0%
	2012/13	67%	7%	17%

*For each of the areas below, explain what the key issues are in the Department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

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

Allocation of Departmental resources and setting business plans are ultimately the responsibility of the PEG. All staff participate in decision making via discussions with Research Group Leaders and ALs, during group/Department meetings and in the academic PDR process. Workload allocations made by PEG are informed by a review of the roles that individuals have previously held in an effort to ensure that all staff have the opportunity to take up roles that can put them in decision making positions, considerations of leave and the recommendations of the PRAC panels (AP3.11). Staff are encouraged to participate in University Committees. Monitoring of such participation is captured in the workload model, to ensure there is no over-burdening of individuals.

The University revised its Committee structure in 2007/08 and, as a result, various areas of University business, which had previously been governed by committee, are now governed through a mechanism known as dual assurance. This model uses Task and Finish Groups across the University to take forward consultation and reviews. This provides more opportunity for more staff to be involved in the wider governance of the University. The Groups are set up as required and publicised to staff who can self-nominate or be nominated by their Department and College. They last for a defined period of time; therefore staff workload is adjusted to allow engagement. Additional analysis shows that not only the gender balance but the allocation of types of committees/roles has a bearing on career progression which we explore further in 4.3.3.

[249]

**4.3.4. Workload model** – *describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.*

SWARM (Simple Workload Allocation and Resource Management) workload planner is used to simplify workload management (AP6.4). The system calculates every staff member's workload across their academic year and presents the data against others in the Department as well as breaking workload down by research, teaching, supervision, mentoring, pastoral duties, and administration roles. This helps to ensure that staff get recognition for the work they do and can compare their level of work against a departmental average. Pastoral care and outreach work are valued by the Department and are recognised in the model as well as during the appraisal process as being valuable.

The Department publishes an in depth breakdown of all teaching allocation with data being presented by module and by lecture/lab for transparency. Feedback from focus groups indicates that this has been relatively positive e.g. “improving with greater transparency”, and where there is further room for improvement, particularly in how many hours are “allocated” to tasks / roles. This has led us to implement fundamental changes to the system, including continuously auditing and updating our allocation of hours in SWARM and formalising workload hours for clinical staff, whose workloads were not represented in SWARM previously (AP6.4).

SWARM looks at *volume* of work, rather than the amount of recognition received (in a ‘career-boosting’ sense) from different types of duties. We are also conscious of the fact that there are various additional roles that all members of staff take on that fall outside of the SWARM model. In response to these two issues, the ASWG collected data from all members of staff regarding any roles/tasks they engaged in that were outside of SWARM. We then conducted an online survey of 11 senior members of staff asking them to rate roles (both work-loaded and non-work-loaded) in relation to their likely benefit (or lack thereof) for career progression. We found that as the level of “career boost accrued”, the likelihood of a female staff member being in that role (or performing that task) declined (Table 6).

Table 6: Mean career boosting ratings for administrative roles held by women and men within the Department.

<b>Gender of person holding role</b>	<b>Mean career boost rating for these roles</b>	<b>SD of career boost rating for these roles</b>
Female (13 roles)	3.08	.75
Male (9 roles)	4.01	1.5
Male, with HoD and DoR removed (7 roles)	3.38	.94

As a result it has been brought to light that we may need to do more than simply rely on work load models per se. Those roles that were rated as most career-boosting are roles most likely to be allocated to staff at senior levels (HoD, Director of Research, Strategic Research Committees, etc). From January 2014 we have implemented a system for ensuring that these biases are considered and individuals are given the opportunity to move between roles and to take on career boosting roles at key points in their career (AP6.4). In addition, in response to feedback from qualitative assessments the new AL mentoring system where ALs have a direct line to decisions regarding workload allocation, will make it easier for staff to have more say in the types of duties they undertake.

We have also conducted research examining the extent to which men versus women are engaged in non work-loaded “good citizenship” roles within the Department and across the University. We are using this information in the annual review process to ensure that women are not taking on a disproportionate number of non-workloaded roles (AP6.4).

[520]

**4.3.5. Timing of Departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the Department considers to be core hours and whether there is a more flexible system in place.

Core hours in our Department are 10am–3pm. Staff meetings and individual research seminars are scheduled within these hours. Departmental seminars are traditionally held at the end of the day (4-5pm). However, as of 2014/15, these will be scheduled from 1-2pm.

The Department encourages a range of social activities. In 2012 we instigated an annual “Christmas lunch”, held within core hours. Each research group also tends to have at least one social event per term outside of work hours where families are welcome. We are organising an annual summer picnic outside of work hours that can bring the whole Department together and is open to families (AP6.15).

We are finalising the production of a series of role model videos, which feature interviews with a gender balance of student and staff from within the Department, all at various career stages, from PG to Professor (AP9.6).

We created a Department AS website, to foster engagement with and information for staff and students, including resources, contacts and a confidential feedback form alongside links to our initiatives (AP6.8).

[174]

**4.3.6. Culture** –demonstrate how the Department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the Department, and includes all staff and students.

Staff feedback (AP1.4) indicates the Department is “friendly”, “engaged”, “supportive” and “helpful”. We have sought to actively promote female role models at all pipeline states e.g. departmental seminar series speakers (the average annual % females across the last three years has been 53%, up from a previous rate of only 10% in the two years preceding) and internal news and media highlights (average annual 0.7 female to male ratio in the last five years).

We have three coffee areas for staff and PGR students in the Department (clinical and non-clinical) and following suggestions made in our qualitative assessments we are planning a central social space. We have weekly staff coffee in one of these social spaces which provides an opportunity for staff to meet informally during core hours to build on both social and professional networks. Our photo boards identifying staff and students have been changed to run in alphabetical rather than hierarchical order.

We recognise the importance of role models is reflected in our celebrations for International Women’s Day 2014 which the Department supported and was featured in three of the four themes:

(1) “Been There, Done That” discussions were informal, interactive sessions, led by women at different stages of their studies and/or career honestly discussing how they made the move to the next stage.

(2) Inspiring through Research: Throughout 2014 the University is holding a gender related research seminar each month. Two female Psychology Professors, who research gender subjects, are both key note speakers.

(3) Each day in March the University featured the achievements of a different woman on the homepage of the University website, including two Psychology staff. These were promoted via Twitter and Facebook.

(4) Students and staff were asked to share which woman (or women) have inspired them via a photo montage event. This photo montage has been developed into a film providing a wealth of different and diverse role models and shared via YouTube. Students and staff from the Department participated in this event.

[330]

**4.3.7. Outreach activities** – *comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.*

Our widening participation activities are intended to improve awareness, raise aspirations and support progression to HE among under-represented groups in local and regional schools and colleges. We have two members of staff responsible for coordinating and overseeing outreach activities, with 330 workload hours combined (AP8.4). In addition to visits to schools (about 7 per annum with ~10 hours of staff time per visit), our activities include involvement in regional events such as “Big Bang Southwest”, and participation in University organised events, such as the recent celebration of International Women’s Day (AP8.3).

We enable Alumni to engage with potential and current students and are conscious of representing an equitable gender profile (AP8.2). For instance in 2013/14, there were 17 speakers (12 female) at Alumni events, 10 (7 female) of whom were Alumni. Moving forward we will monitor this as part of our annual data review (AP1.1).

We are currently producing a documentary style series of interviews with students and staff at various career stages, including UG and PG (AP2.8). This series is designed to promote a variety of role models, which staff and students (prospective and current) can identify with, and therefore be more confident in pursuing their own career/study aspirations.

[200]

**4.4. Flexibility and managing career breaks**

*Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

**4.4.1. Maternity return rate** – *comment on whether maternity return rate in the Department has improved or deteriorated and any plans for further improvement. If the Department is unable to provide a maternity return rate, please explain why.*

Our maternity return rate is 100% (Data set 18 plus one clinical staff member in 2013). Prior to leave individual meetings take place with the HoD to discuss needs for before, during and after leave taking. Keeping in touch days are promoted, which positively focus on the staff rather than the Department's needs. Each person is given an offer to meet with the Dean to discuss any aspect of their leave to discuss any requirements or needs they have relevant to teaching or research before, during and after their leave.

Staff who are pregnant or planning pregnancy can calculate their leave and associated pay via an online calculator. This has received positive feedback as staff can access information confidentially at the early stage of planning pregnancies.

[109]

*Data set 18 removed*

**4.4.2. Paternity, adoption and parental leave uptake** – *comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.*

Two non-clinical staff have taken paternity leave in the last 5 years and one clinical staff in the past 2 years. No female staff have yet taken paternity leave and there are no examples of adoption leave. When we asked staff during our qualitative data collection how they felt about taking paternity leave, the response was that fathers did not take leave because of the salary sacrifice, not because of the culture of the Department. We are pleased that in January 2014 the University, in response to this staff feedback, have increased paternity support leave to two weeks paid leave.

[100]

**4.4.3. Numbers of applications and success rates for flexible working by gender and grade** – *comment on any disparities. Where the number of women in the Department is small applicants may wish to comment on specific examples.*

Staff can request formal changes to their working pattern under the relevant parents and carers legislation and currently 2 male and 4 female staff have arrangements under this route. There is a second informal route where staff can then request times/dates during the working week when they would prefer not to be scheduled for teaching to accommodate parent and carer responsibilities. Currently 11 women and 6 men have applied for flexible teaching hours in 2014/15 (AP1.9).

[76]

***For each of the areas below, explain what the key issues are in the Department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.***

***4.4.4. Flexible working*** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the Department raises awareness of the options available.

To ensure trust and transparency, the 'Requesting a change to your working pattern' pages on the University's website outline the rights and responsibilities of both applicants and managers with regards to flexible working in considerable detail. The 'Manager's guide to requests for adjustments to working patterns', for example, describes in the eligibility, application process, grounds for refusing a request, review process, and right of appeal.

The Department raises awareness of flexible working arrangements through job adverts and as previously mentioned our 'Working Here' web pages and induction processes promote flexible working arrangements. Currently we have 2 male and 4 female non-clinical staff members that have formal flexible working arrangements. For clinical staff the process is currently more informal and we are working to formalise all aspects of their duties. In addition, on our agenda for future local data collection is a staff survey on working patterns (evaluation of part-time working, flexible working and work load) (AP1.4).

[156]

***4.4.5. Cover for maternity and adoption leave and support on return*** – explain what the Department does, beyond the University maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

We sought staff views on current maternity and adoption leave provision and in response to comments we created a Department process to support family leave (AP7.13):

(1) Based on the needs of the leave taker, consideration is given to how leave will be covered and the resources that are available both at Department and College level. Department resources are allocated by the PEG and where necessary requested from the College (AP1.2).

(2) Resources will be mobilised to provide cover for leave takers and relieve leavers of any feelings of guilt over burdening colleagues with extra work (AP7.11-13).

[97]

***5. Any other comments: maximum 128/500 words***

*Please comment here on any other elements which are relevant to the application, e.g. other STEM/M-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.*

Psychology at the University of Exeter celebrates its 50th anniversary this year so we are as a Department reflecting and celebrating. Stakeholders and Alumni joined current and former staff and students in a series of short presentations that celebrated the history of Psychology at Exeter and we wanted to ensure that the Charter principles and our wish as a Department for gender equality was represented at this event. The presentations included one on “how women are often chosen in preference to men for risky leadership roles”.

As indicated earlier this self-assessment process has provided us with positive mechanisms to review our practices and we are pleased to reflect on the considerable progress made to date and have a clear view on the further actions we wish to take.

[128]

## **College of Life and Environmental Science – Department of Psychology - Athena SWAN Action Plan 2014 – 2017**

### **Introduction**

This action plan forms part of Psychology Athena SWAN Departmental Silver Award. This document is more than an appendix to the application; it is a road map that (Name of Department making the submission) will use to track, monitor and review the progress and impact of agreed measures. The action plan will be updated three times per year for discussion at the Psychology ASWG. Additionally the overall plan will be submitted to the College's Senior Management Team annually and reporting through the University ASWG to the Equality and Diversity Dual Assurance Committee and ultimately to the Vice Chancellor's Executive Group.

### **Consultation**

There have been a number of methods of staff and student consultation; recurrent and single events. These include focus groups, focus boards (after events) and staff/student surveys. Those actions marked \*\* are as a direct result of consultation arising from Psychology ASWG work.

### **Objectives**

As part of the self assessment process nine broad objectives were identified.

1. Gathering and Assessing data
2. Supporting undergraduate and postgraduate students
3. Providing Support around Key Career Transition Points
4. Ensuring Fairness, Transparency and Competence in relation to Staff Appointments
5. Supporting Career Development Opportunities for Staff
6. Ensuring a Fair and Open Departmental Organisation and Culture
7. Providing Quality Maternity/Adoption/Paternity/Carer and Flexible Working Opportunities
8. Ensuring a Gender Balance in Outreach Activities
9. Providing Good Communication Channels and Opportunities to Share and Adopt Best Practice

The action plan is constructed around these nine objectives.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
1	<b>Gathering and Assessing Data</b>				
1.1	Annual monitoring of data and reflection on the impact of interventions	Psychology ASWG, Psychology ASEG, AS Project Officer and Assistant Director HR	Initial data gathering completed in September 2012	Updated annually starting February 2013	Annual check that the measures implemented are having a positive impact we anticipated and if not reflecting on what changes need to be made. Report to College SMT on findings.
1.2	Interpret, monitor and report the progress of the Action Plan with recommendations for future change and improvement.	Chair of Psychology ASWG, Psychology ASEG, College Manager	January 13	Twice per year for the Psychology ASWG and ASEG with an annual report to College SMT	Ensuring that resources allocated to Action Plan are included in the business plan.
1.3 **	Develop targeted focus groups with staff and students in response to the analysis data to further explore key issues where relevant	PASWG	This has taken place in Feb, Mar, June and July 13	Annually April – July, 2014 - 2017	In addition to the ongoing Psychology ASWG work, consult with staff and students to reflect on changes made and seek ideas for further changes.
1.4 **	Survey staff with anonymous on-line surveys on specific topics and publicly displayed post-it note question and answer sessions	PASWG, PASEG	This has taken place in Mar/Apr 13 (post-it) and Nov 13 (surveys)	Twice per academic year from 2014-2017	In addition to the ongoing Psychology ASWG work, consult with staff and students to reflect on changes made and seek ideas for further changes. Initial surveys have been aimed at understanding the publication strategies and working patterns of academic staff.
1.5 **	Review and monitoring of staff roles within Psychology.	PASEG	November 2013	Annually March – May 2014 - 2017	Ensure that roles are distributed fairly in terms of the degree to which they have a positive effect on career progression. By monitoring annually we can rotate roles among staff to balance any inequalities.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
1.6 **	Review the data from the three AS surveys, interpret data and identify relevant recommendations for Psychology.	Thekla Morgenroth, Psychology PhD Student, Psychology ASWG	Commenced September 2012 until September 2015	Every 18 months (3 times ) until 2015	This quantitative data will be highly influential for further action plans and priorities. It will provide comparison data from across the institution and across years.
1.7	Equal Pay Audits	Central HR	2010	Embedded	Equal pay audits carried out annually. Outcomes reporting through E&D Committees and to Deans.
1.8 **	Establishment of a CEDAR Athena SWAN sub-group that reports to PASWG	PASWG	June 2014	Termly meetings reviewed June 2017	CEDAR AS group will meet regularly to discuss AS and enact the PASWG Action Plan. 2 members of the CEDAR ASWG will sit on the PASWG.
1.9	Collect data for flexible working applications and success rates	Dean's Office , HRBP and Central Timetabling	March 2014	Annually, August 2014 - 2017	Assess effectiveness of workload changes and update family friendly procedures/support.
<b>2</b>	<b>Supporting Undergraduate and Postgraduate Students</b>				
2.1	Update the undergraduate and postgraduate online prospectus to show our commitment to the AS University level Bronze Award principles.	College and Central Marketing Teams	January 2013	Annually, January 2014 -2017	Promote our continued commitment to a balanced representation of women at every level of study.
2.2	Review the recruitment process for PhD opportunities, including a focus on preventing unconscious gender bias.	Psychology ASWG, University ASWG, University Graduate Faculty	Review commencing May 2014	Date for implementation will be defined as part of the review	Working group set up to review all elements of PhD recruitment from advertising opportunities, through application and selection process to ensure that this continues to encourage a high level of female applicants and appointments.
2.3	Respond and action student feedback	PESG, PASWG	May 2014	Annually each May 2015-2017	The Module And Course Evaluation (MACE) carries out all evaluation on-line, in an anonymised way and via a standard web browser interface. These will be checked for any actions relating to gender issues by the Education Strategy Group who will ask the Psychology ASWG to take forward any gender items
2.4	All staff to have successfully completed E&D	HoD	January 2013	Monitored	Our ambition is to have a 100% completion rate.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
**	Training			annually thereafter	
2.5	Implement MyPGR system within the Department	Research Support Team	August 2012	Embedded	Enhanced monitoring and tracking of the support of PGR students.
2.6 **	Early Career monthly information exchange sessions with HoD and Post doc (DPDR) and PGR (Directors of PGR) mentors	HoD	December 2013	Monthly	Uptake of this is an indication of the engagement of these communities within the department. It is an important forum the EGR community to gain to gain insight into what is going on in the department, how the department operates and any issues directly related to its members. In addition, it is an opportunity for members of this community to have a direct line of communication to the HoD.
2.7 **	Mentoring and feedback for students is being tailored to implement actions generated in the analysis of student survey data.	PSY UG Edu team	September 2013	September 2014 - 2017	Reports of 'burnout', 'study ambition' 'study demotivation', 'skills fit' and 'perceived performance' will be key monitoring points for the UG population in psychology.
2.8 **	The production of a series of documentary style interviews with academic staff of all grades to post on-line as a resource for students at all levels.	PSY ASWG	July 2014		Students will be better informed about how staff have attained their current positions, their career aspirations and how they balance work and life will hopefully make role models 'more human' and potentially a greater source of inspiration. Video production began in March 2014.
2.9 **	Create and implement Discipline specific training for PhD supervisors	Directors of PGR	November 2013	Annually November 2014 - 2017	PSY specific training is in addition to the central UoE training. The local training will be updated annually in line with feedback from PGR students, supervisors and in line with AS principles.
2.10 **	Mentoring for postgraduate students	Psychology Directors of PGR, Directors of PGT, PGR Supervisors	October 2013	Embedded	Directors of PGR provide mentoring and pastoral support for the Psychology PGR community while the Directors of PGT fulfil this role for the PGT community. This ensures a uniform service to all members of these communities. Additional career mentoring is provided by supervisors who are also responsible for sourcing an

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
					appropriate "Buddy" in our 'Buddy-Up' scheme where PGRs have a mentor that is one step 'ahead' of them in their progression.
2.11	Promote engagement with the University's "Career Zone" which provides a number of support mechanisms for staff and students including the Career Mentor Scheme, which gives second year UGs the opportunity to work on a one-to-one basis with a professional working in their chosen future profession.	MyCareerZone	May 2013	Embedded	Indicate the uptake from the department and positive impact on female student career progression in academia.
2.12 **	Develop materials to raise awareness about 'memory bias' i.e. the possibility that male students 'stand out' because they are proportionately fewer.	PASWG, HoD, Director of Education	June 2014		Increase awareness of potential memory bias throughout the Department.
2.13 **	Make available average mark distribution graphs for each course component.	Personal Tutors	September 2014	Pilot for 1 academic year	UG students will have a more realistic assessment of their performance relative to others in their cohort. It is anticipated that this will have a confidence boosting effect for female students particularly as survey data indicates that they more often perceive their performance to be lower than it actually is, whereas male students show the opposite. Measures of 'confidence' and 'burnout' will be measured in later iterations of the student survey being carried out by our PhD student (AP 1.6).
2.14 **	Promote the use of peer coaching in mentoring UG students and informing them about PG study.	Psychology Education Strategy group, SSLCs	January 2012	Embedded	Positive feedback from students through SSLCs and course evaluations.
3	<b>Providing Support at Key Career Transition Points</b>				
3.1	University induction talk and lunch hosted by the Vice Chancellor and Deputy Vice Chancellor team.	Staff Learning and Development	New staff lunches are held termly (commenced	Embedded	All new staff invited to attend. Positive feedback from new staff including feeling of belonging and understanding of the University structure.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
			at University level in 2003)		
3.2	A local induction process is in place in the Department, led by an induction facilitator. All new staff to be informed of the induction process at the time of their appointment and electronic of induction materials have been made available for when they arrive.	Central HR HoD, Induction Facilitator	September 2009	Embedded	Monitor the induction evaluation feedback and report any gender specific issues to the Psychology ASWG.
3.3	Publish promotion criteria for each job family; Education and Research, Education and Scholarship and Research	Central HR in consultation with College(s)	October 2006	Third review of web pages started June 12 and concluding May 14	Promote outcomes via focus groups, Psychology ASWG, staff newsletters and the AS website.
3.4 **	College Welcome meeting for new starters. New starters on fixed-term contracts (Post-doctoral researchers and PhD students) will receive an additional welcome by our local team (HoD, DPDR, DPGR) to ensure that they feel welcome in the department, know who their key points of contact are and get to meet other ECRs.	College HRBP, HoD, DPDR, DPGR	September 2013	Embedded	Attendance will indicate the degree to which we are reaching new members of the department. All feedback will go the Psychology ASWG.
3.5 **	Annual workshops focusing on promotions, including good practice for writing promotion documentation, views of people who have been through the process.	College HRBP, HoD	May 2014	May 2014 - 2017	Increase the number of female staff applying for and gaining promotion.
3.6 **	Guidance provided for staff when choosing an academic lead. ALs fulfil an academic mentoring role to include discussions around promotion.	PASWG, HoD	March 2014	Annually March 2015-2017	Yearly PDRs are carried out by the AL, which includes discussions about promotion. PDR return rates are monitored by the College. Guidance is intended to give staff an informed choice about who to have as their AL.
3.7	Springboard - a personal development programme designed especially for women	Staff Learning and Development	Academic year 2013/14		Through the PASWG we are promoting this course

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
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3.8	Aurora Programme – A leadership development course for senior academic women.	Staff Learning and Development	October 2013	Pilot course	There is currently 1 attendee from Psychology and a total of 24 attendees from Exeter.
3.9 **	Increase the uptake of Exit questionnaires: a) Implement localised Exit interviews with HoD and alternative online questionnaire option b) Contribute to the central review of Exit questionnaires	HR Policy and Reward Team and College HRBP	Local exit process in place January 2013  Revised University process implemented January 2014	July 2014 (inclusion of clinical staff)	Locally, 5 from 5 leavers have completed the exit interview/questionnaire so far and we are in the process of rolling out to clinical staff.
3.10	Ensure that academic staff are aware of promotion criteria and career progression through PDR appraisal, and further, that all those who are able to apply for promotion have done so, or are encouraged to.	Academic Leads, HoD, College Manager, College Dean	January 2013	Annually	All PDRs are collated by the College Dean and College Manager for review. Increase in applications from female academics for promotion.
3.11 **	PRAC to consider every individual for promotion on an annual basis	PRAC	May 2014	Annually May 2015 - 2017	Increase in applications from female academics for promotion.
3.12 **	The creation of a workloaded mentoring role for post-doctoral researchers who leads on the Early Career Research Forum	DPDR, HoD	November 2013	Embedded	Role has been created and is operational. The role is allocated 80 hours in the SWARM model.
3.13 **	The Early Career Research Forum – a network for ECRs, also opened up to PGR students	DPDR	March 2013	Embedded	The Forum is intended to ingratiate ECRs within the department and use their views to inform the AS self-assessment process. Annual evaluation of the Forum is conducted.
<b>4</b>	<b>Ensuring Fair, Transparent and Competent Staff Appointment Procedures</b>				
4.1 **	Update the text for job adverts to include reference to our AS activities to promote the initiative and encourage female applicants	College HRBP	January 2013	Embedded	All academic job adverts now have reference to AS contained within them.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
4.2	Ensuring that the criteria for selecting applicants for vacant posts is consistent, fair and adheres to Equality Policies	Central HR and recruiting academic line managers	June 2011	Embedded	A published criterion ensures the process is transparent.
4.3 **	The Department will ensure that all members of staff who sit on interview panels have undertaken Recruitment and Selection training.	Dean's Office, HoD	January 2013	Termly reports	Mandatory training reports are run on a termly basis and reviewed by the Dean's Office.
4.4 **	All academic jobs to be advertised with job share or part time as an option, where possible.	College HRBP	December 2013	Embedded	Review number of female applicants and appointments to see if this has increased as a result
4.5	Recruit all academic posts (including research posts) via the Trent e-recruitment system.	Employee Services	January 2014	Review September 2014	Centralisation of all e-recruitment started in January 2014. Gender data for all recruited posts will be available for monitoring in the future.
4.6	Gender Balance on interview panels	College HRBP	January 2013	Review January 2014	All panels interview panels to include female representation without over burdening female staff.
4.7	Arrange feedback sessions to unsuccessful internal interviewees following job applications	Chair of interview panels	April 2012	Embedded	Promote this support mechanism and monitor uptake via annual data collection.
4.8	Positive action: encouraging women to apply for senior posts	All staff	January 2014	Embedded	All staff are asked to consider actively encouraging women in their professional contact network to apply for advertised positions in the Department, in particular senior positions by forwarding adverts to appropriate individuals
<b>5</b>	<b>Supporting Career Development Opportunities for Staff (please also see section 3)</b>				
5.1	Ensure that all staff have a formal appraisal	Dean's office, CLES Athena SWAN Officer	April 2013	Annually monitored April 2014 - 2017	Completion rates are fed back to HoD and PASWG .
5.2	100% of appraisers to have received training prior to carrying out an appraisal.	HoD	May 2013	Annually	Feedback from staff survey will provide data on the quality of appraisals and show whether training of appraisers has had a positive impact.
5.3	Researcher survey for the HR Excellence in	Central HR with Vice	May 2013	May 2015	Assess career support needs and allocated strategy

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
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	Research Award	Dean of Research		and May 2017	resources to meet these.
5.4 **	The allocation of funds for conference attendance and career development are allocated in a fair and transparent way	Department Director of Reserach	April 2013	April 2014 - 2017	Support for staff who do not have funds available to partake in these opportunities. All staff are invited to submit requests and uptake is monitored and reported to ASWG.
5.5 **	Introduction of deputy roles to develop capacity within the Department and provide opportunities for individuals to gain experience in decision making roles therefore having a wider pool of candidates for senior leadership roles.	PEG, HoD	Roles will be assigned in May 2014 and implemented in September 2014		A move toward more women in senior leadership roles and greater representation of women on decision making committees.
5.6	Make sure that staff and students are aware of the training available to them	College Management Team, ALs	2012	Embedded	Briefing sessions for Academic Leads and supervisors to be run on available support mechanisms.
5.7 **	Within the Department we have introduced a workloaded mentoring scheme where staff choose their mentor from a pool of trained senior staff. Included in the mentor role is the review of manuscript and grant submission decisions.	HoD	May 2014	Annually, March 2015 -2017	Staff had indicated their top two mentor choices by the end of March 2014. Mentor allocation has now been coordinated by the HoD. Our success measure will be Positive feedback from staff regarding the new mentoring scheme.
5.8	Promote the use of the Researcher Development Programme	Researcher Development Team	April 2012	Embedded	Promotion through ECF, DPDR channels. Uptake monitored through the Careers in Research Online Survey and Postgraduate Research Experience Survey, which take place annually.
5.9 **	Provide information and guidance on publication	ECF, DPDR	March 2014	Embedded	Guidance is provided through the ECF where we have already held discussions, such as "The REF, and what it means to post-docs". Early Careers staff will be better informed and supported when developing their publication portfolio.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
5.10 **	Review documentation and processes currently in place to ensure that promotion routes and opportunities for clinical staff are clear	CEDAR ASWG, PASWG and HR	Review to commence in June 2014		Clearer progression opportunities for clinical staff to progress as UoE employees.
<b>6</b>	<b>Ensuring a Fair and Open Organisation and Culture</b>				
6.1 **	Monitoring all of the media and web profiling of Psychology Women. including how we represent our staff and students on photo boards.	College Marketing Team and Central Marketing Team, Psychology ASEG	May 2013	Embedded	The Central team have in place a formal monitoring process. Within the Department the Psychology ASEG performs a visual audit of materials within the building and monitoring of representation of women in Department news sources.
6.2 **	Ensure that College and Department meetings take place within core hours.	Dean and College Manager	November 2012	Embedded	It is written into the terms of reference that all meetings now run within core hours, between 10 am and 3pm. we are monitoring attendance at these meetings to ensure that particular staff are not excluded from attending.
6.3	Publicise the Protection of Dignity at Work and Study Policy and the Reporting Incidents of Discrimination Procedure.	College HRBP and Assistant College Manager (External Relations, Internationalisation, Communication and Alumni)	April 2013	Embedded	Information is now contained in the Induction Materials for new staff and has been highlighted to existing staff via newsletters
6.4 **	Review the data in the Workload allocation system (SWARM) so there is no unintended gender bias and that all academic duties are recognised. All roles and the people in them are posted on the staff intranet so that there is transparency in how individuals are contributing to duties within the department. We have also instituted an Education Citizen Allocation in the workload model which is monitored by the DoE to ensure that staff contribute equally and no one individual is overburdened with additional	PASEG, DPDR	May 2013	May 2014 - 2017	Workload allocation is audited by the PASEG on an annual basis to ensure there is an equal distribution of roles and duties in accordance with their career boosting capacity

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
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	teaching related duties that do not fall within their normal workload.				
6.5 **	Consult with the Psychology ASWG on honorary degree nominations	HoD	September 2013	September 2014 - 2017	Take into account the Athena SWAN Charter principles when considering honorary degree nominations to ensure that there is female representation in the nominations.
6.6 **	AS updates added to monthly staff meetings as a standing agenda item to ensure that AS is communicated to all staff and there are ongoing opportunities for all staff to contribute feedback and ideas.	PASWG Lead	Nov 2012	Embedded	Engagement of staff during updates and following updates.
6.7 **	Report to the College Executive and AS University Working Group on actions undertaken by Psychology ASWG.	College Manager	1 August 2012 continuing with reports	Monthly summary reports to College ASWG and University ASWG	Working with the University and College working groups provides access to other departments and the opportunity to share best practice.
6.8 **	Keep the Psychology AS web pages up to date with information on relevant upcoming events, and information	Athena SWAN project Officer, PASEG	September 2013	Embedded	Web pages, which are both externally and internally facing are live and regularly updated to reflect Charter work within Psychology.
6.9	Support decision making to staff to assessing those who will be included within the REF	Directors of Research	March 2012	October 2013	Procedures and policies in place for assessing gender in relation to REF exercise. Reflect on submission and gather data on gender of those being submitted at REF census date.
6.10	Promote the 'Researcher Toolkit'	Research and Knowledge Transfer	December 2012	Embedded	Online research support database which has specific sections on ECR funding and specific support for female orientated funding opportunities (e.g. L'Oreal).
6.11	Research Focus Week'	Research and Knowledge Transfer	May 2013	May 2014 - 2017	There will be short training / information sessions aimed at ECR to refresh memories on support available for research grants. Within these sessions AS will be included to promote the Charter.

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6.12 **	Maintaining an awareness of the importance of having a gender balance in the number of female Visiting Professors, researchers and seminar speakers.	PASWG	November 2011	Embedded	Maintaining a gender balance close to 1:1 as we have done for the past 3 years.
6.13	Promote the resources available for those choosing the education career path	ALs, DPDR, ECF	April 2012	Embedded	Promote resources through PDR discussions and ECF.
6.14	The University's "Working Here" web pages have been updated to include information on Parent/carer support, maternity provision and flexible working etc. Staff profiles are now gender balanced.	Employee Services	2012	Embedded	Encourage more women to apply.
6.15 **	Annual Summer picnic	PASWG, DPDR, HoD	June 2014		An opportunity to for all members of the Department to socialise. The intention is to make it an event that will be equally accessible to everyone, regardless of caring responsibilities. Success will be assessed according to the enthusiasm, engagement and attendance of the Department.
<b>7</b>	<b>Providing Quality Maternity/Adoption/Paternity/Carer and Flexible Working Opportunities</b>				
7.1	Increase awareness of University policies	Assistant Director (HR)	August 2012	Embedded	Information put on AS website to highlight the support available. University of Exeter AS Twitter account and E&D Facebook page are used to publicise events.
7.2	Confidential maternity/adoption meetings	College HRBP	February 2002	Embedded	One to one confidential meetings to explain maternity/adoption leave policies, discuss support prior to and on return from leave, use of Keeping in Touch Days.
7.3	Confidential Occupational Health Support	Occupational Health Team	February 2012	Review scheduled July 2014	Supported maternity risk assessments in place, via an online form. This has seen an increase in informal adjustments to workload for pregnant staff, especially those who are laboratory based
7.4	New Parents and Carer network established.	Assistant Director of	January 2014	January	The success of the network will be assessed by its usage

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
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**	This is a voluntary buddy-up system whereby staff and students who share similar caring responsibilities can meet up for informal mentoring and support.	HR		2015	among staff and students.
7.5	Salary sacrifice scheme for child care vouchers. The University operates a childcare voucher scheme enabling parents to choose a child care provider of their choice. They purchase vouchers in a way that saves them tax and NI contribution. This is flagged to all staff when they enquire about maternity and/or paternity leave.	Central HR	September 2005	Provision reviewed in 2012	Information is also displayed on the web pages for parents and included in induction material for new staff.
7.6	Online maternity leave and pay calculator. Staff who are pregnant or planning pregnancy can calculate their leave and associated pay.	Central HR	April 2009	n/a	This has received positive feedback as staff can access information confidentially at the stage of planning pregnancies.
7.7	Review Nursery Provision.	Campus Services (Streatham)	August 2013	December 2014	Enhanced and increased nursery provision for staff and students.  Report to University, College and PASWG.
7.8	University of Exeter Sport's holiday camps run during vacation time.	University of Exeter Sport	September 2008	Each School holiday	Increased options for activities for parents to choose from in the vacation period.
7.9	Review of Adoption and maternity pay	Central HR and University ASWG	September 2013	Completed January 2014	Enhanced provision implemented.
7.10 **	Provide cover for female academic staff on maternity. The department will assess whether funds are available to provide necessary cover and where not the College has made a commitment to do so.	HoD, Dean of College and College Manager	November 2012	Embedded	Our success measures are uptake of full maternity leave and indications of satisfaction with leave and return.
7.11	Dean offers to meet with staff prior to maternity leave to discuss any concerns, cover arrangements, return and to raise the support	Dean of College	November 2012	Embedded	Our success measure is uptake of full maternity leave and indications of satisfaction with leave and return.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
	available.				
7.12 **	HoD meets with individuals to discuss local needs pre-, during and post-leave. Resources are allocated and provisions made by PEG to accommodate leave takers. Dissemination of Department leave policy that this is transparent for all staff.	HoD	January 2013	Embedded	Uptake of full maternity leave and indications of satisfaction with leave and return plus positive attitude toward leave takers within the department.
7.13 **	New Parent and Carer Guidelines issued and piloted within the College	HRBP, College Manager, College Dean, PASWG	February 2014	February 2015	New guidelines were produced in direct response to the experiences of carer leavers within the College. Following a year long pilot implementation, the guidelines will be reviewed according to feedback from staff members who are taking, or considering taking Carer leave.
<b>8</b>	<b>Ensuring Gender Balance in Outreach Activities</b>				
8.1 **	Gender balance in providers of outreach activities.	Psychology Outreach Officer	January 2013	Embedded	Balance in representation during outreach activities and positive feedback from those engaged.
8.2 **	Alumni Engagement	Development and Alumni Team	September 2013	September 2014 - 2017	Explore the existing networks and consult on how these can be used within Psychology
8.3 **	Participate in University events such as Big Bang South west & International Women's Day.	PASWG, Central HR, CLES ASWG	April 2012	Embedded	Encourage men and women to take up Psychology and to maintain a gender balanced representation of our Department.
8.4 **	Invest in additional administrative support for Outreach activities.	Psychology Senior Management Group	January 2013	Embedded	330 SWARM workload hours are allocated to WP and outreach activity.
<b>9</b>	<b>Providing Good Communication Channels and Opportunities to Share and Adopt Best Practice</b>				
9.1 **	Share and learn from best practice across the University in relation to AS initiatives	PASWG Chair	September 2014	Every month during term time	Keeps the group informed of other departments AS work as well as University changes and improvements.
9.2 **	AS "launch" event. Joint event with the other STEM/M Colleges at Exeter to promote the	Assistant Director HR and College	30 January 2013	Complete	Over 90 staff and students attended the event.

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	project. Key note speech given by Professor Teresa Rees CBE followed by a Q&A Session, networking including feedback from staff on AS topics to gain views and consult	Alumni and Marketing Teams			
9.3 **	Female Role Models from the Department at University level	Research and Knowledge Transfer and Vice Dean of Research	March 2013	Embedded	Review the statistical analysis of the gender split of speakers at University events and VIP visits to ensure that we are promoting female role models and providing equality of opportunity.