



Athena SWAN Silver Department Award Application

Name of University: University of Exeter

Department: Psychology

Date of application: December 2015

Date of University Bronze Athena SWAN award: November 2014

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

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

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

Contents	Page	Word Count* (how much additional word count used)	Word Count Limit
1. Letter of endorsement from Head of Psychology	3	522 (22)	500
2. The self-assessment process	5	1005 (5)	1000
3. A picture of the Department	12	2521 (521)	2000
4. Supporting and advancing women's careers:	36	5418 (418)	5000
5. Any other comments	70	221	500
6. Action plan	72	n/a	n/a
7. Case Studies	118	1000	1000

* Word count is shown in brackets at the end of each subsection and the total at the start of each section. This application was awarded 1000 additional words due to its clinical and non-clinical nature. We used 966 additional words of this 1000 additional word count.

Abbreviations table:	
AL	Academic Lead
AP (#)	Action Plan (reference number)
AS	Athena SWAN
ASWG	Athena SWAN Working Group
CEDAR	Clinical Education Development and Research
DPDR	Director of Postdoctoral Research
ECF	Early Career Forum
ECR	Early Career Researcher
E&R	Education and Research (career path)
E&S	Education and Scholarship (career path)
HoD	Head of Department
PASEG	Psychology Athena SWAN Executive group
PASWG	Psychology Athena SWAN Working Group
PDR	Performance Development Review (appraisal)
PEG	Psychology Executive Group
PGR	Postgraduate Research (student)
PGT	Postgraduate taught (student)
PRAC	Promotion Roles and Committee
PSG	Psychology Strategy Group
R	Research (career path)
SWARM	SWARM (Simple Workload Allocation and Resource Management)
UG	Undergraduate (student)

Table A: List of acronyms and abbreviations used in document.

Bold text indicates areas of impact since our Bronze award. Word counts include boxes but excludes tables, figures, datasets, and headings.

Action point reference, e.g. '(AP1.01)' refers to action point 1.01 on the action plan.



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

7th December 2015

Dear Ms Dickinson,

I am delighted to write to you to express my sincere support for the Department of Psychology's Silver Athena SWAN (AS) Application.

Since starting our AS work and going for Bronze I can genuinely see that embracing the Charter's principles, and dedicating over 450 hours to AS meetings, consultations and activities, has created a profound cultural change in this Department and has positively impacted our recruitment, retention and promotion of talented female scientists. In particular, appointing junior staff as our AS Lead and Executive Group members (with mine and the Department's full support) has been a key strength; empowering staff at all career stages to fundamentally and positively impact the way the Department runs, for example:

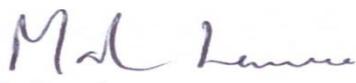
- *Funding 3 'pop-up' nurseries per year (AP6.09) for seminars held outside of core hours and sharing guidelines institutionally following our successful pilot (December 2014) with 10 children (8 Department members) in 2014 and 16 children (11 Department members) in 2015.*
- *Initiating and organizing Exeter's first Soapbox Science event in June 2015 (AP8.03): securing funding from the Department and University for this and subsequent year's participation. **This event promoted 12 female scientists and their research to the public in Exeter city centre, engaging over 2400 people.***

- *Creating a rotating seat on our senior level Psychology Strategy Group (AP5.04) that for academic staff at any level and contract type to increase transparency of and experience with decision-making within the Department.*
- *Hosting our first annual promotions workshop in January 2015 (AP3.01): 13 members of staff attended. Following this, 3 staff (66% female) approached me for further input. Of these, **1 female has been promoted from Senior Lecturer to Associate Professor**, and 1 female member of staff has had workload strategically allocated to allow her to take on roles needed for promotion to Associate Professor.*
- *Creating workloaded Deputy roles for senior departmental roles (AP5.04): **increasing the ‘career boosting’ mean of the roles held by female staff from 3.08 in 2013/14 to 3.34 in 2014/15.***
- *Training a pool of senior staff mentors (AP5.05): from which Early Career Researchers (ECRs) and Academic Staff can select their formal mentor. **100% of comments in PASWG 2015 AS mentoring survey indicating that this has improved their mentoring experience.***
- *Creating a Director of Postdoctoral Research (DPDR) Role (AP5.03): providing mentorship and training events for our ECRs.*

I am extremely pleased to say that since the start of our AS work, **our number of female Senior Lecturers has increased from 11 (48%) to 16 (64%) and the department now has 1 (13%) female Associate Professor and 4 (44%) female Professors, expanding our pool of senior female role models and mentors.**

We recognise that there is still more to be done. As a Department we work to better support the talents of our constituent members. Therefore AS is not just a standing item on all of our staff and executive meeting agendas, it has become woven into the fabric of the Department, with its core principles impacting our policies and culture, creating a better working environment for all.

Yours Sincerely,



Professor Mark Levine
Head of Psychology

Word count: 522/500 (22 words used from additional word count)

2. The self-assessment process: 1,005/1,000 words(+5 extra)

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 Psychology Athena SWAN Working Group (PASWG) membership (Table 1a) spans the diversity of roles from each of our career paths and student communities. A sub-group, the Clinical Education Development and Research (CEDAR) ASWG (Table 1b), focuses on clinical staff (see section 3) and student data, nuancing actions specific to this community (APB6.06). Membership of the CEDAR ASWG, PASWG and our Psychology Athena SWAN Executive Group (PASEG) overlap (APB6.05; see section 2.2) to ensure effective integration. In total, our 2 ASWGs have 20 members (70% female), broadly comparable to our staff (64% female) and student (82% female) populations.

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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.

PASWG membership is formed through self-nomination, with an open invitation sent to all staff and students. This process has been used to annually update membership, with a 38% member turnover since the group's inception (July 2012). Up to March 2014, the PASWG met monthly, moving to termly meetings following our Bronze submission. We are delighted that members of the department have rated our work to date as having a positive impact (70% agree, 23% not sure, 7% disagree).

Momentum is maintained and time commitment for PASWG members kept low through the establishment of a PASEG in September 2013 (APB6.05), comprised of three PASWG members (including the Chair) (Table 1a). The PASEG meets separately once per month to review data and our Action Plan, monitor activities, execute surveys and coordinate the agendas for PASWG termly meetings; meeting fortnightly in the five months leading up to Silver submission to allow time for writing the application.

- Web page content
- PGRs: supervisor training; graduate mentoring; PGR coffee morning
- Promotion: feedback; coaching sessions; promotion survey; guidelines for external reviewers (CLES); support for junior staff
- Staff leave: increasing transparency of allocation of hours; increasing "back in the loop" time
- CEDAR: defining CEDAR working patterns; survey of all staff; mentoring structure; PDR provision

Box 1: Sample of Psychology AS meeting discussion items in 2014/15

Identifying the need for specific actions to impact our clinical staff and student communities (CEDAR; Figure 3), since Bronze **we have established the CEDAR ASWG sub-group** in November 2014 (see

2.1, APB6.06), which includes members of CEDAR management and the PASEG (Table 1b) and meets monthly.

PASEG, CEDAR ASWG and PASWG all feed into each other and local (Departmental) decision making groups (Fig. 1). They also report to the College and University ASWGs via monthly meetings attended by the PASWG Chair (APB9.02) and that feed into the wider College and University level senior management groups (Figs. 1 and 2). Within the Department actions are typically passed to PEG and

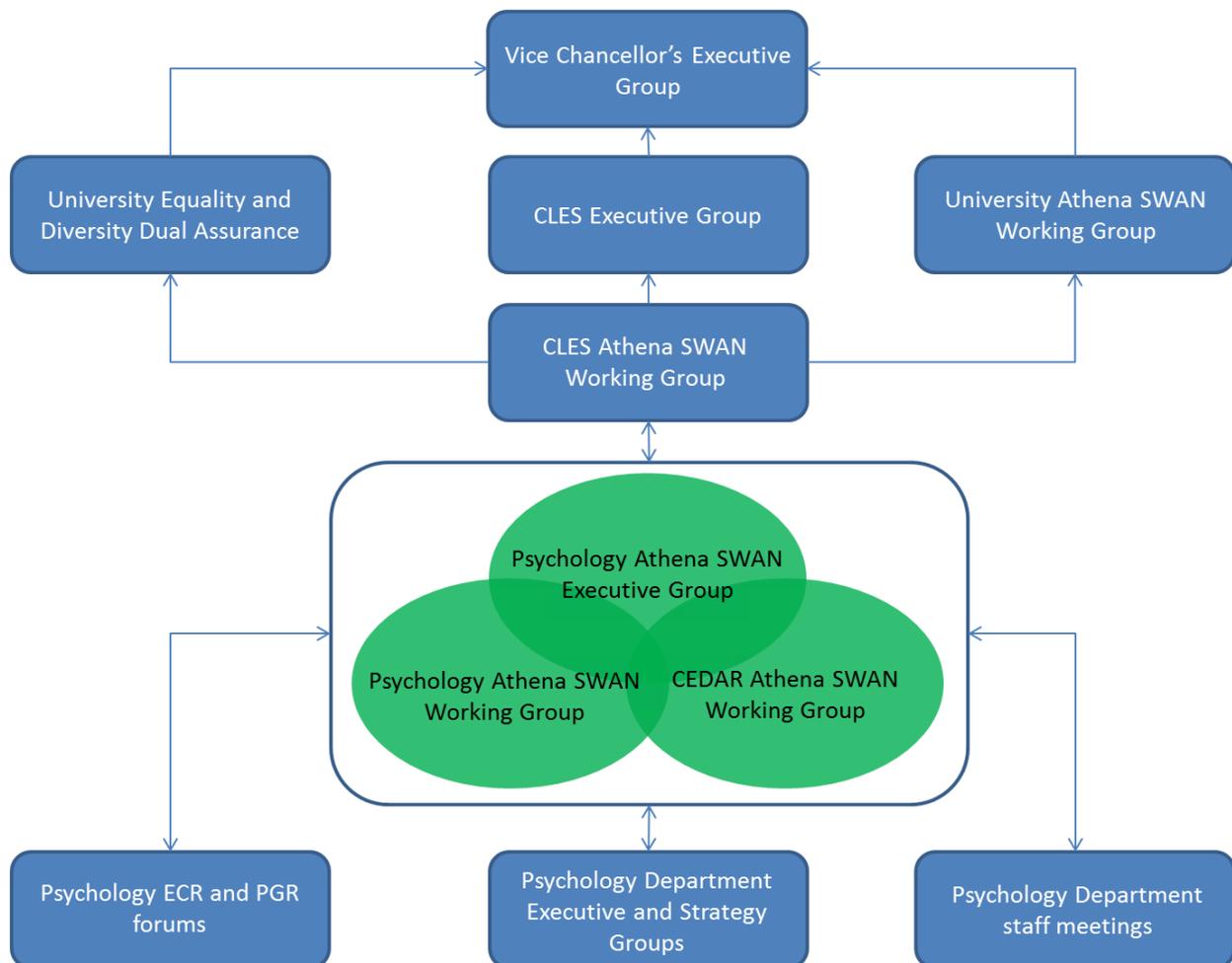


Figure 1. Reporting channels for Departmental AS Groups. All groups report monthly, except for the PASWG, which reports termly.

PSG for comment and implementation. At each AS meeting, specific discussion topics (Box 1) are preceded by updates from the University and College ASWGs. Between meetings, members engage in discussions via a blog. Factsheets, surveys and other resources from the Equality Challenge Unit (ECU), the University's AS website, peer-review literature and materials are circulated.

This structure allows us to stay up-to-date with activities across the University and provides a forum we actively use to share Psychology's best practice (see section 5; APB9.01). In recognition of these practices impact on Departmental and University culture, Psychology AS Lead **Dr Safi Darden** was **nominated by the University for a WISE Influence Award (AP8.04)**.

Information is disseminated and discussed with the whole Department at monthly all-staff meetings, where AS is a standing agenda item (AP6.03). We have a Department AS webpage (APB6.03) which profiles the membership of our working groups, 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.

We are in the somewhat unique position for a STEM discipline, that members of our Department conduct research on gender in human society and other AS relevant topics (Box 2) and we seek their insights as part of our self-assessment process and highlight their research within our AS web pages (APB1.01;1.06;1.05;4.02;6.08;B9.05;B9.06).

- Social stigma and prejudice (Prof Manuela Barreto)
- Work-life balance (Prof Michelle Ryan)
- Female role models in STEM (Dr Thekla Morgenroth, Prof Michelle Ryan)
- E&D training evaluation (Dr Jo Sweetman, Prof Manuela Barreto)
- Glass cliff (Prof Michelle Ryan)
- Gender discrimination in the workplace (Prof Manuela Barreto, Dr Safi Darden)
- Social construction of gender in 'post-feminist' society (Dr Tim Kurz)
- Gendered ageism (Dr Louise Pendry)

Box 2: Examples of AS relevant research being undertaken in the Department.

Input external to the department has come from a variety of sources including:

1. Various speakers from other AS accredited Institutions and Departments. An example is the event of 12 December 2014 featuring a keynote speech ('Going for Gold') by Professor Tom Welton, Head of the Department of Chemistry at Imperial College London, followed by a Q&A session with a panel including Dr Safi Darden, our AS Lead in Psychology. Subsequent discussion and comments from attending staff and students included topics such as working hours and commitments, maternity leave, mentoring and role models (AP9.02)
2. Via Ailsa McGregor, former Assistant Director (HR), who was a member of the ECU AS Medical and Dental Advisory Group, attends the South West Regional Networks and was a speaker at the AS Medical and Dental Workshop in September 2013.
3. Advice on the self-assessment process from staff within the University who have been on AS panels.
4. External reviews from the University of Bristol gratefully received on this application.

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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, meeting a minimum of once per term. PASEG and CEDAR ASWG meet monthly. In line with our annual call, we have recently (October 2015) encouraged new members, including professional services staff, to join the Department AS groups. **This method has achieved a continued diverse representation from all groups of staff including professional services staff.**

The PASWG has actively consulted, collected and analysed data on the Psychology work culture via focus groups, post-it comment sessions, exit interviews and anonymous surveys (AP1.02; AP1.03; B1.01; AP3.05; AP1.05); we will continue these actions on an annual basis (AP1.00). We also explore new methods (e.g.,AP1.06) to be able to capture the experiences of our professional services staff more fully (AP1.00; AP1.01; AP6.02). Since the formation of the CEDAR ASWG, **we have made our consultation and data collection methods more accessible for low FTE clinical staff** (AP1.04).

We will continue to report to PEG and PSG and to the College Executive group and the Vice-Chancellor's Executive Group via monthly College and University ASWG meetings as indicated above (Fig. 1) to enable decisions on future plans to be influenced by gender consideration and required resources to be allocated. We will prepare a diagrammatic version of our action plan outlining responsibilities for action implementation to help with progress monitoring and further implementation (AP1.07). In response to post-it session feedback, we will provide reports on completed surveys to staff in the Psychology department (AP1.08; 9.01).

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3. A picture of the Department: 2.521/2,000 words (+521 additional)

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, one of three STEM/M Colleges in the University (Fig 2).

The Department is situated in the Washington Singer Building and adjoining Henry Wellcome Mood Disorders Building, which provides space for research, training and treatment for people living with depression. The campus provides dedicated places for breastfeeding and prayer rooms. The Department currently provides such spaces on an *ad hoc* basis, which has been met positively by users. We are reviewing possible spaces for more permanent facilities (AP6.05).

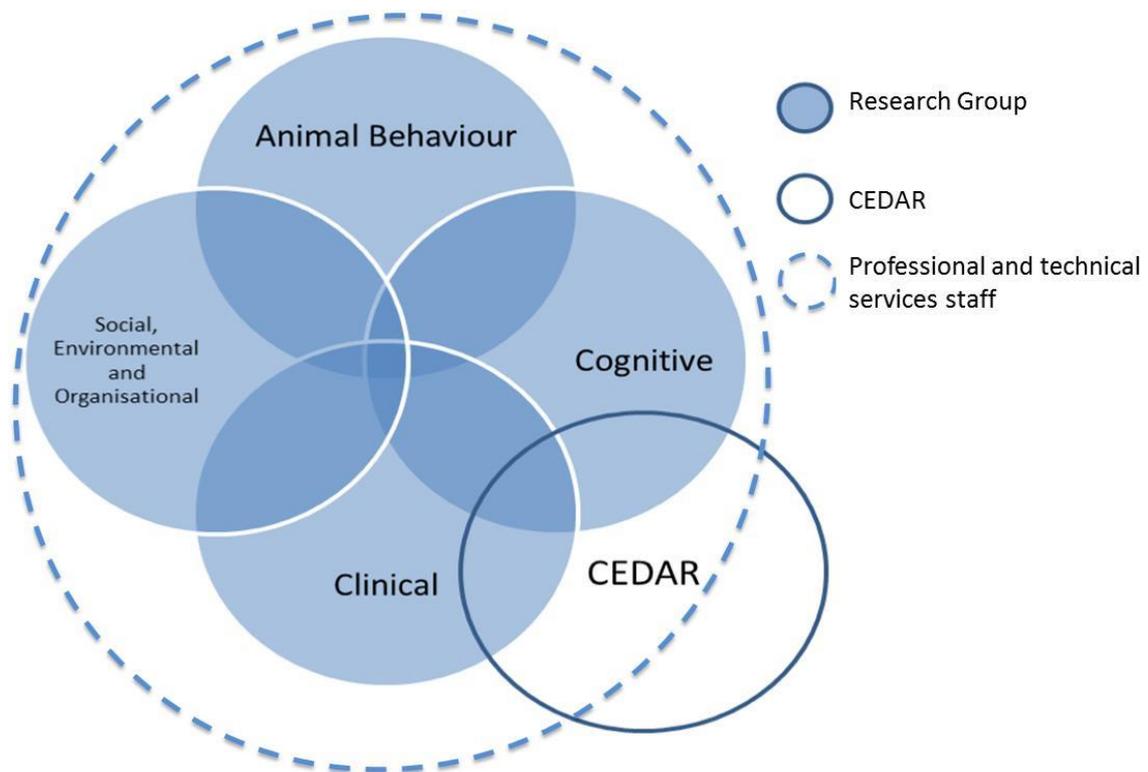


Figure 3. Venn diagram showing the research groups in the Department and how they interact overlaid with the College Professional and Technical Services staff who have their physical home in the Department.

We have four research groups (Fig. 3) that interlink and collaborate frequently and one clinical training programme (CEDAR, Fig.3-4). Teaching and leadership in CEDAR is primarily provided by clinically qualified educators and researchers (henceforth referred to as ‘clinical staff’), with non-clinical staff contributing to teaching and research. Most clinical 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). A number of professional services (PS) staff, including technical services, sit in the Department, but are line managed at the College level (Fig. 3). Throughout the application we only refer to professional services staff based in our Department.

Two key differences exist between clinical and non-clinical staff:

- 1) Clinical staff work across two institutions (University and an NHS Trust) with significantly different working practices
- 2) Clinical staff move sequentially between different funded programmes as the main path of career progression

These differences led to the newly created AS sub-group (APB6.06), to ensure that our actions will be equally effective for clinical and non-clinical staff.

(a)



(b)

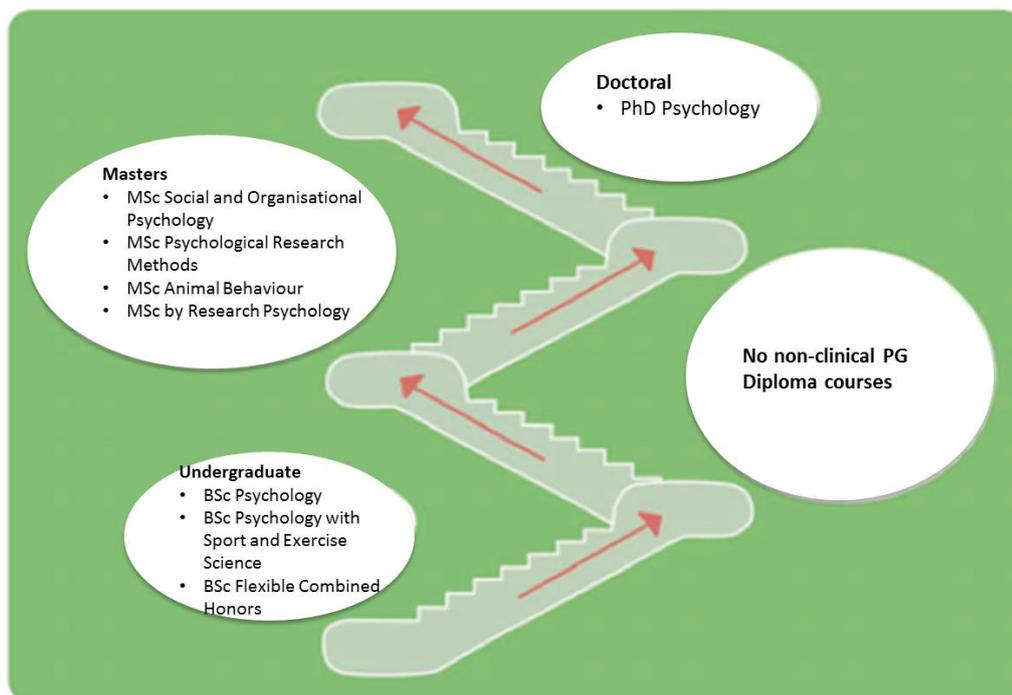


Figure 4. (a) Diagram of CEDAR (clinical) training programmes, which delivers undergraduate through to doctorate level programmes. (b) Non-CEDAR Psychology programmes, which also offer UG through to PGR level programmes (note: BSc Psychology with Sport and Exercise Science is taught jointly with the Department of Sport and Health Sciences and Psychology may also be studied under the Flexible Combined Honours scheme).

The Department currently has 112 academic staff comprised of 76 'non-clinical' (54% female) and 36 'clinical' (78% female) staff, 664 UG students (83% female) and 259 PG students (80% female).

Staff and PGRs share social areas, attend each other's seminars and co-teach on modules. This has created a well-mixed Department with good opportunities for interactions (AP6.07; 6.09; 6.05). **Our qualitative data collection shows that the friendly and collegiate atmosphere is unanimously recognised as a strength of the Department (e.g. the words 'environment' and 'positive' were the most frequently listed strengths among 21 respondents to a 'Post-it' question (AP1.03, Fig. 5).**

CEDAR works with multiple commissioners including the NHS and the South West Strategic Health Authority. The Department as a whole has also forged strong research links with external stakeholders including the Met Office and government departments and agencies. We also have a **planned partnership with the Met Office for running Soapbox Science Exeter 2016 (AP8.03), expanding our links with females in STEMM research industries in Exeter.**

Figure 5: word cloud displaying staff feedback on what they liked most about the department.



The University has three non-clinical career paths (Table 2). These are considered equal, and it is possible to move between career paths 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.

	Research	Education and Scholarship	Education and Research
Grade E	Associate Research Fellow	Associate Lecturer	
Grade F	Research Fellow	Lecturer	Lecturer
Grade G	Senior Research Fellow	Senior Lecturer	Senior Lecturer
Grade H	Associate Professor	Associate Professor	Associate Professor
Professor	Professor	Professor	Professor

Grade	Position
6	Associate Lecturer
7	Programme tutor/ Lecturer
8a	Programme Tutor / Supervisor
8b	Academic Lead
8c	Programme Lead / Director of Programme
8d	Director of Clinical Training /Suite of Programme

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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 (See Box on Data Collection).

3.1. Student data

Student benchmarking data are from the Higher Education Statistics Agency as provided by the ECU "AS benchmarking data 2012/13". Given the high proportion of female students (see sub-sections below), the primary focus of our actions has been on *retention* of women in the field, not the gender imbalance. This section highlights initiatives and impact towards this aim (see also 4.2.3).

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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 (AP Section 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 PASEG for analysis. Data sets are split by gender. Staff data are sub-divided by career path and grade, and presented as headcount, role count or FTE. PASEG collates and analyses additional quantitative data on the processes and underlying trends in staff and student data to inform Departmental actions (AP1.00; 1.07).

Qualitative Data: We conduct focus groups and post-it sessions organised by PASEG to characterise individual experiences and responses to implemented changes, ensuring there is representation from all localities, career paths and students (AP1.02; 1.03; 1.04; 3.05).

3.1.0. 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 on programmes. To date, 44 students have taken this study opportunity (64% female) and 27 students have progressed to the psychology BSc (70% of them female).

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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.

The proportion of female UGs has been consistently high over the past 5 years (78% to 83% female), in line with the benchmark (79% Dataset 1). To avoid unintended biases due to *male* numerical rarity we:

- Discussed potential ‘memory bias’ with staff (APB2.04).
- Are developing materials for staff on how to manage diversity in groups (AP2.20).
- Monitor success post-graduation (see 4.1.3).

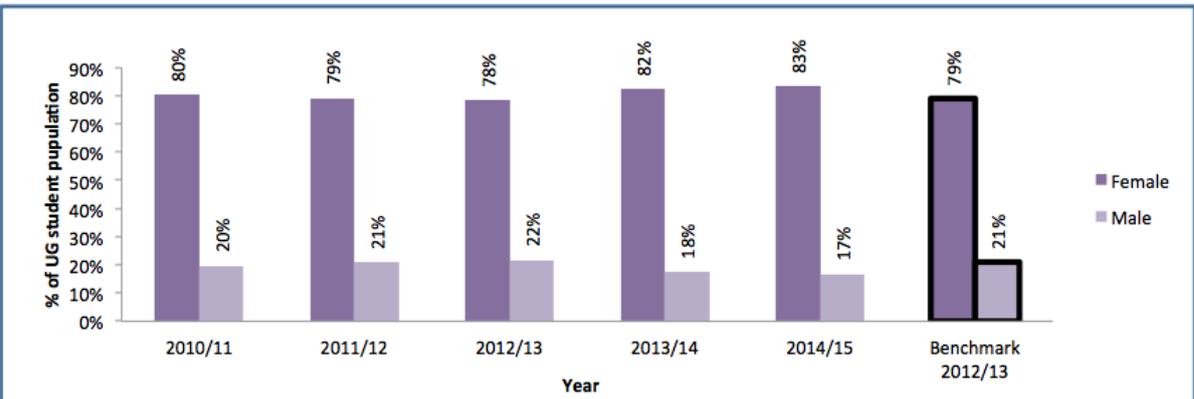
Since our actions to maintain levels and attract female students (see 3.1.4) we have seen Female UG figures increase by 14%, maintaining our gender ratio (Dataset 1). We are mindful that a gender skew may adversely affect male students and we will continue to review these numbers and assess the satisfaction (AP2.04; AP1.06) and integration (Box 3) of students across gender.

Part-time study is offered on Psychology UG programmes (female bias in line with overall population numbers; Dataset 1), however UG clinical placements cannot currently be held part-time. We will continue to monitor the impact of this on students (AP1.00; AP1.06). Part-time students meet with the programme director annually to tailor their studies to any programme changes.

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- Our student Psychological Society has a mixed gender leadership committee which is 89% female
- We have a representative gender ratio amongst peer mentors (89% female) and mentees (95% female)
- On our UG staff-student liaison committee UG, representatives, which are selected via an electoral process amongst students, are 80% female

Box 3: Integration by gender within core UG student committees and mentoring schemes



Data Set 1: The FTE of Undergraduate students over time

Year	Mode of study	% Female	% Male
2010/11	Full Time	80%	20%
	Part Time	100%	0%
	All	80%	20%
2011/12	Full Time	79%	21%
	Part Time	50%	50%
	All	79%	21%
2012/13	Full Time	78%	22%
	Part Time	80%	20%
	All	78%	22%
2013/14	Full Time	82%	18%
	Part Time	91%	9%
	All	82%	18%
2014/15	Full Time	83%	17%
	Part Time	100%	0%
	All	83%	17%
Benchmark 2012/13	Part Time	79%	21%
	Full Time	78%	22%
	All	79%	21%

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 postgraduate taught (PGT) proportions (75% -81% female students) are similar to our UG ratio, broadly consistent over 5 years and in line with benchmark data (79% female; Dataset 2a), with representative part-time numbers.

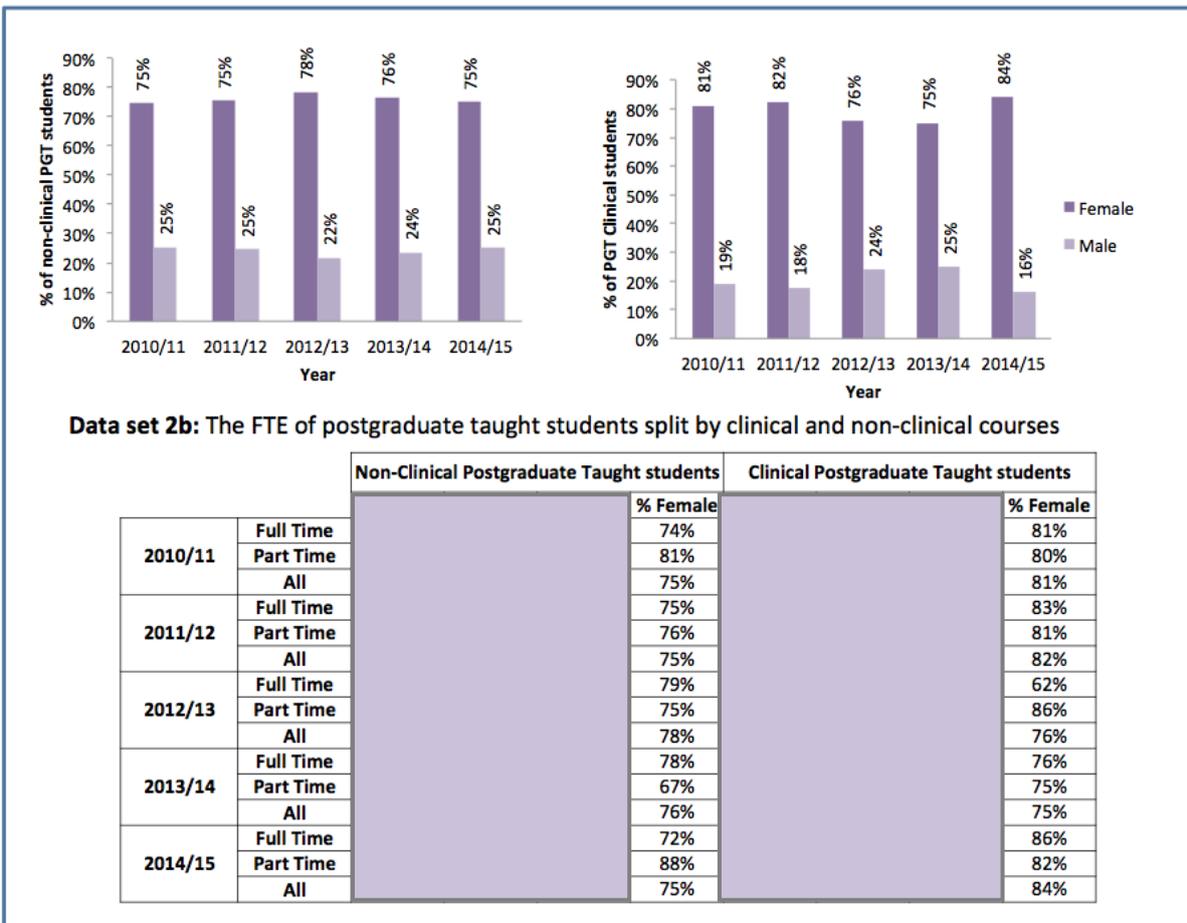


Data set 2a: The FTE of postgraduate taught students over time

Year	Mode of Study	% Female	% Male
2010/11	Full Time	74%	26%
	Part Time	81%	19%
	All	75%	25%
2011/12	Full Time	75%	25%
	Part Time	76%	24%
	All	75%	25%
2012/13	Full Time	74%	26%
	Part Time	84%	16%
	All	77%	23%
2013/14	Full Time	77%	23%
	Part Time	74%	26%
	All	76%	24%
2014/15	Full Time	80%	20%
	Part Time	83%	17%
	All	81%	19%
Benchmark 2012/13	Full Time	80%	20%
	Part Time	78%	22%
	All	79%	21%

We have split clinical (CEDAR) and non-clinical data so that we can effectively monitor both sets. Females are the majority in non-clinical (75-78% female) and clinical programmes (74-84%) (Dataset 2b). **Our non-clinical PGT destination data suggests that female graduates are very likely to pursue a PhD (average of 73% of respondents to the DHLE survey from 2011/12 to 2013/14; Dataset 15a, section 4.2.3)** and therefore that our actions (see section 4.2.3.) promote a high retention rate amongst female PGTs.

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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.

Dataset 3a shows a steady increase in the percentage of female postgraduate research students (PGRs) across the past 5 years (71% to 77%), which is broadly consistent with the national picture (75% female).

Our part-time ratios generally reflect our full-time ratios. A split by clinical/non-clinical programmes (Dataset 3b) shows that female non-clinical PGRs proportions are lower in recent years (64-67%) than the clinical PGRs (76-84-%). This represents a drop from our UG and PGT numbers, partly due to studentships now being RCUK-funded rather than university-funded and thereby following a non-departmental recruitment route. Data from our College PGR office suggests that 57% of shortlisted applicants and 66% of successful applicants for RCUK-funded studentships were female in the last 2 years. We have requested monitoring and reporting of the recruitment process (including applications) henceforth (AP2.02; AP2.19).

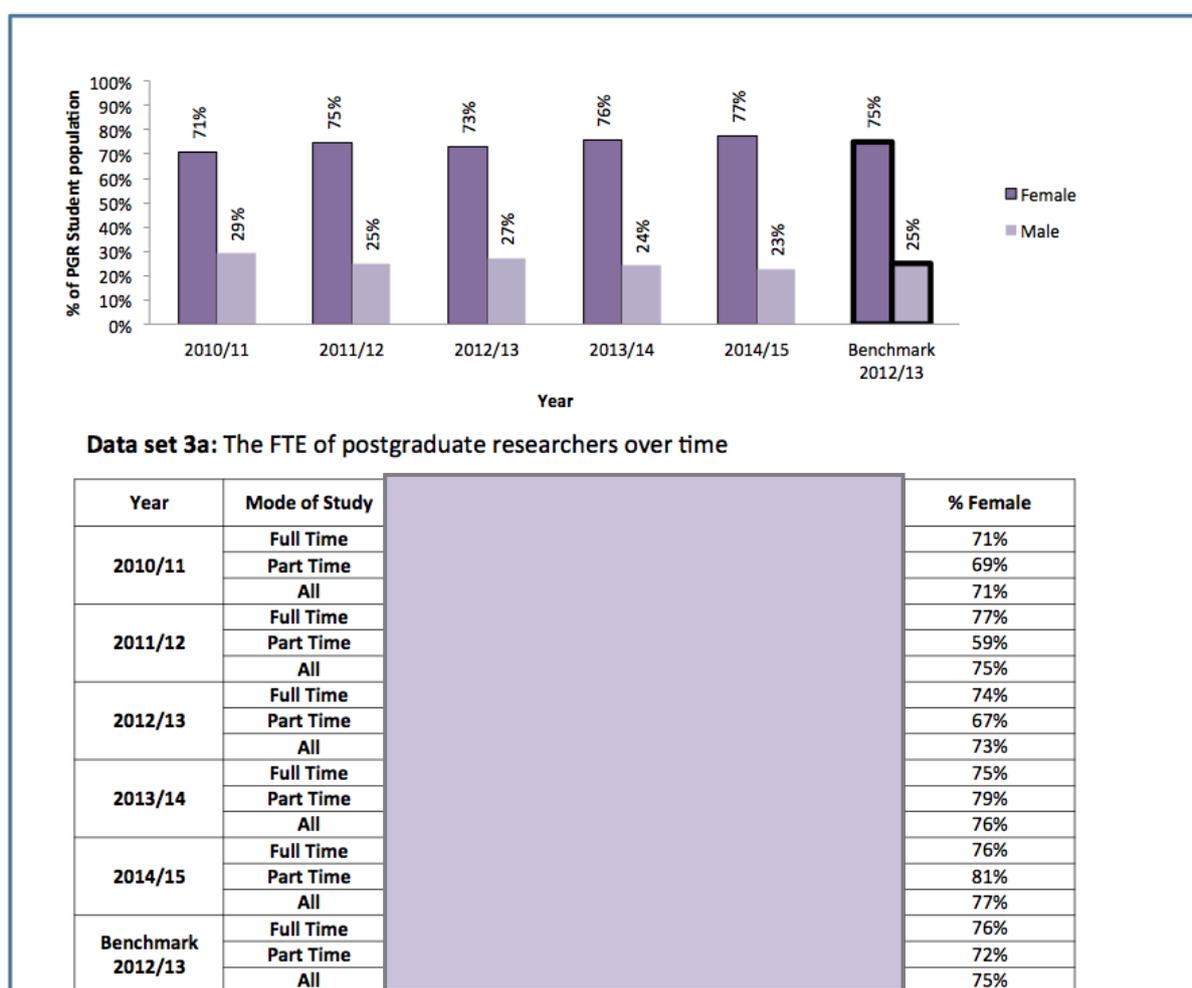
We are pleased with the high retention rate for our female non-clinical PGRs with 78% going directly into research in their first position post-PhD study (80% of leavers reported wanting to pursue a

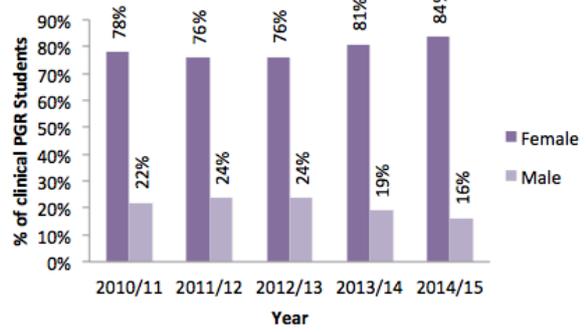
research career when starting their PhD, AP2.10) and expect this number to increase with the impact from our previous and more recent actions, in particular:

- increased opportunities for informal mentoring (AP2.11; AP6.07) with a positive evaluation of informal mentoring in the department (AP1.03; APB2.02)
- buddy-up scheme with currently 100% uptake (AP2.06)
- local PGR supervisor training (AP2.05)
- a push for PGR training tailored to our students (AP5.06)
- increased representation of senior female role models amongst staff (see section 4)

We are pleased with the positive evaluations of our department from our PGR exit questionnaires, with 86% of leavers agreeing that they would stay in the department if funding allowed (Figure 6).

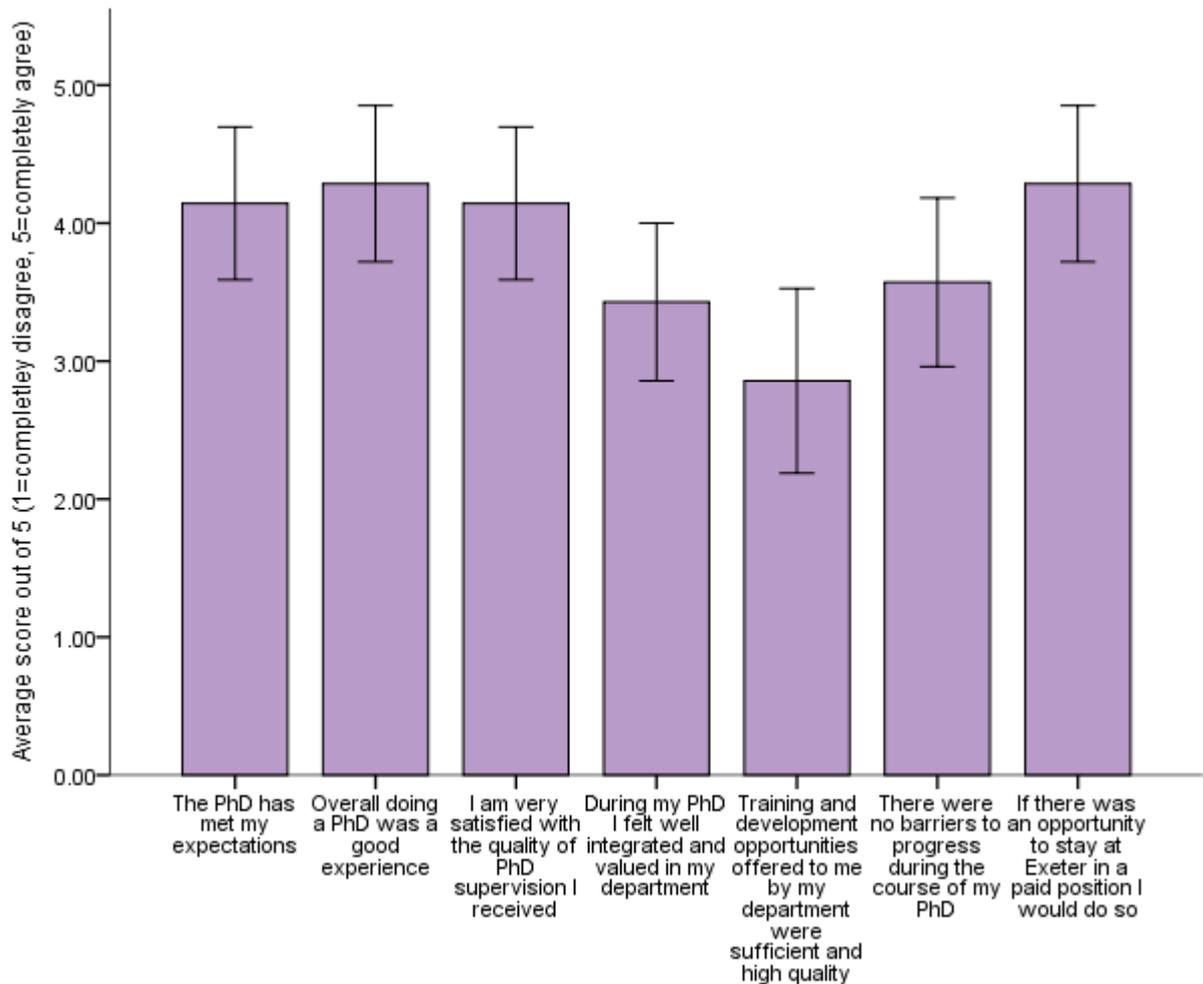
[281]





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

		Psychology Postgraduate Research students		Clinical Postgraduate Reserach students	
Year	Mode of study		% Female		% Female
2010/11	Full Time		71%		77%
	Part Time		69%		83%
	All		71%		78%
2011/12	Full Time		77%		79%
	Part Time		59%		63%
	All		75%		76%
2012/13	Full Time		70%		76%
	Part Time		67%		n/a
	All		69%		76%
2013/14	Full Time		68%		80%
	Part Time		60%		83%
	All		67%		81%
2014/15	Full Time		64%		84%
	Part Time		67%		83%
	All		64%		84%



3 Figure 6. Results of our 2014/15 PGR exit questionnaire indicating that we have a positive evaluation of our department as a place to do a PhD and that we have already implemented actions in areas where we can see room for improvement [training and development (AP5.06), integration (AP6.07), reducing barriers(AP Section 2)].

Across stages we currently make offers to a greater proportion of females and have a greater proportion of firm accepts relative to the number of applicants (e.g., 2014/15 UG:79%→81%→80%; Data sets 4-6). This is consistent over the last 5 years, suggesting no gender bias during the admissions process and that our actions around recruitment are effective:

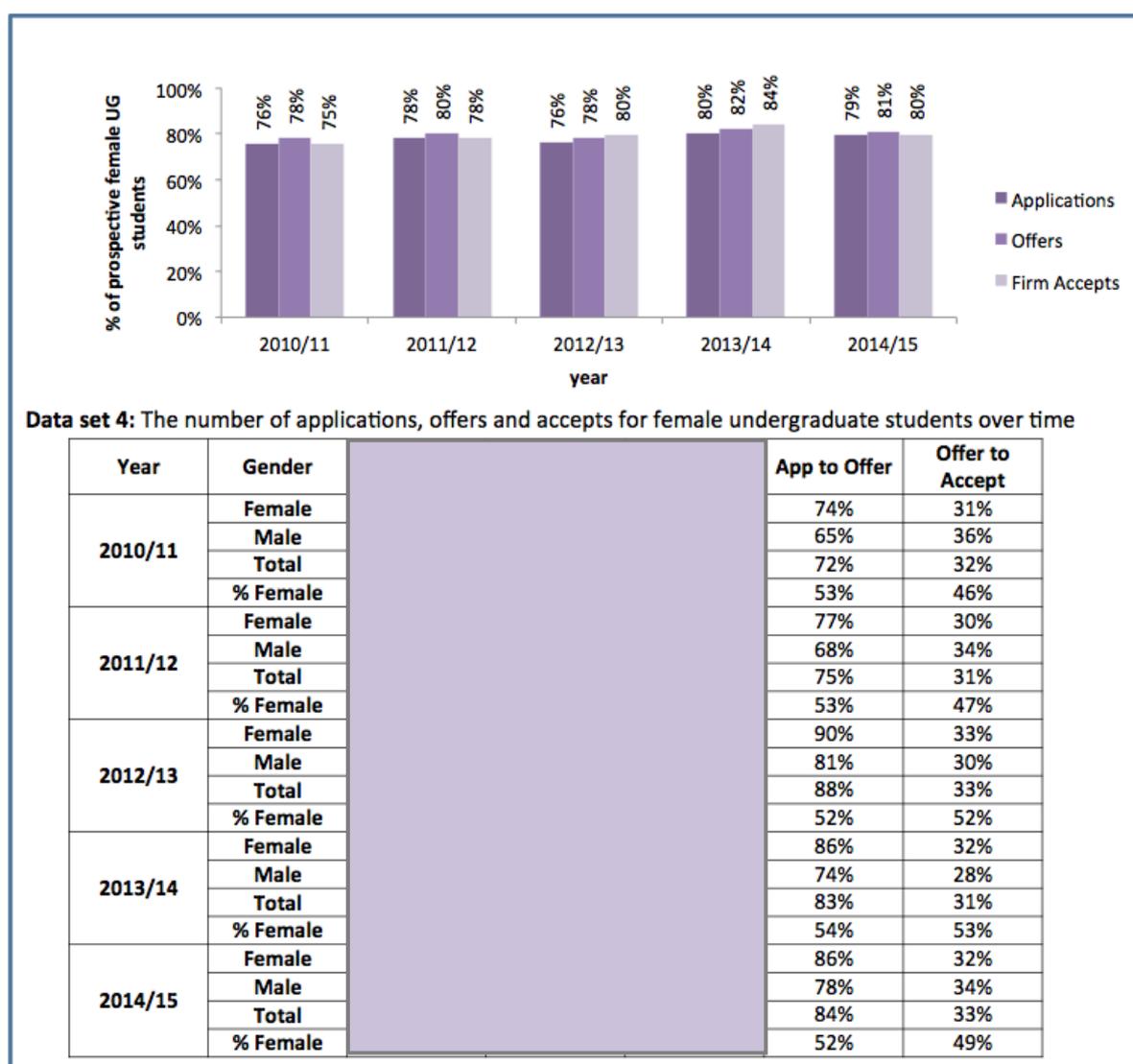
- Staff gender balance on 100% of open days and 75% of offer holder visitor days (AP8.01)
- High female visibility within the department (AP6.00; APB8.02, see 4.3.6) and at external events (AP Section 8, see 4.3.7)
- Role model videos with 540 views to date (Figure 7, AP2.09)
- Mixed gender recruitment panels (PGR) (APB4.03)
- Gender balance for events promoting further study and research as a career choice with positive feedback from female event participants (AP2.16; AP2.22; AP8.01; see 4.2.3).
- Updated UG prospectus to show AS commitment and gender balance of images (AP2.01)

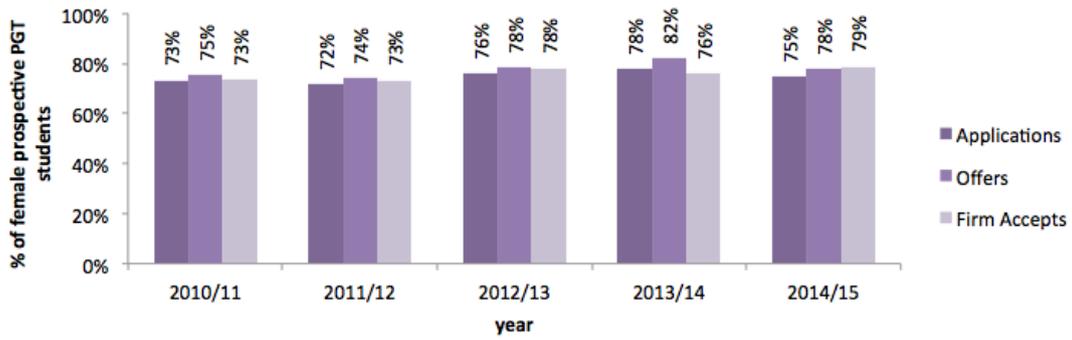
We will keep numbers high by: ensuring a gender balance on 100% of applicant-facing events (see 4.2.3 and 4.3.7); having AS departmental commitment in prospectus (APB.16); increasing the number and career path diversity of our role model videos and extending to interviews with UGs and PGTs (AP2.2.9) and with the implementation of 3 events begun in the 2014/15 academic year that directly expose our student communities to research-facing careers and mentors:

- **Annual 1-hour session for all final year UG students in which a gender-balanced selection of postdocs and PhD students talk about their research career (AP2.02)**
- **Annual Soapbox Science event where female UGs, PGTs and PGRs participate as volunteers and PGRs as speakers (see 4.3.7) (AP8.03)**
- **Termly invitations for PGTs to join PGR Coffee Morning (AP2.24)**

We have also participated in a University PGR recruitment process review lead by one of our female professors (M. Ryan), the results of which will be used for evaluating fairness and transparency and if needed, drawing up recommended actions (AP2.00).

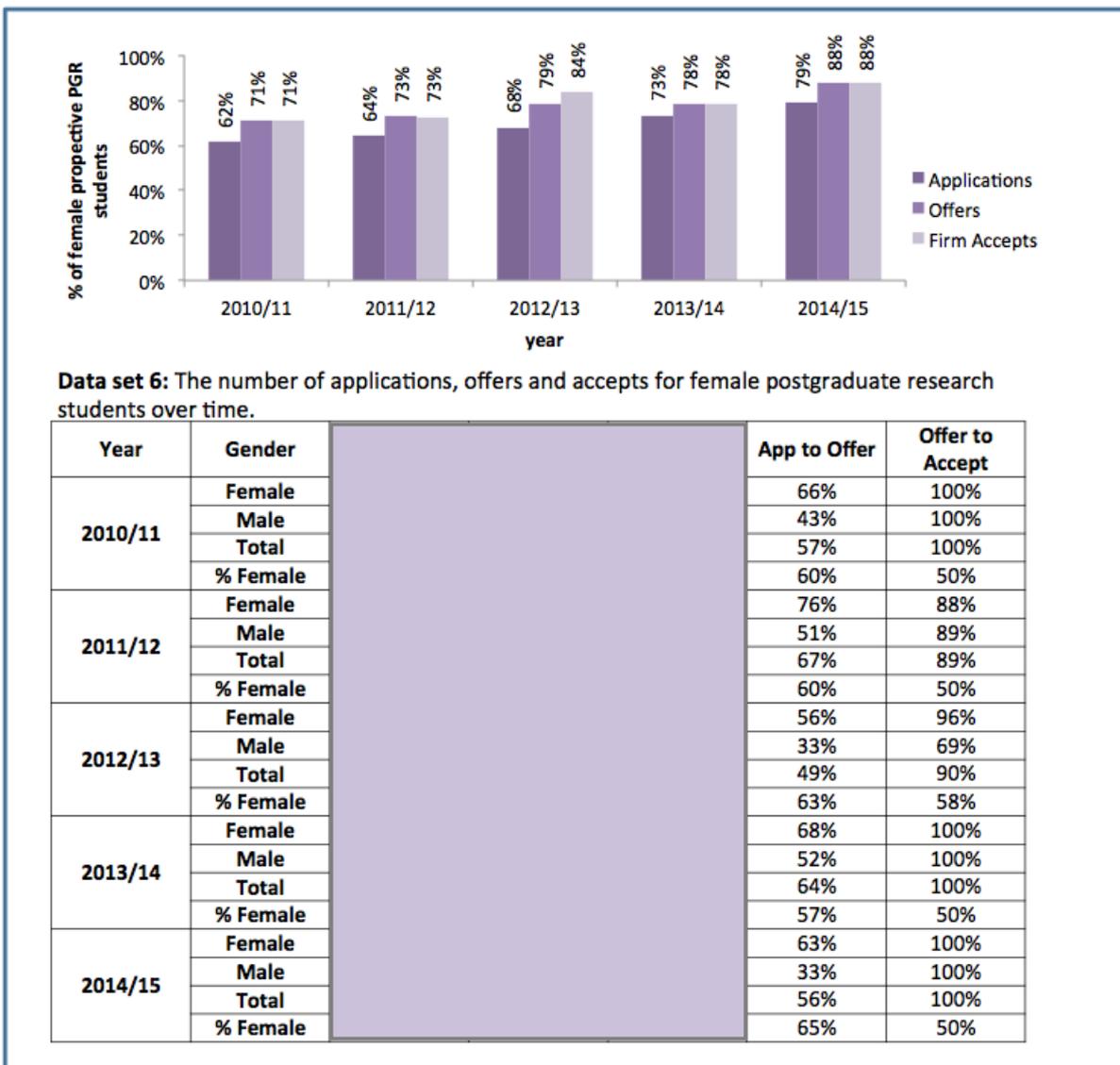
[321]





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

Year	Gender		App to Offer	Offer to Accept
2010/11	Female		73%	51%
	Male		66%	56%
	Total		71%	52%
	% Female		53%	48%
2011/12	Female		82%	45%
	Male		72%	48%
	Total		79%	45%
	% Female		53%	48%
2012/13	Female		83%	44%
	Male		72%	44%
	Total		80%	44%
	% Female		53%	50%
2013/14	Female		72%	24%
	Male		54%	35%
	Total		68%	26%
	% Female		57%	41%
2014/15	Female		81%	38%
	Male		68%	36%
	Total		78%	38%
	% Female		54%	51%



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: women achieve proportionately more 2:1's and Firsts than men by up to 22% (Data set 7). However, a 2012 survey of our UGs indicated that females tended to be less confident about their academic performance than males (AP2.04; B1.01; 1.05). Our actions in achievement and confidence areas for retaining women in the field, particularly in the third year (AP2.09;B2.03;2.12;B2.05;2.02; see 4.2.3) has had a positive impact on our female students:

- **Gap between male and female psychology students on 'perceived quality of performance relative to others' has closed (avg. both genders 3.8 on 7-point scale)**
- **Increase in female perception of 'fitting' in with staff in their final year (avg±SD=5.3±0.65)**
- **High female perception of role model desirability (avg±SD=5.4±0.92)**
- **High female ratio in uptake of research internships (Table 8, section 4.2.3)**



Data set 7: Undergraduate degree classification over time.

Undergraduate degree classifications			% of degree classification within gender cohorts	
Year	Classification		Female	Male
2009/10	First		19%	25%
	2:1		74%	57%
	2:2		7%	18%
	Third		0%	0%
	Total		100%	100%
2010/11	First		17%	9%
	2:1		73%	59%
	2:2		10%	28%
	Third		0%	3%
	Total		100%	100%
2011/12	First		24%	15%
	2:1		66%	59%
	2:2		9%	24%
	Third		1%	3%
	Total		100%	100%
2012/13	First		21%	13%
	2:1		67%	75%
	2:2		10%	13%
	Third		2%	0%
	Total		100%	100%
2013/14	First		22%	18%
	2:1		68%	56%
	2:2		9%	21%
	Third		1%	5%
	Total		100%	100%

3.2. Staff data

Staff benchmarking data are from Higher Education Statistics Agency data provided by the ECU on the AS website “AS benchmarking data 2012/13”.

[22]

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

Non-clinical staff numbers in the Department (Dataset 8a) have remained relatively stable since 2010/11 at 49-56% female over the past 5 years. This compares positively with benchmarking data (40%). Our aspiration is for female staff proportions to reflect the female UG and PG proportions more appropriately. We have already made progress on our immediate aim of increasing the number of female staff in senior positions, where leakage in our pipeline was strongest (AP Section 3-5) (Figure 8 and see below, including Datasets 9a&b).



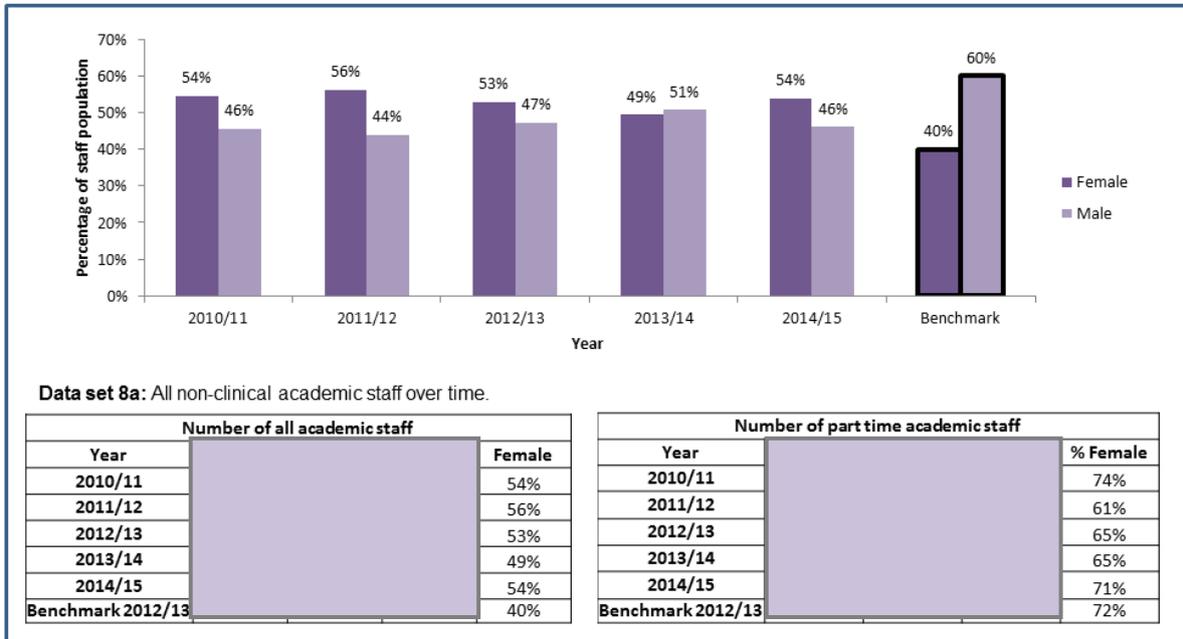
Figure 8: Pipeline snapshot (% female) for non-clinical (*top*) and clinical (*bottom*) with indications of change over the past three years: (=) percentage is within +/- 1% off previous value; (↑) increase of more than 1%, (↓) decrease of more than 1%, (n/a) not applicable as post was newly created. Grade designations are provided in Tables 2 and 3 (section 3.0).

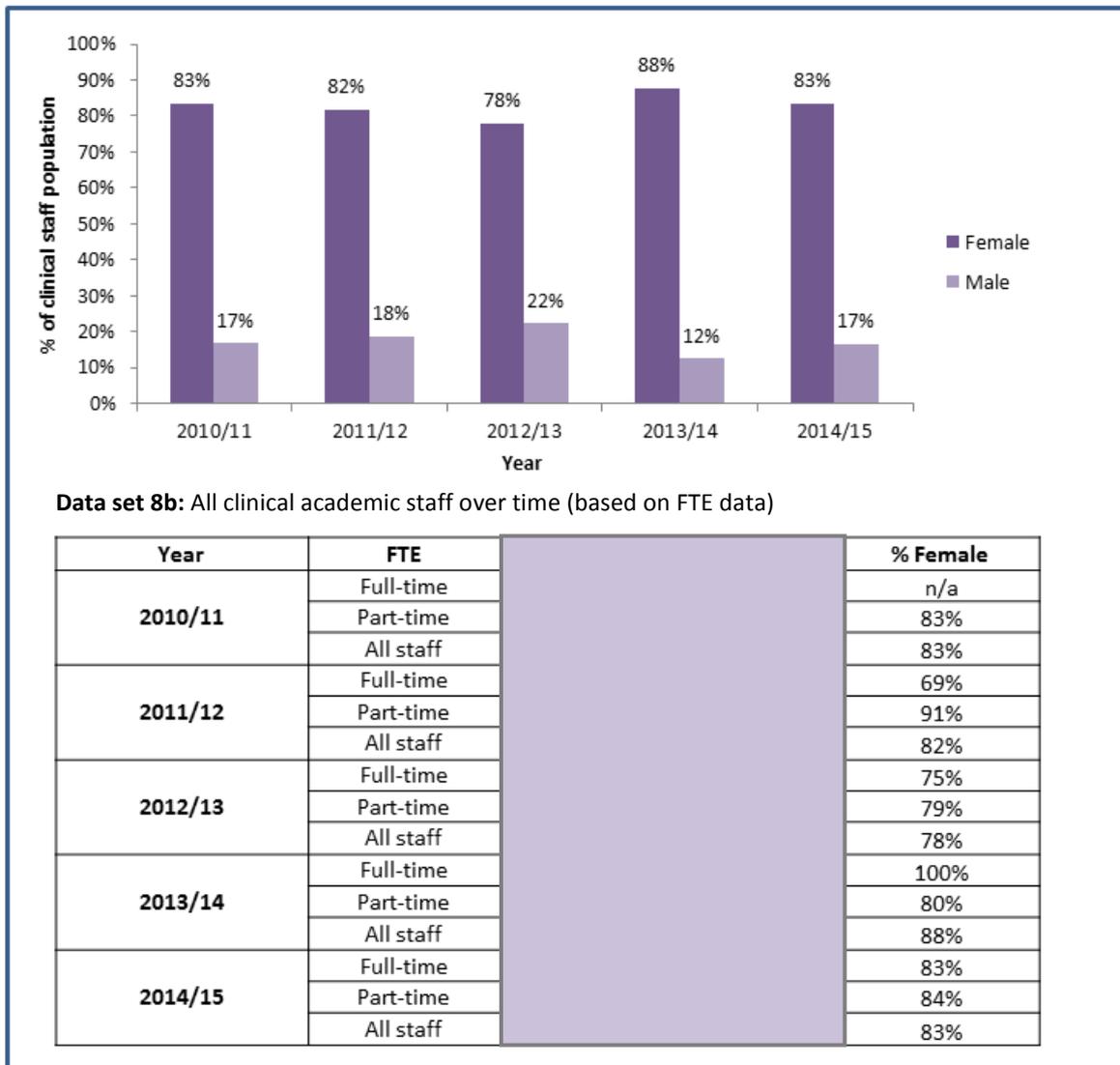
Clinical staff data are presented from 2011/12 onwards (Dataset 8b) when they were moved onto university contracts. Unless indicated otherwise, clinical staff data are presented as FTE due to single individuals holding multiple contracts/posts. Clinical staff numbers show a high proportion of women in line with student numbers in the clinical programme.

For non-clinical staff, data on part-time appointments (Dataset 8a/c) indicates a continuously positive uptake following encouragement of cultural support and openness in the department around part-time working and changes in our recruitment methods to highlight job share and part-time opportunities (APB4.02):

- **increase from 25% in 2011/12 to 32% in 2014/15 in percentage of part-time staff**
- **high uptake amongst both genders: 20% of male staff and 40% of female staff (Dataset 8c)**

- marked increase within the E&R job family in the past two years, from 1 man in 2012/13 to 4 women and 3 men in 2014/15
- the majority of part-time staff (70%) reduced their hours at their own request rather than being offered only the possibility of a part-time position (30%) (AP1.03)
- All staff have the option to come back to their original hours when they wish (see Case Study 2).



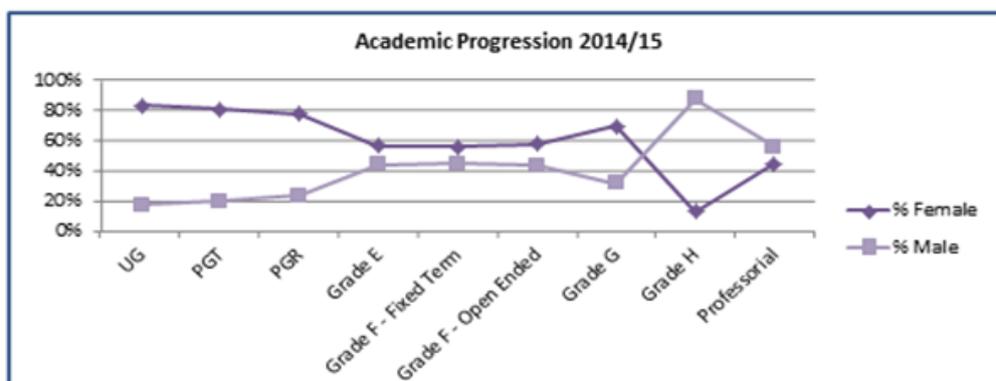


Dataset 9a shows the percentage of non-clinical staff at each salary grade. There is a marked drop in female proportions from non-clinical PGR (64%) to Associate Research Fellow (57%) in 2014/15 (see Figure 8). This decline in female ECRs over the last five years mirrors the downward trend in female non-clinical PGR students (see 3.1.4). To address this, we will increase positive actions to encourage women to apply for open positions (AP4.00), increase our pool of informal mentors (AP5.08; AP5.02) support career development (AP Section 5) and explore underlying reasons (AP1.02).

Following numerous positive actions for supporting, mentoring and promoting staff (see section 4);

- **Our pipeline has improved, with an increase in females at all senior levels (Senior Lecturer to Professor) over the last three years**
- **The historically low female proportion at Senior Lecturer level has recovered to match proportions at PGR level**
- **We have seen one women promoted to Associate Professor and one to Professor**
- **In the past two years, the number of female professors has doubled while the number of males has dropped (retirement, moving to other institutes), increasing the percentage of female professors from 22% to 44%.**

We will continue to close the gap at Associate Professor through various measures supporting promotion (AP3.00;3.01;B5.05;B5.06;3.06;3.07;3.08;5.04). We will continue to support ECRs through mentoring (AP2.06; 5.03; 5.08) and annual appraisals (AP3.06; 5.03) to keep the pipeline open.



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

Grade	Year	% female
Grade E Associate Research Fellow/Associate Lecturer	2010/11	82%
	2011/12	70%
	2012/13	59%
	2013/14	62%
	2014/15	57%
Grade F (fixed-term) Research Fellow/Lecturer (E&S)	2010/11	75%
	2011/12	100%
	2012/13	67%
	2013/14	50%
	2014/15	56%
Grade F (open-ended) Senior Research Fellow/Lecturer (E&R)	2010/11	67%
	2011/12	67%
	2012/13	75%
	2013/14	50%
	2014/15	57%
Grade G Senior Lecturer	2010/11	52%
	2011/12	48%
	2012/13	56%
	2013/14	57%
	2014/15	69%
Grade H Associate Professor	2010/11	20%
	2011/12	20%
	2012/13	0%
	2013/14	0%
	2014/15	13%
Professor	2010/11	11%
	2011/12	22%
	2012/13	22%
	2013/14	22%
	2014/15	44%

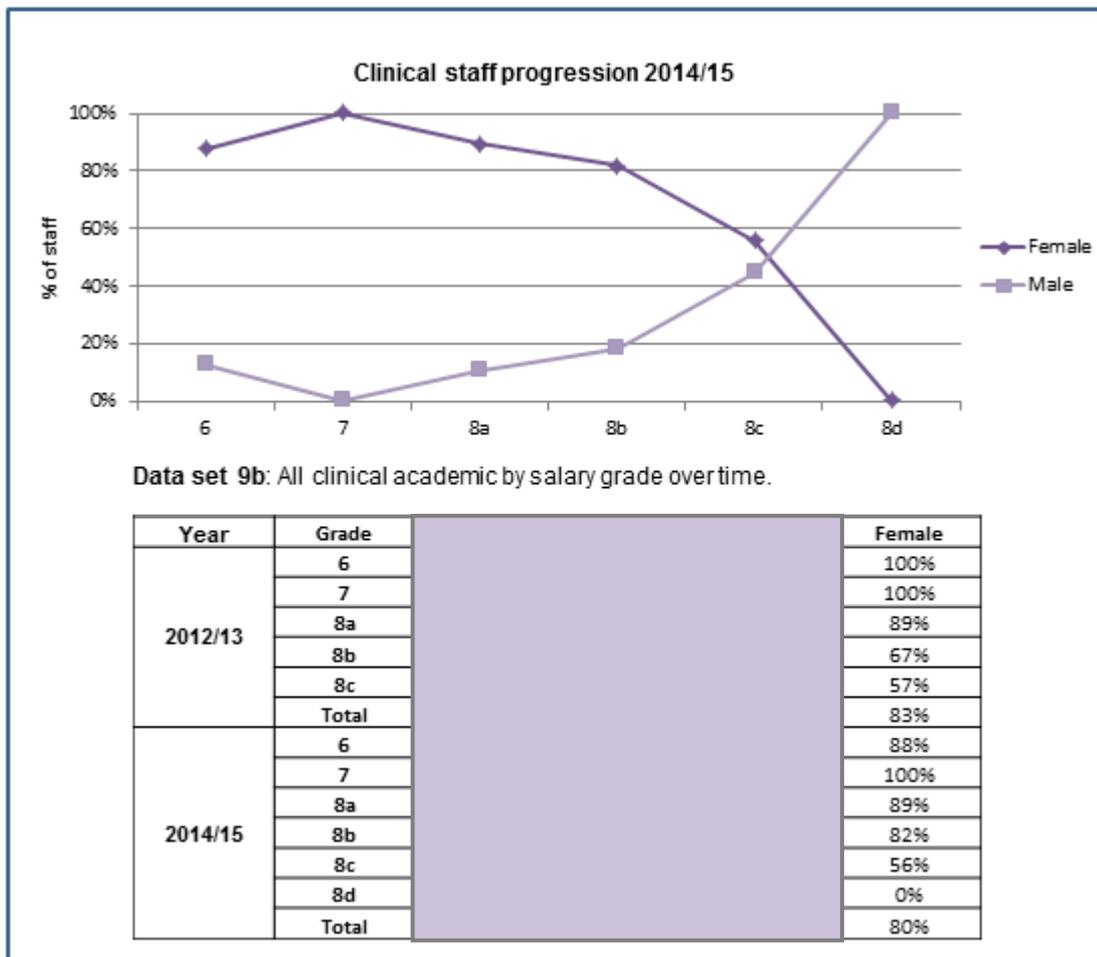
* N.B.: Individuals with multiple contracts of different grades are counted at each grade. [UG, PGT, & PGR numbers are total number including clinical.](#)

Although females are in the majority across all grades (apart from Professorial) for clinical staff (Dataset 9b), matching the proportions at PGR level (84%), there is lowering of proportions toward higher grades. Similar to non-clinical staff, a positive trend at Senior Lecturer/Academic Tutor is notable, with the point of attrition moving further up the pipeline to Associate Professor. It should be noted that the percentage at Professorial level is due to a single individual.

In our clinical staff focused work we aim to:

- Visit other AS Charter members with clinical staff to seek guidance and learn from best practice (9.05)
- Recommendations to the CEDAR senior management group (AP1.07, APB6.06) based on planned consultations with staff within CEDAR (AP1.04)
- Work closely with CEDAR management and HR to develop actions for a positive impact, particularly around promotion (AP3.01; AP5.07)
- Re-vamp the annual appraisal system (AP5.00; AP5.01) and develop mentoring systems (AP5.05) following feedback from our recent survey (AP1.04) where female staff in particular only slightly agreed that there were opportunities for formal and informal mentoring within the department.

[687]



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 is generally low, with ECR turnover predominantly linked to the ending of externally-funded, fixed-term posts. We have focused our analysis on open-ended staff turnover. To summarise our leavers over the past 5 years:

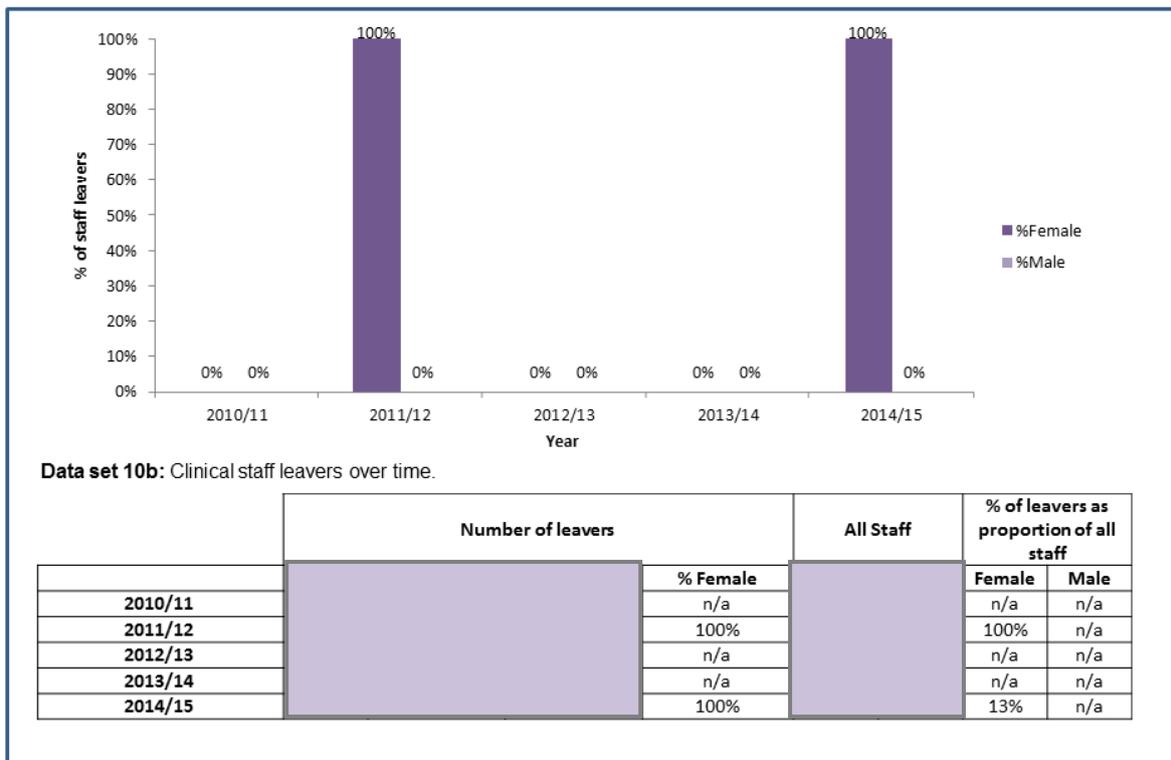
- Among non-clinical staff (Dataset 10a), 1-4 people have left each year, 30% female on average, which compares positively to the benchmark (64%)
- **All non-clinical female leavers have left to take up prestigious positions at universities abroad**
- All clinical staff leavers (Dataset 10b) have been female - given the high number of female staff, this is as expected but we will continue to monitor this (AP3.05)

Since January 2013, departmental exit interviews/questionnaires are offered to all leavers (AP3.05) and in response to our AS Bronze application feedback, we now include an offer to leavers that interviews can be conducted with our Human Resources Business Partner (AP3.05).

Uptake of local exit interviews has been extremely good at 100%. Anonymised results of these forms of data collection are forwarded to the AS lead and presented to Department and College-level strategy groups in an aggregated format. We are currently rolling out this procedure to our clinical staff (AP3.05).

[191]





4. Supporting and advancing women’s careers: 5418/5000 words (+418 additional words)

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.

Over the past five years, our female recruitment proportion for non-clinical staff has shown strong fluctuations (particularly for E&R positions), which invariably come with small numbers (particularly for shortlisting and appointment) (Dataset 11a).

Overall, the data show that:

- Our actions have had a particularly positive impact on R positions: female percentage of 60% or higher throughout the recruitment process (except for 2013/14), which is comparable to non-clinical PGR numbers
- E&S positions show a good female:male ratio throughout the recruitment process
- Recruitment at grades F/G is unbiased (53% application, 51% shortlisting, 50% selection across the last 5 years), although numbers of female applicants should be higher
- Recruitment at grades H/Professor shows less favourable numbers (46% application, 29% shortlisting, 29% selection across the last 5 years). Although data at senior levels are limited,

and thus less reliable, we are working with PEG to investigate and address a possible bias (AP4.00)

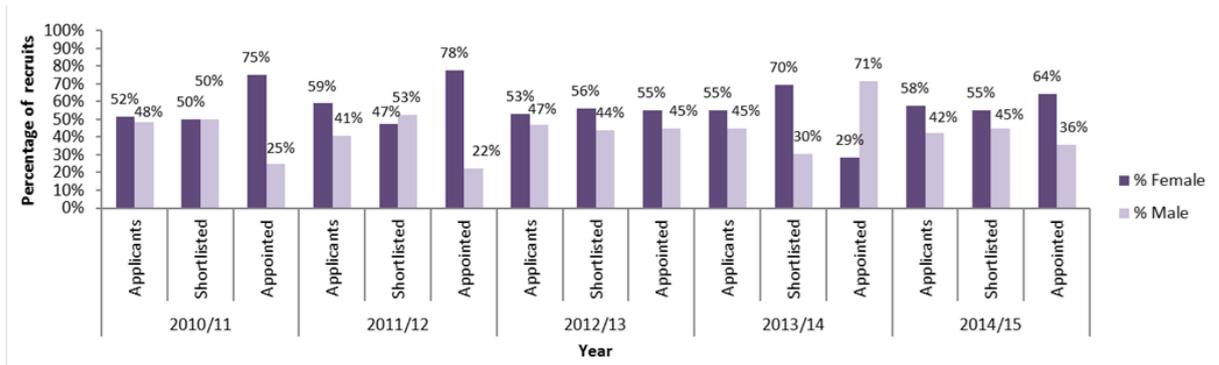
- Recruitment of clinical staff (Dataset 11b) has a high female:male ratio throughout; we will continue to monitor gender recruitment ratios, particularly at entry and senior grades (AP1.00).

100% of the 26 selection committees for non-clinical positions in the last five years have included at least one female staff member (Dataset 12). Our initiative to introduce deputy roles will increase female representation on selection committees, particularly those for E&R positions, without overloading women in senior leadership roles (AP5.04).

We aim to further improve ratios with our actions aimed at a fair and transparent recruitment process, including:

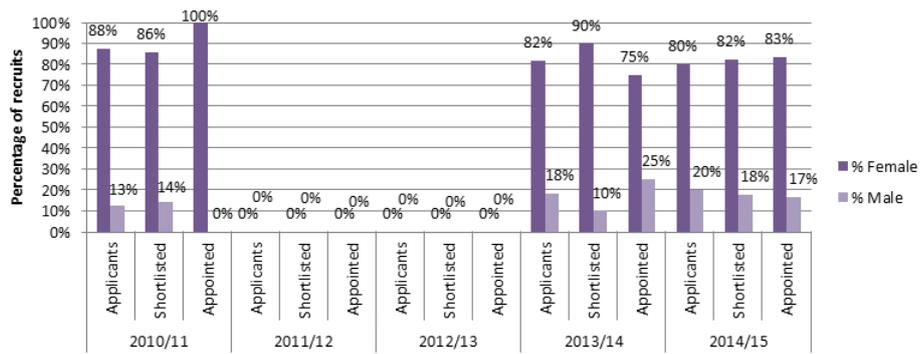
- Developing guidelines for selection committees on considering leave (AP3.08)
- Preparation of our ECRs for a move to full academic posts (AP2.03;5.03;B3.02;2.03; 5.00;B3.01;5.06;B5.01)
- Highlighting family-friendly policies (APB7.07; 7.02; 7.03; 7.04; B7.06)
- Engaging in positive action to encourage qualified women to apply through formal and informal networks (AP4.00)
- Maintain a mixed-gender representation on recruitment panels (APB4.03)
- Monitor that all staff on selection committees have undertaken recruitment and selection training (AP4.02).

[325]



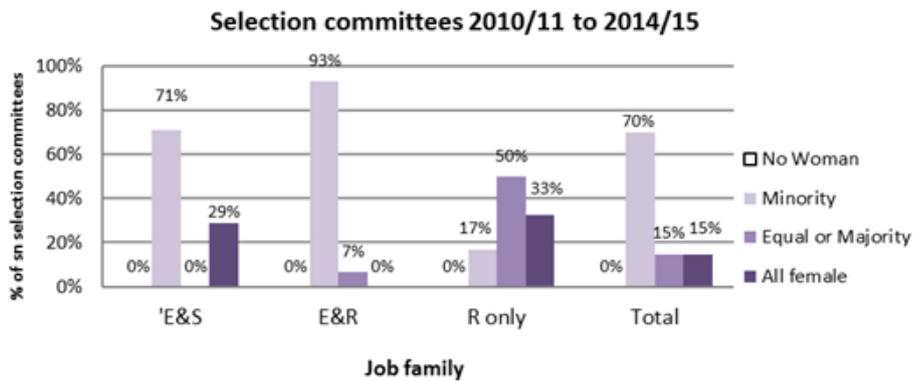
Data set 11a: Recruitment data for non-clinical staff by job family. Note: Since January 2014, all recruitment has been processed centrally through the HR e-recruitment system which enables us to monitor recruitment for all staff (AP1). However, the central system is not currently processing the hiring of multiple staff in response to a single job advert. Therefore, we have supplemented this with locally held data where necessary, including the gender composition of recruitment committees (Dataset 12).

Year	Job family	Grades	Applicants		Shortlisted		Appointed	
				% Female		% Female		% Female
2010/11	E&R	F&G		65%		67%		100%
		H&Prof		50%		50%		50%
	E&S	E&F		n/a		n/a		n/a
	R only	E&F		43%		40%		100%
2011/12	E&R	F&G		67%		100%		0%
		H & Prof		0%		0%		0%
	E&S	E&F		47%		33%		100%
	R only	E&F		65%		50%		86%
2012/13	E&R	F&G		49%		56%		57%
		H&Prof		0%		0%		0%
	E&S	E&F		75%		67%		100%
	R only	E&F		56%		59%		60%
2013/14	E&R	F&G		50%		33%		0%
		H&Prof		n/a		n/a		n/a
	E&S	E&F		63%		86%		67%
	R only	E&F		61%		80%		0%
2014/15	E&R	F&G		55%		46%		50%
		H&Prof		80%		50%		50%
	E&S	E&F		33%		50%		50%
	R only	E&F		62%		60%		83%



Data set 11b: Recruitment data for clinical staff .

Year	Stage	E-recruitment	
2010/11	Applicants		88%
	Shortlisted		86%
	Appointed		100%
2011/12	Applicants		0%
	Shortlisted		0%
	Appointed		0%
2012/13	Applicants		0%
	Shortlisted		0%
	Appointed		0%
2013/14	Applicants		82%
	Shortlisted		90%
	Appointed		75%
2014/15	Applicants		80%
	Shortlisted		82%
	Appointed		83%



Data set 12: Female representation selection committees by job family of position.

	E&S	E&R	Research only	Total
No woman	0%	0%	0%	0%
Minority	71%	93%	17%	70%
Equal or majority	0%	7%	50%	15%
All women	29%	0%	33%	15%

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.

Over the past 5 years, 14 individuals have been promoted in the department, 57% of them female (Dataset 13). Since Bronze, we are tracking whether individuals are putting themselves forward for promotion (AP1.01). Of the 10 members of staff who have put themselves forward for promotion since 2013/14, 4 (40%) have been female (AP1.03). This proportion is a good representation of applications for promotion since we implemented promotion actions and is expected to increase due to further changes and actions since Bronze:

E&R lecturers: Appointed to a Professional Development Programme of up to five years; appointment is confirmed upon successful completion; progression to Senior Lecturer is expected within 5 years; timelines are pro-rated for leave takers and take into account part-time working

E&R senior lecturers/AP: apply to College but also involve external assessment undertaken on behalf of Vice-Chancellors Executive Group.

E&S staff: promotion is contingent upon availability of posts/funding at the promotion grade and assessment of performance against a set of defined criteria.

E&S clinical staff: via the University promotion route for E&S staff or through applying for higher level roles if funding through external commissions is available

Box 4: Overview of promotion pathways

- 1) Increase in number of female Associate Professors and Professors
- 2) Action to increase experience of senior decision making processes within the department (AP5.04).
- 3) Promotion discussion is actively encouraged during the annual Performance Development Review (PDR) and all staff submit a full CV to their Academic Lead (AL) prior to their PDR review (AP5.00; 3.06). **Our mentoring survey (see 4.1.4) shows that 27% of female E&R staff listed promotion as one of the results of their interactions with their AL (and 9% as a result of informal mentoring).**
- 4) An annual Promotions, Roles and Committees (PRAC) panel is convened with all ALs within the department (AP3.07). ALs provide a summary profile of each of their mentees. Feedback by PRAC members is used by ALs and the HoD in promotion discussions with staff. The PRAC also considers strategic allocation of departmental roles and workloads to support career progression (APB5.07). A non-promotion panel reviews CVs and provides shortlists for Department leadership roles to ensure equal consideration of staff for administrative roles that affect promotion (AP3.07).
- 5) Annual promotion events to cover the criteria for promotion at each level, for all career paths (AP3.01), open to all staff. Our first workshop (January 2015) was attended by 13 staff members (54% female) who provided critical comments that we fed into the university promotion

consultation process (AP3.04) as well as comments demonstrating a positive impact of the panel composition and the workshop on individuals (Box 5; AP3.01).

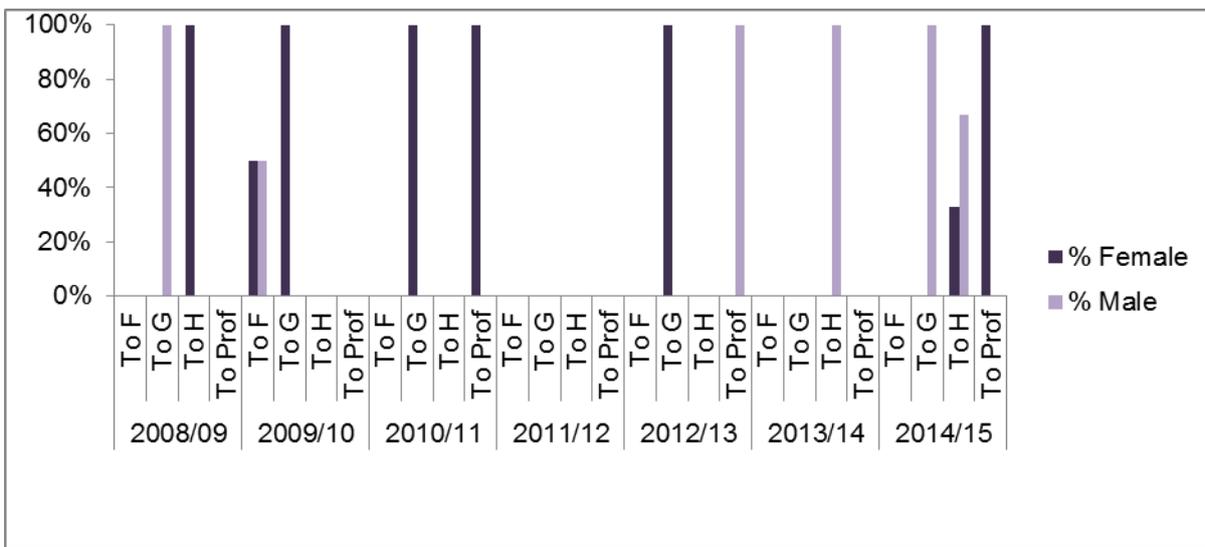
- 6) Staff who are close to promotion or have been selected for promotion interview, are offered a promotion discussion by the HoD with a recently promoted individual (AP4.01).
- 7) We are leading the development of guidelines for promotions panels and external reviewers that are aimed at reducing the chances of bias towards women in considering promotion criteria (AP3.08).

[429]

-“I felt that the session may have been just as helpful for the Dean as it was for us, in that it gave him a chance to respond to concerns that he may not have even known we had”

-“The [workshop] discussions and statements from the Dean encouraged me to take action and approach the Head of discipline to discuss my CV and evaluate whether I might be close to fulfil promotion criteria”

**Box 5: 2014/15 Promotion workshop
feedback highlights**



Data set 13: The number of non-clinical academic staff receiving promotion from 2008/09 to August 2015

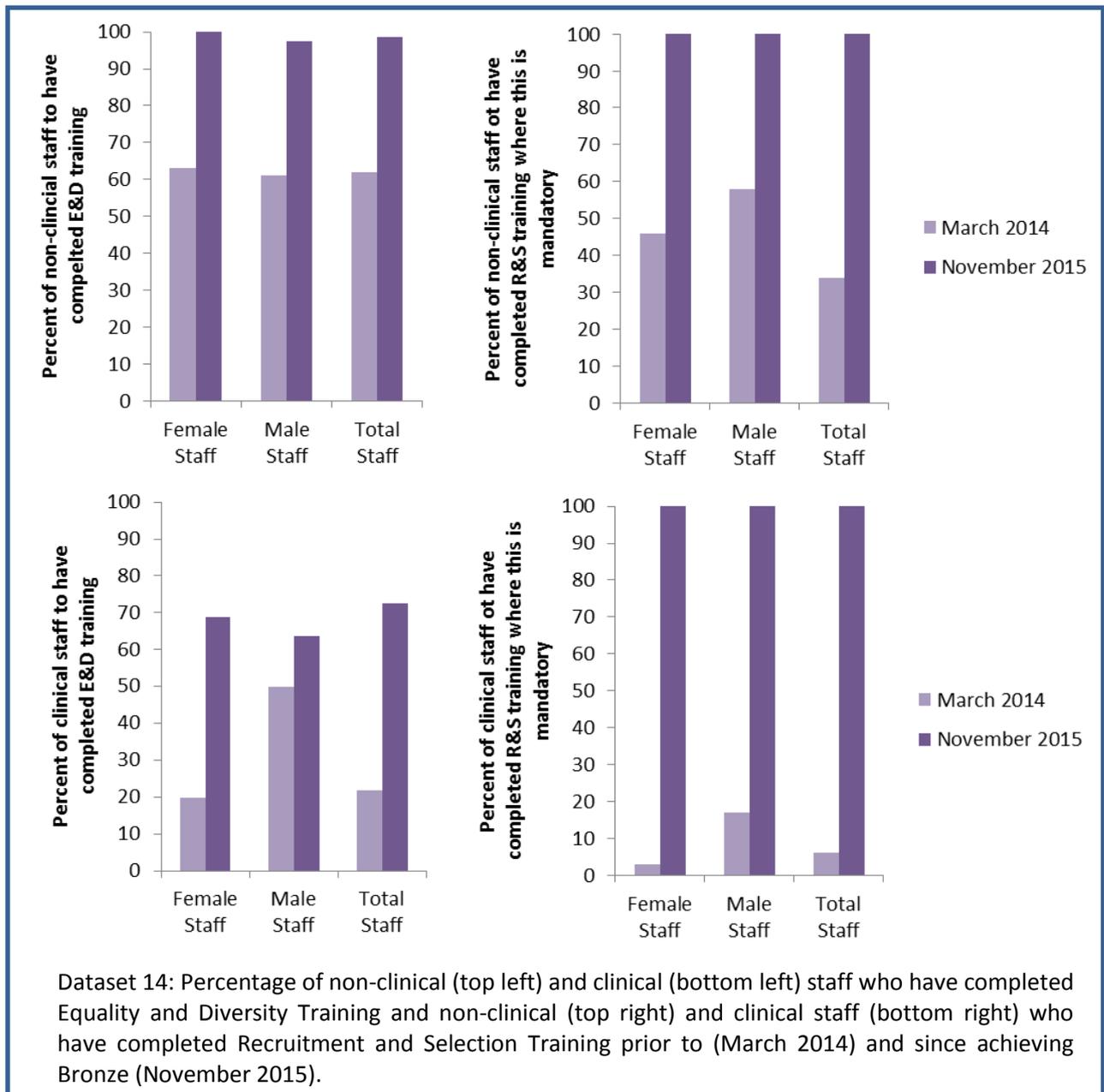
Deleted table: *The number of non-clinical academic staff receiving promotion from 2008/09 to August 2015*

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*

Our Bronze actions were implemented to ensure fair and equal criteria on which to select and shortlist applicants (APB4.01; B4.02, B4.03) and we see the positive impact of this across job families (section 4.1.1.). As a department we actively encourage eligible women to apply for vacant posts (AP4.00).

Potential applicants are encouraged to speak to a Department contact. For applicants with partners working outside Higher Education, HR provides advice on employment opportunities in the city and region. Interviewees (including ECR posts) are given a tour of the Department, can meet informally



with staff and PGR students and can discuss flexible working and work-life balance. Unsuccessful internal candidates can speak to the recruitment panel chair for constructive feedback (APB.11).

Since January 2013 we have worked locally towards a goal of 100% of staff completing the University's mandatory Equality and Diversity and Recruitment and Selection training (AP4.02; AP6.11) and we have seen a steep increase in the number of trained staff since Bronze (Dataset 14). Importantly, a Psychology research team is evaluating the effectiveness of the Equality and Diversity training for the University (AP4.02).

[183]

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.

Upon implementing our AS AP, our pipeline “leak” for non-clinical staff was at Research Fellow (fixed-term, ECR) to Lecturer and again at Associate Professor and above. For clinical staff the leak occurred at Grade 8a. Our data indicate that since Bronze our actions have had a positive impact in stemming both of these leaks (Figure8, section 3.2.1.):

- **Our percentage of female Associate Professors and Professors has gone from 0%→13% and 20%→44%, respectively**
- **Female Lecturer representation has come up from 50% to 57% and matches this grade’s fixed-term representation (Research Fellow, 56%)**
- **Positive impact of our mentoring schemes (see AP5.05; B5.04) on our non-clinical staff (see sections 4.1.2 and 4.2.1).**

We asked clinical staff in a survey conducted in May/June 2015 (AP1.04) to comment on career development and progression and found that although results were positive (i.e. above the mid-point on a 7-point scale), compared to males, female clinical staff were not as positive in their answers around career progression and development (Figure 9).

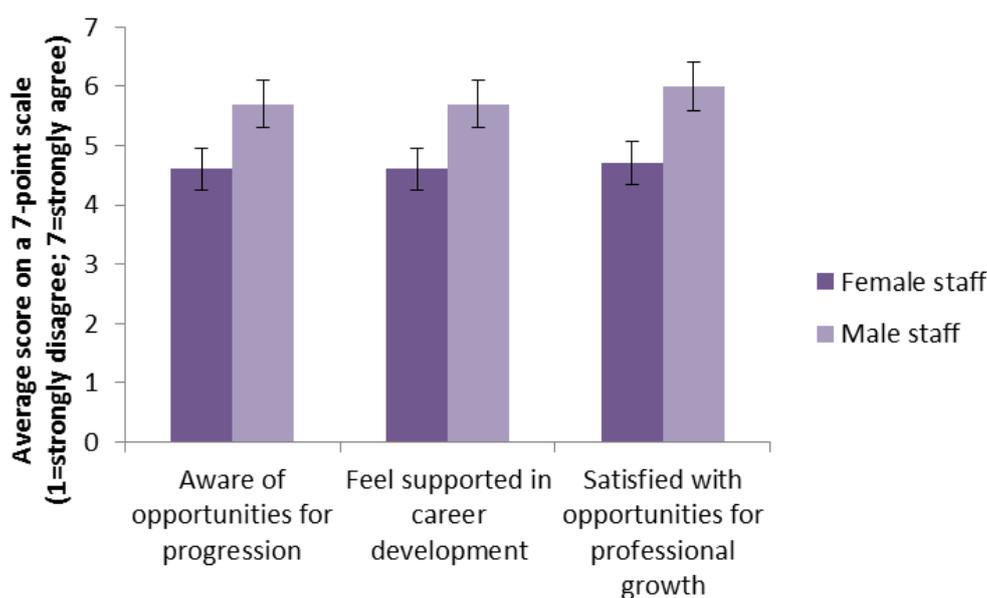


Figure 9: Responses of clinical staff in CEDAR to questions around career progression and development in our recent survey (May-June 2015) of this group. Averages and SE are given with responses on a 7-point scale (1=strongly disagree, 7=strongly agree)

Silver actions stemming from these (Figure 9) responses:

- A series of staff consultation events over the next year (AP1.04; 1.03) to understand where differences are stemming from and how we can better support our clinical staff in career development.

- Consult with the College and clinical senior management group to implement a promotion workshop tailored to our clinical staff (AP3.01; AP5.07) and develop a formal and effective mentoring structure (AP5.00;5.05;9.05).

In November 2013, we established a well-received Early Career Forum (ECF) (AP2.03) led by a new DPDR (AP5.03, Table 4). We have now implemented a similar forum for PGRs headed by the PGR rep (AP2.11) and are in the process of implementing one for our clinical early career staff (AP2.23).

Our DPDR is also responsible for matching our ECRs with a formal mentor of their choice (AP5.03). ***Since Bronze this has had a positive impact on the ECR community with 100% of respondents in our recent survey on the PDR process agreeing that they benefitted from doing their PDR (Box 6).*** In our mentoring survey we found that ***67% of ECR respondents make regular use of their formal mentor and that the new mentoring system is particularly effective for female ECRs; compared to males female ECRs report:***

- Seeing formal mentors more frequently (scale 1-8; females:5.0±2.61; males:2.0±1.41)
- Greater formal mentor effectiveness (scale 1-7; females:4.5±0.90; males:3.9±0.65)
- A higher number of positive formal mentoring outcomes (females:1.7±1.03; males:0.67±1.15)

"Although my previous PDRs were helpful too, the experience this year exceeded the previous ones. I could choose someone who is a real role model for me and her advice was very valuable." (female postdoc)

"I liked both the allocation process, who I was allocated and the process in general. I left my meeting inspired and full of enthusiasm" (male postdoc)

Box 6: 2014/15 ECR Annual Professional Development Review (PDR) process feedback highlights

Informal mentors are actively encouraged for all staff (and PGRs) through the forums we provide for the establishment of informal mentoring relationships (AP2.03, 2.11, 6.07). Since Bronze, female ECRs report the same patterns as with formal mentors, only more strongly. We will continue to support ECR staff in mentor choice and making use of mentoring relationships (AP3.02;B2.02;B5.04;5.05), ensure that all formal ECR mentors have had mentor training (AP5.01) and push for ECR supervisor training (AP3.02) to further increase the impact of our mentorship actions for this group. Given the reported value of informal mentoring, we will also promote the One-Step-Beyond mentoring scheme to our ECR community (AP5.08).

Date	Topic	Visitor
12/2013	Introductory meeting	
01/2014	HoD (Mark Levine) provided an overview of the 'organisational structure' of the department (psychology) and how it articulates with the wider College/University structure.	HoD
02/2014	Teaching contributions by postdocs	
03/2014	The REF, and what it means for people who are currently postdocs	
05/2014	Bridget Sealy (RKT) spoke to the group about the situation for postdocs in relation to applying for grants.	RKT Lead
09/2014	Athena Swan Lead (Safi Darden) addressed the group about the AS initiative, our bronze success, and we appointed two new postdoc members of the PASWG (Lauren Brent and Jayden van Horik)	As Lead for Psychology
11/2014	The importance of maintaining your 'web presence'	
12/2014	Guidance on publication and authorship	
02/2015	Setting the agenda for 2015	
03/2015	Impact (Darren Croft, DoR). Darren outlined the Impact agenda as per the REF, and the extent to which postdocs should have an eye on this.	DoR
05/2015	Chris Woods (Researcher Development Manager (Research Staff) for the University)	Researcher Development Manager
06/2015	Space issues in the department. HoD Mark Levine gave an overview of 'plans for growth' within the department and the implications in terms of managing space. We discussed the current space allocations to postdocs and how people felt about these.	HoD
10/2015	Welcome to new postdocs/introductions ; discussion of applying for University funding for "Researcher-led Initiatives" ; discussion of expanding DPDR role to organising mock interviews for ECRs who have been shortlisted for permanent positions	
11/2015	Athena SWAN Focus Group	

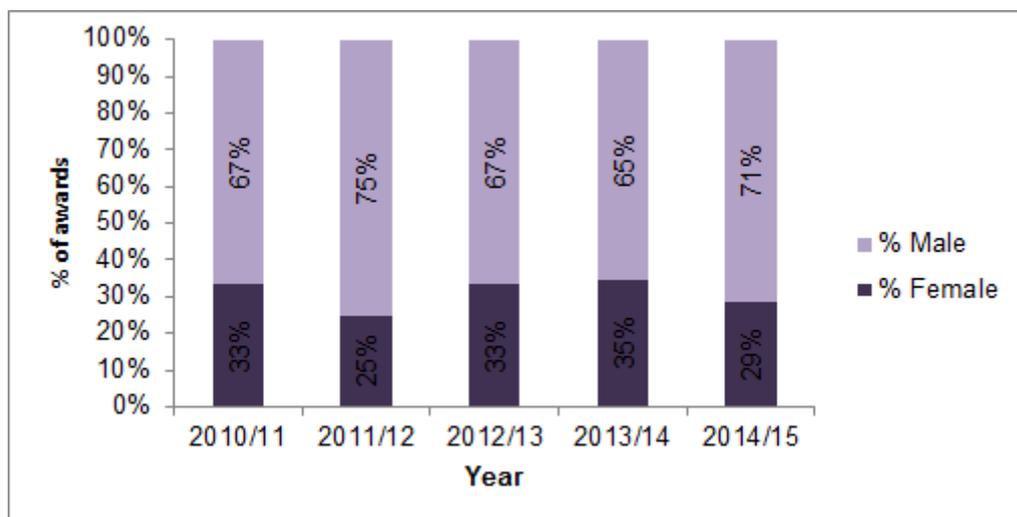
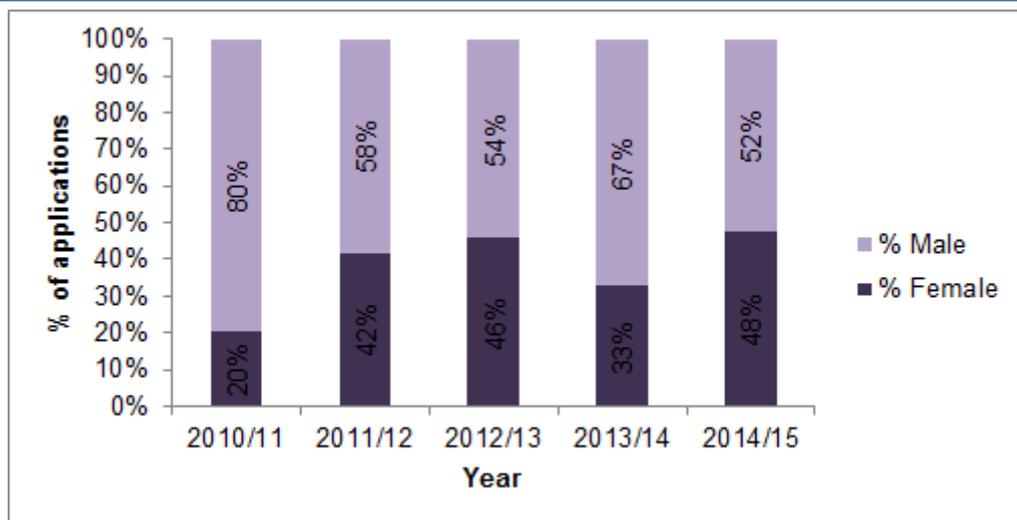
Table 4. Overview of meeting dates, topics and visitors for the newly established ECF in the Department which meets in term-time with themes for each meeting and invited visitors if relevant to the theme.

Grant income and publication quality are key promotion criteria and key areas where staff have commented on the need for mentoring. We previously found that male and female staff in our Department differed in their publication strategies [we will survey staff again at the end of the current REF period], with females tending to submit manuscripts to lower impact journals. In reviewing the impact of our changes to the formal and informal mentoring systems (AP1.03, AP5.05, AP6.07) since Bronze we found that:

- 9% of female staff felt that their formal mentoring relationship and 36% that their informal mentoring relationship encouraged them to publish in journals that they would not otherwise consider (males: 0% & 25%)
- 36% of female staff indicated that grant submission was one of the outcomes of their relationship with their formal mentor and 45% with their informal mentor (males: 25% & 25%)

Dataset 14b indicates that the proportion of grant applications by females was higher in 2014/15, but the proportion of awards still low. We are currently reviewing what could be driving both proportions (AP6.08). We are also running local workshops tailored to the needs of our staff (E&R and R), e.g. on grants (4 invited speakers) and publishing for the REF (2 invited speakers) (APB5.02; 2.03; 5.03). We are confident that the increasing representation of women at more senior levels and the Bronze and Silver actions we have put in place (AP Sections B,3-5), including our new mentoring system (AP5.00) and encouraging junior staff sponsorship on grant and studentship applications (3.07), will have a positive effect over the next three years.

[778]



Dataset 14b. Grant applications and awards by gender.

Deleted table: Grant applications and awards by gender

4.2. Career development

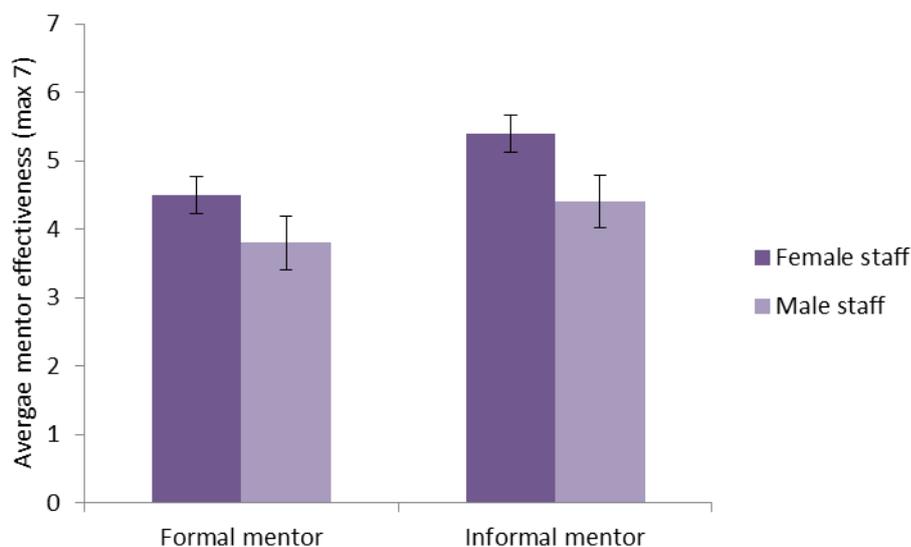
For each of the areas below, explain what the key issues are in the Department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

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?

We have described in section 4.1.2 the PRAC process for supporting promotion as well as other promotion actions and outcomes.

Annual PDR appraisals (AP5.00) for E&R staff are carried out by ALs (all of whom are PRAC panel members, AP3.07). Previously all ALs were male (4) and had a very limited mentoring role. **We have increased our pool of trained ALs (50% female) and changed the role to include more structured mentoring (AP5.05).** Staff choose amongst ALs, with no AL having more than four mentees. Guidance resources are given to staff to inform their choices (APB5.04). Our mentoring survey clearly demonstrates that, since Bronze, this has had a positive impact (Figure 11), particularly for women:

- **Meeting with mentors more than once per term**
- **Reporting relatively high formal mentoring effectiveness scores (Figure 10)**



§ Figure 10. Results of our 2015 mentoring survey indicating that our new mentoring system and active (encouragement of informal mentoring is especially effective for female staff.

the survey with **staff meeting even more frequently with informal mentors and reporting even greater mentor effectiveness scores** (Figure 10). Qualitative results indicate that respondents like being able to choose a mentor with impact on mentoring effectiveness. Comments on weaknesses of the system (Figure 11) were predominantly about not wanting to burden mentors by taking too much of their time. We have reminded staff in staff meetings and by giving access to survey results (AP5.05) that formal mentors (ALs) have time in their workloads for mentoring with the aim of increasing mentoring effectiveness scores even further over the next three years.

The number of female E&R staff completing a PDR has increased to 100% with the new mentoring system, further demonstrating its positive impact (Figure 12). Our aim is to ensure that we get a 100% completion rate for all staff (AP5.00).



Figure 11. Word clouds indicating the descriptions used by open-ended contract staff to describe the strengths (above) and weaknesses (below) of their formal mentoring relationship.

Clinical staff (E&S) follow the same appraisal process, however since Bronze, our survey of this group (AP1.04) indicates that the process is not being consistently applied and completion rates are low (Figure 12). To address this we will:

- **Consult with our clinical staff and other Departments and institutions with clinical staff on the PDR process to introduce an effective appraisal system and reach the 100% completion rate (AP1.04;5.05;5.07;9.05)**
- **Ensure opportunity for feedback after the PDR so that the process can be continually reviewed and improved if necessary (AP5.00)**
- **Hold a workshop for all clinical staff to cover the PDR process and its aims (AP3.01)**

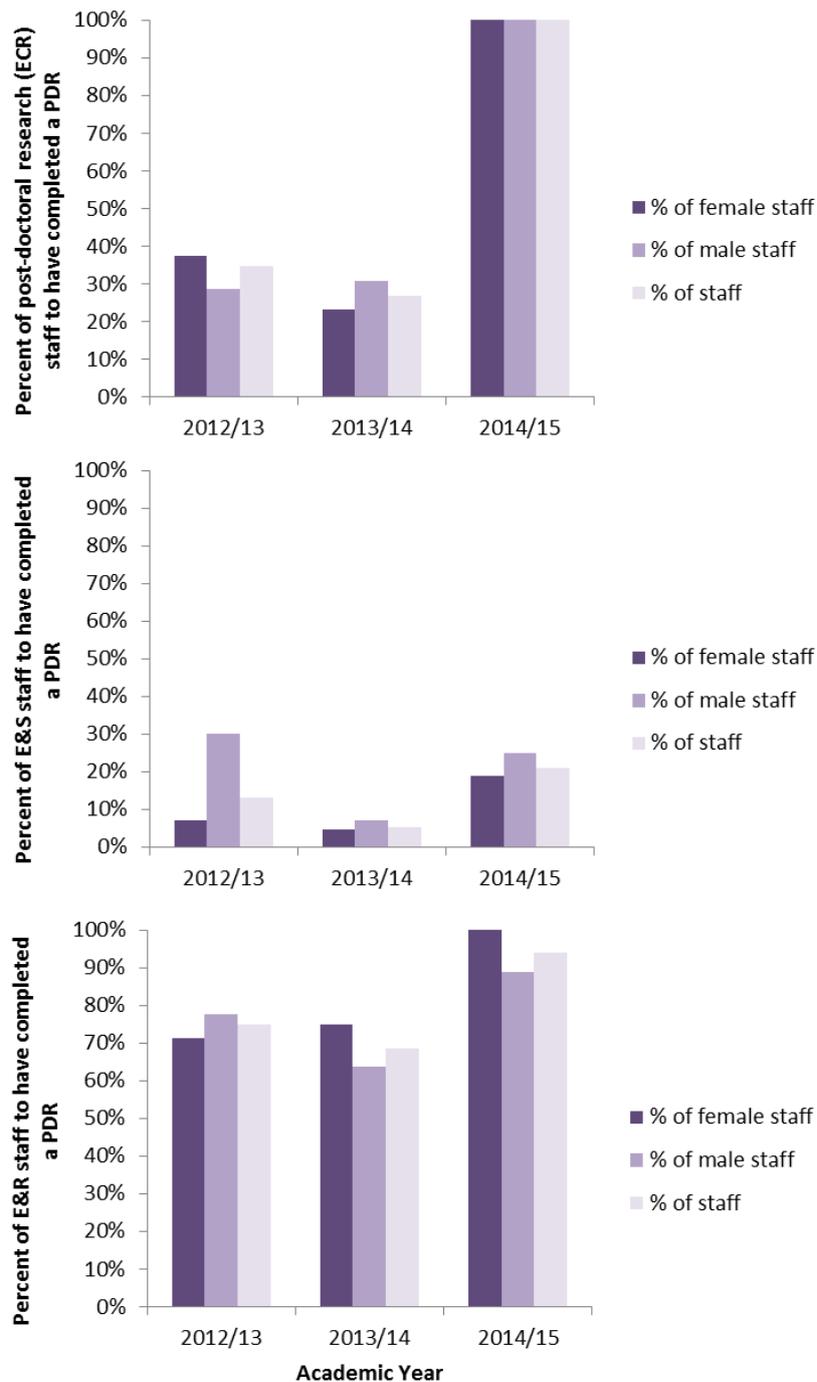


Figure 12. Overview of clinical and non-clinical staff PDR completion rates. Top: ECR staff; Middle: E&S staff; Bottom: E&R staff.

PDR reviewers for ECRs were previously assigned by the College (23% of female research staff completed a PDR in 2013/14). Following review, Psychology’s DPDR has coordinated ECR annual appraisals so that ECRs can choose their mentor and appraiser (see 4.1.4; AP5.03). **Since this change, 100% of female ECRs completed their PDR for 2014/15 (Figure 12).**

For Bronze we introduced a deputy structure for key leadership roles with an associated workload allowance. This is a positive support mechanism to facilitate training roles for junior staff and develop the management talent pool. Since Bronze these roles have been filled by female senior lecturers and reports on the first year indicate that being in the role has had a positive impact on professional development (see AP5.04).

We promote the University ‘ASPIRE’ programme (AP6.06), which develops staff who teach and support students’ learning. Since 2011/12, 11 individuals in the Department have attained ASPIRE Fellowship status (Table 6).

Total Females	7
E&R	4
E&S	3
Total Males	4
E&R	2
E&S	2
Grand Total	11

Table 6. ASPIRE Fellowships attained by staff in psychology in the past 4 years grouped by gender and job family.

We are proud to be at an institution that has recently (Jan 2015) been among the first ten UK universities to retain their HR Excellence in Research Award (APB5.03). Our Researcher Development

		Female	Male	Total
2012/13	% of total attendees	63%	38%	
	% of total no ECRs in Department	28%	25%	27%
2013/14	% of total attendees	69%	31%	
	% of total no ECRs in Department	61%	38%	52%
2014/15	% of total attendees	50%	50%	
	% of total no ECRs in Department	22%	29%	25%

Table 7. Overview of attendance of at least one training course by Psychology ECRs from 2012/13 to 2014/15.

Programme provides PGRs and ECRs with professional development opportunities (AP5.06). In addition, our Research Knowledge Transfer team offer support for research grant applications and an online repository of information (APB3.02). **Since promoting these support mechanisms we are delighted to have seen that the uptake of training is high for our female PGRs (see 4.2.3 Table 9).** However, our ECR uptake dropped last year (Table 7). Focus group feedback (AP1.02) indicates that for some topics ECRs want training more tailored to their discipline. **The positive uptake of our Departmental ECF (AP2.03), which tailors its topics to the current needs and requests of the ECR community, may counter this drop in numbers.**

[746]

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 new staff and staff moving to a new role and occurs in the first three weeks of appointment. Each staff member is allocated a trained local Induction Facilitator and notified of this contact prior to starting (APB3.04; APB3.05).

Since Bronze, we have created electronic versions of our local induction materials (Box 7; APB3.04). This has enabled new staff to quickly understand the structure and support within the Department. E&R and E&S staff are also guided through teaching-related systems and processes by the Education Support Team (APB3.04) and in induction meetings with the DoE, Senior Tutor, and final year project lead. We have also introduced a Buddy system where the HoD introduces the new staff member to a colleague near their own office (AP3.03).

All new staff are invited to a University induction talk and lunch hosted by the Vice Chancellor, providing staff with an opportunity to hear first-hand the overarching strategic objectives of the University, network with staff from other disciplines and meet members of the central Professional Services team (APB3.03). In week three new staff are talked through the personal development opportunities available and given further information on those specific to their role.

- maternity, parental and adoption leave
- flexible working
- part-time working
- Department core hours
- mentoring systems
- committees and their membership
- information relevant to research (e.g. internal grant review process, departmental research budget information)
- information relevant to teaching (e.g. online learning platform, coursework submission system)
- mandatory training checklist
- protection of dignity at work (APB6.02)

Box 7: Local induction materials (APB3.04) topic highlights

Since 2014/15, the Department has hosted a social function during the first week of the academic year (AP6.07) to officially welcome all new staff (academic and professional and technical services) and PGRs to the Department, providing further networking opportunities and creating a welcoming and inclusive atmosphere.

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 (APB3.04). 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.

[296]

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 by personal tutors (academic staff with workload hours). Third year UGs are mentored by their dissertation supervisor to have direct contact with research active staff. We have introduced an UG/PGT internship programme (AP2.12) with a module code that appears on transcripts to document the student’s involvement and commitment. Internship placements are competitive and have excellent representation from female UGs and PGTs (Table 8). PGTs participate in seminar modules with guest speakers followed by a mandatory discussion including careers. We have introduced a session on a mandatory third-year module for students to have discussions with female and male PGRs and ECRs regarding their work, career paths and what it is like being in academia (AP2.02). PGTs are now invited to PGR Coffee Mornings once per term to increase contact with the next career stage (AP2.08). **We have had positive feedback from each of these initiatives.**

UGs		% female interns
2012/13		83%
2013/14		69%
2014/15		90%

PGTs		% female interns
2012/13		83%
2013/14		75%
2014/15		90%

Tables 8a and b. Tables indicating the uptake of the department's research internship program by female and male UGs (left) and PGTs (right).

The University ‘Career Zone’ provides a range of support mechanisms and includes a Career mentor scheme for PGs, which facilitates links with relevant professionals (APB2.02). Uptake from

Psychology students is high, with 27 Psychology student participants in the Career mentor scheme in 2014/15.

The University’s 2014/15 pilot of the UG ‘Sprint’ Programme’, a female only leadership course, engaged 5 participants from Psychology. **Based on its positive impact, the University is now funding Sprint for three years (AP2.18)**. The Department also has an Employability Officer who provides support and guidance around STEMM careers and employability and invites alumni and current staff to give employability talks. **We have good representation from our female UGs at our employability events, with 223 attendees (90% female) and very positive feedback (AP2.22, Figure 13) in 2014/15.**

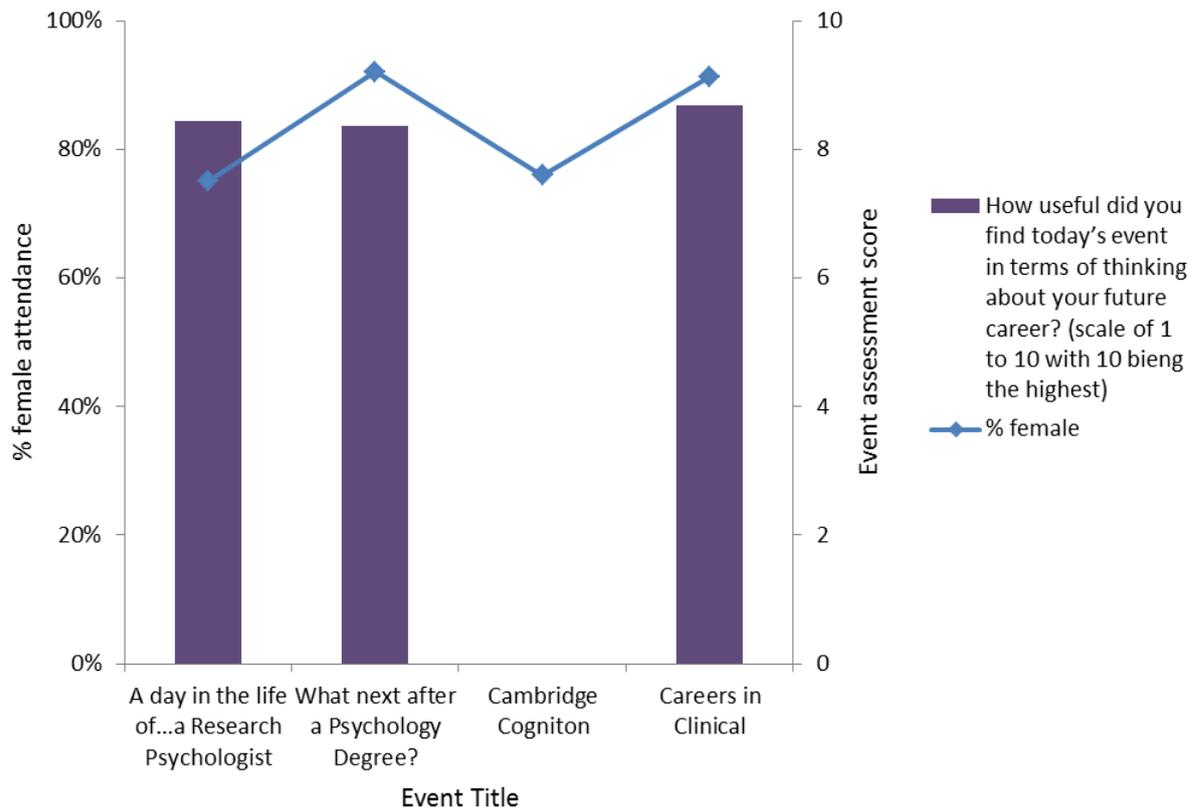


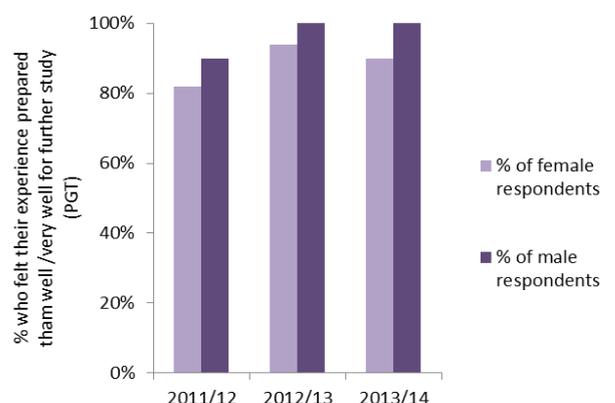
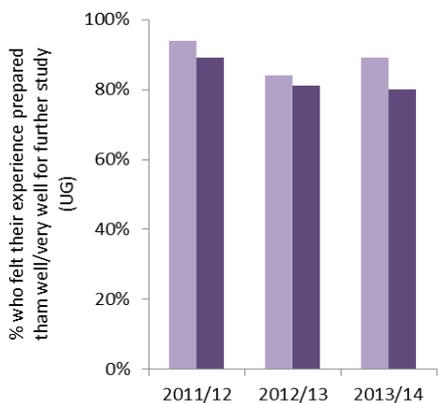
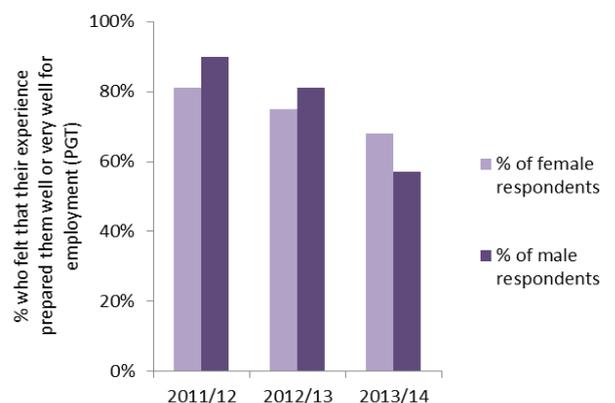
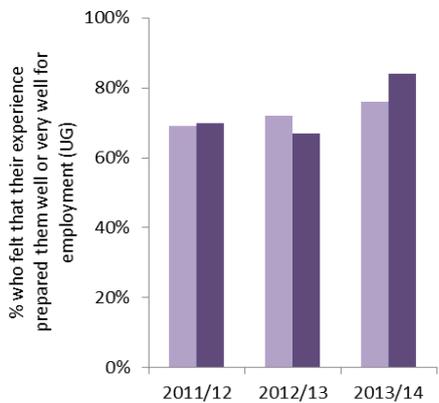
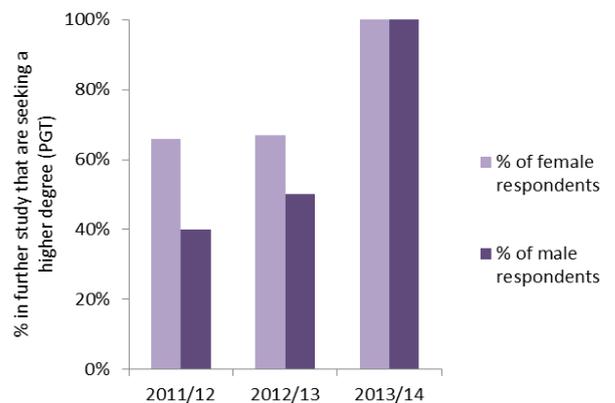
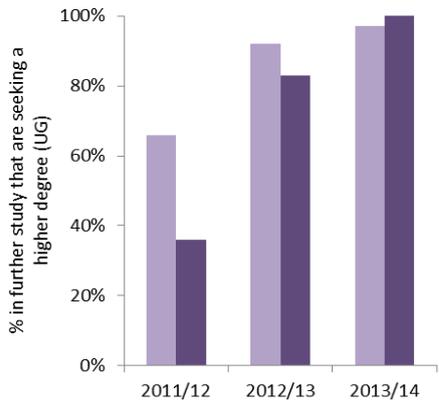
Figure 13. Percentage female attendance at 4 employability events in 2014/15 (223 attendants total) and feedback associated with each event (please note we were unable to collect feedback at the Cambridge Cognition event).

strength of preparation for Postgraduate study, with around **90% of UG and PGT females feeling that their experience in the department prepared them well for further study** (Dataset 15).

	Female				Male				Grand Total	Overall Graduate Destination Score
	Negative	Positive	Female Total	Female Graduate Destination Score	Negative	Positive	Male Total	Male Graduate Destination Score		
2009/10	36.0	50.0	86.0	58.1	4.0	15.0	19.0	78.9	105.0	61.9
2010/11	37.5	76.0	113.5	67.0	7.5	14.5	22.0	65.9	135.5	66.8
2011/12	35.0	60.0	95.0	63.2	4.5	18.0	22.5	80.0	117.5	66.4
2012/13	22.0	44.0	66.0	66.7	6.0	16.0	22.0	72.7	88.0	68.2
2013/14	19.5	64.5	84.0	76.8	5.5	15.0	20.5	73.2	104.5	76.1

* Please note that due to survey changes, results from 2011/12 onwards are not comparable to previous years.

Dataset 15: DLHE (Destination of Leavers from Higher Education) Graduate destination scores (UG) (above) and additional leaver data for UG and PGT (below).



All PGRs use an online tool (B2.01) to document meetings with supervisors and mentors and ensure that they are receiving the mentoring and supervision hours they need.

Training and career development courses are provided for Psychology PGR students by the University's award winning Researcher Development Team (see 4.2.1), which recognizes PGR needs as communicated in a report on Doctoral students' career expectations written by the team lead for the Royal Society. Training courses are promoted by supervisors and show a good uptake by female PGRs (Table 9).

		Female			Male			
		Psy	Dclin	Total	Psy	Dclin	Total	Grand Total
2012/13	% of total attendees	67%	20%	87%	13%	0%	13%	
	% of total no PGRs in Department	59%	8%	24%	21%	0%	9%	20%
2013/14	% of total attendees	64%	19%	83%	17%	0%	17%	
	% of total no PGRs in Department	88%	11%	34%	46%	0%	22%	32%
2014/15	% of total attendees	56%	26%	81%	15%	4%	19%	
	% of total no PGRs in Department	75%	11%	27%	36%	8%	22%	26%

Table 9. Overview of attendance of at least one training course by Non-Clinical (Psychology) and Clinical (Dclin) PGR students from 2012/13 to 2014/15.

For non-clinical PGR leavers in the past five years that we have destination data for, **78% of female and 92% male graduates take up a research post in their first position following the completion of their PhD**. Since Bronze, to maintain and increase this figure for female graduates, following focus group feedback, we provide:

- Mentoring and guidelines on publication (APB5.02)
- **A Buddy-up scheme where all PGRs are successfully buddied with an individual that is one step 'ahead' of them, including an ECR of their choice in their final year (AP2.06)**
- **Funds for a PGR forum (AP2.11)** akin to the ECF (see 4.1.4) to provide further peer support and professional guidance from topic relevant speakers invited to attend the forum

We have also held well-attended seminars on work/life balance (APB9.06) with academics from junior to senior level to promote awareness and knowledge of managing career demands in the face of co-existing family demands. Feedback indicates that these sessions are helpful and we will continue to host similar AS related seminars in the Department.

[605]

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.*

Since Bronze we have achieved improved female representation on committees both at the local and College level (Tables 10 and 11):

- 36% of members of the most senior College committee, College Executive Group, are women (up from 22%)
- Senior non-clinical committees, PEG and PSG, are 47% female, up from 27% in 2013/14
- Clinical senior management group has remained at 60% female
- Other Psychology committees are up to 87% (non-clinical) and 78% (clinical) female.

The welcome gender shift in non-clinical senior decision-making since Bronze is driven by increased female representation on PSG (from 25% to 58%) with a revamp of our selection of strategic group leads who are now selected by an electoral process within research groups (AP6.12). Three of our 4 research groups have female leads (previously 100% male). Since Bronze, to increase junior staff exposure to senior decision making committees, we have allocated space on PSG to be filled on a rotational basis by any self-nominated member of staff (AP5.04).

The lack of female representation on PEG (local level) still needs to be addressed. However, senior committees have fixed membership based on senior roles in the Department (PEG: DoR, DoE and HoD). Deputy roles (AP5.04) and promotion of female staff should help to create a balanced committee membership at more senior levels over time. Our deputies (all female) can sit on the CRSG, PEG and PSG committees (Table 10) as needed or if they request to do so. In these instances the percentage of females on those committees can be up to 45%, 66% and 75%, respectively. It should be noted that two of our female professors have senior roles outside the Department (and College) and thus are not available to take on senior Departmental and College roles due to workload pressures.

[298]

Committee	Year	% Female membership
College Executive Group (CEG)	2012/13	40%
	2013/14	22%
	2014/15	36%
College Education Strategy Group (CESG)	2012/13	38%
	2013/14	38%
	2014/15	33%
College Research Strategy Group (CRSG)	2012/13	25%
	2013/14	25%
	2014/15	40%
Psychology Executive Group (PEG)	2012/13	67%
	2013/14	33%
	2014/15	0%
Psychology Strategy Group (PSG)	2012/13	29%
	2013/14	25%
	2014/15	58%
Roles and Committees (RAC) panel	2012/13	-
	2013/14	50%
	2014/15	38%
Psychology Research Strategy Group (RSG)	2012/13	40%
	2013/14	20%
	2014/15	-
Psychology Education Committee (PEC)	2012/13	70%
	2013/14	58%
	2014/15	57%
Education Management Committee (EMC)	2012/13	71%
	2013/14	53%
	2014/15	64%
UG Staff Student Liaison Committee (UGSSLC)	2012/13	77%
	2013/14	74%
	2014/15	64%
PG Staff Student Liaison Committee (PGSSLC)	2012/13	69%
	2013/14	87%
	2014/15	62%
PGR Liaison Forum (PGRLF)	2012/13	71%
	2013/14	60%
	2014/15	67%
Ethics Committee	2012/13	40%
	2013/14	40%
	2014/15	40%
Health and Safety Committee	2012/13	33%
	2013/14	33%
	2014/15	27%
Promotions, Roles and Committees (PRAC) panel	2012/13	-
	2013/14	-
	2014/15	50%

Table 10. Committee membership of non-clinical decision making groups in the College and Department.

Committee	Year	% Female membership
Senior Management Group	2012/13	60%
	2013/14	60%
	2014/15	60%
Board of Examiners	2012/13	50%
	2013/14	60%
	2014/15	50%
CEDAR Committee	2012/13	58%
	2013/14	58%
	2014/15	58%
Mitigation Committee	2012/13	57%
	2013/14	50%
	2014/15	57%
Doctorate in Clinical Psychology Committee	2012/13	50%
	2013/14	77%
	2014/15	50%
Staff Student Liaison Committee	2012/13	64%
	2013/14	78%
	2014/15	75%

Table 11. Committee membership of clinical decision making groups in the Department.

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.

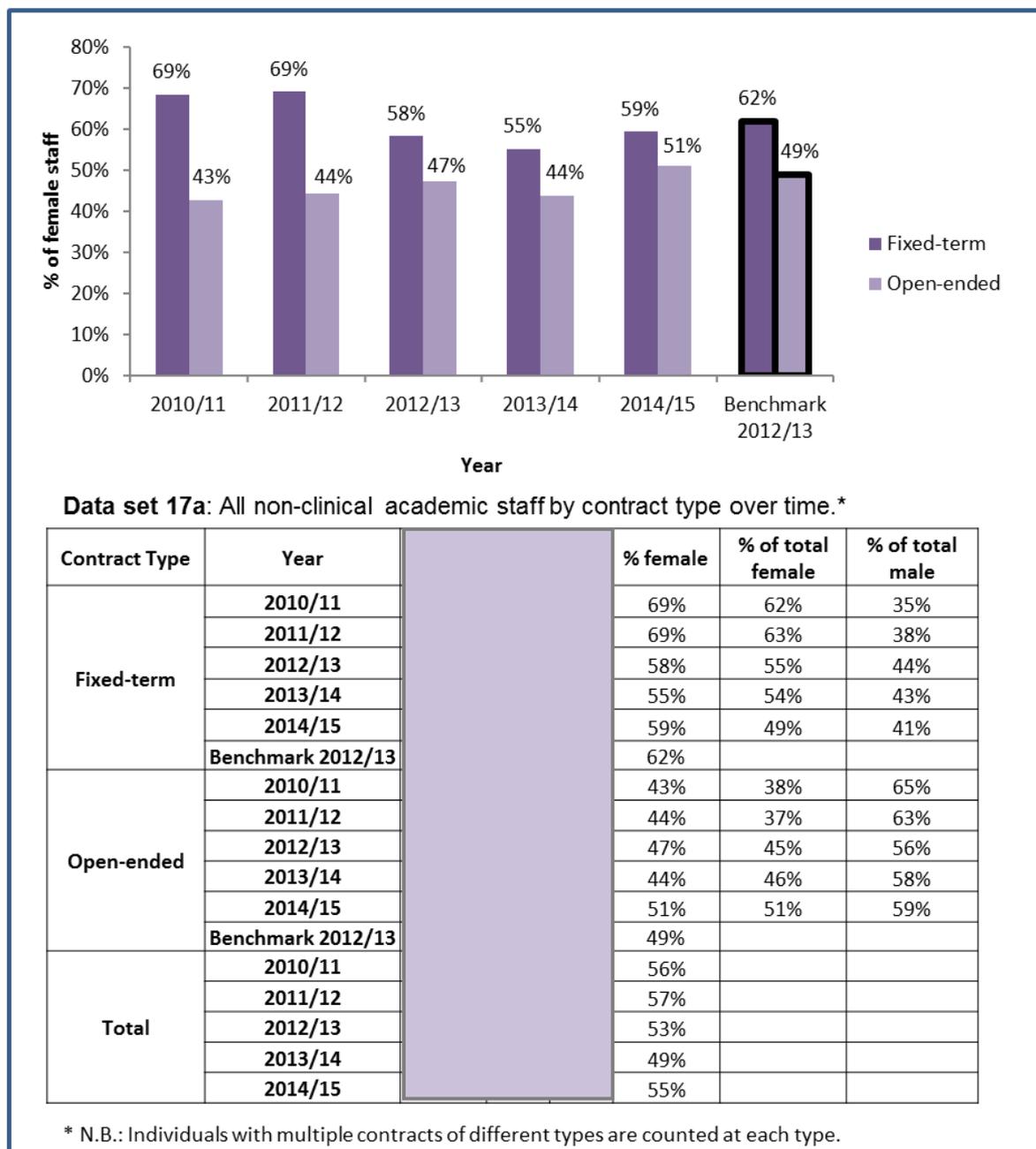
Since 2011/12 we have a welcome decrease in the ratio of female fixed-term:open-ended contract non-clinical staff:

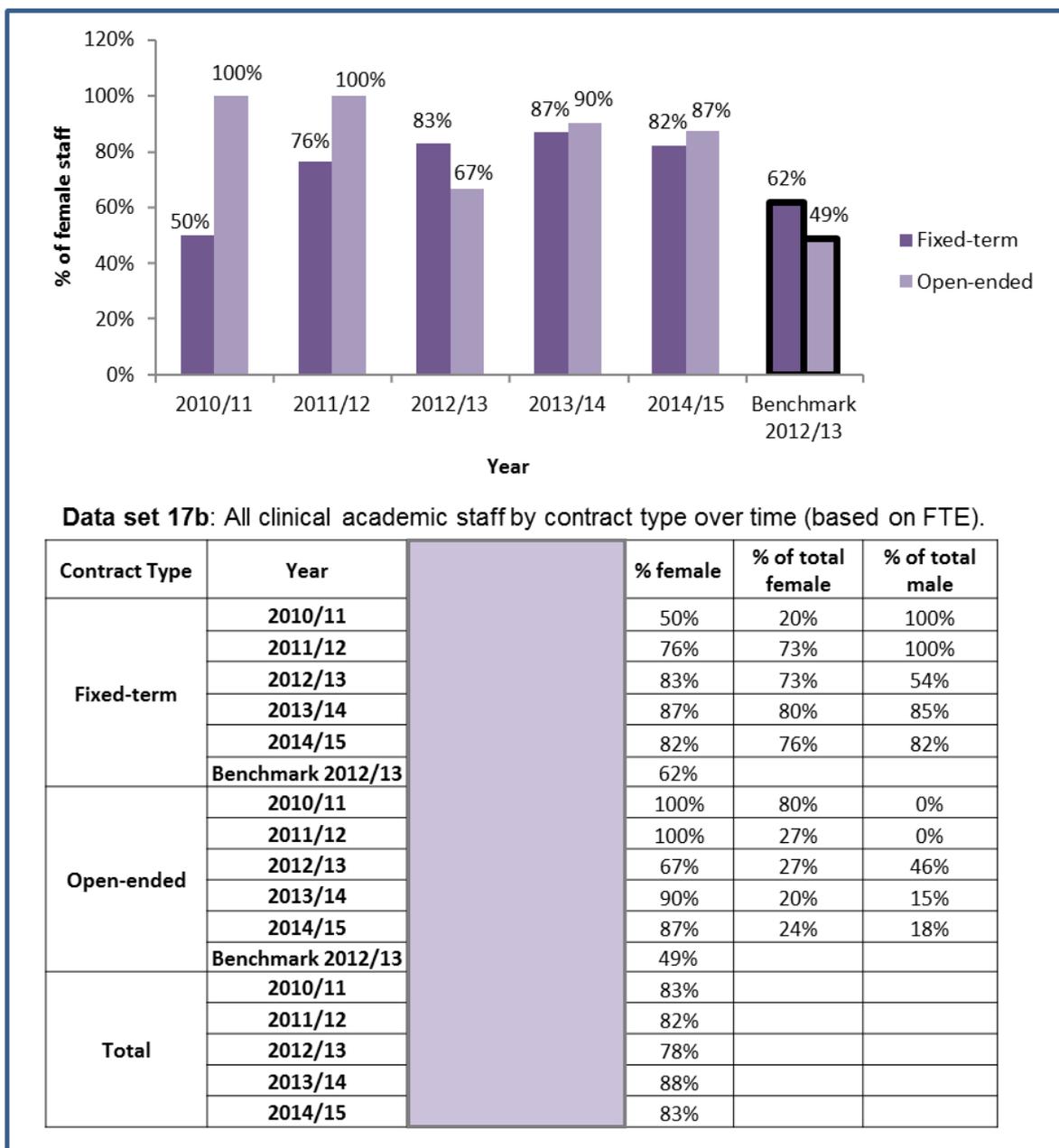
- Non-clinical fixed-term contracts have gone from 63% to 49% of female staff (males: 35% to 41%; Data set 17a)
- 51% of our non-clinical open-ended staff are female, which is above the benchmark
- Clinical fixed-term contracts have remained stable: 73% to 76% of female staff, with a lower bias for females than males (males: 100% to 82%; Data set 17b).

As with research staff, the majority of clinical staff are on externally funded fixed-term contracts. The relative proportion of clinical staff on open-ended contracts is greater for male staff (Dataset 17b). Open-ended and fixed-term clinical staff did not differ in their responses in our recent survey (AP1.04), which is encouraging although the number of open-ended staff is very small making it difficult to generalise. We have a number of actions in place to help us develop specialized support for fixed-term clinical staff, who often have their main employer elsewhere (see especially 4.1.4 and 4.2.1) and foresee a steep increase in the number of high priority actions to be implemented for these staff over the next 6 months.

In sections 4.1.2, 4.1.4. and 4.2.1 we have detailed our actions addressing support for ECRs on fixed-term contracts and we would like to highlight that we have recruited three of our female fixed-term staff onto open-ended contracts in the past two years.

[232]





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?

Workload allocations, including committee membership and the assignment of roles with specific committee membership, are made by PEG on the basis of recommendations made by RAC and PRAC panels (AP3.07; AP6.01) as described in section 4.1.2. Committee load is monitored in SWARM and we have seen positive changes in the types of roles that females are taking on (see 4.3.4).

Furthermore, a number of areas of University business, which had previously been governed by committee, are now governed through dual assurance: Task and Finish Groups across the University take forward consultation to allow more staff to be involved in the wider governance (e.g., AP3.04; AP7.01).

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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: a workload planner” (SWARM; AP6.01) is used to assign and calculate every staff member’s workload across the academic year and breaks the workload down by type. This helps to ensure that staff get recognition for the work they do, allows analysis of the gender split of workload allocation (APB5.07) and provides a focus for mentor-mentee workload and promotion discussions (AP3.06; AP5.00). Following feedback we are in the process of formalising workload hours for clinical staff (AP6.01).

Additionally, we monitor role allocation by gender in relation to the likely benefit (or lack thereof) of a role for career progression. At Bronze we found that as the level of “career boost” increased, the likelihood of a female staff member being in that role declined (Table 12).

Gender of person holding role	Year	Mean career boost rating for these roles	SD of career boost rating for these roles
Female	2013/14	3.08	0.75
	2014/15	3.34	1.1
Male	2013/14	4.01	1.5
	2014/15	4.2	1.52
Male minus HoD, DoR and DoE	2013/14	3.38	0.94
	2014/15	3.38	1.03

Table 12. Mean career-boosting ratings for administrative roles held by women and men in the department over the past two years.

For Bronze and since Bronze we have implemented systems to increase opportunities for staff to take on career boosting roles at key points in their career (AP6.01; 3.07; 5.04; see 4.1.2). Numbers are still skewed since most senior management roles (HoD, DoR, DoE) are currently held by men, but **since Bronze the average career boost rating of roles that females are in has increased** (Table 12). We foresee that the increased number of female Professors and the Bronze deputy roles (AP5.04)

will help to increase the chances of senior roles being filled by women and will ensure that this is considered in future succession planning (AP4.00).

We are also using information on non-work-loaded “good citizenship” roles in the annual review process to ensure that women are not taking on a disproportionate number of non-workloaded roles (APB5.07; AP6.01).

[260]

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.

The Department provides a range of social activities to encourage collegiality, the development of informal mentoring relationships and feelings of inclusiveness for more junior members (PGRs and ECRs). In 2013/14, we held our first annual summer picnic (Figure 14, AP6.07), open to all Department members and their families and hosted by a member of staff. We have had high attendance for these events with excellent representation from our PGR and ECR communities, for

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Figure 14. Annual Department picnic (above) with attendance figures for the two years in which it has run so far (below).

	Total	Adults	Children
2013/14	76	52	24
2014/15	78	52	26

whom we provided transport in 2014/15 due to its location outside of Exeter (AP6.07).

Core hours are 10am–3pm (APB6.01). Following consultation (AP1.03) two of the seminars in our Departmental series are held out of hours (5-6pm) to allow for a celebration and social event just after the seminar (AP6.07). As a Department we have allocated funds (£1,500) to run three pop-up nurseries per year for Department events outside of core hours at no cost to users (AP6.09), including our welcome reception for new starters (AP6.07). We have run one of these pop-up nurseries so far with 10 children attending. Feedback indicates this was a great success (Box 8). Following enquiries from three other Departments we have now put together a guide and made it available on the University intranet (AP9.01; 6.09).
[207]

“I would not be able to attend the seminar without the pop-up provision so this is fantastic”.

“Excellent service”

Box 8: Staff Feedback on popup nursery

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 (AP1.03; 1.04) in the last three years (249 posts on our post-it posters) consistently indicates the Department is “friendly”, “engaged”, “supportive”, “lively”, “fun” and a “good place to work”. We have sought to actively promote female role models at all pipeline stages, e.g. Departmental seminar series speakers (APB8.02) and media features (AP6.00) (Figure 15). In fact, with our active encouragement and growing number of senior women in the Department, we have seen a strong trend towards greater representation of female staff in our research news.

In our recognition of the importance of role models we are committed to participating in International Women’s Day celebrations (AP8.05; 8.07). Since Bronze the Department has supported and been featured in events including an “Inspiring Through Research” gender research seminar series (APB9.05), the University’s 31 Women Campaign (AP8.05), and a University-wide inspirational woman photo montage event (AP8.08).

We have three coffee areas for staff and PGRs and are pushing for a central social space following staff feedback (AP6.05). We have weekly staff coffee with the 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.

[203]

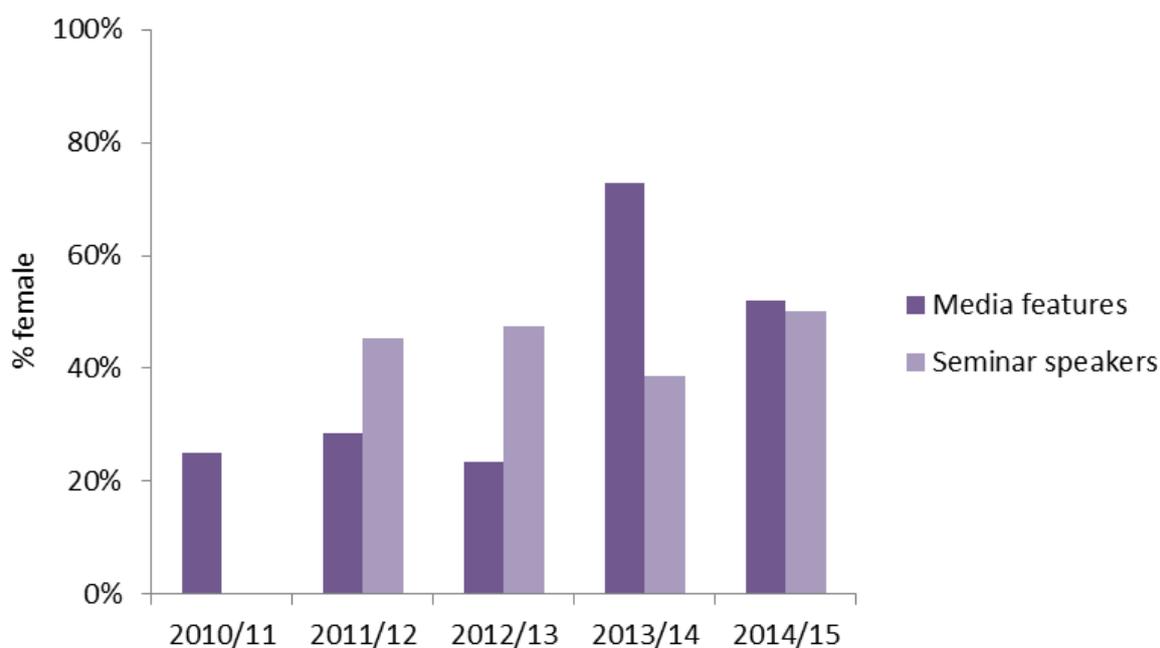


Figure 15. Representation of females in Departmental media coverage and seminars across time.

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 among under-represented groups in local and regional schools and colleges. Two members of staff, with 330 workload hours combined (APB8.01), coordinate outreach activities and monitor speaker gender representation (AP8.01). In 2014/15 presenters were 81% female (18 out of 22). Our activities include visits to schools, involvement in regional events (Big Bang Southwest, Sidmouth Science week), and participation in University organised events like International Women’s Day (AP8.05; 8.07) and Grand Challenges in which the Department lead a theme on encouraging girls into STEM/M (see AP8.06).

This year we initiated and organized Exeter’s first Soapbox Science (SBS) event (AP8.03, Figure 16) which aims to engage the public with science and highlight the contributions of women in STEM. Our 12 female speakers ranged from PGRs to senior lecturers from Universities of Exeter, Oxford and Birmingham. Nineteen UG, Postgraduate and ECR female (89%) and male (11%) volunteers helped. **It was extremely successful with over 2,400 visitors of all ages.** It also provided an excellent opportunity for networking amongst speakers. We have applied to the College AS fund to host termly networking lunches with previous SBS speakers. We are committed to run this event annually and grow into a Women in STEM Network in the Southwest (AP8.03). The event also provided excellent opportunity for UG volunteers to network with female scientists.

[230]

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% for leavers in the last 5 years (Table 13). Prior to leave, meetings

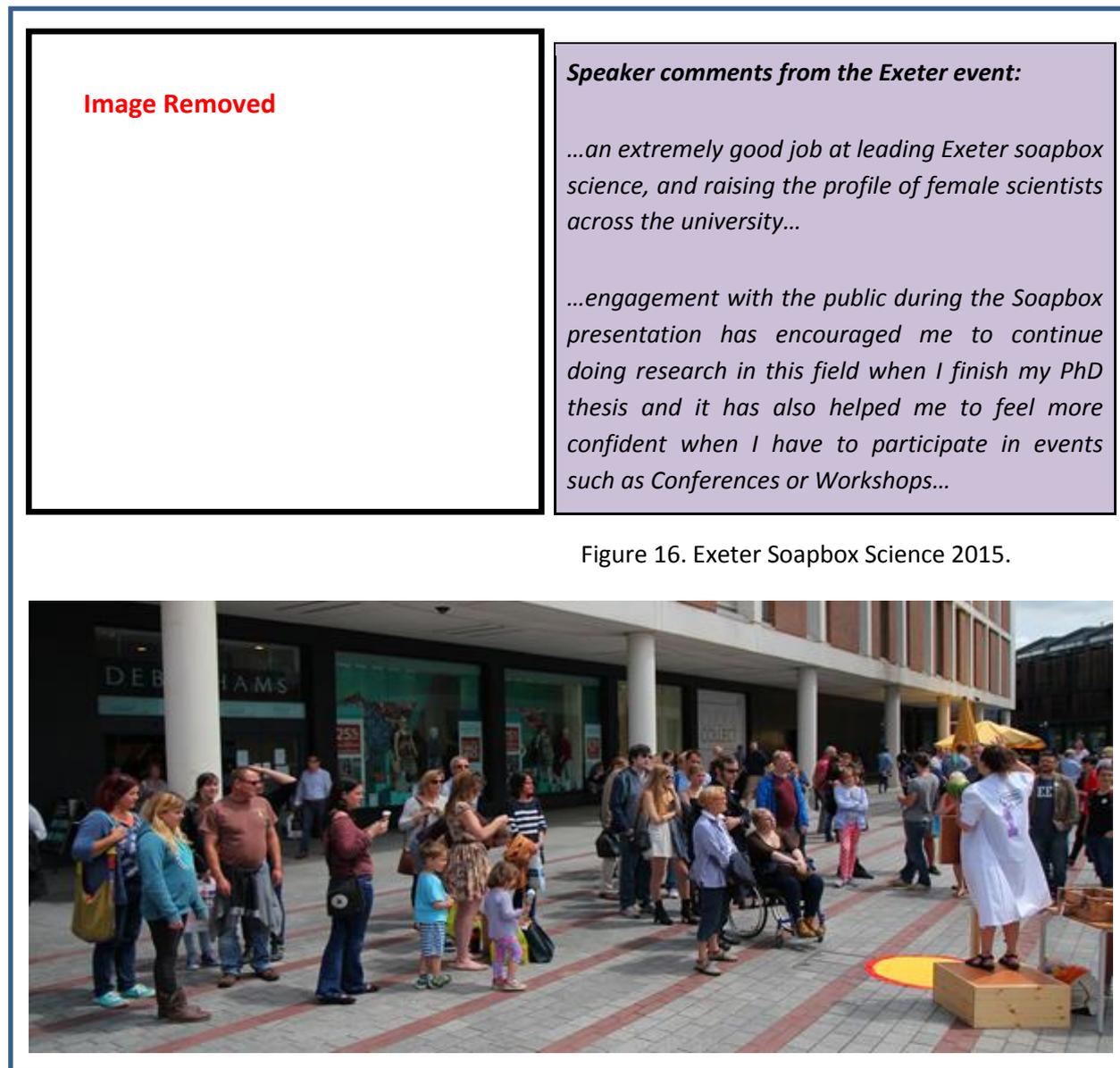


Figure 16. Exeter Soapbox Science 2015.

take place with the HoD to discuss needs before, during and after leave (AP7.03). The HoD ensures that requirements are met and that cover is provided (AP7.02). We strongly encourage leavers to use their keeping in touch days, which positively focus on the staff not the Department's needs (APB7.03). Each leaver is offered a meeting with the College Dean (APB7.06). We are interviewing

leave takers on all phases of their leave within three weeks of their return and after they have been back in their role for 3 months to monitor leaver support (AP1.02).

[107]

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.

Four non-clinical staff have taken paternity leave in the last 5 years and one clinical staff in the past 3 years (Table 13). There are no examples of adoption or female paternity leave. For Bronze our qualitative data on paternity leave indicated that salary sacrifice prevented fathers from taking full leave. In response to this staff feedback via PASWG, the University increased paternity support leave to two weeks paid leave (January 2014). Since Bronze we have surveyed paternity leave takers and 100% have taken full leave 100% would be open to taking shared parental leave. We will promote the newly shared parental leave as soon as adequate guidelines are in place (AP7.05) and interview paternity leave takers on return to monitor uptake and satisfaction with leave (AP1.02; AP7.03).

Removed table 13: Overview of parental leave taken in the Department.

[127]

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.

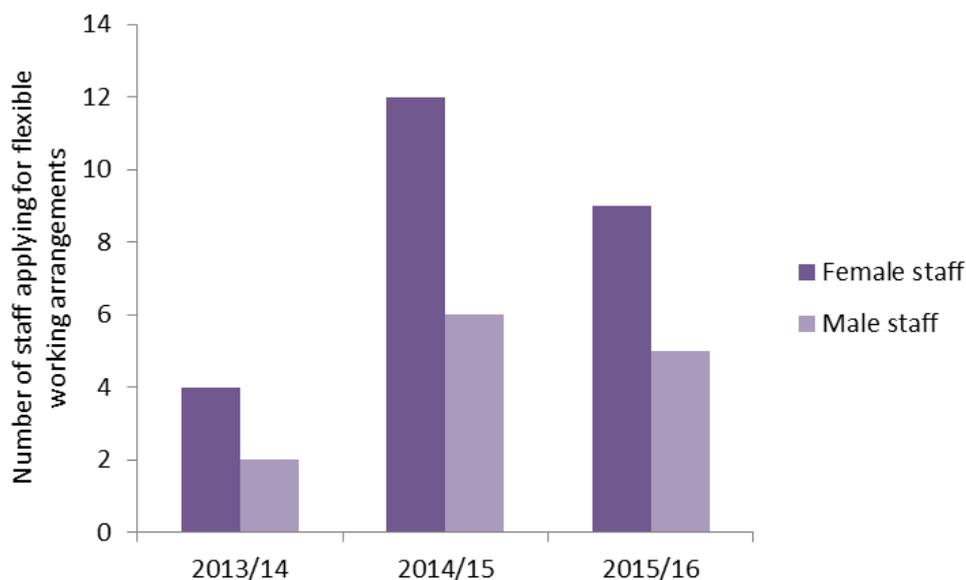


Figure 17. Number of staff over time requesting restrictions on the hours in which they can be scheduled for teaching so they can fulfil family / carer commitments.

Staff can request formal (contractual) changes to their working pattern under the relevant parents and carers legislation. There is a second route where staff can request times/dates during the

working week when they would prefer not to be scheduled for teaching to accommodate parent and carer responsibilities. 100% of requests via both routes are currently being met.

[69]

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' University web-pages outline the rights and responsibilities of applicants and managers with regards to flexible working.

The Department raises awareness of flexible working arrangements through job adverts, 'Working Here' web-pages and induction processes. With the promotion of a family friendly culture, we are happy to see the number of staff requesting restrictions on teaching hours for parent/carer reasons (see 4.4.3) is increasing (Figure 17, APB1.03).

[78]

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.*

In response to feedback from staff, we have created a Department process to support family leave (AP7.04):

1. Bronze: Cover and resources are allocated at the Department (through PEG) and College levels (AP7.02-7.04), based on the needs of the leave taker.
2. Silver: Cover for leave will be documented in a clear and transparent way to assure leavers and colleagues that no extra workload is placed on colleagues as a result of the leave (AP7.02).
3. Silver: HoD, SGLs and ALs will receive regular updates on leave policy and feedback and we are developing posters as a resource for information and guidance on leave taking (AP7.00).

One of our Silver actions is to conduct two interviews post return to assess the impact of the new policy and gain additional feedback (AP1.02). To date one leave taker has returned and been interviewed (September 2015).

[143]

5. Any other comments: maximum 221/500 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.

We pride ourselves on working towards influencing policy and action in other Departments and institutions. To highlight the reach of our influence that we have documented to date:

- Department of Biosciences, Streatham and College of Engineering Maths and Physics – sharing leading to uptake of Psychology’s mentoring model for staff, ECRs and PGRs and good practice around mentoring
- Department of Sports and Health Sciences – sharing leading to uptake of exit interview model for staff and PGRs
- Department of Biosciences, Streatham – sharing leading to uptake of promotion workshop format and panel membership model
- College – Sharing and implementation of PGR exit questionnaire
- University of Exeter – sharing of successful Pop-Up Nursery model and guide on setting this up
- Department of Biology, Bristol University – sharing of family friendly policies and practices including funding pop-up nurseries for out of core hour events
- Department of Biology, Bristol University – sharing practice of setting aside a Department budget for AS activities.
- Recognition of individuals in our Department who are working towards gender equality in STEM/M disciplines outside of the departmental working groups. We have recently (September 2015) designated our first Psychology AS Champion: Professor Manuela Barreto for her continued and impactful efforts across the University. With this designation we hope to make the work of our AS Champions more visible in the Department and ensure that it is recognized (AP9.03).

[221]

***Psychology Silver Athena SWAN Action Plan and Case Studies Removed.
Please contact the University of Exeter’s Central Equality and Diversity Team for these documents
if required***